

University of
La Verne

CATALOG

2020–2021



University of La Verne

Central Campus: 1950 Third Street, La Verne, California 91750

Telephone: (909) 593-3511

Fax: (909) 448-1628 (Registrar)

Home Page: laverne.edu

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

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

2020-21 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.

2020-21 Catalog Effective Dates – August 31, 2020 through August 29, 2021

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

2020-21 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 the student 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) 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 policies 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 La Verne website. 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 can be found at: laverne.edu/map



A message from President Devorah Lieberman

Welcome to the University of La Verne. It is important that every student at the University of La Verne receives a well-rounded La Verne Experience. This catalog includes essential information about our university and its outstanding academic offerings, as well as countless rewarding co-curricular activities and opportunities.

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 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".

Devorah Lieberman, Ph.D.
President

TABLE OF CONTENTS

| | |
|---|-----|
| Academic Calendars..... | 3 |
| The University of La Verne - General Information | 7 |
| Student Services and Athletics | 12 |
| Admissions Information..... | 17 |
| Financial Information | 31 |
| Financial Aid Policy | 39 |
| Academic Information..... | 46 |
| Undergraduate Graduation Requirements | 62 |
| Rights and Responsibilities..... | 72 |
| Academic Programs - Complete List of Undergraduate Degrees Programs | |
| College of Arts and Sciences | 104 |
| College of Business and Public Management | 140 |
| LaFetra College of Education | 148 |
| Graduate Admissions | 154 |
| Graduate Academic Information | 156 |
| Graduate Graduation Requirements..... | 165 |
| Academic Programs - Complete List of Graduate Degrees Programs | |
| College of Arts and Sciences | 168 |
| College of Business and Public Management | 183 |
| LaFetra College of Education | 196 |
| Certificates, Undergraduate and Graduate..... | 222 |
| College of Law | 228 |
| Board of Trustees, Administration, and Faculty | 234 |
| Index..... | 240 |

ACADEMIC CALENDARS 2020-2021

Central Campus Semester Calendar *(16 weeks)

Fall Semester 2020: August 31 – December 20, 2020 (16 weeks)

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

Spring Semester 2021: January 3 – May 31, 2021

January Interterm 2021: January 4 – 29, 2021 (4 weeks)

| | |
|----------------------|--|
| January 4, Monday | Classes begin |
| January 18, Monday | Martin Luther King, Jr. – academic holiday |
| January 29, Thursday | January Interterm ends |
| January 29 – 31 | Winter Commencement Weekend |

Spring 2021: February 1 – May 30, 2021 (17 weeks)

| | |
|--------------------------------|------------------------------------|
| February 1, Monday | Classes begin |
| February 15, Monday | President's Day – academic holiday |
| March 15 - 21, Monday – Sunday | Spring Break – academic holiday |
| April 2, Friday | Good Friday – academic holiday |
| May 28 - 30 | Spring Commencement Weekend |
| May 30, Sunday | Spring Semester ends |
| May 31, Monday | Memorial Day – academic holiday |

Summer Term 2021: June 7 – August 15, 2021 (10 Weeks)

| | |
|-------------------|-------------------------------------|
| June 7, Monday | Classes begin |
| July 5, Monday | Independence Day – academic holiday |
| August 15, Sunday | Summer Term ends |

*This calendar is also used at the Ecumenical Centers and the Ed.D. Program.

(Detailed calendar information: see laverne.edu/registrar)

CAPA SEMESTER Calendar

Fall 2020: August 31 – December 20, 2020

Cycle 1

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

Cycle 2

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

Accelerated Sunday

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

Accelerated Evening

September 28 – December 13

ONLINE

September 28 – December 13

Spring 2021: February 1 – May 30, 2021

Cycle 1

February 5-6, February 12-13, February 27-28, March 12-13, March 19-20

Cycle 2

March 26-27, April 2-3, April 16-17, April 30 - May 1, May 14-15

Accelerated Sunday

March 28, April 4, April 18, April 25, May 2, May 9, May 16

Accelerated Evening

March 22 – May 30

ONLINE

March 22 – May 30

Summer 2021: June 7 – August 15, 2021

Cycle

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

Accelerated Sunday

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

Accelerated Evening

June 7 – August 15

Online

June 7 – August 15

TERM CALENDAR (10 weeks)

Fall Term 2020: September 28 – December 13, 2020 (11 weeks)

November 23 – 29, 2020

Thanksgiving – holiday week (for term based only)

Winter Term 2021: January 4 – March 14, 2021 (10 weeks)

March 15 – 21, 2021

Spring Break – academic holiday

Spring Term 2021: March 22 – May 30, 2021 (10 weeks)

April 2, 2021

Good Friday – academic holiday

May 31, 2021

Memorial Day – academic holiday

Summer Term 2021: June 7 – August 15, 2021

July 5, 2021

Independence Day – academic holiday

Central Campus Programs:

D.P.A., Doctor of Public Administration
M.B.A., Master of Business Administration
M.H.A., Master of Health Administration
M.P.A., Master of Public Administration
M.S., Accounting
M.S., Data Analytics
M.S., Finance
M.S., Leadership and Management

Regional Campus Programs:

High Desert Campus – Victorville
Centers for Educators – Credentials, Master's,
Teacher Education
Inland Empire Campus
Kern County Campus
La Verne Online
Orange County Campus
Naval Base Ventura County
San Fernando Valley Campus
Vandenberg AFB Campus
Ventura County Campus



COLLEGE OF LAW

Fall Semester 2020 – August 17 to December 20 (18 weeks)

| | |
|--|-------------------------|
| Mandatory Orientation/LAP Program | August 7-16 |
| Classes begin | August 17 |
| Labor Day (academic holiday) | September 7 |
| Thanksgiving Recess (academic holiday) | November 25-November 29 |
| Exam Period | December 2-17 |

Spring Semester 2021– January 4 to May 9 (18 weeks)

| | |
|--|----------------|
| Classes begin | January 4 |
| Martin Luther King, Jr. (academic holiday) | January 18 |
| President's Day (academic holiday) | February 15 |
| Spring Break (academic holiday) | March 1-7 |
| Good Friday (academic holiday) | April 2 |
| Exam Period | April 23-May 9 |
| Commencement | May 8 |

Summer Session 2021 – June 7 to Aug 8 (8 weeks)

| | |
|-------------------------------------|------------|
| Classes begin | June 7 |
| Independence Day (academic holiday) | July 2 |
| Exam Period | August 2-8 |

PHYSICIAN ASSISTANT PROGRAM

Trimester Calendar

Fall Trimester: August 31 – December 13, 2020 (15 weeks)

| | |
|----------------|---------------------------------------|
| August 31 | First day of classes |
| September 7 | Labor Day – academic holiday |
| November 22-28 | Thanksgiving Break – academic holiday |
| December 13 | Last day of the term |

Spring Trimester: January 4 – April 25, 2021 (15 weeks)

| | |
|-------------|--|
| January 4 | First day of classes |
| January 18 | Martin Luther King, Jr. – academic holiday |
| February 15 | President's Day – academic holiday |
| April 2 | Good Friday – academic holiday |
| April 25 | Last day of the term |

Summer Trimester: May 4 – August 15, 2021

| | |
|-----------|-------------------------------------|
| May 3 | First day of classes |
| May 31 | Memorial Day – academic holiday |
| July 5 | Independence Day – academic holiday |
| August 15 | Last day of the term |

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, 129 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 became 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 formed 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 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

Brian D. Clocksin, Interim Dean
Ngoc H. Bui, Interim Associate Dean
Gerard P. Lavatori, Interim Associate Dean
Roy Kwon, Assistant Dean

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

Full description: <https://artsci.laverne.edu>

College of Business & Public Management

Abe Helou, Dean
Keeok Park, Associate Dean
Rita Thakur, 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: <https://business.laverne.edu>

LaFetra College of Education

Kimberly A. White-Smith, Dean
Kristan M. Venegas, Associate 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, child life, educational leadership, educational studies, elementary, secondary and special education teaching, higher education, educational counseling, school psychology, and pupil personnel services. 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. Recognized as an innovator in the development of leaders, care professionals and educators in Southern California, the LaFetra College of Education has received state (California Commission on Teacher Credentialing) and national (Council for the Accreditation of Educator Preparation) accreditation. With opportunities to apply theory to practice embedded in all of our programs, our students graduate with the confidence, knowledge and skills to enter or advance in their professional fields.

Full description: <https://education.laverne.edu>

College of Law

Kevin S. Marshall, Interim Dean and Professor of Law
Placido Gomez, Associate Dean for Academic Affairs and Professor of Law
Jendayi Saada, Assistant Dean, Center for Academic & Bar Readiness
Evelyn De Anda, Interim Registrar

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

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

Regional and Online Campuses (ROC)

Nelly Kazman, Interim Dean

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

Full description: <https://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 Campus

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://laverne.edu/capa>

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

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

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

1950 Third Street
La Verne, CA 91750
(909) 448-4949
<https://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://laverne.edu/locations/burbank/college-of-the-canyons/>

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.
<https://pdc.laverne.edu>

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.
<https://laverne.edu/extended-learning>

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 | | X | | |
| B.A. | Business Administration | X | | X | X | X | X | X | X | X | X |
| B.S. | Child Development | | | | X | | X | | X | | |
| B.S. | Criminal Justice & Criminology | X | | | | X | | X | | | |
| B.A. | Educational Studies | X | | X | X | X | | | X | | X |
| B.S. | Health Administration | | | | | | X | | | | |
| B.S. | Information Technology | X | | | | 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 | | X | X | |
| M.B.A. | Exp Professionals | X | | X | X | X | X | X | X | X | X |
| M.H.A. | Health Administration | | | | | | X | | | | |
| M.P.A. | Master's in Public Administration | | | | | | X | | | | |
| M.S. | Leadership and Management | X | | X | X | X | X | X | X | X | X |
| MAT | Master of Arts in Teaching - Multiple Subject Credential | | X | | | X | | | | | X |
| MAT | Master of Arts in Teaching - Single Subject Credential | | X | | | X | | | | | |
| MAT | Mild/Moderate Education Specialist Credential | | X | | | X | | | | | |
| M.ED. | Special Emphasis | | X | | | X | | | | | X |
| CRED | Mild/Moderate Education Specialist Credential | | X | | | X | | | | | |
| CRED | Single Subject | | X | | | X | | | | | |
| CRED | Multiple Subject | | X | | | X | | | | | X |
| M.S. | Educational Counseling | | X | | | X | X | | X | | X |
| M.S. | Educational Counseling - PPS Credntial: Sch Counseling | | X | | | X | X | | X | | X |
| M.S. | Educational Counseling - PPS Credential: Sch Counseling & SBBC | | X | | | X | X | | X | | X |
| M.S. | Educational Counseling - PPS Credential: Sch Counseling & SFBC | | X | | | X | X | | X | | X |
| M.S. | School Psychology - PPS Credential: School Psychology | | | | | X | | | | | |
| A.A. | Associate of Arts, General Studies | X | | | | X* | | X | | | |

* Available for Students admitted to the Streamlined for Success Program



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 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. The ARC-PA has granted Accreditation-Provisional status to the University of La Verne Physician Assistant Program sponsored by the University of La Verne.

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

Juan Regalado, Chief Student Affairs Officer

<https://laverne.edu/student-affairs/>

Active Military, Veterans & Military Connected

The Office of the Registrar, Financial Aid, Student Accounts and Abraham Center for Veteran Students Success ([AVSSC](#)) have staff and resources to assist active military, veteran and military connected students through admission, registration, DOD/VA and financial aid benefits, and financial arrangements. It is recommended that students review both web-pages below for important information and contact the [AVSSC](#), or if located on a military base, their Military Center staff for information. The Office of the Registrar, Financial Aid and Student Accounts are located in Woody Hall. The [AVSSC](#) is located at 1860 Third Street, La Verne, Ca.

<https://laverne.edu/military>

<https://laverne.edu/veterans>

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.

<https://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.

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

Center for Multicultural Services (CMS)

CMS creates opportunities for learning, exploring, deconstructing and celebrating diversity and inclu-

sion as it impacts students and the global community. The CMS supports the dedicated space of the Center which allows for students to convene, engage, organize, collaborate, and print copies. The CMS also hosts the winter and spring cultural graduation celebrations, supports and collaborates with cultural clubs and organizations, provides campus-wide residential human relations/diversity retreats, hosts numerous student diversity related training and initiatives, as well as other campus-wide diversity initiatives on campus, including the Black student services initiative.

<https://laverne.edu/multicultural>

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.

<https://laverne.edu/student-life/clubs/>

Commencement Services

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

<https://laverne.edu/commencement>

Counseling and Psychological Services (CAPS)

Counseling and psychological services are available from September through May free to all undergraduates and for a nominal fee to graduate, CAPA, and College of Law students.

<https://laverne.edu/counseling>

Dining Services

The Spot, the main dining hall is located on the La Verne Campus and is open for use by all students (commuters and residents), faculty, staff and visitors. In addition to the Dining Hall, there is Barbara's Place, a coffee & snack café. For more information on dining services visit:

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

Emergency Student Loans

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

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

Greek Life

The University has national and local fraternities and sororities. Although distinct and unique organizations, the fraternities and sororities are centered around the core principles of sisterhood and brother-

hood, leadership, philanthropy and community service, scholarship, and social activities and events.

<https://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:

<https://laverne.edu/health>

Housing and Residential Life

On-Campus housing is available to all students (undergraduate, graduate, CAPA, & Law). Residence Halls are located on the Main Campus. The mission of the Housing and Residential Life program 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:

<https://laverne.edu/housing>

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.

<https://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.

<https://laverne.edu/orientation>

Office of International Services and Engagement

Supports our University's core value of cultural and geographic diversity by assisting international students to flourish academically, socially, and culturally. The office provides support related to non-immigrant visas, SEVIS compliance, travel, VISA renewals, academic and cultural orientations, social events, student services, and employment assistance.

<https://laverne.edu/oise/>

Sara & Michael Abraham Campus Center (ACC)

The Abraham Campus Center, is the living room of the University. The ACC is home to Scheduling & Events (services for non-academic space), Information & Services (discounted tickets, student packages), Leo's Den (game room, billiards), Barbara's Place Café, administrative offices, social and recreational facilities, classrooms, computer labs, lounges, dining operations, as well as conference, meeting, and event spaces.

Student Outreach and Support

Student Outreach and Support (SOS) works collaboratively with campus and community resources to provide support to students experiencing distress, ensuring the community at large remains safe while the student involved gains the necessary resources to remain successful academically and personally.

<https://laverne.edu/student-affairs/sos/>

The Abraham Veteran Students Success Center (AVSSC)

enhances the veteran student's academic and co-curricular experiences through advocacy, assistance, and by creating or providing access to the programs, services, events and policies designed to assist the veteran student with transitioning from military to civilian status while successfully achieving their educational goals. The AVSSC is located at 1860 Third Street, La Verne, CA 91750.

<https://laverne.edu/veterans/>

Academic Resources

Accessibility Services

Services for students with learning, physical and/or psychological disabilities are coordinated by the Director of Accessibility Services. Information and application forms can be found on the following website: <https://laverne.edu/accessibility/>

Career Center

The Career Center at the University of La Verne empowers students and alumni to develop a lifelong competitive and applicable skill set for an ever-changing global market through a robust set of digital resources, tools, career assessments, and programming. The Career Center supports students and recent alumni in all stages of the career development process, specializing in helping students identify passions, interests and unique skill sets to apply to their professional pathways while providing industry

recruitment opportunities for jobs and internships.
<https://laverne.edu/careers/>

The Office of First Generation & Peer Mentoring

The Office of First Generation & Peer Mentoring provides support for first generation college students to learn, connect and engage successfully in a university setting. Through the Office of First Generation & Peer mentoring, students receive support through mentorship, parental involvement and self-reflective processes, as well as academic, personal and professional development programs and workshops.

<https://laverne.edu/mentoring/>

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://library.laverne.edu/>

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:

<https://law.laverne.edu/library/>

The Academic Success Center (ASC) offers free tutoring and academic support for all Undergraduate, Graduate, and Doctoral La Verne students. The ASC is located in the Abraham Campus Center (second floor) and offers individual, group, and online tutoring sessions in Biology, Business/Accounting, Chemistry, Computer Science, Languages, Math, Physics, Statistics, Technology, and Writing. Students may schedule an appointment at mywco.com/laverneasc, access additional information online at laverne.edu/asc, or call (909) 448-4342 to speak to an ASC staff member.

Other Services and Activities

Bookstore

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

<https://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://myportal.laverne.edu/web/campus-safety>

Honors Scholarship Advisement

The Study Abroad Office provides information about and coordinates student applications for the Gilman International Scholarships, Fulbright Scholarships and Fellowships, Boren Awards, Schwarzman Scholarships, Marshall Scholarships, and Rhodes Scholarships.

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

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 - LVE 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.

<https://laverne.edu/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.

<https://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://laverne.edu/abroad/>

Summer Service

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

<https://laverne.edu/chaplain/summer-service/>

The Washington Center

Students may intern, study, and earn La Verne credit at the Washington Center in the nation's capital. Internships are available in every undergraduate major. The Study Abroad Office provides information about and coordinates the university's program in Washington, D.C.

<https://twc.edu/>



ATHLETICS

GO LEOS!!!

The University of La Verne, a NCAA Division III Member Institution, thrives on providing an engaging, diverse Athletics' community focusing on growth and improvement while creating a challenging, competitive environment with equitable opportunities. Seeking to cultivate teamwork and camaraderie, intercollegiate athletics at the University of La Verne provides an engaging, educational, transformative experience for our coaches, players, staff and surrounding and supportive community members.

In the highly competitive Southern California Athletic Conference also known as the "SCIAC", our women compete in basketball, cross country, golf, soccer, softball, swimming & diving, indoor and outdoor track & field, volleyball, and water polo. Our men compete 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 our athletes are trained by the National Strength Coach of the Year in the NCAA.

As mentioned earlier, the University of La Verne is a member of the Southern California Intercollegiate Athletic Conference (SCIAC) and National Collegiate Athletic Association (NCAA). SCIAC members include ourselves as well as the 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, it is our mission at La Verne to compete against the best regional and national institutions available to provide our teams the best Division III experience we can find.

Student Athletic Eligibility: To maintain full compliance with NCAA Division III and Southern California Intercollegiate Athletic Conference

standards, 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, the student 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

Adam Wu, Director of Undergraduate Admission

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 4 semester hours over two terms at the University of La Verne. Students who desire to go beyond the 11 total semester hours for a semester or 4 semester hours over two terms 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 admissions offer was based. All information submitted during the admissions 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.

TRADITIONAL UNDERGRADUATE ADMISSION

Freshman Admission

An admission decision emphasizes the academic course of study, marks in coursework during grades 9, 10, 11 and the first semester of grade 12, the applicant's personal statement (essay), and a letter of recommendation. Submission of SAT and/or ACT scores is optional. In addition, consideration is given to the applicant's involvement in school and community activities, leadership abilities, special talents, and character.

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. Students must confirm their intent to enroll in the fall by May 1. 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. **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 opened prior to receipt by a university official. 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.

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.

3. **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.

High school students dually enrolled for college credits are required to send official college transcripts for evaluation of course articulation.

Honors at Entrance: For entering first-year students, there are two pathways to enter the Honors Program. The first pathway requires a high school GPA of 3.5 or above and one of the following: SAT of 1240, ACT of 26, TOFEL of 97, IELTS of 7.0, or a high school rank in the top 15%. The second pathway requires a high school GPA of 3.0 or above and one of the following: SAT of 1300, ACT of 29, TOFEL of 97, IELTS of 8.0, or a high school rank in the top 10%.

Transfer Admission

Students who have earned a high school diploma or its equivalent and have previously attended a post-secondary institution OR completed transferable, college-level coursework starting in the fall semester after high school graduation will be considered transfer applicants.

Applicants who have completed less than 28 transferable, college-level semester units are required to submit official high school transcripts and will be evaluated based off both high school and college transcripts.

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. Applicants must demonstrate minimum proficiency by completing a college-level English course. Completion of college-level math is strongly recommended.

1. **Application for Admission:** Applicants must sign and submit the completed application form, personal statement, and the non-refundable \$50 application fee.
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 units 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 docu-

mentation 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 JST 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.

Honors at Entrance: Transfer students who have completed 28 or more semester hours of transferable academic credit with a GPA of 3.5 or above will be invited to apply to the Global Ideas Honors Program. Transfer students who have completed an Honors Transfer Council of California (HTCC) Honors Transfer Program with an overall transfer GPA of 3.5 will be invited to apply to the Honors Program and will also have the 24 required University of La Verne Honors elective units reduced to 12.

International Admission

The University of La Verne welcomes applications from students living in countries throughout the world. Sufficient evidence must be provided to ensure 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 university is authorized to issue the I-20 when international applicants have been accepted and have submitted the 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 La Verne **Main Campus** and are not eligible for the CAPA program or ROC. 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:** Receipt of the completed and signed application form, personal statement, and the non-refundable \$50 application fee.

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.** 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 official scores from one of the following or equivalent:

- 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 460 on the Evidence-based Reading and Writing Section of SAT
- 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 score of 105 on the Duolingo English Test (DET)
- A minimum of 176 on the Cambridge English Exam (CAE)
- A minimum of 53 on the Pearson Test of English Academic (PTE)
- Completion of the equivalent of RCS 110 (English composition) with a grade of C or better
- Successful completion of ELS Language Centers level 112

Applicants who have not met the minimum English proficiency requirements may elect to apply to the International Year 1 (IY1) Program. To be admitted to the IY1 program, applicants must demonstrate English proficiency in through one of the following:

- A minimum of 5.5 on the International English Language Testing System (IELTS)
- A minimum of 61 on the Test of English as a Foreign Language (TOEFL)
- A minimum of score of 85 on the Duolingo English Test (DET)

- A minimum of 45 on the Pearson Test of English Academic (PTE)
- A minimum score of 1050 on the GTEC
- A minimum score of 110 on the Gaokao
- Successful completion of ELS 109

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:

Admitted Students Confirmation Date: Once accepted, admitted students with the intent to enroll are expected to submit a \$200 tuition deposit. Students admitted after the deposit deadline will be expected to submit a non-refundable 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.

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. 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.



TRANSFER CREDIT: TRADITIONAL 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 a regionally 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.

Associate Degree for Transfer (ADT)

Students, who earn an Associate in Arts for Transfer (AA-T) or an Associate in Science for Transfer (AS-T) degree from a California Community College, can transfer their degree in total to the University of La Verne. Students will automatically be credited as meeting the University of La Verne General Education requirements with the exception of the La Verne Experience requirement of University Values LVE 200 (or an approved course), Community Engagement LVE 305 (or an approved course), and University Reflection LVE 400 in residence. Lower division major requirements will be credited if the transfer degree program is deemed similar to a corresponding major program at the University of La Verne. Students must remain in the corresponding major program for the bachelor's degree. Students who transfer the ADT should be able to graduate in 2 years. This assumes a student follows the degree

pathway plan created for the student at the time of advising.

C-ID

The University of La Verne faculty utilize the California Identification supranumbering system (C-ID) to articulate courses whenever possible. The C-ID system allows courses to be articulated through the use of descriptors for commonly articulated transferable lower-division courses. Courses articulated through the use of C-ID descriptors are deemed equivalent to University of La Verne courses.

Course Duplication Policy

A student is not eligible to earn credit for a course if the course covers 50% or more of the same subject material that was covered in previously completed college level coursework or exam. Furthermore, a student is not eligible to earn credit in a course if that course covers material in the same general subject area of a more advanced course previously completed. For example, if a student has already completed intermediate Spanish, they cannot now enroll in a beginning Spanish class to earn credit.

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.

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 (sopho-

more 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 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 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 RCS 110 that was completed elsewhere prior to acceptance.

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 (or an approved course), Community Engagement LVE 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.
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.

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 by the University of La Verne.
- The course is considered to be at the baccalaureate level at the sending institution.
- 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.

Post-Matriculation Transfer (coursework completed at another institution after admission and enrollment at the University of La Verne):

A student who is pursuing an undergraduate degree at the University of La Verne and who wants to enroll at another college or university must obtain prior approval from the Transfer and Evaluation Center. The purpose is to ensure the requested coursework is transferrable to the University of La Verne, will meet the intended degree requirement and encourage student success by monitoring total academic loads. Information on how to submit a request for approval of transfer credit can be found on the Registrar Transfer and Evaluation Center web page at: <https://laverne.edu/evaluation>

Before enrolling at another college or university you must confirm the course is transferrable and the degree requirement the course will meet. You are also expected to confirm the following:

- Courses enrolled at another college and university cannot be included in the calculation of enrollment status (Full-time/Half-time).
- It is not advised to repeat a University of La Verne course at another college/university if you have already completed the same course

at the University of La Verne for the purpose of improving your GPA.

- Be sure to check the number of semester hours you have already transferred to the University of La Verne. You cannot transfer more than 88 semester hours of credit.
- Credits completed at a Community College are normally transferred to the University of La Verne as lower division.
- Only grades of C- or greater are transferred.
- Students who are requesting to be cleared to participate in a future commencement ceremony must provide verification of enrollment from the transfer college/university or completion of standardized exams. This needs to be submitted by December 1 for Winter Commencement and April 1 for the Spring Commencement.
- *Traditional Undergraduate students need to refer to the overload policy within this catalog. This will ensure you do not take a course that will not transfer as a result of exceeding the enrolled maximum semester hour limit each semester.
- *Traditional Undergraduates on the main campus who have reached senior status may transfer no more than 16 of the last 32 semester hours; remaining semester hours must be earned in residence.

*Applicable for Traditional Undergraduate Students Only

Timely submission of transcripts from a transfer college/university or a standardized exam is the student's responsibility. Students must request an official transcript to be mailed to Admission Operations.

All transcripts must be post marked or date stamped as being printed within 45 calendar days of the official last day of the semester/term/grading period at the transfer institution. Students who do not submit official transcripts within the 45 calendar days will be required to appeal for the acceptance of the transcript and pay the appeal fee if approved.

ADMISSION: DEGREE PATHWAY FOR THE ADULT LEARNER

The University of La Verne Degree Pathway for the Adult Learner (known as Regional and Online Campuses) is comprised of multiple locations located in California and Online. The Degree Pathway for the Adult Learner offers undergraduate and graduate degree options and modalities of instruction. The eight regional campuses, CAPA (Campus Accelerated Program for Adults) and La Verne Online provide educational opportunities for the Adult Learner with varied educational backgrounds.

At the University of La Verne, **an Adult Learner is an individual who meets the federal criteria of an “independent” student. This criterion includes: 24 years of age, OR married, OR has legal dependents (children) OR veteran, OR active military duty. A complete definition of an “independent” student can be found on the FAFSA (Free Application for Federal Student Aid) website. Exceptions to this requirement at the time of admission may be appealed through the Office of Admissions.**

The Adult Learner applicant will be considered for admission to the University based on several factors:

- Completion of a high school degree or equivalent **as defined by the Department of Education as outlined in the Financial Aid section of this catalog under the Ability to Benefit.** Students who have earned an associate's degree, or who successfully completed the equivalent of 60 semester credit hours that is acceptable for full credit toward a bachelor's degree are exempt from submitting high school verification.
- Significant life experience or events after high school graduation
- Cumulative college GPA of 2.00 or higher
- The ability to succeed in a challenging academic program

Specific majors have additional admission requirements beyond those described above:

Applicants for a *B.A. in Business Administration*, *B.S. in Organizational Management*, *B.S. in Public Administration*, *B.S. in Criminal Justice & Criminology*, and the *B.S. in Information Technology* offered through La Verne Online must have completed the equivalent to RCS 110 College Writing A with a grade of “C-” or better. Applicants who have not completed the equivalent to RCS 110 will be required to complete the course in their first term of enrollment at La Verne.

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 equivalents to RCS 110 College Writing A and RCS 111 College Writing and Research, with an unweighted admission GPA of 2.50.

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. The transfer work must include the equivalents to RCS 110 College Writing A and RCS 111 College Writing and Research, EDUC 251, EDUC 253, EDUC 254, EDUC 459, and EDUC 354P. A grade of C- or better is required in prerequisite coursework. An overall minimum GPA of 2.50 in the last 30 semester hours of coursework 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.

Application Procedures for the Bachelor's Degree: To apply for admission to the University of La Verne Degree Pathway for the Adult Learner, students access the admissions application via the University of La Verne web pages at <https://laverne.edu/admission/>. Students should submit the necessary admission documents to University of La Verne Admissions Operations. The following documents must be submitted as part of the application for the bachelor's degree:

Application for Admission: The online application may be completed at <http://laverne.edu/admission/>.

Non-refundable application fee

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 (JST/CCAF), 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. 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.

1. Official transcripts from schools must be sent directly by the issuing institution to the University of La Verne Admissions Operations. 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.
2. 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 the University La Verne's Main Campus programs and the University of La Verne College of Law.
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 of Arts degree in General Studies at selected locations. Applicants will follow the admission policies of the current catalog with the following exceptions:

- All applicants for the Associate's degree must submit verification of a high school diploma or equivalent.
- Official transcripts.
- Certificates of prior coursework, if applicable.

Evaluations: 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 the Adult Learner student may not be able to attend full-time every term. For this reason, the Adult Learner is 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:

Students admitted to the Adult Learner Program are required to complete all requirements for the bachelor's degree within seven years from their term/semester of matriculation. The seven-year period begins during the term the student first registers (whether the course is completed or not), and all requirements must be met by the last day of the last term that constitutes the seventh year.

For example, if the student first registers for the spring term 2019, the student is required to complete the bachelor's degree by the last scheduled day of the winter term 2026. For semester students, two (2) semesters plus the summer term are counted as one year, so students who first register for a course during the fall semester will have through the end of the summer term of the seventh year to complete the bachelor's degree. Students who do not complete their degree requirements within this time limit have the option to appeal for an extension of time to their Program and/or Department Chair and the Undergraduate Appeals Committee. If the appeal is not granted, the student may reapply for admissions.

Students who reapply for admission are required to fulfill the requirements in effect per the catalog year to which the student is admitted. Students should consult with their academic advisor for the best option.

CAPA, Regional and Online Campus Undergraduate Students

| Term/Semester of Matriculation | Must Complete Degree Program by |
|---|--|
| Fall Term/Semester | Summer Term of the 7th year |
| Winter Term | Fall Term of the 7th year |
| Spring Term/Semester | Winter Term of the 7th year |
| Summer Term | Spring Term of the 7th year |

- Students who complete their degrees within seven years from the term of matriculation may elect to fulfill either the graduation requirements in effect at the time of their matriculation or the graduation requirements of any catalog that follows their matriculation term/semester.
- Matriculated students who have not been enrolled at La Verne for two years will be classified as inactive and will not be eligible to register for additional courses without approval from the student's academic advisor.
- Associate degree students must complete all degree requirements within four years from their term of matriculation. The four-year period begins during the term the student first registers (whether the course is completed or not), and all requirements must be met by the last day of the last term that constitutes the fourth year.

TRANSFER CREDIT: ADULT LEARNER

Transfer of Courses for the Baccalaureate Degree: Students may transfer a maximum of 88 semester hours of credit towards the Bachelor's degree from a regionally accredited institution or a nationally accredited institution recognized by the University of La Verne. Courses must be designated as being applicable to an associate/bachelor's degree 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 the 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** of credit towards the Associate degree from a regionally accredited institution or a nationally accredited institution recognized by the University of La Verne. Courses must be designated as being applicable to an associate/bachelor's degree 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's residency, general education, and major requirements, as well as the 60 semester hours required for the degree.

Associate Degree for Transfer (ADT)

Students, who earn an Associate in Arts for Transfer (AA-T) or an Associate in Science for Transfer (AS-T) degree from a California Community College, can transfer their degree in total to the University of La Verne. Students will automatically be credited as meeting the University of La Verne General Education requirements with the exception of the La Verne Experience (LVE) requirements. Lower division major requirements will be credited if the transfer degree program is deemed similar to a correspon-

ding major program at the University of La Verne. Students must remain in the corresponding major program for the bachelor's degree. Students who transfer the ADT should be able to graduate in 2 years. This assumes a student follows the degree pathway plan created for the student at the time of admission.

C-ID

The University of La Verne faculty utilize the California Identification supranumbering system (C-ID) to articulate courses whenever possible. The C-ID system allows courses to be articulated through the use of descriptors for commonly articulated transferable lower-division courses. Courses articulated through the use of C-ID descriptors are deemed equivalent to University of La Verne courses.

Course Duplication Policy

A student is not eligible to earn credit for a course if the course covers 50% or more of the same subject material that was covered in previously completed college level coursework or exam. Furthermore, a student is not eligible to earn credit in a course if that course covers material in the same general subject area of a more advanced course previously completed. For example, if a student has already completed intermediate Spanish, they cannot enroll in a beginning Spanish class to earn credit.

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 will 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.

High School Diploma and Transfer Credit: All 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 towards a bachelor's degree at the University of La Verne. These courses must be at the associate/baccalaureate level as designated by the sending institution. Applicability of these semester hours toward specific degree requirements is finalized by the Office of the Registrar. Vocational/Technical Transfer courses are normally defined as those courses that are primarily offered for professional/technical certification (includes some associate degrees). Examples are courses leading to certification in Waste Management, Water Treatment, Nursing, and Architecture.

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.

Foreign Colleges and Universities Transfer Credit

Eligibility: Student applicants must submit transcripts from all International Secondary Schools along with their completed credential review by an approved Foreign Credential Evaluation Service. The review must be a detail credential evaluation to include course title, grades, and credit hours. There is a fee for this service. A brochure from NACES, an approved credential evaluation service is available in the Office of Admissions.

In order for the University's Articulation Office to facilitate faculty review of foreign course work for major and/or 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).

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.

Additional Options to Obtain Degree Credits

The University of La Verne supports the premise that learning is a life-long process and that it can be inclusive of knowledge gained outside of the traditional classroom. The knowledge may have been acquired from the many hours of on the job training to those acquired while serving in the military. To acknowledge the learning that has taken place outside of the traditional classroom, the University of La Verne provides the Adult Learner the following opportunities to validate competencies or learning outcomes by the submission of the following documentation for evaluation.

Standardized Examinations are exams offered by approved national examination programs such as CLEP or DSST. These nationally recognized testing programs offer students a way to earn college credit based on the knowledge acquired outside of the classroom. Most tests are offered at the lower division level. There are some courses offered by DANTES that will recommend upper division level credits. A list of the exams is listed with the accepted passing score on the Office of the Registrar Articulation Web page at <https://laverne.edu/evaluation/articulation/exams/>. Students who have completed standardized exams prior to admission must submit the official test score(s) at the time of admissions.

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.

Challenge Examinations are courses listed in the University of La Verne's catalog. A student may request to take the challenge exam if the student is not enrolled in the course. The student must complete the Challenge Exam process and if successfully passed will receive credit for the course with the semester hours earned and a grade of Credit. Full instructions for a challenge exam can be found in this catalog. Note: not all courses are challengeable. Courses listed in the catalog are challengeable unless specifically listed with a code if NCH.

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 the student previously completed. For example, if a student completes Calculus 1, the student is not eligible to earn credit for a Pre-Calculus exam.

Military Transfer Credit: A total of 21 semester hours of military transfer 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.

ACE/PONSI assessed credits are those that have been evaluated by the American Council of Education (ACE). ACE also reviews and makes recommendations for college credits earned for training at many corporations. Most military courses are list-

ed on the student's Joint Services Transcript (JST) or the CCAF transcript with the ACE recommended credits. The University of La Verne will accept up to 44 semester hours of transfer military credits. Students, who earned non-military ACE credits, must submit the original certificates of completion from the organization providing the training to be evaluated for transfer credit. A maximum of 44 semester hours will be accepted if the non-military transfer credits are determined to be vocational in nature.

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 coursework 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 Community Engagement LVE 305 or an approved ULV course.

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. The Foreign Language requirement is the exception, 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 CSU-GE or IGETC certification when the final transcript is sent to the University of La Verne. All students are required to complete the La Verne Experience requirement Community Engagement LVE 305 or an approved ULV course.
2. Partial CSU-GE and IGETC certifications: At the time of matriculation, courses completed with a grade of C- or better prior to matriculation to 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. The Foreign

Language requirement is the exception, 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 CSU-GE or IGETC certification when the final transcript is sent to the University of La Verne. All students are required to complete the La Verne Experience requirement Community Engagement LVE 305 or an approved ULV course.

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 at the associate/baccalaureate degree 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.

Post-Matriculation Transfer (coursework completed at another institution after admission and enrollment at the University of La Verne):

A student who is pursuing an undergraduate degree at the University of La Verne and who wants to enroll at another college or university *must* obtain prior approval from the Transfer and Evaluation Center. The purpose is to ensure the requested coursework is transferrable to the University of La Verne, will meet the intended degree requirement and encourage student success by monitoring total academic loads. Information on how to submit a request for approval of transfer credit can be found on the Registrar Transfer and Evaluation Center Web page at: <https://laverne.edu/evaluation>.

Before enrolling at another college or university you must confirm the course is transferrable and the degree requirement the course will meet. You are also expected to confirm the following:

- Courses enrolled at another college and university cannot be included in the calculation of enrollment status (Full-time/Half-time).
- It is not advised to repeat a University of La Verne course at another college/university if you have already completed the same course at the University of La Verne for the purpose of improving your GPA.
- Be sure to check the number of semester hours you have already transferred to the University of La Verne. You cannot transfer more than 88 semester hours of credit.
- Credits completed at a Junior College are normally transferred to the University of La Verne as lower division.
- Only grades of C- or greater are transferred.
- Students who are requesting to be cleared to participate in a future commencement ceremony must provide verification of enrollment from the transfer college/university or completion of standardized exams to be cleared to participate in a Commencement ceremony. This needs to be submitted by December 1 for Winter

Commencement and April 1 for the Spring Commencement.

- *Traditional Undergraduate students need to refer to overload policy within this catalog. This will ensure you do not take a course that will not transfer as a result of exceeding the enrolled maximum semester hour limit.
- *Traditional Undergraduates on the main campus who have reached senior status may transfer no more than 16 of the last 32 semester hours; remaining semester hours must be earned in residence.

*Applicable for Traditional Undergraduate Students Only

Timely submission of transcripts from a transfer college/university or a standardized exam is the student's responsibility. Students must request an official transcript to be mailed to the Office of the Registrar or the ROC Admissions Operations.

All transcripts must be post marked or date stamped as being printed within 45 calendar days of the official last day of the semester/term/grading period at the transfer institution. Students who do not submit official transcripts within the 45 calendar days will be required to appeal for the acceptance of the transcript and pay the appeal fee if approved.



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 to students 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 one month prior to the start of the semester. Students enrolled in the College of Law or a trimester-based program must make financial arrangements no later than two weeks prior to the start of the term. Students enrolled in a term-based (10 week) 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 may be assessed up to \$300 in late fees per semester, term, or trimester. All students living on campus must complete their financial arrangements no later than July 20th.

Financial arrangements include, but are not limited to:

- Payment in full
- Deferred Payment Plan
- Tuition Assistance or V.A. benefits
- Third Party payment

- Federal or State Financial Aid
- Student Loans
- Merit Awards
- Institutional Aid (only available to traditional undergraduate students registered full-time and assessed the full-time tuition rate: 12-18 units per semester, excluding Jan Term)

A student may be prevented from registering for a semester/term or trimester if there is an overdue debt from a previous semester, term or trimester.

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

A deferment fee is assessed on all payment plans. The amount of the deferment fee is based on the program in which the student is enrolled and is due at the time of enrollment in the payment plan:

| | |
|--|------|
| Semester Based Programs | \$75 |
| Term or Trimester Based Programs | \$50 |

All students electing to enroll in a deferred payment plan, who do not meet their payment dates, will be assessed a monthly late payment fee of \$35. Payment plans may be cancelled if 2 consecutive payments are missed. 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, credit card, money order, traveler's check, wire transfer, or by electronic check through the web at MyLaVerne. No payments are accepted at the Regional Campuses. Accepted forms of credit card payment include: VISA, MasterCard, and Discover. Credit card payments for tuition will not be accepted in person, over the phone or by mail (Online only).

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 Health Insurance fees. Coverage thus secured, meets the requirements specified by U.S. Federal Regulations. The costs of these fees are required for full-time traditional-age undergraduate tuition, but graduate students must pay the separate Health Center and Health Insurance 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

All active duty military members, their spouses or registered domestic partner, and dependents under the age of 26 who are admitted into 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, Law, or Physician Assistant programs.

Students will be required to provide verification of active military status at the time of admission. Spouses or 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 start date needs to occur before their 26th birthday).

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.

Main Campus Undergraduate Programs

Tuition and Fees:

Full-time: Fall 12-18 semester hours:

| | |
|--|--------------|
| Tuition, per semester | \$22,350 |
| Student Health Insurance, per sem..... | \$415 |
| ASULV Fee, per semester | <u>\$160</u> |
| | \$22,925 |

Full-time: Spring 12-18 semester hours (Feb-May).
January Interterm tuition (1-5 semester hours) is waived if a student is registered full-time and completes the Spring semester:

| | |
|--|--------------|
| Tuition, per semester | \$22,350 |
| Student Health Insurance, per sem..... | \$415 |
| ASULV Fee, per semester | <u>\$160</u> |
| | \$22,925 |

Part-time students, approved academic overloads,
Directed Study, and Independent Study, per
semester hour.....\$1,300
Summer Sessions, per semester hour \$705
Legal Studies, per semester hour\$460
Religion Program (off-campus), per course.....\$640

Study Abroad Programs: The cost listed below must be paid by stated deadlines, which may be prior to departure. Travel costs are the responsibility of the student.

| | |
|-------------------|----------|
| per semester..... | \$29,400 |
| per year..... | \$58,800 |

Washington D.C. Internship.....\$ 28,715

Main Campus Graduate Programs

Tuition:

Master's degrees in Gerontology, Health
Administration, Public Administration,
per semester hour\$825
Master's degrees in Accounting, Business
Administration, Data Analytics, Finance,
Leadership and Management, per semester
hour...\$910
Master's degree in Marriage and Family Therapy,
per semester hour.....\$870
Master's degree in Athletic Training,
per semester hour.....\$700

| | |
|---|----------|
| Master of Science Physician Assistant Practice per trimester (Fall 2020 admission) | \$15,855 |
| per trimester (Fall 2019 admission) | \$15,330 |
| per trimester (Fall 2018 admission) | \$14,821 |
| M.Ed., Educational Leadership, per semester hour..... | \$700 |
| Preliminary Administrative Services Credential, Clear Administrative Services Credential, per semester hour | \$680 |
| All other master's degrees and credential programs in LaFetra College of Education, per semester hour | \$775 |
| Master's Degree (Active Duty military rate), per semester hour..... | \$385 |
| Psy.D., D.P.A., Ed.D., per semester hour | \$1,200 |

CAPA (Campus Accelerated Program for Adults)

| | |
|--|-------|
| Tuition, per semester hour | \$685 |
| Tuition (Active Duty military rate), per semester hour..... | \$250 |

Regional Campuses and La Verne Online

| <u>Undergraduate</u> | <u>Tuition, per unit</u> |
|---|--------------------------|
| Regional Campuses | \$645 |
| Corporate rate | \$545-\$595 |
| Active Duty Military rate** | \$250 |
| <u>Graduate</u> | <u>Tuition, per unit</u> |
| Regional Campuses (GERO, MHA, MPA)..... | \$825 |
| Regional Campuses (ACCT, FIN, MBA, MSLM) | \$910 |
| Corporate rate | \$810-\$860 |
| Education Program..... | \$600-\$700 |
| Active Duty Military rate** | \$385 |

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.

Residence Hall Charges Room Rates

Main Campus Students, Per Semester

| | |
|---|---------|
| Room, Oaks Hall, triple occupancy | \$3,000 |
| Room, Oaks Hall, double occupancy | \$3,690 |

| | |
|--|---------|
| Room, Oaks Hall, single occupancy | \$4,140 |
| Room, Vista La Verne, double occupancy | \$4,100 |
| Room, Vista La Verne, single occupancy | \$4,570 |
| Room, Citrus Hall, triple occupancy | \$3,370 |
| Room, Citrus Hall, double occupancy | \$3,960 |
| Room, Citrus Hall, single occupancy | \$4,350 |
| Summer Room Rate, single | \$2,315 |
| Summer Room Rate, double | \$1,835 |

Main Campus Students, Per Term

| | |
|--|---------|
| Room, Oaks Hall, triple occupancy | \$2,000 |
| Room, Oaks Hall, double occupancy | \$2,460 |
| Room, Oaks Hall, single occupancy | \$2,760 |
| Room, Vista La Verne, double occupancy | \$2,735 |
| Room, Vista La Verne, single occupancy | \$3,045 |
| Room, Citrus Hall, triple occupancy | \$2,245 |
| Room, Citrus Hall, double occupancy | \$2,640 |
| Room, Citrus Hall, single occupancy | \$2,900 |

College of Law Students, Per Semester

| | |
|--|---------|
| Room, Oaks Hall, double occupancy | \$4,150 |
| Room, Oaks Hall, super single occupancy.... | \$4,660 |
| Room, Vista La Verne, double occupancy | \$4,610 |
| Room, Vista La Verne, single occupancy | \$5,140 |

Board Rates

Residential Undergraduate Students, Per Semester

| | |
|---|---------|
| 10 meals per week + \$200 Leo Dollars | \$2,695 |
| 14 meals per week + \$100 Leo Dollars | \$2,935 |
| 19 meals per week + \$25 Leo Dollars | \$3,210 |
| 150 Block Plan + \$100 Leo Dollars | \$2,950 |
| 200 Block Plan + \$50 Leo Dollars | \$3,835 |

Commuter Students, Per Semester

| | |
|----------------------------------|---------|
| 500 Leo Dollars Block Plan | \$500 |
| 100 Block Plan..... | \$2,600 |

Term Students, Per Term

| | |
|---|---------|
| 10 meals per week + \$200 Leo Dollars | \$1,795 |
| 14 meals per week + \$100 Leo Dollars | \$1,955 |
| 19 meals per week + \$25 Leo Dollars | \$2,140 |
| 500 Leo Dollars Block Plan | \$500 |
| 100 Block Plan (Commuter Students) | \$1,735 |
| 150 Block Plan + \$100 Leo Dollars | \$1,965 |
| 200 Block Plan + \$50 Leo Dollars | \$2,555 |

Leo Dollars are included with the purchase of a meal plan or may be purchased separately (i.e. \$500 Leo Dollar Plan). Leo dollars function like a debit card where the price of a meal is subtracted

from the card after every purchase. The balance available on the card rolls over from semester to semester (term to term) but expires at the end of the academic year.

Block Plans: The 100, 150, 200 Block Plans designate the number 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/Returning Student Resident Activity Fee |\$50 |
| Mid-Year Activity Fee |\$50 |
| Summer Activity Fee |\$25 |
| Early Move-In/Late Stay Fee |\$50 |
| Replacement Mail, Chad and Room Key |\$25 |
| Replacement Lock Change |\$125 |

Fees

| | |
|--|-----------------------|
| 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 |\$630 |
| Auditing, per semester hour...one-half normal tuition | |
| Authentication Certificate (Apostille) |\$80-\$110 |
| Cap and Gown Fee (doctoral students) |\$80 |
| Community Service Alternative Assessment |\$50 |
| Competency Exam (CBPM) |\$100 |
| Continuous Registration (Psy.D. & Ed.D.), 1-2 semester hours of tuition |\$1,200- \$2,400 |
| Continuous Registration (D.P.A.), per term |\$800-\$1,600 |
| 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 Health Insurance Plan separately) | |
| per semester |\$75 |
| per term |\$75 |
| Health Insurance (mandatory for all international graduate students), | |

| | |
|--|--------------------|
| per semester |\$690 |
| per term |\$345 |
| Journalism, Radio, TV Lab Fee(s) |\$150 |
| Biology/Anthropology 350L, 360L, 394 |\$100 |
| Kinesiology Lab Fees |\$50-\$100 |
| Lab Fee, per course (non-refundable) |\$100 - \$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 |
| MSAT Multipurpose Fee (per year) |\$1,000 |
| MSAT CPR/AED | |
| MSAT BOC Practicum Exam | |
| MSAT Live Scan | |
| MSAT Mini Medical Kit with supplies | |
| MSAT NATA Dues & ATRACK Access | |
| MSAT Professional Attire/Uniform | |
| Missed Payment Fee |\$35 |
| Music Lessons, per semester hour |\$250 |
| Music 345 Lab |\$50 |
| Photography Laboratory |\$175 |
| Professional Development Courses (700-level, non-degree credit), per semester hour |\$125 |
| Registration (not charged to full-time, traditional-age students), per course |\$30 |
| 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 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 |
| Transitional Kindergarten Certificate (non-degree credit), per semester hour |\$200 |
| Written Composition |\$50 |

*These fees are not applicable to all programs

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

Students admitted in 2020,
Per unit (1-15) \$975
per semester (16 units) \$15,600

Full-time* – Students admitted in 2019,
per semester \$15,140

Part-time** – Students admitted in 2019,
per unit (1-11 units) \$1,180
per semester \$12,975

Full-time* – Students admitted in 2018,
per semester \$14,420

Part-time** – Students admitted in 2018,
per unit (1-11 units) \$1,124
per semester \$12,360

Part-time** – Students admitted in 2017,
per unit (1-11 units) \$1,091
per semester \$12,000

Approved academic overload and summer
per semester hour (for all admit years)
\$1,400

*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.....\$245 - \$734
Graduation\$300
Late Registration Fee\$100
Law Library Fee, per semester\$120
Licensing Exam Fee\$68
Multipurpose Fee, per semester\$246
Student Bar Association Fee, per semester\$50
Student Seat Deposit (non-refundable)\$100



REFUND/TUITION CREDIT POLICIES

It is the student's responsibility to officially withdraw online or notify the Registrar, or the regional campus where the student is enrolled, if he or she is unable to process the online withdrawal 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 drop or withdrawal of their class(es) 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 student withdraws or drops. Students who need assistance with the online drop or withdrawal process should contact the Office of the Registrar or their Regional Campus. 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 cata-

log, 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 decisions 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: If eligible, a refund check or Direct Deposit will be generated within 14 days of the date your student account goes into a credit status. Checks are mailed to your mailing address. Students who are eligible for a refund due to excess financial aid and who used a credit card to pay any or all tuition and fees will have a refund processed to their credit card up to the amount of the payment. Credit card transactions that occurred more than 6 months prior to refund credit will be processed by check in lieu of credit card refund. 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. For students who are eligible for Financial Aid and Veterans Affairs benefits, a refund will only be issued after the funds have been received from both entities and the account goes into a credit status.

Delinquent Payment of Tuition

La Verne reserves the right to refuse a diploma 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 students with delinquent accounts, and no 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 or trimester.

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/term or trimester 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 and/or Institutional Loan(s) 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.

VETERANS, ACTIVE MILITARY & MILITARY CONNECTED

Veterans Affairs Benefits: Students who meet the definition of a “veteran” may be eligible for Veterans Affairs (VA) benefits. Prior to applying, enrolling veterans should contact the Abraham Veteran Students Success Center for information and assistance with completing necessary paperwork.

The VA 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 and registered classes each term or semester of enrollment.

To maintain eligibility, veterans must successfully complete all units enrolled. Veterans who fail to main-

tain 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 Abraham Veteran Students Success Center (VASSC) 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 works in conjunction with Post 9/11 GI Bill © use, and supplements tuition costs above the VA's current tuition benefit cap. For additional information or questions regarding military and veteran benefits, please contact the VASSC.

Military Student Priority Registration

Students who submit a valid military ID or receive VA benefits from the University of La Verne are eligible for priority registration. Registration time ticketing for undergraduate students who attend the main campus is based on semester hours completed. Upon receipt of required documentation, the Office of the Registrar will adjust the students assigned registration time applying the following rules:

- Students assigned to enroll at any time on day 4/Freshman, are re-assigned to the 3PM time block on day 3.
- Students assigned to enroll at any time on day 3/Sophomores, are re-assigned to the 3PM time block on day 2.
- Students assigned to enroll at any time on day 2/Juniors, are re-assigned to the 3PM time block on day 1.
- Students assigned to day 1/Seniors, will remain in the assigned time block on day 1.

VA Pending Payment Compliance Policy: In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment
- Assess a late penalty fee to the student

- Require the student to secure alternative or additional funding (if covered 100% by VA funding)
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students are required to:

- Produce the VA Certificate of Eligibility (COE) or the University Certifying Official must receive an Authorization for Chapter 31 Vocational Rehabilitation (former Form 1905) from the student's Vocational Rehabilitation Counselor by the first day of class.
- Complete the electronic VA Benefits Certification form or submit a written request.
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Military Tuition Assistance (TA) Refund Policy:

The Department of Defense memorandum of understanding requires that the university "have an institutional policy that returns any unearned Tuition Assistance (TA) funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending." In accordance with that requirement, the university TA funds return policy is as follows:

Schedule:

8 Week Course: withdrawal submitted

| | |
|-----------|---|
| Day 1-5 | 100% Return |
| Day 6-12 | 75% Return |
| Day 13-19 | 50% Return |
| Day 20-34 | 40% Return (60% of course is completed) |
| Day 35+ | 0% Return |

10 Week Course: withdrawal submitted

| | |
|-----------|---|
| Day 1-9 | 100% Return |
| Day 10-16 | 75% Return |
| Day 17-23 | 50% Return |
| Day 24-37 | 40% Return (60% of course is completed) |
| Day 38+ | 0% Return |

16 Week Course: withdrawal submitted

| | |
|-----------|-------------|
| Day 1-9 | 100% Return |
| Day 10-16 | 75% Return |

| | |
|-----------|---|
| Day 17-23 | 50% Return |
| Day 24-37 | 40% Return (60% of course is completed) |
| Day 38+ | 0% Return |

If the duration of a course differs from the schedule above:

Unearned TA funds will be returned on a prorated basis, depending on the length of the course. To determine the amount of TA that needs to be returned, the institution will determine the date the withdrawal was submitted and then divide that by the number of days in the term to determine the percentage of TA that was earned by the student.

For example, if a student enrolls in a course with a duration of 30 days and the withdrawal was submitted on the 14th day, the institution would perform the calculation to determine how much TA was earned by the student's attendance: (14 divided by 30 equals 46.6%. 47% of the TA authorized was earned by the student, which means 53% of what was authorized will be returned to the DOD).

Abraham Veteran Students Success Center (AVSSC)

The AVSSC enhances the veteran student's academic and co-curricular experiences through advocacy, assistance, and by creating or providing access to the programs, services, events and policies designed to assist the veteran student with transitioning from military to civilian status while successfully achieving their educational goals. The AVSSC is located at 1860 Third Street, La Verne, CA 91750.
<https://laverne.edu/veterans>

Active Military, Veterans & Military Connected

The Office of the Registrar, Financial Aid, Student Accounts and Abraham Veteran Students Success Center have staff and resources to assist active military, veteran and military connected students through admission, registration, DOD/VA and financial aid benefits, and financial arrangements. It is recommended that students review both webpages below for important information and contact the AVSSC, or if located on a military base, their Military Center staff for information. The Office of the Registrar, Financial Aid and Student Accounts are located in Woody Hall. The CVSS is located at 1860 Third Street, La Verne, Ca.
<https://laverne.edu/military/>
<https://laverne.edu/veterans/>

FINANCIAL AID POLICY

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.). Once a student's financial aid for the academic year is determined, the Office of Financial Aid will send the student a Financial Aid notification.

Students are invited to seek guidance or request assistance prior to making enrollment decisions or to discuss extenuating circumstances. 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/
Federal School Code: 001216

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.

Eligible Programs

Students enrolled in the programs below and taking courses *required* for degree completion may be considered for Title IV federal financial aid funding*:

- All associate's and bachelor's degree programs
- All master's 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 cannot receive financial aid funding for any courses that are not required for completion of their admitted degree program.*

Students *are not* eligible to receive financial aid for enrollment in any of the following:

- Non-degree seeking programs

- In a certificate only program (except the Paralegal Certificate)
- In a credential only program (except those that will lead to a first-time teaching credential)
- In a credential program that enhances an existing teaching credential

Student Eligibility and Application Process

Federal, state, and institutional financial aid is awarded on an annual basis. Students must apply for Financial Aid each academic year of attendance.

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

- Be a U.S. citizen or eligible noncitizen
- Be a high school graduate or meet one of the ability to benefit alternatives (see section below)
- Complete the Free Application for Federal Student Aid (FAFSA) at fafsa.gov; March 2nd is the priority deadline each year.
- Be accepted for admission to the University as a regular, degree-seeking student in an eligible program (see above section)
- Be enrolled and in good academic standing
- 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).
- Not be in default on a federal student loan and not owe money on a federal student grant and will use federal student aid only for educational purposes.

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

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 60 transferrable units that is acceptable for full credit toward a bachelor's degree.
- 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.

Undocumented Students

Undocumented students who are residents of California may file the California Dream Act Application to be considered for state and need-based institutional aid. The application must be submitted annually and is available at dream.csac.ca.gov; March 2nd is the priority deadline each year.

Non-Citizens and International Students

Non-citizens and/or International Students may qualify for University merit-based aid, University administered and/or private scholarships, and private student loans. Additional information is available on the University website: laverne.edu/admission/international/scholarships/

Maintaining Eligibility

Satisfactory Academic Progress (SAP)

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 in order to remain eligible for all federal, state, and institutional financial aid programs. The academic progress of financial aid applicants and recipients is reviewed upon initial application and then annually, following spring term/semester each year.

Students who fail to meet SAP are notified via their official @laverne.edu email address, and are given the opportunity to appeal their disqualification.

SAP Standards

The University of La Verne's SAP policy contains three components students must meet to maintain eligibility for Financial Aid:

1. Minimum Grade Point Average (GPA)

- Undergraduate students must maintain a minimum 2.00 La Verne GPA.
- Graduate and doctoral students must maintain a minimum 3.00 La Verne GPA.
- Law School (JD) students must maintain a minimum 2.00 La Verne GPA.

2. Unit Completion Rate

Students must complete with a passing grade 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, withdrawals, no credit, and incomplete courses.

3. Maximum Time Frame

Students must complete their educational program within 150% of the minimum number of units required to complete their degree.

All terms of enrollment (including summer and January terms) 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.

- Undergraduate – 192 Semester Hours
- Graduate – Varies by Program (see program specific requirements)
- Law School (JD) – 132 Semester Hours
- Paralegal Certificate – 48 Semester Hours

Financial Aid Disqualification

Students who fail to meet any of the above minimum standards of the Financial Aid SAP Policy are no longer eligible to receive financial aid at the University of La Verne. Student's may appeal their disqualification, see the *Appeal Process* section, below.

Regaining Financial Aid Eligibility

Students who have lost eligibility for financial aid due to not meeting the University's satisfactory academic progress standards can be reinstated by successfully completing sufficient semester hours to again meet all university SAP standards. SAP is evaluated for all students at the end of spring semester/term. If a student believes they have regained eligibility prior to the posting of spring grades, the student should contact the Financial Aid Office to be considered for reinstatement.

Appeal Process

If extenuating circumstances apply, students who are not meeting SAP may appeal their disqualification. To appeal, the student must submit a Satisfactory Academic Progress Appeal Form to the Financial Aid Office. The appeal will be evaluated and the student will be notified of the decision within 10 days of submitting the request. SAP appeal instructions are available on the financial aid website: laverne.edu/financial-aid/satisfactory-progress-policy/

If a student's SAP appeal is approved, they will be placed on financial aid probation during the next semester/term. The student's progress will be reviewed once grades for the following semester/term are posted. To continue receiving financial aid the student must be following and making positive progress on their specific academic plan for improvement. Student's remaining on financial aid probation will have their grades reviewed at the end of each term until they are again meeting Satisfactory Academic Progress.

Academic Disqualification

Students who are academically disqualified from the University are no longer eligible to receive financial aid at the University of La Verne. A student who is academically reinstated to the university will need to submit an SAP appeal to be considered for financial aid reinstatement.

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 notification.

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, submitting all final, official transcripts, enrolling in the correct number of units in classes required for the student's degree and aid program, maintaining satisfactory academic progress, and completing required necessary documentation. The disbursement schedule is listed on the Student Accounts website at: laverne.edu/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 *Loan Agreement for Subsidized/Unsubsidized Loan (MPN)* with the Direct Loan program at studentaid.gov, and complete an *entrance counseling* session online at studentaid.gov, before receiving student loan funds.

Each semester or term, Federal Direct Loan and Federal Direct PLUS Loan funds are forwarded to the University. 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 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 to the University 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 servicer. 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.

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 studentaid.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 studentaid.gov, can provide specific information regarding this benefit.

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.

Withdrawal from the University by Financial Aid Recipients: A student receiving Federal Pell Grants, Federal Direct Loans, Federal Direct PLUS Loans, and/or Federal Supplemental Educational Opportunity Grants (SEOG) who withdraws from the University is subject to the Return of Title IV Aid provision included in the regulations governing the administration of Federal Student Aid programs. Any amount established by the Return of Title IV Aid provision will be returned to the Federal programs in the following order:

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

Federal Financial Aid Programs

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. 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. Students must be enrolled at least half-time to receive FSEOG Grants.

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.

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. Interest rate and loan limit information is available at: studentaid.gov

Federal Direct Parent PLUS Loans are offered to the Parent or Stepparent of dependent undergraduate students. "Dependent student" is defined online at studentaid.ed.gov/sa/fafsa/filling-out/dependency. Parent borrowers in this program may borrow up to the total cost of attendance minus other financial aid offered. Interest rate information is available at studentaid.gov. A parent borrower's credit report will be checked by the Department of Education prior to the loan approval, and credit-worthy applicants will be

required to complete a Federal Direct Parent PLUS Loan application and Loan Agreement for a PLUS Loan (MPN). A dependent applicant whose parents are denied the Federal Direct Parent PLUS Loan may be considered for an additional Unsubsidized Direct Loan. The Federal Direct Parent PLUS Loan application can be found at studentaid.gov. The student is required to complete the Free Application for Federal Student Aid (FAFSA) and is strongly encouraged to utilize the annual loan maximum eligibility under the Federal Subsidized/Unsubsidized Direct Loan Program before being considered for a Federal Direct PLUS 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. Interest rate information is available at studentaid.ed.gov. The student's credit report will be checked by the Department of Education prior to the loan approval, and credit-worthy applicants will be required to complete a Federal Direct Grad PLUS Loan application and Loan Agreement for a PLUS Loan (MPN). 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.

State of California Financial Aid Programs

For detailed information on specific state programs, see the California Student Aid Commission's website at: csac.ca.gov

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.

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: 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 academic year. This program is subject to the availability of California state funds.

California Chafee Grants offer up to \$5,000 per 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: chafee.csac.ca.gov

University of La Verne Financial Aid Programs

Institutional Financial Aid for Traditional Undergraduate Students

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 (12 semester hours) each semester in order for any and all University of La Verne funded financial aid to disburse. If a student falls below full-time enrollment within the semester, institutional financial aid is subject to cancellation. Institutional financial aid to traditional undergraduate students enrolled less than full-time (12 semester hours) 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’s 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 example, 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 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 main campus and be enrolled as a full-time traditional undergraduate student. Academic (merit) scholarships are not need-based and are annually renewable based on full-time enrollment (12 semester hours) and a student’s meeting of satisfactory academic progress. La Verne academic scholarships are awarded to freshmen and transfers based on admissions criteria at time of admission. Students may only receive one merit scholarship and it cannot be combined with other University merit scholarship programs, including the Performance Scholarship.

La Verne Grants: To be eligible for consideration for La Verne grants, a student must complete a FAFSA or California Dream Act Application, be admitted through the Office of Undergraduate Admission at the main campus and be enrolled as a full-time traditional undergraduate student. La Verne Grants are awarded based on financial need as well as the student’s admissions criteria.

La Verne Performance Scholarships: Performance Scholarships will be awarded to incoming freshmen and transfer traditional undergraduate students with outstanding potential 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)

To be eligible 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 traditional undergraduate student.

Scholarships are renewable annually for up to four years of undergraduate study based on the student's academic progress and participation in the program. Student are required to major in one of the above areas of study to be eligible for the scholarship. The sum of all La Verne Performance Scholarship, institutional aid, and outside tuition-restricted aid may not exceed the cost of tuition. More information is available at: artsci.laverne.edu/scholarship/

Honors Travel Award: To be eligible, a student must be admitted through the Office of Undergraduate Admissions on the La Verne campus and be enrolled as a full-time traditional undergraduate student with good standing in the Honors Program. Eligible students are able to participate in a study-away experience which combines their curricular and co-curricular activities in the classroom with travel to a course-relevant destination. The Honors Travel Award covers travel only, pending funding approval, to the selected course destination. More information is available at: laverne.edu/honors/

International Merit Scholarship: To be eligible for consideration for an International Merit Scholarship, a student must be admitted through the Office of Undergraduate Admission at the La Verne campus as an international student and be enrolled as a full-time traditional undergraduate student. International Merit Scholarships 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 at: laverne.edu/admission/international/scholarships/

University of La Verne Loans: The University of La Verne offers an institution-funded loan program. 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, be a U.S. Citizen, have a minimum 2.5 GPA, and have graduated from a California high school. You will be required to provide cosigner information that will be verified. Repayment begins six months after graduation or after the student goes below full-time status.

Institutional 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/term tuition.

Institutional Financial Aid for 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.

ACADEMIC INFORMATION

The University of La Verne student portal is called The La Verne Portal. The La Verne Portal is a single sign on application to provide you access to all the electronic services you need while attending the University of La Verne. The La Verne 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: <https://laverne.edu/registrar/mylaverne-info/>.

All enrolled students are provided a University of La Verne email address and network username. This provides student's access to their MyLaVerne secured account and The La Verne Portal. Students should not share their La Verne network, MyLaVerne access, 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.

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

Academic Advising

The University of La Verne values academic advising as an important part of the La Verne experience. Academic Advising facilitates individualized advising for traditional undergraduate students. The primary purpose of Academic Advising is to assist students 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.

Main 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 Adult Learners 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.

Post-Matriculation Transfer (coursework completed at another institution after admission and enrollment at the University of La Verne):

A student who is pursuing an undergraduate degree at the University of La Verne and who wants to enroll at another college or university *must* obtain prior approval from the Transfer and Evaluation Center. The purpose is to ensure the requested coursework is transferrable to the University of La Verne, will meet the intended degree requirement and encourage student success by monitoring total academic loads. Information on how to submit a request for approval of transfer credit can be found on the Registrar Transfer and Evaluation Center web page at: <https://laverne.edu/evaluation>

Before enrolling at another college or university you must confirm the course is transferrable and the degree requirement the course will meet. You are also expected to confirm the following:

- Courses enrolled at another college and university cannot be included in the calculation of enrollment status (Full-time/Half-time).
- It is not advised to repeat a University of La Verne course at another college/university if you have already completed the same course at the University of La Verne for the purpose of improving your GPA.
- Be sure to check the number of semester hours you have already transferred to the University of La Verne. You cannot transfer more than 88 semester hours of credit.
- Credits completed at a Community College are normally transferred to the University of La Verne as lower division.
- Only grades of C- or greater are transferred.
- Students who are requesting to be cleared to participate in a future commencement ceremony must provide verification of enrollment from the transfer college/university or completion of standardized exams. This needs to be submitted by December 1 for Winter Commencement and April 1 for the Spring Commencement.
- *Traditional Undergraduate students need to refer to the overload policy within this catalog. This will ensure you do not take a course that will not transfer as a result of exceeding the enrolled maximum semester hour limit each semester.
- *Traditional Undergraduates on the main campus who have reached senior status may trans-

fer no more than 16 of the last 32 semester hours; remaining semester hours must be earned in residence.

*Applicable for Traditional Undergraduate Students Only

Timely submission of transcripts from a transfer college/university or a standardized exam is the student's responsibility. Students must request an official transcript to be mailed to Admission Operations.

All transcripts must be post marked or date stamped as being printed within 45 calendar days of the official last day of the semester/term/grading period at the transfer institution. Students who do not submit official transcripts within the 45 calendar days will be required to appeal for the acceptance of the transcript and pay the appeal fee if approved.

Course Duplication Policy

A student is not eligible to earn credit for a course if the course covers 50% or more of the same subject material that was covered in previously completed college level coursework or exam. Furthermore, a student is not eligible to earn credit in a course if that course covers material in the same general subject area of a more advanced course previously completed. For example, if a student has already completed intermediate Spanish, they cannot not enroll in a beginning Spanish class to earn credit.

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 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. Only admitted students (with paid confirmation of admission acceptance) or continuing students may sit to take a placement exam. A University of La Verne ID is required to take a placement exam.

Writing Placement: 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 (HONR 111) 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 will earn subject credit toward Written Communication A (LVWA), 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 about registration options. 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 for main campus traditional undergraduates or the appropriate ROC or CAPA office.

Mathematics Placement: All new freshmen and transfer students are expected to take a mathematics placement exam unless they have 1) earned a passing score on the Advanced Placement (AP) Calculus AB or BC exam, 2) earned a passing score on the International Baccalaureate HL exam or 3) transferred the appropriate college level math course that meets the Quantitative Reasoning (LVQR) requirement. Students are expected to enroll in math courses each semester until they satisfy the LVQR requirement or satisfy the highest-level mathematics or statistics requirement(s) in their chosen major. Individual departments may have different timelines for completing the LVQR or major requirement. Students should check with their advisors to develop a plan to complete the Quantitative Reasoning (LVQR) and major requirements. Questions concerning math

placement should be directed to the Chair of the Mathematics Program.

Foreign Language Placement: Students are not required to take a foreign language examination, but they are strongly encouraged to take a placement exam prior to matriculation if they have evidence of prior enrollment in that language. 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 (with no unit value). 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 the student 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 for which there is no prior evidence of enrollment.

Selected majors require a foreign language as stated in the General Education Requirements section of this catalog. The second semester of a foreign language fulfills one course in the Humanities area of general education. International students 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. 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) consulting with an academic advisor, (2) selecting courses, (3) reserving space in the courses by completing the registration process, and (4) paying for the courses. The awarding of academic credit, including the issuance of final grades, can only be done after all four 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 (in class or online) may be administratively dropped, however, registration adds, drops and withdrawals are a student responsibility. 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 four 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's 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 of the prior semester and continues through the first 7 workdays of the semester. Registration for the Spring Semester begins in the fall of the prior semester and continues through the first 7 workdays of the semester.

Registration for Terms begins during the term 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.

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 all other undergraduate/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 pay 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 through MyLaVerne, it is the responsibility of 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: Students should view the academic calendar for their semester/term to determine the last day to drop. 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.

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. 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.

Students should be aware that dropping or withdrawing from classes may impact normal progress toward earning 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 Limitations: The University of La Verne has a Statute of Limitation policy that limits the time period a student can submit appeals concerning retroactive registration/adds/drops/withdrawals, extensions of time on INC/IP, extension of time for degree completion, as well as submission of grades. The policies can be found under the Academic Appeal section of this catalog.

Leave of Absence: Traditional undergraduate student who finds it necessary to interrupt their studies at the University of La Verne and desire 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 a LOA, an undergraduate student may be absent for no more than two semesters.

A graduate student in good academic standing may request a leave of absence (LOA) from their program for military service, personal, medical, or financial reasons. If a semester or term is in session, there is no need to file a LOA if a student intends to resume his or her studies the following semester or term.

Documentation for the request should be attached to the Leave of Absence form. Graduate students should initiate the process with their respective Program Director. If the LOA is approved, the student should then obtain signatures from their academic advisor or designated academic dean, Offices of the Registrar, Student Accounts, and Financial Aid.

The time limitation for graduate students to complete their degree shall be extended by the duration of the approved leave of absence. A LOA does not defer a student's loan obligations. Graduate students who have been granted a LOA may be absent for up to four semesters or eight terms (depending on whether the program is semester or term based) without reapplying for admission. Some programs have more restrictive policies regarding the duration of a LOA and students in those programs should consult with the Program Director prior to taking a leave. Leaves of Absence for military deployment have no time limit and students may return at any time.

A LOA becomes effective prior to the start of a semester or term. Students on a leave of absence may not receive any services from the university including, but not limited to, library access or dissertation/thesis mentoring.

Students are required to keep the University informed about plans to return. Otherwise, they will be considered withdrawn after the approved time has expired, except in cases related to military training or deployment.

Withdrawal from the University: A student who wishes to withdraw from the university must obtain a "Withdrawal" form from the Office of Academic Advising, the Registrar, or their respective campus and have it signed by the academic advisor and the Offices of the Registrar, Student Accounts, and Financial Aid. Students who are transferring to another institution must fill out a 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 pro-

grams 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 if 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. cial approval of the College of Law Dean.

Academic Progress

Policy on semester hour: At the University of La Verne a semester hour 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 sixteen 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 awarding of credit hours.

Course Load: Undergraduate - A bachelor's degree candidate must complete an average of 32 semester hours per year to earn a degree within four years. A student at the Main Campus normally accomplishes this by taking 16-18 semester hours each semester, and 1-5 semester hours in January Interterm. A term Bachelor's 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 Main Campus Undergraduate is eligible to enroll in a maximum of 18 semester hours in a single semester. Students who desire to take 19 semester hours in the 16 week semester can do so by obtaining the signature of their academic advisor. Students who receive permission to take 19 semester hours must submit an appeal form to the Office of the Registrar. Once the appeal to enroll in 19 semester hours is approved and the student has paid the appeal fee, the Office of the Registrar staff will increase the maximum semester hours allowed to permit the student to register. Note: students who are taking the course overload in residence at the University of La Verne will be charged for the additional semester hour(s).

Student who desire to take 20 semester hours or more must petition to the undergraduate academic appeals committee for approval. If approved, an appeal fee will be required and additional tuition charges will be assessed if enrolling at the University of La Verne. This process must be completed prior to enrollment.

A Main 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 Main 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.

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 who wish to enroll in courses at other institutions should obtain the approval of their academic advisor and the Registrar Office 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 2.00 cumulative GPA; a part-time student, when completing 12 semester hours per year while maintaining a 2.00 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 2.00 cumulative GPA required for graduation in three consecutive semesters will have their benefits interrupted, and the VA office will be notified.

Academic Standing

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 status. Academic standing is an end-of-term process and will not be updated with subsequent grade submission.

Academic Warning: An academic warning is given to an undergraduate student in good standing who fails to earn a 2.00 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 students that their scholastic record is unsatisfactory. Continued failure to improve this record will result in academic disqualification. Students on probation will have semester hour restrictions. An undergraduate student whose cumulative institutional GPA falls below 2.00 will be placed on academic probation, with an appropriate notation made on the transcript.

Undergraduate students on academic probation must achieve an institutional GPA of 2.00 or above for each term until their cumulative institutional GPA reaches 2.00 or greater. Undergraduate students will remain on academic probation until their cumulative institutional GPA rises to 2.00 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 section of this catalog.

Academic Disqualification: Undergraduate students who fail to earn a 2.00 institutional GPA in any term/semester after being placed on academic probation will be academically disqualified. Disqualified students are not allowed to return to the University.

Main Campus Undergraduate Academic Disqualified students who want to return to the University of La Verne must appeal to the Office of Academic Support and Retention Services for reinstatement.

ROC undergraduate students must appeal to the Dean of the Regional and Online Campuses 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 students' academic transcript. 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 2.00) and is not reflective of their current demonstrated ability to succeed. A student may request Academic Renewal if the following conditions are met:

1. The student 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. The student has completed 18 semester hours with a minimum GPA of 3.00, 24 semester hours with a minimum GPA of 2.50, or 30 semester hours with a minimum GPA of 2.00 at the University of La Verne since the work to be removed was completed.
4. The student 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 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 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 Office of 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 laverne.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. Many 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.

Students may not challenge any course in which they have 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 RCS 110 or RCS 111 can pay the \$50 non-refundable fee to initiate this process. Main Campus Adult Learners and transfer students who desire to take the writing challenge exam will need to contact the First-year Rhetoric and Writing Program in the Department of Rhetoric and Communication Studies. Adult learners at Regional Campuses need to consult with their Academic Advisor.

Students who do not pass the RCS 110 or RCS 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 RCS 110 or RCS 111. Please see the course challenge section.

Community Service 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

LVE 305: Learning Through Community Service course.

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 LVE 305 and have reviewed the service-learning outcomes listed on the Office of Civic and Community Engagement website:

<https://laverne.edu/engagement/assessment/>

Along with graduation date documentation from Office of the Registrar, 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 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 an 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 if 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 — 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: *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 plan 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 plan 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.

| | |
|---------|--------------------------------------|
| A..... | 4.0 quality points per semester hour |
| A-..... | 3.7 quality points per semester hour |
| B+..... | 3.3 quality points per semester hour |
| B..... | 3.0 quality points per semester hour |
| B-..... | 2.7 quality points per semester hour |

| | |
|---|--------------------------------------|
| C+ | 2.3 quality points per semester hour |
| C | 2.0 quality points per semester hour |
| C- | 1.7 quality points per semester hour |
| D+ | 1.3 quality points per semester hour |
| D | 1.0 quality points per semester hour |
| F | 0 quality points per semester hour |
| WF | 0 quality points per semester hour |
| Designates an unofficial withdrawal from a course. Last date of attendance is required. | |
| CRD | Excluded from GPA (see below) |
| Equivalent to C- work or better. | |
| NCR | Excluded from GPA (see below) |
| Equivalent to D+ work or poorer. | |
| WNC | Excluded from GPA (see below) |
| Designates an unofficial withdrawal from a course registered as a CRD/NCR grade option. | |
| INC | Excluded from GPA (see below) |
| IP | Excluded from GPA (see below) |
| NG | Excluded from GPA (see below) |
| W | Excluded from GPA (see below) |

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% into 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 1) it is impossible for the student to complete the course due to illness or other justifiable extenuating cause and 2) 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 the MyLaVerne account to view the status of 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 |
| Winter Term | The last day of the following spring term |
| Spring Term | The last day of the following fall term |
| Summer Term | The last day of the following fall term |



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

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

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

Fall Semester The last day of the following spring semester

January Interterm The last day of the following spring semester

Spring Semester The last day of the following fall semester

Summer Semester The last day of the following fall semester

In Progress Grades (IP): In Progress grades are reserved for directed studies, independent studies, field work courses, senior projects, and graduate culminating activities wherein the contract at the time of registration specifies a date of completion that is beyond the end of the term of registration. The intent of the IP policy is to provide for individualized study which, in its inception, requires more than the normal term or semester to complete. Courses with a grade of IP are not considered enrollment beyond the original term of registration. Students who receive IP grades are 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:

Fall Term

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

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:

Fall Semester

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

The last day of the following Fall semester

January Interterm

The last day of the following January Interterm

Spring Semester

The last day of the following Spring Semester

Summer Term

The last day of the following Summer 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.

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 instruc-

tor'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 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;
3. The revised grade is officially reported by the instructor to the Office of 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 only 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 Limitations: The University of La Verne has a Statute of Limitation policy that limits the time period a student can submit appeals in regard to retroactive registration/adds/drops/withdrawals, grade option changes, 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. The

decision of the Provost is final on all academic matters. 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 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 semester/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 applied 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 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 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. Except for 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 3.60 in courses taken at the University and a minimum GPA of 3.60 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 based on a high-quality senior thesis/project and a minimum GPA of 3.60 in the major and 3.00 overall. All major courses, except for 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.

GRADUATION REQUIREMENTS:

TRADITIONAL UNDERGRADUATE STUDENTS

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 (LVE)** is a holistic approach designed to introduce students to the University of La Verne (ULV) core values. In addition, LVE 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.

First-Year La Verne Experience (FLEX): FLEX introduces students to the university values of lifelong learning and community engagement. Furthermore, particular emphasis is placed on creating a sense of belonging for students. These outcomes are fostered by asking students to participate in a learning community consisting of two courses linked through a common academic theme. This is a requirement for all non-transfer first-years at the university.

La Verne Experience 100 (LVE 100): LVE 100 introduces students to the university values of ethical reasoning as well as diversity and inclusivity. This course is typically taken during the first- or second-year. Furthermore, this requirement may be satisfied by completing a stand-alone LVE 100 or by passing a GE or major-specific course designated with the LVE 100 attribute (LVDI).

La Verne Experience 200 (LVE 200): LVE 200 equips students with the skills that are necessary for success in their future careers. This course is typically taken during the second-year and may be satisfied by completing a stand-alone LVE 200 or passing a major-specific course designated with the LVE 200 (LVUV) attribute.

La Verne Experience 305 (LVE 305): LVE 305 furthers student mastery of the university values of lifelong learning and community engagement. This course is typically taken during the third-year and may be satisfied by completing a stand-alone LVE 305 or passing a major-specific course designated with the LVE 305 (LVCS) attribute.

La Verne Experience 400 (LVE 400): LVE 400 furthers student mastery of the university values of ethical reasoning as well as diversity and inclusivity. This course is typically taken during the fourth-year and may be satisfied by completing a stand-alone LVE 400 or by passing a major-specific course des-

ignated with the LVE 400 (University Reflection) attribute.

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 Student Educational Plans (SEP) in consultation with their academic advisors to ensure 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 the 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 the 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. Students who declare a minor must have at least 16 semester

hours of coursework completed in the minor 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.

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 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). 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 2.00 or better, in the major, minor (if declared), and overall. The Programs section of this catalog lists any additional departmental GPA requirements. Refer to the 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 Communication, 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 Communication general education require-

ment, 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 prerequisite 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 major-designated culminating course in residence at the University of La Verne.

Minimum Number of Semester Hours: The minimum number 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 attribute in the La Verne Course Catalog, located 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 two (2) courses in their major and a maximum of one (1) course in their minor to also fulfill their General Education requirement.

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)

*Minimum grade of C- fulfills the requirements for College Writing A and College Writing B.

3. 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. Diversity, Equity, and Inclusion (LVDI) | 1 course |
| 2. University Values (LVUV) | 1 course |
| 2. Community Engagement (LVCS) | 1 course |
| 3. University Reflection (LVUR) | 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, Art History, Digital Media, Communications, Creative Writing, Criminology, French, History, International Business and Language, International Studies, Journalism, Liberal Arts, Philosophy, Political Science, Religion, Religion and Philosophy, Social Science, Sociology, Spanish, Rhetoric and Communication Studies, and Studio Art. Students whose first language is not English and who successfully pass (C- or better) RCS 109 Intro to Expository Writing, RCS 110 College Writing A, or RCS 111 College Writing and Research 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 RCS 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 RCS 110 level, they will be placed into RCS 109 with Studio during the first semester at the University of La Verne and continue instruction in RCS 110 and RCS 111 in the following semesters. Fall admitted freshmen are expected to register in Written Communication A (RCS 110) as part of FLEX Learning Communities; spring admitted freshmen should register in Written Communication A (RCS 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 prerequisites. The Adult Learner student 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 a minimum of 12 upper division semester hours or greater, 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 earned. A course in which CRD was received cannot be applied. Some 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 prerequisite requirements), completion of additional upper division electives in the fields equal to the number of overlapped courses.

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

Second Bachelor's Degree: A student already holding a bachelor's degree may earn an additional bachelor's degree by satisfying the requirements of that degree in residence, general education, and upper division course work. To satisfy the residency requirement for the second bachelor's degree, a student must complete a minimum of 44 additional semester hours at 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. Students who desire to earn a second bachelor's

degree must apply through the traditional undergraduate program or through the CAPA program.

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. Students who declare a minor must have at least 16 semester hours of coursework completed in the minor at the University of La Verne. 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 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 a grade of CRD was received cannot be applied to a minor.

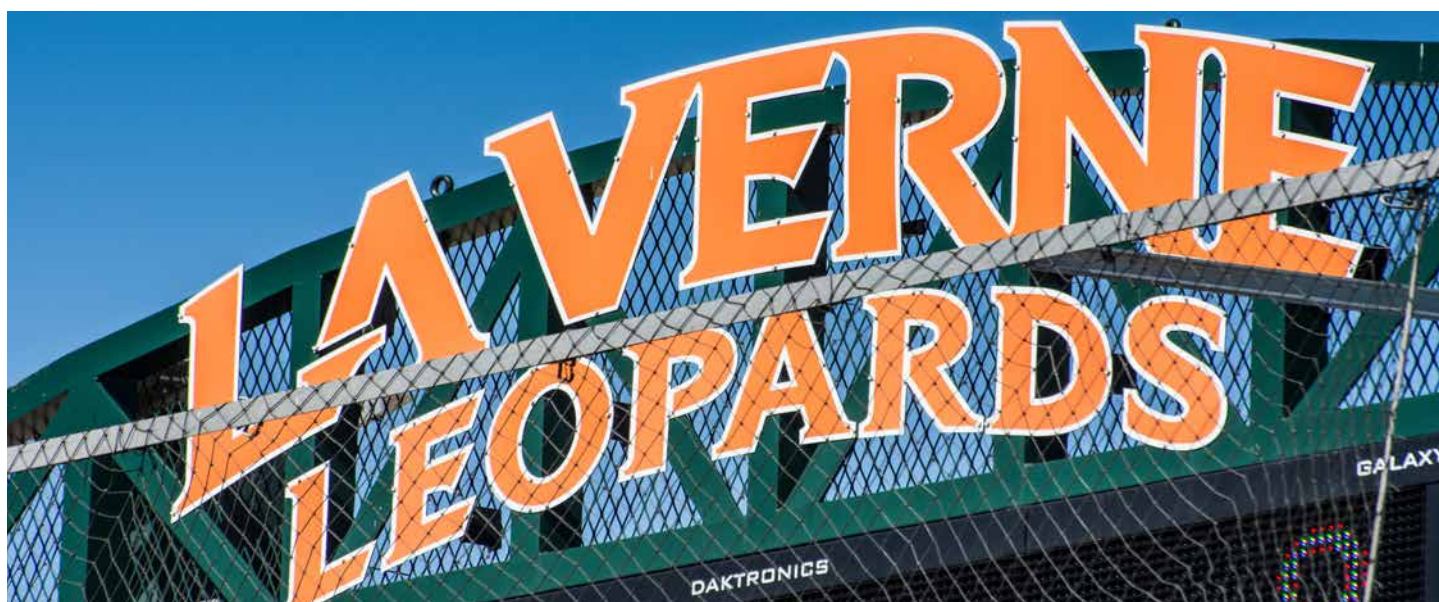
Adding a Major/Minor/Concentration after degree posting: Students can add a major, minor, or concentration after their degree has been officially posted to their transcript. Students must contact the appropriate Program Chair/Department Chair to declare their intent to add the major/minor/concentration following the current catalog requirements. 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/Department Chair must notify the Office of the Registrar, 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.

Associate of Arts Degree in General Studies Program: An Associate Degree is offered at selected locations. An Associate of Arts Degree consists of a minimum of 60 semester hours, at least 30 of which must be at the lower division level. A minimum of 20 semester hours must be earned in residency. A minimum of 30 semester hours is required in the major of which 12 must be from the University of La Verne and a minimum of 18 semester hours in General Education. To earn an Associate Degree in General Studies, a student must complete the requirements listed in the program section of this catalog.

Posthumous Awards

The University of La Verne, in order to express our sense of regret and loss of a University Student and as a gesture to the family, may on occasion award a posthumous degree "IN HONORIS CAUSA". The University may request to award a posthumous degree to the surviving family member for students who met the appropriate final degree requirements. A recommendation from the Dean of the College from which the student was earning his or her degree must be submitted. The College Dean submits the request to the Provost to make the recommendation to the President of the University for a final decision.



GRADUATION REQUIREMENTS:

ADULT LEARNER UNDERGRADUATE STUDENTS

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.

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. 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 the 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 the 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. Students who declare a minor must have at least 16 semester hours of coursework completed in the minor at the University of La Verne.

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 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). 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 2.00 or better, in the major, minor (if declared), 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 Communication, 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 Communication general education requirement, to count toward an academic major or minor. The grade of C- is also the minimum acceptable grade for prerequisites for undergraduate courses as well as for undergraduate prerequisite courses in the major. All major courses must be taken for a letter grade.

Senior Seminar/Culminating Activity Requirement: All 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 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 for the Adult Learner

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 attribute in the La Verne Course Catalog, on MyLaVerne, and shown below in parenthesis. **One “course” is defined as a minimum of 2 semester hours, and no course can be used to meet more than one General Education requirement.** Students may take a maximum of two courses in their major and a maximum of one course in their minor to fulfill their General Education requirement. 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

2. Areas of Knowledge

- a. Humanities and/or Creative Expression (**LVHU and/or LVCE**) 3 courses
Students may take any combination of 3 Humanities and/or Creative Expression courses to fulfill this requirement.

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

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

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

- 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**) and/or Physical Science (**LVPS**) 2 courses
Students may take any combination of 2 Life and/or Physical Science courses to fulfill this requirement.
- d. 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 course-

work, first-semester foreign language, AP, IB, CLEP, Dantes, and any other competency examination. Electives can be any course that comes from regionally accredited institutions that are baccalaureate level, and where students earn a C- or better grade.

*Minimum grade of C- fulfills the requirements for College Writing A and College Writing B.

3. 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. Adult learners satisfy this requirement by taking:

- 1. 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, Art History, Communications, Creative Writing, Criminology, Digital Media, French, History, International Business and Language, International Studies, Journalism, Liberal Arts, Philosophy, Political Science, Religion, Religion and Philosophy, Social Science, Sociology, Spanish, Rhetoric and Communication Studies, and Studio Art. Students whose first language is not English and who successfully pass (C- or better) RCS 109 Intro to Expository Writing, RCS 110 College Writing A, or RCS 111 College Writing and Research 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.

The Bachelor's Degree Major: 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. The adult learner student must select a structured major and can only choose from those offered at his/her Regional Campus. A concentration in a major is available in selected departments. A concentration requires a student to complete a minimum of 12 upper division semester hours or greater, 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.

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 prerequisite requirements), completion of additional upper division electives in the fields equal to the number of overlapped courses.

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

Second Bachelor's Degree: A student already holding a bachelor's degree may earn an additional bachelor's degree by satisfying the requirements of that degree in residence, general education, and upper division course work. To satisfy the residency requirement for the second bachelor's degree, a student must complete a minimum of 44 additional semester hours at 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 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 a grade of 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/Department Chair to declare their intent to add the major/minor/concentration following the current catalog requirements. 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/Department Chair 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.

Associate of Arts Degree in General Studies Program: An Associate Degree is offered at selected locations. An Associate of Arts Degree consists of a minimum of 60 semester hours, at least 30 of which must be at the lower division level. A minimum of 20 semester hours must be earned in residency. A minimum of 30 semester hours is required in the major of which 12 must be from the University of La Verne and a minimum of 18 semester hours in General Education. To earn an Associate Degree in General Studies, a student must complete the requirements listed in the program section of this catalog.

Posthumous Awards: The University of La Verne, in order to express our sense of regret and loss of a University student and as a gesture to the family, may on occasion award a posthumous degree "IN HONORIS CAUSA". The University may request to award a posthumous degree to the surviving family member for students who met the appropriate final degree requirements. A recommendation from the Dean of the College from which the student was earning his or her degree must be submitted. The College Dean submits the request to the Provost to make the recommendation to the President of the University for a final decision.

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: University of La Verne complies with the "Jeanne Clery and Annual Fire Report Disclosure of Campus Security Policy and Campus Crime Statistics Act" (The Clery Act), which requires all post-secondary institutions to publish and distribute specific information regarding campus crimes; including reports of sexual assault, sexual assault policies, security policies and safety awareness programs, to all current and prospective students and employees. A copy of University of La Verne's Annual Security Report may be obtained at: <http://myportal.laverne.edu/web/campus-safety/statistics>

Drug-Free Schools and Communities Act: The University of La Verne is compliant with the "Drug-Free Schools and Communities Act". 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 more information visit: <https://laverne.edu/student-affairs/substance-abuse-prevention/>

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. FERPA goes into effect at the University of La Verne upon matriculation. These rights include: the right to inspect and review information contained in their educational records, to challenge the contents of their educational 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 educational 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 educational 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 educational 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 educational 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 educational 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 educational 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 educational 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 Office of the Registrar or at their Regional Campus. 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 educational 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 the student 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 they have 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://laverne.edu/student-affairs/> or <https://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 of La Verne's Institutional Review Board (IRB) is responsible for protecting the rights and welfare of human subjects research conducted at or sponsored by the University of La Verne (Code of Federal Regulations, Title 45, Health and Human Services; Part 46, Protection of Human Subjects, §46.103). The IRB is a university committee that performs ethical review of proposed research involving human subjects and monitors continuing research for La Verne researchers and those wishing to conduct research on La Verne students, staff, faculty, and administration. The IRB is also responsible for pro-

viding training on the protection of human subjects in research.

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 reasonably necessary University goals. The person requesting the accommodation is obligated to make the University aware of the need for a religious accommodation as soon as possible and in advance of the need for the accommodation.

The most common request for academic religious accommodation concerns class attendance during the observance of major religious holy days and celebrations. It is the policy of the University to grant students excused absences from class for observance of religious holy days. Students are expected to contact faculty at the beginning of the course (within the first two weeks of class) after reviewing course syllabi for potential scheduling conflicts. Students who request an excused absence in advance shall be provided with a reasonable alternative. Examples of reasonable accommodations for student absences might include: rescheduling an exam or giving a make-up exam for the student, altering the time of a student's presentation, allowing extra credit assignments to substitute for missed class work, or arranging for 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 will 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-discriminatory learning, living, and working environment for all members of the University community. The University does not discriminate based on 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, pre-

vent its recurrence, and remedy its effects. The University conducts continual 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 (at title9manager@laverne.edu); 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 Sex Discrimination Involving Sexual Assault, Sexual and Gender-Based Harassment, Other Forms of Relationship Violence, and Retaliation" 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: <https://laverne.edu/title-ix/>

Title IX Manager: title9manager@laverne.edu

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 Sex Discrimination Involving Sexual Assault, Sexual and Gender-Based Harassment, Other Forms of Relationship Violence, and Retaliation" 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:

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, **or**
- Giving the student an F on the assignment and/or in the course, **or**
- Recommending expulsion for academic dishonesty.

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 and Retention 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 and Retention Services noting that a second offense may 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, 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 or 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 or 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 and Retention Services. An ROC student may appeal for re-instatement to the Dean of ROC. A plan to improve academic performance must be submitted and a contract signed. Appeals must be made immediately upon notification of disqualification.

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

Academic Policy Exceptions: Appeals for exceptions to academic policy must be submitted to the Undergraduate Appeals Committee or the Graduate Appeals Committee. **Appeals must be made in writing within one year**, 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 committee 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 their 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, the student should refer to the Information and Accommodations Packet which can be accessed through the university website under Disabled Student Services.

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 one (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 they last attended the University.
- The student has the support of their 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.

Class Attendance: The University of La Verne Faculty believes class attendance is equally impor-

tant as 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. **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 do not attend the first-class session (in class or online) may be administratively dropped, however, registration adds, drops and withdrawals are a student responsibility.**

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.

Administrative Withdrawal: 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. All refund policies and financial aid policies apply.

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 the students 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. A faculty member who wishes to request that a student(s) be administratively withdrawn should inform the department chairper-

son, support the request with evidence that the student(s) was warned either in writing or verbally and notify the Office of Academic Advising. The Office of Academic Advising will process the Administrative Withdrawal and notify the student in writing. All refund and financial aid policies apply.

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 Buildings 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: <https://laverne.edu/student-life/asulv/>)

2020-2021 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, standards and expectations. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community standards and 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 the University of La Verne community.

The Code of 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. "Fundamental fairness", as defined within these procedures, assures a student alleged to have engaged in Student Prohibited Conduct will:

- Receive written notice of allegation of Student Prohibited Conduct;
- Have an opportunity to participate in an investigation (Administrative Review) into allegations of Student Prohibited Conduct conducted by an objective decision-maker (Administrative Review Officer);
- Have an opportunity to present witnesses and evidence;
- Have an opportunity to review information that will be used in determining whether a violation of Student Prohibited Conduct under this policy has occurred;
- Not to be found in violation of Student 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 Students Office.

NOTE - The University reserves the right to make changes to this document as necessary. 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.

The most current version and the version considered in effect is available at: <https://laverne.edu/student-affairs/student-conduct/>.

A. 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@lav-erne.edu, or to the Chief Student Affairs Officer 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.

Reports of bias incidents can be made using the [Social Justice Incident Reporting Form](#).

B. 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") or individuals who are "guests" of a Student "host." It is the responsibility of the "host" to inform their "guest" of Student 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 Student 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 off-campus and outside of the context of a University education program or activity, 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 includes, but is not limited to, Student 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 Student Prohibited Conduct under this policy if evidence of Student Prohibited Conduct 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 Student 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.

Classroom Conduct

Professors, Program Chair/Directors, and Academic Deans have oversight for classroom conduct. Classroom conduct may be referred, investigated and addressed under the Code of Student when the alleged behavior is significantly pervasive and/or severe such that it limits an individual's ability to participate in educational programs at the University. Classroom conduct may be referred to the Title IX Coordinator when the alleged behavior may constitute a violation of 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).

Per the course catalog (<https://laverne.edu/catalog/>), a student's enrollment in a class may be terminated by an Instructor, Program Chair, or Academic Dean as a result of unsatisfactory conduct in the class; disrespect of an instructor, faculty member, administrator, or staff member; academic dishonesty; judicial misconduct; or sanctions.

Respondent is No Longer a Student

If the Respondent is no longer a Student, the University will minimally engage in reasonably appropriate remedial measures to impacted parties, assist the Complainant in identifying external reporting options, and take reasonable steps to eliminate the behavior, prevent its recurrence, and remedy its effects. The University may choose to conduct an Administrative Review into allegations of Student Prohibited Conduct in absentia of the Respondent.

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 Student Prohibited Conduct can be concluded. 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.

C. Definitions

Complainant

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

Respondent

A Student, Employee or Third Party who is alleged to have engaged in Student Prohibited Conduct under this policy.

Reporter

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

Administrative Review Office

A University official authorized by the Dean of Student Affairs Office to conduct administrative reviews (i.e. investigation) into alleged violations of Student Prohibited Conduct under this policy. Administrative Review Officers receive annual trainings in conducting investigations of Student Prohibited Conduct. Administrative Review Officers 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 Student Prohibited Conduct. Administrative review officers assigned to a case may not have a conflict of interest or bias for or against complainants or respondents generally or individual complaint or respondent. Administrative Review Officers will also be referred to as Investigators.

D. Reporting Options

There are multiple channels for reporting Student 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 action through the University's Code of Student Conduct. The University will support Complainants in understanding, assessing and pursuing these options.

Reporting to University

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

- Contacting the University's Chief Student Affairs Officer or any Staff in the Division of Student Affairs. Contact information for Staff in the Division of Student Affairs is available on the [Student Affairs webpage](#);
- 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 their designee.

Upon receipt of report of Student 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 on the University's [Title IX Webpage](#).

Reporting to Law Enforcement

Complainants may report Student 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 Student 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 on the [Student Affairs webpage](#);
- 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 their designee.

Anonymous Reporting to the University

Although the University encourages Students to report Student 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 or Reporter. Once an anonymous report is submitted, it will be directed to the University's Dean of Student Affairs or designee, 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 a preliminary inquiry and assessment to determine available steps based on the nature and circumstances of any known information.

Reporting Timeframe

There is no time limit for reporting Student 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.

E. External Notification

Police Notification

Per AB 1433, the University of La Verne is mandated to report to local law enforcement any report of a Part 1 violent crime (i.e. willful homicide, forcible rape, robbery, or aggravated assault); sexual assault; or hate crime (acts committed because of an actual or perceived characteristic as described in section 422.55 of the California Penal Code). While reporting of acts of violence is mandated by a Campus Safety Authority, 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 respondent'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 (FERPA), the University reserves the right to notify parents/guardians of dependent students of alcohol and/or drug violations as well as when there is a significant and articulable health and/or safety risk.

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.

F. Privacy and Confidentiality

The University is committed to protecting the privacy of all individuals involved in the administrative review (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 Student 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 Student Prohibited Conduct.

If the University cannot maintain a Complainant's request for confidentiality, the Dean of Student Affairs or their designee will notify them. 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 Impacted Parties and other necessary parties, and will complete publicly available recordkeeping, including Clery Act reporting and disclosures, without inclusion of personally identifying information about the Impacted Parties.

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, supportive or protective measures provided to the Impacted Parties, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the accommodations, supportive or protective measures.

Privacy

Privacy means that information related to a report of Student 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 Student 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.

G. Interim Measures

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

- There is a threat of harm;
- A student is facing a criminal investigation and/or complaint of serious criminal activity;
- There is a need to prevent disruption of, or inter-

ference with, the normal operations of the University of La Verne;

- 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 University of La Verne property;
- There is a need to preserve the integrity of an investigation or Administrative Review; and/or
- To prevent further acts of Student Prohibited Conduct.

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

These interim measures may be both **supportive** (non-disciplinary, non-punitive, offering individualized services offered as appropriate, as reasonably available, and without fee or charge to involved parties and designed to address safety, well-being and continued access to educational opportunities) or **protective** (involving action against an involved party). All interim measures will be in place pending the resolution of the allegation, unless otherwise notified.

When an interim measure is supportive in nature, the directly impacted parties will be notified in writing. When an interim measure is protective in nature, involved parties whom action is taken against and/or for, will be notified in writing. Notification of protective interim measures will include an "analysis" and rationale for the measure. Involved parties whom action is taken against and/or for, will have the opportunity to challenge/appeal the implementation of protective interim measures at any point while the protective interim measure is in place. A challenge or appeal of the interim measure made be made by submitting writing request to the assigned Administrative Review Officer(s), the Dean of Students or their designee. The request should address or provide a rationale for why the interim measure(s) is not necessary.

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 and Complainant 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 Student 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.

Interim suspensions may only be applied when an analysis finds that:

- There is a threat of harm;
- A student is facing a criminal investigation and/or complaint of serious criminal activity;
- There is a need to prevent disruption of, or interference with, the normal operations of the University of La Verne;
- 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 University of La Verne property;

"No-Contact" Order

The University may impose a "no-contact" order between a Student and other 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 may remain in place after a resolution and without the need to have found an involved party 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 10 feet of specified University campus or other property owned or controlled by the University and/or University programs or activities, 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 campus or other property owned or controlled by the University and/or all University programs or activities. In such cases, should an individual need to be on University property or participate in a University sponsored program or activity, 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 does not meet with an administrative review officer where it is determined that:

- there is a substantial benefit to the student’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 student or other members of the University community that could be mitigated by having the respondent meet with the administrative review officer;
- there is a concern to the University community that could be mitigated by having the student meet with the administrative review officer.

H. 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 Student 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.

I. Retaliation

Retaliation means any adverse action taken against a person for making a good faith report of Student 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 Student Prohibited Conduct. Retaliation does not include good faith actions lawfully pursued in response to a report of Student Prohibited Conduct.

J. 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 Student 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.

K. Administrative Review Process

The procedures referenced below provide for prompt, thorough, equitable response to reports of

Student Prohibited Conduct that afford all parties notice, an opportunity to present witnesses and evidence, as well as to review the information that will be used in determining whether a policy violation has occurred.

The procedures described below apply to all allegations of Student 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 on the University's [Title IX Webpage](#).

Administrative Reviews work from a presumption that the Respondent is not responsible for alleged conduct until a determination regarding responsibility is made at the conclusion of the Administrative Review.

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 a 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 Administrative Review Officer (Investigator) believes is relevant and credible may be considered, including history and pattern evidence. The Administrative Review Officer (Investigator) 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 Administrative Review Officer (Investigator) will reference information about previous good faith allegations and/or findings to consider as evidence of pattern and/or predatory conduct.

Unless the Administrative Review Officer (Investigator) 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 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 Student Prohibited Conduct. Physical or electronic copies of all relevant evidence will only be made available upon the conclusion of the Administrative Review.

Relevant evidence will be objectively evaluated by Administrative Review Officers – including both inculpatory and exculpatory evidence. Credibility of the evidence will not be based on a person's status as a Complainant, Respondent, or Witness.

Complainant/Respondent Participation

If either the Complainant or Respondent choose 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 based on 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 Student Conduct Action 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 based on 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 under the Code of Student Conduct.

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 Student 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

Unauthorized audio or video recording of any kind is NOT permitted during investigation meetings.

Recusal of Administrative Review Officer or Appeal Officer

Respondent and Complainants have the right to request that an Administrative Review officer or Appeal Officers be recused on the basis of demonstrated bias or conflict-of-interest within two business days of being notified of the identity of the Administrative Review Officer or Appeal Officer. Request must be provided in writing and provide a rationale or reason for demonstrated bias. Requests will be evaluated for merit and responded to by the Dean of Students and/or the Chief Student Affairs Officer as appropriate. If the request is found to have merit, a new Administrative Review Officer or Appeal Officer will be assigned. If the request is not found to have merit, the assigned Administrative Review Officer or Appeal Officer will remain.

Preliminary Inquiry

Following receipt of notice or a report of Student Prohibited Conduct, an assigned Administrative Review Officer will engage in a Preliminary Inquiry to determine if there is reasonable cause to believe a violation of Student 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 Student Prohibited Conduct under this policy has been violated, the process will end. In cases where the Preliminary Inquiry shows that reasonable cause exists, the Administrative Review Officer will prepare and issue a "Notice of Investigation" to the Respondent and Complainant, as appropriate.

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 Investigation."

Administrative Review Officers 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 Administrative Review Officer 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 Student Prohibited Conduct;
- Identify the specific Student Prohibited Conduct policy(s) that has been allegedly violated;
- Provide the date and location of the alleged Student Prohibited Conduct, to the extent that is known;
- Provide information on the source of complaint, and if appropriate, identity of Complainant, if any;
- Inform parties of any supportive or protective interim measures being taken. Information on protective measures will include an “analysis” and rationale for the measure;
- Provide a description of applicable interim measures, investigation process procedures and next steps, if any;
- Provide access to a copy of applicable policies and guidelines, including Respondent and Complainant rights;
- Name the Administrative Review Officer(s) (Investigator) assigned to the case and of involved party’s right to request recusal of Administrative Review Officer(s) based on demonstrated bias or conflict of interest.
- Inform involved parties of their rights to participate in process and to review information as outlined in the Code of Student Conduct;
- Inform involved parties on retaliation, amnesty, and obligation to provide truthful information under the Code of Student Conduct;
- Inform involved parties on Respondent being presumed not responsible for alleged conduct until a determination is made as an outcome of administrative review or hearing process.

If during course of investigation/administrative review, additional allegations are discovered, the Administrative Review Officer will provide notice to the involved parties of the additionally discovered allegations.

Involved Parties will be afforded 3-5 from date of notice to respond to allegations in writing or in person. An involved Party may choose to waive the 3-5 days respond period.

Investigation

Administrative Review Officers 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:

- Administrative Review Officer(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/available, only after the parties the opportunity to provide their perspective on the alleged Student Prohibited Conduct.
- Administrative Review Officer(s) interviewing all relevant witnesses and collecting all relevant evidence.
- Administrative Review Officer(s) reviewing all relevant statements and evidence with Respondent and Complainant.
- Administrative Review Officer(s) allowing each party the opportunity to suggest applicable questions they wish the Administrative Review Officer(s) to ask the other party and/or witnesses. Administrative Review Officer may choose to edit questions or not ask them based upon their relevance or purpose.

For allegations where the possible outcome is suspension or expulsion, the Administrative Review Officer(s) will provide Respondent and Complainant an opportunity to review a “summary of all relevant evidence” to be used in rendering a determination, and provide Respondent and Complainant with a full and fair opportunity to address the “summary of all relevant evidence” prior to a finding being rendered.

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

For cases of Sexual Misconduct, the Administrative Review Officer(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, Administrative Review Officer(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 Student Prohibited Conduct violation, the allegation(s) brought against a Respondent will be “substantiated” and the Administrative Review 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 Administrative Review Officer 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 Student 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 Title IX Manager will make the determination. For all other investigations of Student Prohibited Conduct, the Administrative Review Officer(s) will make the determination.

Respondent Admits to Policy Violation

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

Notification of Findings

The Administrative Review Officer(s) 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 impact 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.

L. Sanctions and Remedies

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 Code of Student Conduct 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.
- Identifying opportunities to have the Respondent re-dress the Complainant, when appropriate, as deemed by the Administrative Review Officer.
- Having the Respondent engage in an educational experience, when possible and appropriate, as deemed by the Administrative Review Officer.
- 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:

- **Academic Program Re-Assignment:** Informs an individual that their behavior in an academic program or main/regional “campus” has been significantly disruptive such that their continued participation in that program will not be allowed. As such, a student may be re-assigned to a different academic program (i.e. on-line) or main/regional “campus.” Academic Program Re-Assignment sanctions are usually accompanied by the following sanctions: University Probation, Person Non-Grata.
- **Behavioral Expectations Requirement:** Requires individuals to follow outlined behavioral expectations.
- **Community/University Service Requirements:** Requires an individual to perform community or university service as outlined in the Notification of Findings/Decision.
- **Confiscation of Prohibited Items:** Places items belonging to individual in a temporary hold until the items can be appropriately removed from campus, destroyed or turned over to law enforcement. Items eligible for removal from campus but not retrieved within 30 days of confiscation will be destroyed.
- **Educational Program/Activity:** Requires individuals to complete an educational project as specified by the Administrative Review Officer. Projects may range from planning or participation in a program, activity or project; writing a reflection paper; and/or completing an on-line course/training.
- **Fines:** Imposes a fee for the violation of a policy.
- **Hold on Student Record:** Imposes 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.
- **Housing Warning** - A warning serves as notice that a student’s behavior is not within the standards established by the Code of Student Conduct. A warning also serves as notice that should the student continue to engage in Prohibited Student Conduct he/she/they may be subject to additional administrative actions including removal from on-campus housing.
- **Housing No-Contract Order:** Informs individual that they are not eligible to contract to live on-campus for a specified period. This sanction can

from a semester term to up to 4 years.

- **Housing Probation:** This sanction serves to inform the student that they have engaged in behavior that has created a significant disruption to the University community. It also serves as notice that should the student continue to engage in Prohibited Student Conduct, they may be subject to further administrative action, including removal from on-campus housing. This sanction can range from a semester/term to up to 4 years. Specific duration will be specified in Notification of Findings.
- **Housing Reassignment:** Requires an individual to relocate, or move to a different room in on-campus housing. Failing to relocate by the specified date may result on further administrative action including charges and holds on student records.
- **Housing Removal:** Informs an individual that their on-campus housing contract is being cancelled and as such, they will be required to vacate and remove their belongings from on-campus housing facilities by a specified date. Housing Removal sanctions are usually accompanied with the following sanctions: Persona Non-Grata and University Probation. Failing to abide by removal date or move-out process may result in further administrative action including charges and holds on student records.
- **Loss of Privileges:** This sanction imposes restriction on privileges (i.e. having guests/visitors on campus on in on-campus housing) or access to buildings, areas or events normally afforded to an individual. Specific duration will be specified in Notification of Findings.
- **“No-Contact” Order:** Establishes identified individuals may not have any contact with one another.
- **Persona Non-Grata from Specified Facilities:** Instructs an individual that they are not allowed in or within 10 feet of the specified University facility(s), parking lot, space, other property owned or controlled by the University, as well as the a specified University program or event. Should the individual need to access the specified location/program for conducting official University business, they must request and receive approval from the Dean of Students prior to accessing the specified location/program. Specific duration will be specified in Notification of Findings.
- **“Persona Non-Grata” from the University:** Instructs an individual they are not allowed in or

within 25 feet of all University facilities, parking lots, spaces and/or other property owned or controlled by the University as well not allowed to participate/be present at University sponsored programs or events. Should the individual need to be on University property or University sponsored program or events to conduct official University business, they must request and receive approval from the Dean of Students prior to being on University property. Being in University facilities, parking lots, spaces, other property owned or controlled by the University, as well as participating/being present in University sponsored programs or events will be considered trespassing. Individuals trespassing will be asked to leave and will be referred to local police agencies.

- **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.
- **Referral:** Refers an individual to a specified person/office for the purposed of completing and assigned task by a specified date.
- **Restitution:** Requires payment for damages to property.
- **Social Probation/Eligibility Restriction:** Informs the student they are restricted from being an active member or officer in student organizations; holding a Student leadership position (i.e. RAs, Welcome Week Leader, Student Organization Officer, etc.); and/or participating in University of La Verne programs or events, as specified. Specific duration will be specified in Notification of Findings.
- **Termination:** Informs individuals that they are permanently terminated from University employment, leadership and volunteer opportunities.
- **University Warning:** A warning serves as notice that the student’s behavior is not within the standards established by the Code of Student. A warning also serves as notice that should the student continue to engage in Prohibited Student Conduct they may be subject to additional administrative actions.
- **University Probation:** Informs the student that they have engaged in behavior that has created a significant disruption to the University community. It serves as notice that should the student continue to engage in Prohibited Student

Conduct, they may be subject to university suspension or expulsion. This sanction also denotes that the student is not in good judicial standing with the University during the effective dates. This sanction can range from a semester/term to up to 4 years. Specific duration will be specified in Notification of Findings.

- **University Suspension:** This sanction informs the individual that during the specified period, they are not eligible to be a student at the University of La Verne. This sanction can range between a semester/term to up to 4 years. Specific duration will be specified in Notification of Findings. University Suspension carries with it the following conditions:
- During the suspension period, the individual is “**Persona Non-Grata**” from the University of La Verne. Meaning they are not allowed in or within 25 feet of all University facilities, parking lots, spaces and/or other property owned or controlled by the University as well not allowed to participate/be present at University sponsored programs or events. Should the individual need to be on University property or University sponsored program or event to conduct official University business, they must request and receive approval from the Dean of Students prior to being on University property.
- During the suspension period, a **hold** will be placed **on the individual’s student record**.
- After completion of the suspension, the individual will need to a) meet with a representative of the Dean of Students Office to discuss behavioral expectations, and b) work with respective offices (academic advising, registrars, financial aid, student accounts) to complete all administrative processes required for their return.
- After completion of the suspension, the individual will be on **University Probation** for a one-year period starting on the first day of the individual’s official return to the University of La Verne.
- **University Expulsion:** Informs the Student that they have engaged in behavior that has created a significant disruption to the University such that they can no longer be a Student at the University of La Verne and their student status is permanently terminated. As such, the individual is not eligible for re-admission or re-enrollment in any University program or campus as well as participation as an Alumni or Alumni services, programs and events. University Expulsion carries with it the following conditions:
- The individual is “**Persona Non-Grata**” from the

University of La Verne. Meaning they are not allowed in or within 25 feet of all University facilities, parking lots, spaces and/or other property owned or controlled by the University as well not allowed to participate/be present at University sponsored programs or events.

- A “Student Conduct Action Taken” notation will be made on the individual’s University of La Verne transcript.
- **Withholding Diploma:** The University may withhold a Student’s diploma for a specified period 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.
- **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 Student 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.

M. Preventative Measures

The Administrative Review Officer may impose preventative measures when the finding is “unsubstantiated” for the purposes of restoring and preserving involved parties education access. Specifically:

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

The following are non-exhaustive examples of preventative measures that may be imposed singularly or in combination:

- “**No-Contact**” **Order:** Establishes identified individuals may not have any contact with one another.

- **Behavioral Expectation Requirement:** Requires individuals to engage or follow outlined behavioral expectations.
- **Loss of Privileges (Visitations):** Limits an individual from having guests on-campus or being able to visit specific residence halls, when that guest does not reside in the specific building, is not a resident of on-campus housing, and/or is not a student at the University.
- **Persona Non-Grata from Specified Facilities:** Instructs an individual that they are not allowed in or within 10 feet of the specified University facility(s), parking lot, space, other property owned or controlled by the University, as well as the a specified University program or event. Should the individual need to access the specified location/program for conducting official University business, they must request and receive approval from the Dean of Students prior to accessing the specified location/program. Specific duration will be specified in Notification of Findings.
- **“Persona Non-Grata” from the University:** Instructs an individual they are not allowed in or within 25 feet of all University facilities, parking lots, spaces and/or other property owned or controlled by the University as well not allowed to participate/be present at University sponsored programs or events. Should the individual need to be on University property or University sponsored program or events to conduct official University business, they must request and receive approval from the Dean of Students prior to being on University property. Being in University facilities, parking lots, spaces, other property owned or controlled by the University, as well as participating/being present in University sponsored programs or events will be considered trespassing. Individuals trespassing will be asked to leave and will be referred to local police agencies.
- **Housing Reassignment:** Requires an individual to relocate, or move to a different room in on-campus housing. Failing to relocate by the specified date may result in administrative action including charges and holds on student records.
- **On Notice:** Informs individual that their behavior is of concern and while the current behavior may be a violation of prohibited conduct, continuing to engage in that behavior may result in allegations and/or findings of engaging in prohibited conduct.
- **Other Actions:** In addition to or in place of the

above preventative measures, the University may assign any other preventative measures as deemed appropriate.

N. Appeals

All requests for appeal consideration must be submitted in writing to the appeals officer within five (5) business days of the delivery of the written investigation findings. A Respondent or Complainant 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.).
- The sanctions imposed fall outside the range of sanctions the University has designated for this offense and the cumulative record of the responding party.
- 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.
- NOTE – Involved parties who elected not to participate in the Administrative Review or to withhold information from the Administrative Review do not have the ability to offer evidence as part of 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 based on new evidence.
- 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/administrative reviews of the allegation(s).

In most cases, appeals are confined to a review of the written documentation or record of the investigation/administrative review, and pertinent documentation regarding the grounds for appeal.

- Appeals granted based on new evidence should normally be remanded to the administrative review officer(s) for reconsideration. Other appeals may be remanded at the discretion of Appeals Officer or, in limited circumstances, heard by the Appeals Officer.
- Sanctions/preventative measures imposed as the result of an investigation/administrative review 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 administrative review officer(s) (as in cases of bias), the Appeals Officer may recommend a new administrative review with a new administrative review officer. The results of a remand cannot be appealed. The results of a new administrative review 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.

O. Complainant and Respondent Rights

Complainant Rights

- The right to investigation and appropriate resolution of all credible allegations of Student Prohibited Conduct made in good faith to University officials.
- 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 Student Prohibited Conduct.
- The right not to be discouraged by University officials from reporting Student 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 Student 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 notification, and assistance in, changing academic and living situations after an alleged Student Prohibited Conduct incident, if such changes are reasonably available (no formal report or investigation, campus or criminal, need occur before this option is available).
- 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 review all relevant 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 Administrative Review Officers 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 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.

Respondent Rights

- The right to investigation and appropriate resolution of all credible allegations of Student Prohibited Conduct made in good faith to University officials.
- 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 have reports of Student Prohibited Conduct responded to promptly and with sensitivity by campus officials.
- The right to be informed of, and have access to, campus resources for medical, health, counseling, and advisory services.
- 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 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 relevant documentary evi-

dence 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 Administrative Review Officer(s) 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 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.

P. Student Prohibited Conduct

Student Prohibited Conduct includes the defined forms of behaviors listed below.

A sub-set of the Student Prohibited Conduct listed below applies **ONLY** to behaviors that take place or originates in on-campus housing facilities (owned or leased), as well as at on-campus housing sponsored events/programs/initiatives. Those specific Student

Prohibited Conduct will have “housing” listed in the name.

All other student prohibited conduct, not specified, applies to conduct that occurs on ALL University campus or other property owned or controlled by the University and/or University education programs and activities and as further defined under the Code of Student Conduct jurisdiction.

The most recent and current list and definitions of Student Prohibited Conduct is available at <https://laverne.edu/student-affairs/student-conduct/>.

- Abuse of Administrative Review Process & Retaliation
- Alcohol
- Alteration of Premises
- Animals/Pets
- Appliances (Housing)
- Assault
- Bullying and Cyberbullying
- Care of Common Areas & Property (Housing)
- Care of Rooms (Housing)
- Concealment & By-Standing
- Dangerous Behavior
- Discrimination
- Disruptive Behavior
- Drugs & Controlled Substances
- Election Tampering
- Failure to Comply
- Falsification & False Accusations
- Fire Safety & Hazards
- Furniture
- Gambling
- Gatherings (Housing)
- Guest/Visitors
- Harassment
- Hazing
- Improper Room Transfer (Housing)
- IT & Acceptable Use
- Keys & Locks
- Lewd Behavior
- Parking
- Posting
- Projectiles
- Quiet Hours & Noise (Housing)
- Relationship Violence
- Safety & Security
- Sexual Assault
- Sexual Contact
- Sexual Exploitation

- Sexual or Gender Based Harassment
- Smoking
- Soliciting
- Sports Related Activities
- Stalking
- Theft & Stolen Property
- Trademark
- Trespassing & Restricted Access
- Vandalism
- Weapons, Firearms, Explosives
- Wheeled Device

Reports of Student Prohibited Conduct may be submitted at:

https://cm.maxient.com/reportingform.php?UnivofLaVerne&layout_id=5.

Q. 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](#) where this information is available. Students are responsible for having read and abiding by this policy.

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

Bachelor's Degrees

| | |
|--|-----|
| • Anthropology — B.S. | 134 |
| • Art History — B.A. | 105 |
| • Biology — B.S. | 120 |
| • Chemistry — B.A./B.S. | 122 |
| • Communications — B.A. | 106 |
| • Computer Science — B.S. | 122 |
| • Create your own Major — B.A./B.S. | 112 |
| • Creative Writing — B.A. | 118 |
| • Criminal Justice & Criminology — B.S. | 137 |
| • Criminology — B.S. | 136 |
| • Digital Media — B.A. | 107 |
| • E-Commerce — B.S. | 124 |
| • English — B.A. | 108 |
| • French — B.A. | 117 |
| • History — B.A. | 109 |
| • Information Technology — B.S. | 124 |
| • International Business & Language — B.S. | 111 |
| • International Studies — B.A. | 109 |
| • Journalism — B.A. | 107 |
| • Kinesiology — B.S. | 115 |
| • Legal Studies — B.S. | 116 |
| • Liberal Arts — B.A. | 111 |
| • Mathematics — B.A./B.S. | 125 |
| • Music — B.A. | 119 |
| • Natural History — B.A. | 121 |
| • Philosophy — B.A. | 130 |
| • Photography — B.A. | 126 |
| • Physics — B.A./B.S. | 126 |
| • Political Science — B.A. | 110 |

| | |
|---|-----|
| • Psychology — B.S. | 129 |
| • Religion — B.A. | 130 |
| • Religion and Philosophy — B.A. | 131 |
| • Rhetoric and Communication Studies — B.A. | 133 |
| • Social Science — B.A. | 110 |
| • Sociology — B.S. | 137 |
| • Spanish — B.A. | 118 |
| • Studio Art — B.A. | 105 |
| • Theatre Arts — B.A. | 139 |

Minors

| | |
|---|-----|
| • American Law | 116 |
| • Anthropology | 135 |
| • Art History | 105 |
| • Biology | 121 |
| • Chemistry | 122 |
| • Creative Writing | 119 |
| • Criminology | 137 |
| • English | 108 |
| • Ethnic Studies | 137 |
| • Forensic Investigation and Identification | 136 |
| • French | 117 |
| • Gender Studies | 112 |
| • History | 109 |
| • Information Science | 124 |
| • Interfaith Studies | 132 |
| • International Studies | 110 |
| • Internet Programming | 124 |
| • Japanese | 117 |
| • Kinesiology | 115 |
| • Latinx and Latin American Studies | 112 |
| • Mathematics | 125 |
| • Music | 119 |
| • Philosophy | 132 |
| • Photography | 127 |
| • Physics | 126 |
| • Political Science | 110 |
| • Psychology | 129 |
| • Public History | 109 |
| • Religion | 132 |
| • Rhetoric and Communication Studies | 133 |
| • Sociology | 138 |
| • Software | 124 |
| • Spanish | 118 |
| • Studio Art | 104 |
| • Sustainability | 113 |
| • Theatre Arts | 139 |

Programs

| | |
|---|-----|
| • First-year Rhetoric & Writing Program | 134 |
| • Honors Program | 127 |
| • Prelaw Program | 128 |

Associate of Arts Degree

- General Studies 139
(Available only at selected sites and Online)

College of Business and Public Management

Bachelor's Degrees

- Accounting — B.S., B.A. 141, 144
- Business Administration — B.S., B.A. 142, 144
- Economics — B.S. 143
- Health Administration — B.S. 146
- Organizational Management — B.S. 146
- Public Administration — B.S. 147

Minors

- Business Administration 145
- Business Management 145
- Economics 145
- Marketing 145

LaFetra College of Education

Bachelor's Degrees

- Child Development — B.S. 148
- Child Development/Integrated — B.S. + M.S. 149
- Educational Studies — B.A. 150
- Educational Studies + Credential — B.A. 151

Minors

- Child Development 150
- Educational Studies 151

Certificates

- Paralegal 224
- Publishing 225
- Computer Coding 223
- Cybersecurity 223
- Systems Engineering 223
- Website and Internet Application Development 223
- Honors Program 224



COLLEGE OF ARTS AND SCIENCES

Brian D. Clocksin, Interim Dean

Ngoc H. Bui, Interim Associate Dean

Gerard P. Lavatori, Interim Associate Dean

Roy Kwon, Assistant Dean

ART AND ART HISTORY DEPARTMENT

Chairperson: Keith Lord

Regular Faculty: Jon Leaver, Keith Lord, Ruth Trotter

Director of Art Galleries & Distinguished Artist: Dion Johnson

Studio Manager & Art Instructor: Chuck Feesago

Adjunct Faculty: Agnes Bertiz, Walpa D'Mark, 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 100-200 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 110 | Introduction to Analog Photography | (4) |
| PHOT 130 | Introduction to Digital 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) |
| ART 390 | Art History: Special Topics | (4) |
| 300-400 level art history courses | | (4) |

A minimum of 10 semester hours of 300-400 level studio courses from the following:

| | | |
|-------------------|-------------------------------|------------|
| ART 340 | Life Drawing I | (4) |
| ART 343 | Life Drawing II | (4) |
| ART 350 | Sculpture II | (4) |
| ART 370 | Painting II | (4) |
| ART 380 | Advanced Digital Art Practice | (4) |
| ART 460 | Oil Painting | (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: 16 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) |

Electives: 16 semester hours

A minimum of 16 semester hours of 300-400 level studio courses from the following:

| | | |
|---------|-----------------|-----|
| ART 340 | Life Drawing I | (4) |
| ART 343 | Life Drawing II | (4) |
| ART 350 | Sculpture II | (4) |
| ART 370 | Painting II | (4) |

| | | |
|-------------------|-------------------------------|------------|
| ART 380 | Advanced Digital Art Practice | (4) |
| ART 460 | Oil Painting | (4) |
| PHOT 315 | Alternative Processes | (4) |
| PHOT 351 | Landscape Photography | (4) |
| Internship in art | | (variable) |
| Study Abroad | | (variable) |

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: 20-26 semester hours

| | | |
|-----------------------------------|---|--------|
| 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) |
| Internship in art or study abroad | | (4-10) |
| ART 499 | Senior Project Seminar | (4) |

Electives: 20 semester hours

Five 300-400 level art history courses including up to 5 different sections of-ART 390 Art History: Selected Topics

Art History Minor

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

such as business, education, philosophy, and science.

Total program: 28 semester hours

Core Requirements: 12 semester hours

| | | |
|---------|---|-----|
| 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) |

Electives: 16 semester hours

Four 300-400 level art history courses including up to 4 different sections of ART 390 Art History: Selected Topics

COMMUNICATIONS DEPARTMENT

Digital Media Chairperson: Morgan Sandler

Journalism/Communications Chairperson: Valerie Cummings

Regular Faculty: Valerie Cummings, George Keeler, Michael Laponis, Morgan Sandler, Elizabeth Zwerling

Adjunct Faculty: Stephen Chavez, Amy Curran-Norton, Frank Dexter Brown, William Diepenbrock, Dave Echols, Joshua Efron, Scott Essman, Danielle Eubank, Philip Halprin, Justin Janzen, David McGill, Derek Mateo, Randy Miller, Steve O'Sullivan, John Oh, Maureen Panos, Lance Pugmire, Tammy Trujillo

Communications — B.A.

The Communications major prepares students for careers in Public Relations or Multimedia. Public Relations students study media relations, marketing communications, crisis management, research and special events. Multimedia prepares students for careers in the art, marketing or entertainment industries. For the major, students complete the core requirements and the concentration of their choice. Not all classes are offered every semester.

Multimedia Concentration- total program: 55 semester hours

Public Relations Concentration - total program: 59 semester hours

Prerequisite Requirement:

| | | |
|----------|----------------|-----|
| JOUR 100 | News Reporting | (4) |
|----------|----------------|-----|

Core Requirements: 27 semester hours

| | | |
|----------|--|-----|
| JOUR 166 | Introduction to Mass Media | (4) |
| JOUR 220 | Newspaper Production | (2) |
| JOUR 226 | Digital Storytelling for Journalism | (4) |
| JOUR 317 | Graphic Production Processes And Design for Publications | (4) |
| JOUR 460 | Law and the Mass Media | (4) |
| JOUR 467 | Ethics of Mass Media — Printed and Electronic | (4) |
| JOUR 497 | Internship | (1) |
| JOUR 499 | Senior Project | (4) |

Multimedia Concentration: 28 semester hours

| | | |
|-----------|-------------------------------------|-----|
| JOUR 115 | News Editing | (2) |
| JOUR 318 | Survey of Multi-Media | (4) |
| JOUR 325 | Magazine Production | (2) |
| PHOT 130 | Introduction to Digital Photography | (4) |
| Or | | |
| PHOT 100 | Media Art Foundations | (4) |

Choose 16 units of electives from among courses in the Communications Department, Art Department, Computer Science and/or other related fields.

Public Relations Concentration: 32 semester hours

| | | |
|----------|---|-----|
| JOUR 301 | Writing for Public Relations | (4) |
| JOUR 305 | Radio/TV Newswriting and Editing | (4) |
| JOUR 325 | Magazine Production | (2) |
| JOUR 328 | Media Sales | (4) |
| JOUR 330 | Theory and Principles of Public Relations | (4) |
| JOUR 430 | Public Relations Methods | (4) |

One of the following three:

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

Choose 6 units of electives from courses in the Communications Department and/or other related fields.

Digital Media — B.A.

The Digital Media major gives students a holistic introduction to the entire field of broadcasting, allowing them to select concentrations and internships in either Film and Television or Digital Audio and Radio. It requires the core requirements and one concentration.

Digital Media with Digital Audio and Radio Concentration— total program semester hours: 45-48

Digital Media with Film and Television Concentration— total program semester hours: 55-58

Core Requirements: 24 semester hours

| | | |
|-------------|---|-----|
| RDIO 112 | Intro to Digital Audio | (4) |
| RDIO/TV 166 | Introduction to Mass Media | (4) |
| RDIO 230 | Radio Production I | (4) |
| TV 225 | Fundamentals of Video Production | (4) |
| TV 250 | Writing the Short Script | (4) |
| RDIO/TV 460 | Law and the Mass Media, <u>or</u> | |
| RDIO/TV 467 | Ethics of Mass Media— Printed and Electronic | (4) |

Digital Audio and Radio Concentration: 21-24 semester hours

| | | |
|-------------|---|--------|
| RDIO 240 | Radio Production II | (4) |
| RDIO 426 | Radio Station Operation | (2, 2) |
| RDIO/TV 305 | Radio and TV Newswriting and Editing | (4) |
| RDIO 328 | Media Sales | (4) |
| RDIO 497 | Internship | (4) |
| RDIO 499 | Senior Seminar | (4) |

Film & Television Concentration: 31-34 semester hours

| | | |
|--------|-------------------------------|-------|
| TV 190 | Intro to Cinema | (4) |
| TV 235 | Intermediate Video Production | (4) |
| TV 325 | Multi-Camera TV Production | (2) |
| TV 330 | Film and Television Editing | (4) |
| TV 350 | Cinematography | (4) |
| TV 355 | Screenwriting | (4) |
| TV 430 | Film Directing | (4) |
| TV 497 | Internship | (1-4) |
| TV 499 | Senior Seminar | (4) |

Journalism — B.A.

The Journalism major prepares students for careers in the news media. By following the Journalism or the Broadcast Journalism concentration, students develop the skills needed to work as journalists across multiple platforms including newspapers, magazines, online publications, digital and mobile media, and broadcast news outlets in television, cable and radio. The major includes the core requirements and a concentration of their choice (journalism or broadcast journalism).

Broadcast Journalism Concentration— total program semester hours: 57 semester hours

Journalism Concentration- total program semester hours: 59 semester hours

Prerequisite Requirement:

| | | |
|----------|----------------|-----|
| JOUR 100 | News Reporting | (4) |
|----------|----------------|-----|

Core Requirements: 33 semester hours

| | | |
|----------|---|-----|
| JOUR 115 | News Editing | (2) |
| JOUR 166 | Introduction to Mass Media | (4) |
| JOUR 220 | Newspaper Production | (2) |
| JOUR 226 | Digital Storytelling for Journalism | (4) |
| JOUR 305 | Radio/TV Newswriting and Editing | (4) |
| JOUR 315 | Syntax and Grammar for the Professional Writer | (4) |
| JOUR 460 | Law and Mass Media | (4) |
| JOUR 467 | Ethics of Mass Media — Printed and Electronic | (4) |
| JOUR 497 | Internship | (1) |
| JOUR 499 | Senior Project | (4) |

Broadcast Journalism Concentration: 24 semester hours

| | | |
|----------|--------------------------------------|--------|
| RDIO 230 | Radio Production I | (4) |
| TV 307 | TV News Production | (2, 2) |
| TV 345 | Intermediate Broadcast Journalism | (4) |

Choose 12 units from the following electives:

| | | |
|----------|---|-------|
| JOUR 300 | Advanced News Reporting | (4) |
| JOUR 317 | Graphic Production Processes and Design for Publications | (4) |
| JOUR 318 | Survey of Multimedia | (4) |
| JOUR 408 | Special Topics | (2-4) |
| JOUR 465 | History of Mass Media — Printed and Electronic | (4) |
| RDIO 306 | Radio Station Newswriting and Editing | (2) |

TV 330 Film and Television Editing (4)

Journalism Concentration: 26 semester hours

JOUR 220 Newspaper Production (2)
JOUR 300 Advanced News Reporting (4)
JOUR 317 Graphic Design for Publications (4)
JOUR 325 Magazine Production (2, 2)
PHOTO 130 Introduction to Digital Photography (4)

Choose 8 Units from the following Electives:

JOUR 313 Feature Writing (2)
JOUR 318 Survey of Multimedia (4)
JOUR 320 Newspaper Production (2)
JOUR 408 Special Topics (2-4)
JOUR 465 History of Mass Media – Printed and Electronic (4)
PHOTO 327 Staff Photography (2)
RDIO 306 Radio News Production (2)

ENGLISH AND MODERN LANGUAGES DEPARTMENT

Regular Faculty: Jane Beal (Chair), Sean Bernard, Gabriela Capraroïu, Ann Hills, Catherine Irwin, Jeffrey Kahan, Gerard Lavatori, José Pérez-González and Laurie Rodrigues

English — B.A.

English studies help students to sharpen their understanding, enhance their enjoyment, and heighten their awareness of not only literature, but also of themselves and their changing multicultural world. The process involves a careful study of the English language and the distinctive imaginative and aesthetic qualities of literary texts. Students gain knowledge and examine human values in literature. They also gain practical, transferrable skills.

Upon completion of the English major, students are able to read closely, think critically and write effectively; demonstrate knowledge of the historical breadth and depth of British and American literature; analyze literary genres (including poetry, drama, and the novel), and apply intercultural knowledge to their study of literature and life. They have opportunities to study abroad and complete internships. They are

well prepared for graduate school and professional employment.

English majors go on to careers in teaching and educational administration, professional writing and editing, librarianship, information technology and business communications, management, law and social work, and art and entertainment as well as other fields.

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 British Literature I (4)
ENG 352 British Literature II (4)
ENG 353 American Literature I (4)
ENG 354 American Literature II (4)
ENG 421 Modern Poetry in English (4)
ENG 431 Studies in the British Fiction (4)

OR

ENG 434 Studies in the American Novel (4)
ENG 460 Shakespeare (4)
ENG 499 Senior Capstone (4)

Electives: A minimum of 20 semester hours of upper division ENG courses. One of these courses must be a diversity elective taken from an approved list, such as Graphic Novel, Horror Fiction, Myth in Literature, Women Writers, Studies in Ethnic American Literature, Urban Fiction, or Science-Fiction Literature and Film. 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: Gitty Amini

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

Adjunct Faculty: Frank Carlson, Gregory Cumming, Tyler Smith, Brian McCabe

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 1877 to the Present | (4) |
| HSTY 200 | Issues in History | (4) |
| HSTY 310 | The American Experience to 1877 | |
| | or | |
| HSTY 311 | The American Experience from 1877 | (4) |
| HSTY 315 | Introduction to Latinx 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 398 | Approaches to History | (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: 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 | (4) |
| | and one in European History | (4) |
| 400 level | Two courses | (8) |

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: 12 semester hours

| | | |
|----------|--------------------------------|-----|
| 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: 8 semester hours (8)

| | |
|----------|--|
| HSTY 310 | The American Experience to 1877 |
| HSTY 311 | The American Experience from 1877 |
| HSTY 415 | Borderlands and Migration in North America |
| HSTY 416 | Los Angeles: The Study of A City |
| HSTY 417 | California History |

International Studies — B.A.

Chairperson: Jason Neidleman

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 Requirements: Two years of a foreign language

Core Requirements: 24 semester hours

| | | |
|----------|--|-----|
| ECON 325 | International Economics | (4) |
| PLSC 231 | International Relations | (4) |
| PLSC 261 | Comparative Government and Politics | (4) |
| HSTY 100 | World Civilizations I, or | |
| HSTY 101 | World Civilizations II | (4) |
| PLSC 489 | Political Science Research Methods or | |
| 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 231 | International Relations, or | |
| PLSC 261 | 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: 28 semester hours

| | | |
|----------|---|-----|
| PLSC 100 | Introduction to Political Science | (4) |
| PLSC 201 | American Government and Politics | (4) |
| PLSC 231 | International Relations | (4) |
| PLSC 261 | Comparative Government & Politics | (4) |
| PLSC 371 | Classical Political Philosophies, or | |
| PLSC 373 | Modern Political Theory | (4) |
| PLSC 489 | Political Science Research Methods | (4) |
| PLSC 499 | Senior Project | (4) |

Electives: A minimum of 16 semester hours in upper division Political Science courses.

Political Science Minor

Total program: 24 semester hours

Core Requirements:

| | | |
|----------|---|-----|
| PLSC 100 | Introduction to Political Science | (4) |
| PLSC 201 | American Government and Politics | (4) |
| PLSC 231 | International Relations, or | |
| PLSC 261 | 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

Core Requirements:

| | | |
|----------|---|-----|
| HSTY 100 | World Civilizations I | (4) |
| HSTY 101 | World Civilizations II | (4) |
| HSTY 110 | United States History to 1877 | (4) |
| HSTY 111 | United States History 1877 to the Present | (4) |
| HSTY 417 | California History | (4) |
| HSTY 398 | Approaches to History OR | |
| PLSC 489 | Political Science Research Methods | (4) |
| PLSC 201 | American Government and Politics | (4) |
| ECON 220 | Economic Analysis I | (4) |
| ECON 221 | Economic Analysis II | (4) |
| GEOG 201 | Introduction to Geography | (4) |
| HSTY 499 | Senior Seminar OR | |
| PLSC 499 | Senior Seminar | (4) |

Electives: 12 semester hours in upper division History or Political Science

INTERDISCIPLINARY PROGRAMS

International Business and Language — B.S.

Chairperson: 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 Requirements: 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 Stories and Conversation, and | |
| FREN 211 | Intermediate French Conversation & Film, or | |
| JAPN 210 | Intermediate Japanese I and | |
| JAPN 211 | Intermediate Japanese II, or | |
| SPAN 210 | Intermediate Spanish I: Short Stories and | |
| SPAN 211 | Intermediate Spanish II: Short Films | (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 231 | International Relations | (4) |

| | | |
|-------------------------|-------------------------------------|-----|
| PLSC 261 | 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.

Chairperson: 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 studies or work in fields that require a broad-based bachelor's degree.

Total program: 47-49 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 20 semester hours selected from a list of approved upper division courses available from the program chairperson. 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 two areas represented in their concentration and must include at least 12 units of upper division course work.

Create Your Own Major – B.A./B.S.

Students 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. For more information please contact the Office of Academic Advising.

Gender Studies Minor

Chairperson: Cathy Irwin

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:

SOC 314 Sexuality and Gender Issues (4)

One of the following:

ANTH 333 Women Across Cultures, **or**
ANTH 334 Women's Experience in the US (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.

ENG 430 Contemporary American Fiction:
Female Authors (4)
ENG 409 Special Projects:
Queer Literature (4)
PHIL 317 Power and Oppression (4)
PHIL 370 Contemporary Issues in the
Philosophy of Love and Sex (4)
PHOT 365 The Female Frame (4)

REL 390 Topics in Religion: Women
and Religion (4)
SPAN 386 Chicano Literature (4)
RCS 380 Feminist Rhetorics (4)
THAR 370 Theatre and 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.

ASHD 201 Human Sexuality (4)
SOC 315 Race and Ethnicity (4)
SOC 331 Gender Inequality (4)
ANTH 333 Women Across Cultures (4)
ANTH 334 Women's Experience in the US (4)
EDUC 301 Human Sexuality for Educators (4)
EDUC 420 Sex, Drugs, and Health
Education (4)
PSY 409 Multicultural Psychology (4)
PSY 450 Selected Topics: Gender
and Sexuality (4)
MGMT 358 Culture and Gender Studies
In Management (4)

Latinx & Latin American Studies Minor

Chairperson: (Contact 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 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 | Topics in Modern Latin America | (4) |
| RCS 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:

| | | |
|----------|---|-------|
| LVE 305 | Learning Through Community Service: Farm Workers & Grassroots Activism | (2) |
| LVE 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 | (4) |

Latin American Studies Electives:

| | | |
|----------|---------------------------------------|-----|
| ANTH 221 | Peoples and Culture of Mexico | (4) |
| HSTY 320 | History of Latin America | (4) |
| HSTY 353 | History of Mexico | (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

Chairperson: 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 the complexity of sustainability issues. The natural sciences pro-

vide 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 semester hours 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 201 American Government and Politics (4)
 PLSC 363 Politics of Developing Nations (4)

Interdisciplinary:

INTD 302 Mass Media Effects 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)

LVE 305 ** Learning through Community Service (1-2)

Sustainability reflection – systems thinking (One course)

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: Marilyn Oliver

Regular Faculty: Paul Alvarez, Sarah Dunn, Megan Granquist, Allison Krich, Russell Muir, Marilyn Oliver, Karlita Warren, Pat Widolff, Dan Williams, Wendy Zwissler

The Kinesiology Department offers two undergraduate programs of study within two majors and one graduate program. 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) concentration prepares students for careers and graduate education in health and sport science professions.

Kinesiology — B.S.

PETE Concentration total program: 64 semester hours

HHP Concentration total program: 53 semester hours

Prerequisite Requirement: 4 semester hours

BIOL 343 Human Anatomy (4)

Core Requirements: 26 semester hours

KINE 001 Fitness for Life (2)
KINE 201 Foundations of Kinesiology (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: 34 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)

HHP Concentration: 23 semester hours

KINE 380 Motor Development, or
KINE 381 Motor Learning (4)
A minimum of 3 Instructional Activity Courses (KINE 002-049) (0-3)
KINE electives (upper-division courses) (8)
A minimum of 8 semester hours of Advisor-approved related coursework (8)

Kinesiology Minor

Total program: 30 semester hours

Prerequisite for KINE 355 and 456

BIOL 343 Human Anatomy (4)

Core Requirements: 30 semester hours

KINE 001 Fitness for Life (2)
KINE 201 Foundations of Kinesiology (4)
KINE 323 Biomechanics (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

Chairperson: Carolyn Bekhor, Interim

Regular Faculty: Carolyn Bekhor, Thomas Allison

The American Bar Association has approved this program for the education of paralegals. Legal Studies 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 RCS 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 Research & Writing | (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 330 | Business Organizations | (4) |
| LS 331 | Bankruptcy | (4) |
| LS 338 | Intellectual Property | (4) |
| LS 340 | Special 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 8 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

Chairperson: Ann Hills

Regular Faculty: Sean Bernard, Gabriela Capraroiu, Ann Hills, Gerard Lavatori, Alexander Lev-Da-Silva

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.

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 Stories and Conversation | (4) |
| FREN 211 | Intermediate French Conversation & Film | (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/Project | (1-4) |

Electives: Additional upper division French courses to complete 40 semester hours in French. Many of these may be taken abroad. 4 units of upper-division work in a related field, including HYST 436: The French Revolution and Napoleon, may be counted

toward the French major with French faculty approval.

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.

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) |

4 units of upper-division work in a related field, including HYST 436: The French Revolution and Napoleon, may be counted toward the French major with French faculty approval.

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.

Total program: 40 semester hours

Prerequisite Requirements: 8 semester hours

| | | |
|----------|---------------------------------------|-----|
| SPAN 210 | Intermediate Spanish I: Short Stories | (4) |
| SPAN 211 | Intermediate Spanish II: Short Films | (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) |
|-------------------------|-------------------|-----|

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.

Total program: 44 semester hours

Core Requirements: 24 semester hours

| | | |
|----------|---------------------------|--------|
| CWRT 303 | Poetry Writing | (4) |
| CWRT 204 | Intro to Prose Writing | (4) |
| CWRT 305 | Literary Magazine Staff | (2, 2) |
| CWRT 390 | Great Author Immersion | (2) |
| CWRT 499 | Senior Seminar in Writing | (2) |

2 of the following:

| | | |
|----------|----------------------------------|-----|
| CWRT 303 | Poetry Writing (repeatable once) | (4) |
| CWRT 304 | Adv. Fiction Writing | (4) |
| CWRT 324 | Adv. Lit Non-Fiction | (4) |

Elective Core (8 semester hours from the following):

| | | |
|----------|--|--------|
| CWRT 305 | Literary Magazine Staff | (2, 2) |
| CWRT 307 | Special Topics in Writing & Literature | (4) |
| CWRT 309 | Creative Writing Workshop | (4) |

Literature Electives (12 semester hours chosen from the following):

| | | |
|---------|---------------------|-----|
| ENG 335 | Los Angeles Fiction | (4) |
|---------|---------------------|-----|

| | | |
|----------|---------------------------------------|-----|
| ENG 385 | Studies in Ethnic American Literature | (4) |
| ENG 430 | Contemporary American Fiction | (4) |
| ENG 434 | Studies in the American Novel | (4) |
| FREN 365 | French Literature in Translation | (4) |
| SPAN 350 | Translation Workshop | (4) |

Creative Writing Minor

Total semester hours: 24

Core Requirements:

| | | |
|----------|---------------------------|--------|
| CWRT 204 | Intro to Prose Writing | (4) |
| CWRT 303 | Poetry Writing | (4) |
| CWRT 305 | Literary Magazine Staff | (2, 2) |
| CWRT 390 | Great Author Immersion | (2) |
| CWRT 499 | Senior Seminar in Writing | (2) |

2 of the following:

| | | |
|----------|----------------------|-----|
| CWRT 304 | Adv. Fiction Writing | (4) |
| CWRT 307 | Special Topics | (4) |
| CWRT 324 | Adv. Lit Non-Fiction | (4) |

MUSIC DEPARTMENT

Chairperson: Reed Gratz

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

Adjunct Faculty: Steve Alaniz, Michael Boos, Pebber Brown, Roberto Catalano, Moh Wei Chen-Hribar, Robert Dominguez, Andrew Ford, Daniel Gil, Anita Hanawalt, Rachel Vetter Huang, Hedy Lee, Rafael Liebich, Robert MacNeil, Richard Mooney, Sandra Nam, Ariel Pisturino, Ellen Rondina, Michael Skidgel, Joshua Williams

Department/Morgan Auditorium Manager:
F. Dalton Lamberth

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 University's 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: 50-59 semester hours

Core Requirements:

| | | |
|----------|--------------------------------|-------|
| 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 335 | Sight Singing/Ear Training | (1) |
| MUS 345 | Music Technology | (2) |
| MUS 351 | History of Western Music I | (4) |
| MUS 352 | History of Western Music II | (4) |
| MUS 358 | Music of the United States | (4) |
| MUS 359 | World Music | (4) |
| MUS 409 | Special Topics: Music Business | (2) |
| 300-400 | Theory, History, or Conducting | (4) |
| 120-138 | Applied music | (8) |
| 108-119A | Ensemble | (0-6) |
| MUS 499 | Senior Project | (1-4) |

Piano proficiency: Satisfied by successfully taking Piano Workshop IV or test (See Music Dept for details) (0)

Concert attendance as approved by Music Department (0)

Students are advised to enroll in ensemble for 1 semester hour unless it requires an overload to do so.

Music Minor

Total program: 30 semester hours minimum

Core Requirements:

| | | |
|---------|-----------------------------|-----|
| MUS 230 | Music Theory I | (4) |
| MUS 232 | Music Theory II | (4) |
| MUS 352 | History of Western Music II | (4) |

| | | |
|----------------|----------------------------|-----|
| MUS 358 | Music of the United States | (4) |
| MUS 359 | World Music | (4) |
| 120-138 level | Applied music | (4) |
| 108-119A level | Ensemble | (6) |

Students are advised to enroll in Ensemble for 1 unit unless it requires an overload to do so.

NATURAL SCIENCE DIVISION

Chairperson: Christine Broussard

The University of La Verne's Natural Science Division consists of the Departments of Biology, Chemistry, Mathematics and Physics, Computer Science and Computer Engineering, 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: Stacey Darling-Novak

Regular Faculty: David Bickford, Christine Broussard, Aleli Clark, Heidy Contreras, Stacey Darling-Novak, Jerome V. Garcia, Jay Jones, Todd Lorenz, Tatiana Tatarinova, Jennifer Tsui, Pablo Weaver, and Latisha Wilkins

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

Professor Emeritus: Jeffery Burkhart, Harvey Good, and Robert Neher

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 prerequisite courses from the Natural Science Division. The range of courses prepare students for the health professions, cellular and molecular biology, environmental biology, and teaching.

Biology — B.S.

Total program: 68 - 74 semester hours

Prerequisite 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: 28-34 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: 4 - 10 semester hours

| | | |
|--|---|-------|
| BIOL 381 | Research Writing in the Sciences | (2) |
| BIOL 382 | Statistics for Life Sciences | (2) |
| | or | |
| BIOL 383 | Statistics and Applications for Life Sciences | (4) |
| BIOL 499A | Senior Seminar, and | (1) |
| BIOL 499B | Senior Seminar | (1-3) |
| | or | |
| BIOL 499 | Senior Seminar | (0) |
| Requires the completion or concurrent enrollment in two qualified courses with undergraduate research experience (CURE)* | | |

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 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 385 | Community Engaged Health And Research | (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 350 | Intro to Computational Biology | (4)* |
| BIOL 361 | Plant Physiology | (4)* |
| BIOL 374 | Science & Society | (4) |

**These courses are designated as CUREs. However, the CURE status may not apply every semester. Students must confirm course status before enrolling for CURE credit.*

Biology Minor

Minor Chairperson: 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 concentration of Biology (health sci-

ences, 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 | (4)* |
| BIOL 205 | Animal Biology | (4)* |

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.*

Natural History — B.A.

The Natural History Major is similar to the Biology Major but is less technical and more descriptive. Interested students should contact the program chairperson.

CHEMISTRY DEPARTMENT

Chairperson: Nixon Mwebi

Regular Faculty: Jay Jones, Taehyung Kim, Ricardo Morales, Nixon Mwebi, Andrew Rice

Adjunct Faculty: Michael Bentel, Hamed Eskandaloo, Ross Furash, Andrew Patalano, David Taggart

Emeriti Faculty: Iraj Parchamazad

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 involved 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

Prerequisite 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 BIOL 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 (2 sem.) | (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: 6 semester hours

| | | |
|----------|----------------------------------|-----|
| CHEM 498 | Chemistry Research | (3) |
| CHEM 499 | Senior Project | (3) |
| | Senior Comprehensive Examination | (0) |

Chemistry Minor

Students may pursue the Chemistry minor by first meeting with a Chemistry full-time faculty advisor 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 320 | Physical Chemistry for Life Sciences | (4) |
| 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

COMPUTER SCIENCE AND COMPUTER ENGINEERING DEPARTMENT

Computer Science — B.S.

Chairperson: Seta Whitby

Regular Faculty: Ahmad Abu Shanab, Ray

Ahmadnia, Jozef Goetz, Seta Whitby

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

This major requires a minimum of **48 semester hours**. Students are required to complete the core requirements, select at least one concentration (engineering, information science, internet programming, or software), and a minimum of two elective

courses, as well as satisfy the prerequisite requirements. Students may select certificates in System Engineering or in Web and Internet Applications Development (see UNDERGRADUATE & GRADUATE CERTIFICATES section).

Total program: 76 – 81 semester hours

Core Requirements: 22 semester hours

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

Engineering Concentration: 20 semester hours

| | | |
|----------|--|-----|
| CMPS 150 | Principles of Electronics and Computer Engineering | (4) |
| CMPS 202 | Electronic Devices and Circuits | (4) |
| CMPS 330 | Microprocessor Systems | (4) |
| CMPS 420 | Cybersecurity | (4) |
| CMPS 480 | Advanced Computer Architecture | (4) |

Information Science Concentration: 20 semester hours

| | | |
|----------|--------------------------------|-----|
| CMPS 375 | Systems Analysis and Design | (4) |
| CMPS 392 | Project Management | (4) |
| CMPS 410 | Management Information Systems | (4) |
| CMPS 420 | Cybersecurity | (4) |
| CMPS 490 | Database Management Systems | (4) |

Internet Programming Concentration: 20 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 | (4) |
| CMPS 480 | Distributed Internet Computing | (4) |

Software Concentration: 20 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) |

Elective requirement for each concentration: A minimum of **8 semester hours** from the following or from a concentration outside the chosen one:

| | | |
|----------|------------------------------------|-------|
| CMPS 302 | The Digital Society | (4) |
| CMPS 362 | Numerical Algorithms | (4) |
| CMPS 369 | Local Area Networks | (4) |
| CMPS 372 | Introduction to Python Programming | (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) |

Prerequisite Requirements: 17 semester hours

| | | |
|-----------|----------------------|-------|
| CMPS 301 | Programming Concepts | (4) |
| MATH 201 | Calculus I | (4) |
| MATH 327 | Discrete Mathematics | (4) |
| PHYS 201 | General Physics I | |
| or | | |
| PHYS 203 | Physics I: Mechanics | (5,5) |

Additional for Engineering Concentration
13 - 14 semester hours

| | | |
|-----------|---------------------------------------|-------|
| CHEM 201 | General Chemistry I, or | |
| CHEM 103 | Introduction to Chemistry | (4-5) |
| MATH 202 | Calculus II | (4) |
| PHYS 202 | General Physics II | |
| or | | |
| PHYS 204 | Physics II: Electricity and Magnetism | (5,5) |

Additional for Information Science Concentration
12 semester hours

| | | |
|----------|---|-----|
| 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) |
| BUS 270 | Business Statistics | (4) |

Additional for Internet Programming and Software Concentrations
9 semester hours

| | | |
|-----------|--------------------|-----|
| MATH 202 | Calculus II | (4) |
| PHYS 202 | General Physics II | |
| or | | |

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

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 (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 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: Seta Whitby

Regular Faculty: Ahmad Abu Shanab, Ray Ahmadnia, Jozef Goetz, Seta Whitby

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

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 prerequisite requirements as well. This interdisciplinary program is offered by the Department of

Computer Science and Computer Engineering 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 (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 Cybersecurity (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)

Information Technology — B.S.

Chairperson: Seta Whitby

Regular Faculty: Ahmad Abu Shanab, Ray Ahmadnia, Jozef Goetz, Seta Whitby

Adjunct Faculty: Patrick Brady, Leigh Buchwald, Kayhosrow Daraei, Mohammad Muqri, 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 prerequisite requirements.

Total program: 63 semester hours

Prerequisite 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 | Cybersecurity | (4) |
| CMPS 471 | Internship | (1) |
| CMPS 490 | Database Management Systems | (4) |
| CMPS 491 | Systems Architecture | (4) |
| CMPS 499 | Senior Project | (4) |

MATHEMATICS AND PHYSICS DEPARTMENT

Mathematics — B.A./B.S.

Chairperson: Gail Tang

Regular Faculty: Emily Cilli-Turner, Yousef Daneshbod, Frank Ives, Xiaoyan Liu, Joan Marge, Rick Simon, Gail Tang

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

Emeritus Faculty: Michael Frantz

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. 58 semester hours
B.S. 62 semester hours**

Core Requirements for B.A. and B.S.: 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 499A | Senior Project | (2) |
| MATH 499B | Senior Project | (2) |

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.: 12 semester hours

| | | |
|----------|------------------------|-----|
| MATH 315 | Differential Equations | (4) |
| MATH 328 | Abstract Algebra | (4) |
| MATH 410 | Real Analysis | (4) |

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

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

Electives for B.A. and 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.

Chairperson: Vanessa Preisler
Regular Faculty: David Chappell, Vanessa Preisler, Amtul Chaudry
Adjunct Faculty: Ulyana Dyudina, Chris Morgan, Scott Phelps, Abdolvahab Majlessi, Laurence Stein, Christos Tzounis

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. 52-55 semester hours
B.S. 60-63 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)

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

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

B.A. and B.S. Prerequisite Requirements: 12 semester hours

MATH 201 Calculus I (4)
 MATH 202 Calculus II (4)
 MATH 311 Calculus III (4)

Additional B.S. Prerequisite Requirement:

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: Shannon Benine
Adjunct Faculty: Rachel Bank, Anne Battle, David Bess, D. Hill, Andrew Thompson

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 110 | Introduction to Analog Photography | (4) |
| PHOT 130 | Introduction to Digital Photography | (4) |
| PHOT 305 | History of Photography | (4) |
| PHOT 220 | Intermediate Digital Photography | (4) |
| PHOT 327 | Staff Photography | (2,2) |
| PHOT 356 | Professional Practice | (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 3 different courses

| | | |
|----------|-------------------------------|-------|
| PHOT 299 | Independent Study | (1-4) |
| PHOT 315 | Alternative Processes | (4) |
| PHOT 321 | Portrait Photography | (4) |
| PHOT 351 | Landscape Photography | (4) |
| PHOT 354 | Documentary Practices | (4) |
| PHOT 399 | Independent Study | (1-4) |
| PHOT 421 | Events and Weddings | (4) |
| PHOT 422 | Architectural Photography | (4) |
| PHOT 450 | Special Topics 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 | Media Arts Foundations | (4) |
| PHOT 130 | Introduction to Digital Photography | (4) |
| PHOT 220 | Intermediate Digital Photography | (4) |
| PHOT 305 | History of Photography | (4) |
| PHOT 327 | Staff Photography | (2) |

Electives: A minimum of **8 semester hours** from at least two different courses.

| | | |
|----------|------------------------------------|-----|
| PHOT 110 | Introduction to Analog Photography | (4) |
| PHOT 321 | Portrait Photography | (4) |
| PHOT 315 | Alternative Processes | (4) |
| PHOT 351 | Landscape Photography | (4) |
| PHOT 354 | Documentary Practices | (4) |
| PHOT 356 | Professional Practice | (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 Topics in Photography | (4) |

PROGRAMS

Honors Program

Chairperson: Roy Kwon

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

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

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

Students who complete the program curriculum with a 3.3 or better overall GPA at ULV receive the designation "Honors Program Graduate" on their diplomas and transcripts.

Eligibility Requirements: For entering first-year students, there are two pathways to enter the Honors Program. The first pathway requires a high school GPA of 3.5 or above and one of the following: SAT of 1240, ACT of 26, TOFEL of 97, IELTS of 7.0, or a high school rank in the top 15%. The second pathway requires a high school GPA of 3.0 or above and one of the following: SAT of 1300, ACT of 29, TOFEL of 97, IELTS of 8.0, or a high school rank in the top 10%. For currently enrolled students, an application essay, a 3.5 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 deter-

mined by the Honors Program. Transfer students who have completed 28 or more semester hours of transferable academic credit with a GPA of 3.5 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 3.5 will be admitted to Honors and will also have the 24 required University of La Verne Honors elective credits reduced to 12.

Note: There are a limited number of openings in the Honors Program and students that submit their intent to participate are given priority entry.

Core Requirements: 18 semester hours

| | | |
|----------|--------------------------|-----|
| HONR 111 | Solving the Modern World | (4) |
| HONR 205 | Global Ideas I | (4) |
| HONR 215 | Global Ideas II | (4) |
| HONR 370 | Honors Colloquium I | (2) |
| HONR 380 | Honors Colloquium II | (2) |
| HONR 499 | Senior Project | (2) |

Electives: 12 semester hours (Select three courses from a minimum of two categories. Transfer students who entered ULV with credit for Writing A and B must select four courses from a minimum of two categories):

Area A:

| | | |
|----------|--|-----|
| 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 351 | Creative and Artistic Expression Interdisciplinary Seminar | (4) |

Area B:

| | | |
|----------|--|-----|
| HONR 112 | Oral Communication 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) |

Area C:

| | | |
|----------|--|-----|
| HONR 321 | Life Science Interdisciplinary Seminar | (4) |
| HONR 322 | Physical Science Interdisciplinary Seminar | (4) |
| HONR 341 | Quantitative Reasoning Interdisciplinary Seminar | (4) |
| HONR 361 | Lifelong Fitness Interdisciplinary Seminar | (4) |

Prelaw Program

Chairperson: 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, James Garcia, Arthur Gonchar, Jerry Kernes, Yesim Keskin, , Dinko Kranjac, Nicole Mahrer, Luci Martin, Nadine Nakamura, Kristina Post

Emeriti Faculty: Aghop Der-Karabetian, Valerie Jordan, Richard Rogers

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.

Chairperson: Glenn Gamst

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

Total program: 52 semester hours

Prerequisite Requirements:

(Complete all 4 courses; 12 SH)

| | | |
|---------|--------------------------|-----|
| PSY 101 | Principles of Psychology | (4) |
| PSY 102 | Psychology as a Career | (2) |
| PSY 305 | Statistics | (4) |
| PSY 395 | Computer Data Analysis | (2) |

Core Requirements:

(Complete all 5 courses; 20 SH)

| | | |
|---------|--------------------------|-----|
| PSY 312 | Abnormal Psychology | (4) |
| PSY 390 | Research Methods | (4) |
| PSY 405 | Brain and Behavior | (4) |
| PSY 407 | Lifespan Development | (4) |
| PSY 409 | Multicultural Psychology | (4) |

Area of Emphasis

(Choose 2 from below; 8 SH):

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

Advanced Topics

(Complete all courses; 8 SH)

| | | |
|---------|-----------------------|-----|
| PSY 400 | History of Psychology | (4) |
| PSY 497 | Internship | (4) |

Culminating Activity (4 SH)

| | | |
|---------|-------------------------|-----|
| PSY 404 | Experimental Psychology | (4) |
|---------|-------------------------|-----|

Electives (Optional)

| | | |
|---------|--------------------------------------|-----|
| 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) |
|---------|--------------------------|-----|

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, Elaine Padilla

Adjunct Faculty: Marshall Osman, Dane Sawyer, 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, the departmental foreign language requirement is 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: 16 – 17 semester hours

| | | |
|----------|--|-----|
| 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) |

REL 445 - Seminar in Western Theology and Afro-American World View (ECBCS only Senior Project)

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: 20-21 semester hours

| | | |
|----------|--|-----|
| PHIL 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) |
| PHIL 350 | Topics in Philosophy with AM designation | (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 designation | (4) |
| PHIL 373 | Modern Political Theory | (4) |
| PHIL 375 | Contemporary Political Theory | (4) |

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

| | | |
|----------|---|-----|
| PHIL 317 | Power and Oppression | (4) |
| PHIL 350 | Topics in Religion with PS designation | (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 designation (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: 12-13 semester hours

| | | |
|---------------------|--------------------------------|-------|
| 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 designation | (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 designation | (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 designation (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) |
| PHIL 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 semester hours: 24

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 | (4) |
| REL 335 | The First Christians, or | (4) |
| REL 390 | Topics in Religion with SC designation | (4) |

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: 21-24 semester hours

Core Requirements: 20 semester hours

Historical Knowledge of Interfaith Cooperation

| | | |
|---------|--------------------------|-----|
| REL 100 | Introduction to Religion | (4) |
| REL 307 | Pathways to Peace | (4) |

Appreciative, Integrative, or Synthesizing Knowledge

| | | |
|---------|---|-----|
| REL 305 | World Religions: East | (4) |
| REL 395 | Religion in the City | (4) |
| REL 326 | 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) |
|---------|--|-----|

RHETORIC AND COMMUNICATION STUDIES DEPARTMENT

Chairperson: Judy Holiday

Regular Faculty: Claire Angelici, Anastacia Baird, Kristine Butterly, Judy Holiday, Jennifer Jared, Joshua Jensen, Ian Lising, Rob Ruiz

The Department of Rhetoric and Communication Studies (RCS) fosters the study and practice of rhetoric, which for more than two thousand years has been defined as the study and art of persuasion. Rhetoric describes how people use language and symbols to make meaning and thus explains why individuals and groups hold the perspectives and values they do. As such, the study of rhetoric and com-

munication is grounded in the everyday practices and understandings of people as social actors. Rhetoric and communication studies therefore provides students with invaluable tools to better understand themselves, others, and the world around them.

Offering a major, minor, and numerous electives, the department promotes a capacious engagement with a variety of theoretical and applied approaches to human communication, including intercultural, interpersonal, organizational, professional, and nonverbal forms of communication. RCS departmental courses encourage students to become effective, ethical, and reflective communicators in their academic, professional, personal, and civic lives. Because of its broad applicability across industries and professions, and its integral role in virtually every human endeavor, rhetoric and communication studies remains a foundational course of study.

The department sponsors the La Verne Slam Poetry Team and La Verne Mock Trial Team, both of which compete nationally, as well as the La Verne Debate Team, which competes nationally and internationally. All three teams are open to students of all majors and colleges.

Rhetoric and Communication Studies — B.A.

The Rhetoric and Communication Studies major prepares students for careers that demand good communication skills and theoretical understanding of communication, including social and human services, business, and law. It emphasizes communication theory, the study and practice of rhetoric, and basic research methods (as well as context-specific training).

Total program: 44-46 semester hours

Core Requirements: 28-30 semester hours

| | | |
|----------|--|-------|
| RCS 120 | Introduction to Speech Communication Theory & Practice | (2) |
| RCS 260 | From Plato to Hashtags: Intro to Rhetoric | (4) |
| RCS 360* | Leadership Communication | (4) |
| RCS 460 | Rhetorical Criticism | (4) |
| RCS 499 | Senior Project | (2-4) |

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

A minimum of three of the following six:

| | | |
|---------|---|-----|
| RCS 210 | Interpersonal Communication | (4) |
| RCS 220 | Intercultural Communication | (4) |
| RCS 240 | Persuasion and Social Influence | (4) |
| RCS 250 | Spin Doctoring | (4) |
| RCS 270 | Peer Tutoring in Writing | (4) |
| RCS 300 | Advanced Argumentative Writing for Public Discourse | (4) |

Electives: 16 semester hours

| | | |
|---------|--|----------|
| RCS 310 | The Dark Side of Interpersonal Communication | (4) |
| RCS 320 | Making Social Media Matter | (4) |
| RCS 330 | Interviewing Principles & Practices | (4) |
| RCS 340 | Trial Advocacy | (4 or 8) |
| RCS 350 | Argumentation & Debate | (4 or 8) |
| RCS 370 | Decolonial Rhetorics | (4) |
| RCS 380 | Feminist Rhetorics | (4) |
| RCS 390 | Queer Theory & LGBTQ Rhetorics | (4) |
| RCS 400 | Voices of Revolution | (4) |
| RCS 410 | Advanced Interpersonal Communication | (4) |
| RCS 420 | Health Communication | (4) |
| RCS 440 | Advocacy: An Experience in Social Justice | (4) |
| RCS 450 | Political Communication | (4) |
| RCS 490 | Special Topics in Rhetoric and Communication Studies | (4 or 8) |

Rhetoric and Communication Studies Minor

Total program: 28 semester hours

Core Requirements: 12 semester hours

| | | |
|---------|--|-----|
| RCS 100 | Fundamentals of Public Speaking | (2) |
| RCS 120 | Introduction to Speech Communication Theory and Practice | (2) |
| RCS 300 | Advanced Argumentative Writing | (4) |

A minimum of one of the following five:

| | | |
|---------|---------------------------------|-----|
| RCS 210 | Interpersonal Communication | (4) |
| RCS 220 | Intercultural Communication | (4) |
| RCS 240 | Persuasion and Social Influence | (4) |
| RCS 250 | Spin Doctoring | (4) |

RCS 260 From Plato to Hashtags:
Intro to Rhetoric (4)

Electives: 16 semester hours of any Rhetoric and Communication Studies Department upper division courses.

RCS 350 Argumentation & Debate (4 or 8)
RCS 400 Voices of Revolution (4)
RCS 420 Health Communication (4)
RCS 440 Advocacy: An Experience in
Social Justice (4)
RCS 450 Political Communication (4)
RCS 490 Special Topics in Speech
Communication (4)

First-year Rhetoric and Writing Program

Chairperson: Joshua Jensen

Regular Faculty: Claire Angelici, Judy Holiday,
Jennifer Jared, Joshua Jensen,

Adjunct Faculty: Jeffery Anderson, Carly Betkey,
Bryanna Bynum, John Calavitta, Catherine Conner,
Cristina Fucaloro, Jacqueline Kozak, Alyssa
Krueger, Scott Lerner, Lauren Morrison, Samantha
Pedersen, Emily Schuck, Benito Solis

The First-year Rhetoric and 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 RCS 109 through the Writing Program placement process must complete RCS 109 with a grade of C or higher in order to enroll in RCS 110. Students must complete RCS 110 with a grade of C- or higher in order to satisfy LVWA and RCS 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:
RCS 109 Introduction to Expository
Writing: English Composition
for Multilingual Writers (4)
RCS 109S Writing Studio for Multilingual
Writers (1)

Co-requisite to LVWA:
RCS 110S Writing Studio (1)

General Education LVWA and LVWB (Written
Communication Area) Requirements:
RCS 110 College Writing A (4)
RCS 111 College Writing and Research (4)

Writing in the Disciplines:

RCS 381 Research Writing in the Sciences (2)

SOCIOLOGY/ ANTHROPOLOGY DEPARTMENT

ANTHROPOLOGY PROGRAM

Chairperson: Felicia Beardsley
Regular Faculty: Felicia Beardsley, Kanya Godde
Chrisco
Adjunct Faculty: Monica Argandona, Hilarie Kelly,
Lisa DeLance, Amanda Barnes-Kennedy, Patrick
Blanchfield-Gadut

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, health, law, international business, heritage preservation, law enforcement, forensics, and criminalistics. When paired with pre-med classes, Anthropology majors (general or foren-

sic emphasis) are well prepared to go into either medicine or forensic medicine. A maximum of two courses may be accepted in transfer to be applied toward the Breadth Requirements.

Total program: 64 semester hours

Prerequisite Requirement: 4 semester hours

ANTH 393 Anthropological Writing (4)

Core Requirements: 24 semester hours

ANTH 400 Anthropological Theory (4)

ANTH 497 Internship (4)

Anthropological Methods: Choose Two: (4, 4)

ANTH 350L Biological Anthropology Lab

ANTH 360L Archaeology Lab

ANTH 394 Ethnographic Field Methods

Senior Capstone:

Two ANTH 499C Courses

(i.e., Upper Division Research Intensive Courses),
as Approved by Advisor (4,4)

Breadth Requirements: 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)

Electives: 12 semester hours

Three Electives as Approved by Advisor (4,4,4)

Anthropology – B.S. With a Concentration in Forensic Investigation & Identification

The Anthropology Major with a Concentration in Forensic Investigation and Identification is designed specifically for students wishing to pursue careers as coroners, medical examiners, death detectives, homicide detectives, forensic medicine practitioners (including forensic anthropology), and other roles in law enforcement and medico-legal professions. The courses focus on creating and developing skill sets integral to these careers, including: 1) defining and processing crime scenes, 2) identifying and properly collecting evidence, 3) processing evidence (includ-

ing human remains), 4) understanding the laws and rules governing evidence and testimony, 5) writing case reports, and 6) the role of an expert witness and court testimony. The courses are designed to make students competitive when applying for jobs and in the work place.

Total program: 56 semester hours

Prerequisite Requirement: 4 semester hours

ANTH 393 Anthropological Writing (4)

Core Requirements: 24 semester hours

ANTH 400 Anthropological Theory (4)

ANTH 497 Internship (4)

Anthropological Methods (4, 4)

ANTH 350L Biological Anthropology Lab

ANTH 360L Archaeology Lab

Senior Capstone:

Two ANTH 499C Courses

(i.e., Upper Division Research Intensive Courses),
as Approved by Advisor (4,4)

Breadth Requirements: 28 semester hours

ANTH 252 Forensic Anthropology (4)

ANTH 262 Forensic Investigations (4)

ANTH 354 Human Osteology (4)

ANTH 364 Forensic Archaeology (4)

ANTH 355 Techniques in Skeletal Biology (4)

1 Cultural Anthropology Course
as Approved by Advisor (4)

1 Linguistic Course as approved by Advisor (4)

Anthropology Minor

Total program: 24 semester hours

Core Requirements: 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 (4)

Elective: 4 semester hours

One Elective as Approved by Advisor (4)

Note: At least 16 units in the minor must be upper division.

Forensic Investigation and Identification Minor

The Minor in Forensic Investigation and Identification is designed specifically for students wishing to pursue careers as coroners, medical examiners, death detectives, homicide detectives, forensic medicine practitioners (including forensic anthropology), and other roles in law enforcement and medico-legal professions. The courses focus on creating and developing skill sets integral to these careers, including: 1) defining and processing crime scenes, 2) identifying and properly collecting evidence, 3) processing evidence (including human remains), 4) understanding the laws and rules governing evidence and testimony, 5) writing case reports, and 6) the role of an expert witness and court testimony. The courses are designed to make students competitive when applying for jobs and in the workplace.

Total program: 28 semester hours

| | | |
|--|--------------------------------|-----|
| ANTH 252 | Forensic Anthropology | (4) |
| ANTH 262 | Forensic Investigations | (4) |
| ANTH 354 | Human Osteology | (4) |
| ANTH 364 | Forensic Archaeology | (4) |
| ANTH 360L | Archaeology Lab | (4) |
| ANTH 355 | Techniques in Skeletal Biology | (4) |
| 1 Cultural Anthropology Course as Approved by Advisor | | (4) |

SOCIOLOGY/CRIMINOLOGY PROGRAM

Chairperson: Joseph Cabrera

Regular Faculty: Joseph Cabrera, Sharon Davis, Karen Donahue, Margaret Gough, Roy Kwon, Raul Perez

Associate Faculty: Glenn Goodwin and Nicholas Athey

Adjunct Faculty: Julie Abi Ghanem, Charlotte Bradstreet, Gyasmine George-Williams, Stacey Haug, Dan Kennan, Kevin Curwin, Sarah Murray, Michelle Newhart, Christine Rodriguez, Dan Ross.

Criminology — B.S.

Criminology is a subdiscipline of sociology which seeks to understand from a sociological perspective why people commit deviant and criminal acts. Students in this major learn the social, cultural, political, and economic forces that shape and intersect with crime and criminal behavior within society. The criminology major prepares students for a diverse set of careers in law, policing, corrections, probation, and criminal and forensic investigations, as well as for graduate work in criminology and related fields.

Total program: 60 semester hours

Prerequisite Requirements: 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) |

Senior Capstone:

Two Capstone Courses (4,4)
(e.g., SOC 499A and 499B or two SOC 499C courses)

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):

| | | |
|----------|-------------------------|-----|
| ANTH 262 | Forensic Investigations | (4) |
| SOC 320 | Sociology of Deviance | (4) |
| SOC 329 | Correctional Systems | (4) |
| SOC 342 | Urban Crime Patterns | (4) |
| SOC 360 | Death Penalty | (4) |
| SOC 375 | Drugs and Society | (4) |

Area 2: 8 semester hours

Sociological (Choose 2 courses):

| | | |
|---------|-----------------------------|-----|
| SOC 315 | Race and Ethnicity | (4) |
| SOC 317 | Health, Wealth, and Poverty | (4) |
| SOC 330 | Social Class and Inequality | (4) |
| SOC 341 | Urban Sociology | (4) |
| SOC 348 | Social Networks | (4) |
| SOC 371 | Birth, Migration, and Aging | (4) |
| SOC 380 | Political Economy of Crime | (4) |

Criminal Justice & Criminology—B.S.

(Online, Kern County, and Naval Base Ventura County ONLY)

This major is designed for students planning careers in law enforcement or criminal justice, or for those wishing to advance their current career in a criminal justice related field.

Chairperson: Joseph Cabrera

Total program: 52 semester hours

Prerequisite Requirement: 4 semester hours

SOC 250 Introduction to Sociology (4)

Core Requirements: 12 semester hours

SOC 303 Applied Quantitative Analysis (4)

SOC 390 Research Methods (4)

SOC 498 Senior Capstone Project (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 409 ST: Crime Scene Investigation (4)

SOC 320 Sociology of Deviance (4)

SOC 329 Correctional Systems (4)

SOC 342 Urban Crime Patterns (4)

SOC 375 Drugs and Society (4)

Area 2: 8 semester hours

Sociological (Choose 2 courses):

SOC 315 Race and Ethnicity (4)

SOC 330 Social Class and Inequality (4)

SOC 341 Urban Sociology (4)

SOC 348 Social Networks (4)

Criminology Minor

Total program: 24 semester hours

Prerequisite Requirement: 4 semester hours

SOC 250 Introduction to Sociology (4)

Core Requirements: 20 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 electives (4)

Ethnic Studies Minor

Total program: 20 semester hours

Core Requirements:

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.

Sociology is the study of the development, structure, and functioning of human society. Sociologists study social interaction and connection, organizations and institutions, communities and whole societies. The ability to identify and understand these processes – a capacity which C.W. Mills called the “sociological imagination” – is a valuable tool for navigating and engaging with a changing and complex world. The sociology major prepares students for a diverse set of interesting and impactful careers, such as careers in law, social work, urban planning, business, education, and public health as well as for graduate work in sociology and related fields.

Total program: 60 semester hours

Prerequisite Requirements: 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)

Senior Capstone:
Two Capstone Courses (4,4)
(e.g., SOC 499A and 499B or two SOC 499C courses)

**Breath Requirements: 4 semester hours
(1 of the following)**

| | | |
|---------|-----------------------------|-----|
| SOC 315 | Race and Ethnicity | (4) |
| SOC 330 | Social Class and Inequality | (4) |
| SOC 331 | Gender Inequality | (4) |

**Elective Requirements: 12 semester hours
(Any 3 sociology courses)**

Select a Concentration: 16 semester hours

**If not selecting a concentration:
(Any 4 sociology courses)**

**Concentration 1: Social Justice
(4 of the following)**

| | |
|---------|-----------------------------|
| SOC 315 | Race and Ethnicity |
| SOC 330 | Social Class and Inequality |
| SOC 331 | Gender Inequality |
| SOC 270 | Social Problems |
| SOC 314 | Sexuality and Gender Issues |
| SOC 317 | Health, Wealth, and Poverty |
| SOC 320 | Sociology of Deviance |
| SOC 341 | Urban Sociology |
| SOC 345 | White Collar Crime |
| SOC 370 | Social Change |
| SOC 375 | Drugs and Society |
| SOC 335 | Black Experience in the US+ |
| SOC 336 | Latino Experience+ |
| SOC 337 | Asian-American Experience+ |
| SOC 338 | Native-American Experience+ |

+Only one of the following may be used

**Concentration 2: Applied Statistics
(4 of the following)**

| | |
|---------|--------------------------------|
| SOC 310 | Advanced Quantitative Analysis |
| SOC 317 | Health, Wealth, and Poverty |
| SOC 342 | Urban Crime Patterns |
| SOC 348 | Social Networks |
| SOC 371 | Birth, Migration, and Aging |
| SOC 380 | Political Economy of Crime |

**Concentration 3: Crime, Law, and Society
(4 of the following)**

| | |
|---------|-----------------------------|
| SOC 320 | Sociology of Deviance |
| SOC 321 | Juvenile Delinquency |
| SOC 322 | Introduction to Criminology |

| | |
|---------|----------------------------|
| SOC 342 | Urban Crime Patterns |
| SOC 345 | White Collar Crime |
| SOC 350 | Law and Society |
| SOC 375 | Drugs and Society |
| SOC 380 | Political Economy of Crime |

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) |

THEATRE ARTS DEPARTMENT

Chairperson: Sean Dillon

Regular Faculty: Sean Dillon, Alma Martinez,
Thomas Ontiveros

Technical Director: Alan Tollefson

Adjunct Faculty: Matthew Hill, 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 transferable competencies in communication, collaborative process, project management, and any 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 presenta-

tions 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 I | (2 or 4) |
| THAR 120 | Introduction to Stagecraft | (2) |
| THAR 321 | Production Experience (3 Sem.) | (1, 1, 1) |
| THAR 232 | Lighting Design I, or , | |
| THAR 233 | Intro to Design for Stage and Studio, or | |
| THAR 234 | Costume Design and Construction I | (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 History of World Theatre I | (4) |
| THAR 481 | Cultural History 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 202 | Performance Art & Experimental Theatre | (4) |
| THAR 215 | Rehearsal and Performance | (1) |
| THAR 220 | Stagecraft II | (2) |
| THAR 232 | Lighting Design I | (4) |
| 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 | (4) |
| 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 | (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

ASSOCIATE of ARTS DEGREE in GENERAL STUDIES PROGRAM

(Available at selected locations, including La Verne Online)

Total Program: 60 semester hours

Core Requirements: 8 courses (a course is defined at 2-4 semester hours)

| | |
|--|-----------|
| Written Communication A | 1 course |
| Written Communication B | 1 course |
| Oral Communication | 1 course |
| Quantitative Reasoning | 1 course |
| Creative Expression and/or Humanities | 2 courses |
| Natural World (Life or Physical Science) | 1 course |
| Social Sciences | 1 course |

Elective Units: The associate's degree is a pathway to the La Verne's bachelor's degrees. Students who plan to complete a bachelor's degree at La Verne should consult with their academic advisor to determine the electives that are best suited for their intended bachelor's degree.

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 Business Finance, Management, Human Resource Management, Information Technology, International Business, and Marketing), Economics, Health Administration, Organizational Management, and Public Administration. 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, Mehdi Beheshtian-Ardakani, Adham Chehab, Yingxia Cao, Fengmei Gong, William J. Hippler III, Yan Hu, Ahmed Ispahani, David Kung, Ryan Lee, Renee Miller, Yehia Mortagy, Claudio Muñoz, Gonyung Park, Anwar Salimi, Yibo Xiao, Honggang Wang, Jose Valdovinos, 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 Laffranchini, Byungku Lee, William Luse, Susan MacDonald, Teresa Martinelli, Deborah Olson, Yvonne Smith, Lemaro Thompson, Janat Yousof

MARKETING & LAW DEPARTMENT

Chairperson: Robert Barrett

Regular Faculty: Robert Barrett, Caroline Chizever, Rochelle Cowper, Frank Fialho, Christine Jagannathan, Astrid Keel, Jonathan Lee, Jeanny Liu, Constance Rossum, An Tran

PUBLIC & HEALTH ADMINISTRATION DEPARTMENT

Chairperson: Matt Witt

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: 90 semester hours

Prerequisite Requirements: 26 semester hours

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

| | | |
|----------|---------------------------------------|-----|
| ACCT 201 | Fundamentals of Accounting I | (4) |
| ACCT 202 | Fundamentals of Accounting II | (4) |
| BUS 200 | Information Technology | (2) |
| BUS 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: 56 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) |
| ACCT 443 | Principles of Ethics and Professional Responsibility in Accounting | (4) |
| BUS 456 | Operations Management | (4) |
| MGMT 300 | Principles of Management | (4) |
| ACCT 496 | Accounting Seminar | (4) |

Concentrations: Accounting students may pursue one of the concentrations listed under the B.S., Business Administration (Business Finance, Business Management, Human Resource 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

Prerequisite Requirements: 30 semester hours

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

| | | |
|----------|--------------------------------|-----|
| ACCT 201 | Fundamentals of Accounting I | (4) |
| ACCT 202 | Fundamentals of Accounting II | (4) |
| BUS 200 | Information Technology | (2) |
| BUS 242 | Achieving Professional Success | (4) |

| | | |
|----------|---------------------------------------|-----|
| BUS 270 | Business Statistics | (4) |
| ECON 220 | Economic Analysis I | (4) |
| ECON 221 | Economic Analysis II | (4) |
| BUS 272 | 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 BUS 346, MGMT 360, MGMT 388 and MGMT 496) courses or one of the following concentrations:

Business Finance Concentration

This concentration prepares students for successful careers in the corporate finance, industrial or bank management fields.

| | | |
|---------|--------------------|-----|
| BUS 331 | Managerial Finance | (4) |
|---------|--------------------|-----|

Two of the following:

| | | |
|----------|---|-----|
| BUS 431 | Investments: Security Analysis & Portfolio Management | (4) |
| BUS 432 | Financial Institutions | (4) |
| ECON 323 | Money and Banking | (4) |

Marketing Concentration

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

| | | |
|---------|--------------------|-----|
| BUS 464 | Marketing Research | (4) |
|---------|--------------------|-----|

Two of the following:

| | | |
|---------|------------------------------------|-----|
| BUS 365 | Consumer Behavior | (4) |
| BUS 368 | Integrated Marketing Communication | (4) |
| BUS 461 | Marketing Management | (4) |
| BUS 466 | International Marketing | (4) |
| BUS 467 | Service Marketing | (4) |

Business Management Concentration

This concentration studies theoretical foundations for understanding how an organization is affected by its environment, how employees are motivated to accomplish organizational goals, practical skills necessary for attracting, encouraging, and retaining human resources, and successful interpersonal skills.

Total Concentration: 12 semester hours

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

One of the following:

| | | |
|----------|--|-----|
| BUS 390 | Integrative Business Practicum for Business Management Concentration | (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 392 | Project Management | (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) |

Human Resources Management Concentration

Total concentration: 12 semester hours

| | | |
|----------|--------------------------|-----|
| MGMT 455 | Managing Human Resources | (4) |
|----------|--------------------------|-----|

Two of the following:

| | | |
|----------|---------------------------------|-----|
| MGMT 359 | Management of Change & Conflict | (4) |
| MGMT 457 | Mediation | (4) |
| MGMT 456 | Compensation & Benefits | (4) |
| MGMT 426 | Training & Development | (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

Prerequisite Requirements: 30 semester hours

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

| | | |
|----------|---------------------------------------|-----|
| ACCT 201 | Fundamentals of Accounting I | (4) |
| ACCT 202 | Fundamentals of Accounting II | (4) |
| BUS 200 | Information Technology | (2) |
| BUS 242 | Achieving Professional Success | (4) |
| BUS 270 | Business Statistics | (4) |
| ECON 220 | Economic Analysis I | (4) |
| ECON 221 | Economic Analysis II | (4) |
| BUS 272 | 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 (except for
BUS 346,
MGMT 360, MGMT 388, or MGMT 496) (4, 4, 4)

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: 72 semester hours

Prerequisite Requirements: 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: 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) |
| ACCT 443 | Principles of Ethics and Professional Responsibility in Accounting | (4) |
| BUS 330 | Business Finance | (4) |
| BUS 347 | Legal Environment of Business | (4) |
| BUS 360 | Principles of Marketing | (4) |
| MGMT 300 | Principles of Management | (4) |

| | | |
|----------|--------------------|-----|
| ACCT 496 | Accounting Seminar | (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 learning skills are woven throughout the program.

Total program: 52 semester hours

Prerequisite Requirements: 12 semester hours

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

Core Requirements: 32 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. Except for MGMT 360, MGMT 388, and MGMT 496.

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

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 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) |
| 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) |
| BUS 365 | Consumer Behavior | (4) |
| BUS 464 | Marketing Research | (4) |
| 8 semester hours of upper division Marketing courses | | (4, 4) |

HEALTH SERVICES MANAGEMENT

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) |

LEADERSHIP AND MANAGEMENT PROGRAMS

Organizational Management — B.S.

(Available only at selected regional campuses and CAPA)

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 Management Concentration:
12 semester hours**

| | | |
|----------|--------------------------|-----|
| MGMT 455 | Managing Human Resources | (4) |
|----------|--------------------------|-----|

Two of the following:

| | | |
|----------|-----------------------------------|-----|
| MGMT 359 | Management of Change and Conflict | (4) |
| MGMT 426 | Training and Development | (4) |
| MGMT 456 | Compensation and Benefits | (4) |
| MGMT 457 | Mediation | (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 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) |

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) |



LaFetra COLLEGE OF EDUCATION

Dean: Kimberly White-Smith

Associate Dean: Kristan M. Venegas

CHILD DEVELOPMENT PROGRAM

Child Development — B.S.

Program Chairperson: Cynthia Olivas

Regular Faculty: Amy Blandford, Holly Buckley,
Cindy Giaimo-Ballard, Cynthia Olivas, Jennifer
Killham

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.

Admission Requirements:

A GPA of 2.5 or more in college coursework
Clear fingerprints (FBI, DOJ, and CAI)
Current 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: 54 semester hours minimum

Prerequisite Requirements: 16 semester hours

| | | |
|----------|---|-----|
| RCS 110 | College Writing A | (4) |
| RCS 111 | College Writing and Research | (4) |
| EDUC 251 | Principles and Practices of Teaching Young Children | (4) |
| EDUC 253 | Child, Family, and Community | (4) |

Core Requirements: 24 semester hours

| | | |
|-----------|--|-----|
| EDUC 350 | Child Psychology & Development | (4) |
| EDUC 352 | Writing for Child Development | (4) |
| EDUC 452 | Parenting Theory in Cultural Contexts | (4) |
| EDUC 454P | Early Childhood Student Teaching | (4) |
| EDUC 485 | Social Emotional Learning & Behavior Guidance Strategies | (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 | Early Childhood 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: 6-8 semester hours

Early Childhood Special Education*

| | | |
|----------|---|-----|
| SPED 455 | Introduction to Early Childhood Special Education: Policies and Practices | (4) |
| | <u>and</u> | |
| EDUC 487 | Curriculum and Strategies for Children with Special Needs | (4) |

OR

Infant/Toddler*

| | | |
|----------|----------------------------|-----|
| EDUC 451 | Infant/Toddler Development | (4) |
| | <u>and</u> | |
| 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) |

**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 deter-

mined 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.

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 M.S. 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: 86 semester hours
62 semester hours minimum (B.S.) + 24 semester hours (M.S.)**

Prerequisites: 16 semester hours

| | | |
|---------|------------------------------|-----|
| RCS 110 | College Writing A | (4) |
| RCS 111 | College Writing and Research | (4) |

| | | |
|----------|--|-----|
| EDUC 251 | Principles and Practices for Early Childhood Education | (4) |
| EDUC 253 | Child, Family, and Community | (4) |

B.S. Core Requirements: 32 semester hours

| | | |
|-----------|--|-----|
| EDUC 310 | Schools in Society | (4) |
| EDUC 350 | Child Psychology & Development | (4) |
| EDUC 352 | Writing for Child Development | (4) |
| EDUC 353 | Teaching in a Diverse Society | (4) |
| EDUC 452 | Parenting Theory in Cultural Contexts | (4) |
| EDUC 454P | Early Childhood Practicum | (4) |
| EDUC 485 | Social Emotional Learning & Behavior Guidance Strategies | (4) |
| EDUC 499 | Senior Project | (4) |

Integrated Concentration Requirements: 12 semester hours

| | | |
|-----------|---|-----|
| EDUC 354P | Early Childhood Observation & Assessment Practicum | (4) |
| EDUC 453A | Supervision and Administration of Programs for Young Children | (4) |
| EDUC 445 | Adult Supervision & Communication Skills | (4) |

Specialization Requirements: 6-8 semester hours

Early Childhood Special Education

| | | |
|----------|---|-----|
| SPED 455 | Introduction to Early Childhood Special Education: Policies and Practices | (4) |
| | and | |
| EDUC 487 | Curriculum and Strategies for Children with Special Needs | (4) |

OR

Infant/Toddler

| | | |
|----------|----------------------------|-----|
| EDUC 451 | Infant/Toddler Development | (4) |
| | and | |
| EDUC 447 | Infant/Toddler Curriculum | (2) |

M.S. Prerequisite Requirements: 12 semester hours

| | | |
|----------|---------------------------------|-----|
| EDUC 449 | Early Childhood Literacy | (4) |
| EDUC 459 | Curriculum for Young Children | (4) |
| | and | |
| EDUC 407 | Technology and Digital Literacy | |
| | Or | |

| | | |
|----------|---|-----|
| EDUC 402 | Experiencing an International Culture: Discovering the History, Educational Philosophies & Ethics | (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 M.S. 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 of Teaching Young Children | (4) |
| EDUC 253 | Child, Family, and Community | (4) |
| EDUC 350 | Child Psychology & Development | (4) |
| EDUC 354P** | Early Childhood Observation and Assessment Practicum | (4) |
| EDUC 485 | Social Emotional Learning & Behavior Guidance Strategies | (4) |
| EDUC 487 | Curriculum and Strategies for Children with Special Needs | (4) |

**Students planning on advancing to the Masters in Child Life Program MUST select EDUC 354P as the additional 4 semester hour course.

Educational Studies — B.A.

Program Chairperson: Donna Redman

Full-time Faculty: John Bartelt, Lisa Drewry, David Perry, 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.

Total program: 44 semester hours

Core Requirements: 44 semester hours

| | | |
|-----------|--|-----|
| EDUC 306 | Writing with Purpose | (4) |
| EDUC 310 | Schools in Society | (4) |
| EDUC 325 | Children's Literature | (4) |
| EDUC 330 | Principles of Physical Education | (4) |
| EDUC 349 | Visual and Performing Arts | (4) |
| EDUC 350 | Child Psychology and Development | (4) |
| EDUC 385 | History, Culture & Society | (4) |
| EDUC 389 | Mathematics in the 21 st Century | (4) |
| EDUC 390 | Science Literacy for all in the 21 st Century | (4) |
| EDUC 407 | Technology & Digital Literacy | (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.

| | | |
|-----------|--|-----|
| EDUC 306 | Writing with Purpose | (4) |
| EDUC 310 | Schools in Society | (4) |
| EDUC 407 | Technology & Digital Literacy | (4) |
| EDUC XXX | Elective approved by advisor | (4) |
| EDUC 499D | Senior Seminar for Educational Studies Major | (4) |

Integrated Teacher Preparation Program – B.A. Educational Studies + Credential

(Main Campus Traditional Students Only)

The Integrated Teacher Preparation Program (B.A. Educational Studies + Credential) is designed as an accelerated four-year B.A./Credential program at La Verne. This track is designed for students pursuing a career in teaching in public or private schools. Coursework focuses on content preparation for the CSET exam and pedagogy in teacher education. The program includes student teaching experiences.

The Integrated Teacher Preparation program requires a 2.75 GPA for admission with a minimum 3.0 required for credential courses, a writing assessment, and a face-to-face interview with the program chair or designee. Students must be fully matriculated into the program by the end of the fall semester of their freshman year. Semester advising appointments are required throughout the four years to monitor progress according to the requirements of the accelerated GPA and portfolio requirements. Students who do not progress according to the requirements of the accelerated program may be counseled into the traditional B.A. Educational Studies program. Upon successful completion of the second year of the Integrated Teacher Preparation program, students will interview with the Director of the Teacher Education program or designee for authorization to advance to prerequisites for the credential portion of the program. Advancement will be determined by an interview, writing sample, current GPA (minimum 3.0 required) and recommendation

from the B.A program chair. All Integrated Teacher Preparation students must obtain cleared fingerprints (Dept. of Justice, Federal Bureau of Investigation, and the California Child Abuse Index). *Applicable fees apply.* A record of current immunizations must be on file.

For Prerequisites, Admission Requirements, and Undergraduate (BA) Graduation Requirements, see the Educational Studies section in the Undergraduate Studies section of this catalog.

Total program: 57 semester hours
24 minimum (B.A.) + 33 (Credential)

Advancement to Candidacy requires the completion of 21 semester hours with a minimum GPA of 3.0, an application for graduation, and the completion of specific assessments required by the College's assessment system.

Core Courses: 24 semester hours

| | | |
|-----------|--|-----|
| EDUC 306 | Writing with Purpose | (4) |
| EDUC 310 | Schools in Society | (4) |
| EDUC 349 | Visual and Performing Arts | (4) |
| EDUC 350 | Child Psychology and Development | (4) |
| EDUC 407 | Technology & Digital Literacy | (4) |
| EDUC 499D | Senior Seminar for Educational Studies Major | (4) |

Credential Courses: 33 semester hours

| | | |
|----------|---|-----|
| 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 | (4) |
| EDUC 492 | Subject Specific Pedagogy – Math and Science | (4) |
| EDUC 497 | Introductory Supervised Teaching | (3) |
| EDUC 498 | Advanced Supervised Teaching | (6) |



GRADUATE STUDIES



GRADUATE ADMISSIONS INFORMATION

Liz VanSike, Director of Graduate Admission

Graduate Admissions Policies and Required Materials

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. 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.

Required application materials:

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 all official transcripts for prior coursework. All transcripts must be issued directly by the institution. Transcripts in paper format must remain in their original, sealed institutional envelopes to be considered official. Transcripts in electronic format must be issued directly from the institution. 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 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.
4. **Letters of Recommendation: Required letters of recommendation attesting to academic/professional competency vary based upon program.** 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 for assured admissions with no stipulations. Some programs require higher scores.

The above mentioned test scores must be provided to the University directly by the testing agency.

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 Main Campus. The following documentation is not required at the time of the application, but must be submitted to the Office of International Student Engagement (OISE) 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/oise/immigration-resources/
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 with-

drawn from the University by the Program Chair/Director.

3. Deny admission because documents appear to indicate applicant would be unsuccessful in this graduate program or the applicant does not satisfy all requirements.

During the admission review, the Program Chair/Director reserves the right to request additional requirements needed to strengthen the application file (e.g., a GRE or GMAT score). Applicants will be notified by Graduate Admissions of any additional requirements.

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

Admission Time Limits: Admissions decisions are valid for one year, beginning with the semester/term to which the applicant has been admitted, unless otherwise stated in the program section of the catalog, after which the admission is withdrawn.

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.

Matriculation Policies

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 per term and a maximum of 12 units in total by completing a non-degree 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 degree-seeking 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.

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; additional application materials may be required. Students may contact an admission representative for further details. Official transcripts submitted for the first-degree program may not be required for admission into the second-degree program unless the entry term of the first degree exceeds five years. 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 (3.0) 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.

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 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.

Two-Year Plus Leave of Absence Policy

- Graduate students are required to complete all requirements for the master's degree within five years from the first course completed at their time of admission.
- Matriculated students who have not been enrolled at La Verne for two years will be classified as inactive and will not be eligible to register for additional courses without approval from the student's academic advisor and/or Program Chair/Director. The decision of the Program Chair/Director may be appealed to the Graduate Appeals Committee.

Master's students who do not complete their degree requirements within this time limit have the option to appeal for an extension of time to their Program Chair/Director and the Graduate Appeals Committee. If the appeal is not granted, the student may reapply to the 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 a regionally 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 (3.0) or better must have been earned in the course. (A grade of B- is not acceptable).
4. The course must be sufficiently related to the student's degree program at the University of La Verne as determined by the Program Chair/Director.
5. There is a limit of six semester hours which may be transferred into 30-35 semester hour degree programs. A limit of 12 semester hours may be transferred into a master's program requiring 36 to 59 semester hours. Master's degree programs which require 60+ units may transfer in a maximum of 25% of the program total. Doctoral programs may transfer in a maximum of 12 units. (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 cred-

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

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 an ADD/DROP 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 (10 week) schedules. They may not cross-enroll concurrently in term and semester courses. Students who wish to switch between a term and semester program need approval from the Program Chair, Registrar and Financial Aid, if applicable. 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: 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 FT TH HT
Based Programs (Full- Time) (3/4 Time) (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 FT TH HT
Based Programs (Full- Time) (3/4 Time) (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.

Leave of Absence (LOA):

A graduate student in good academic standing may request a leave of absence (LOA) from their program for military service, personal, medical, or financial reasons. 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.

Documentation for the request should be attached to the Leave of Absence form. Graduate students should initiate the process with their respective Program Director. If the LOA is approved, the student should then obtain signatures from their academic advisor or designated academic dean, Offices of the Registrar, Student Accounts, and Financial Aid.

The time limitation for graduate students to complete their degree shall be extended by the duration of the approved leave of absence. A LOA does not defer a student's loan obligations. Graduate students who have been granted a LOA may be absent for up to four semesters or eight terms (depending on whether program is semester or term based) without reapplying for admission. Some programs have more restrictive policies regarding the duration of a LOA and students in those programs should consult with the Program Director prior to taking a leave. Leaves of Absence for military deployment have no time limit and students may return at any time.

A LOA becomes effective prior to the start of a semester or term. Students on a leave of absence may not receive any services from the university including, but not limited to, library access or dissertation/thesis mentoring.

Students are required to keep the University informed about plans to return. Otherwise, they will be considered withdrawn after the approved time has expired, except in cases related to military training or deployment.

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 receive

ing 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 Dean or program chair/director regarding their programs of study. A graduate student whose cumulative institutional 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 institutional GPA reaches 3.0. Graduate students will remain on academic probation until their cumulative institutional 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 institutional 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 Main 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 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. The forms must be signed by the instructor and the department/program chairperson before they are submitted with the registration form to the Registrar.

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) follows the same policy for the last day to register/add a class for a semester or term class. Registration must be finalized before the end of the seventh workday of in any semester/term 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.

- Students are individually responsible to work directly with their instructor(s) to request alternative exam arrangements as soon as possible. Unreasonable requests for accommodations such as, but not limited to, last minute requests except in illness or emergencies, may be denied by the instructor(s).
- When three final exams are scheduled back-to-back on a single day, or students experience documented and verified illness or emergency, students may wish to speak with their instructors. Instructors may collaborate with individual students to reschedule final exams on 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.
- 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 |
| B+ | 3.3 quality points per semester hour |
| B | 3.0 quality points per semester hour |
| B- | 2.7 quality points per semester hour |
| C+ | 2.3 quality points per semester hour |
| C | 2.0 quality points per semester hour |
| F | 0 quality points per semester hour |
| WF | 0 quality points per semester hour |
| Designates an unofficial withdrawal from a course. Last date of attendance is required. | |
| CRD | Excluded from GPA (see below) |
| | Equivalent to B (3.0) work or better |
| NCR | Excluded from GPA (see below) |
| | Equivalent to B- work or poorer |
| WNC | Excluded from GPA (see below) |
| Designates an unofficial withdrawal from a course registered as a CRD/NCR grade option. | |

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.

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 |
| Winter Term | The last day of the following spring term |
| Spring Term | The last day of the following fall term |
| Summer Term | The last day of the following fall term |

Semester students (Semesters are defined as 16 weeks 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:

| | |
|-------------------|---|
| Fall Semester | The last day of the following spring semester |
| January Interterm | The last day of the following spring semester |
| Spring Semester | The last day of the following fall semester |
| Summer Semester | The last day of the following fall semester |

In Progress Grades (IP): In Progress grades are reserved for directed studies, independent studies, field work courses, 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.

Submission of Coursework from other Colleges:

All active students enrolled in coursework at another college or university while in attendance at the University of La Verne, are required to submit "official" transcripts from the transferring institution within 45 calendar days after the ending date of each semester/term. Transferring coursework must be articulated on a term by term basis in order to accurately update the student's academic record and degree completion plan.

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 Academic 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.

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 masters program.
- Minimum number of semester hours required for completion of the core requirement for the masters degree.

- Minimum number of semester hours required for completion for each of the concentration(s) for the masters 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.

Advancement to Candidacy: Master's Degree Programs: Master's degree candidates must have received Advanced Standing prior to the beginning of the semester/term for which they plan on registering for their culminating activity. The culminating activity is defined as a program designated capstone requirement for each degree program which students usually, but not always, register in their final term of enrollment. The culminating activity, as published in the catalog and designated by each degree program, must be completed in order for the student's degree to be conferred.

To apply for Advanced Standing students must have completed the number of units and any assigned stipulations listed below according to the degree program they are pursuing.

Required Semester Hours (SH) for the degree program

| | |
|----------------------|--|
| 30 SH Program | 18 SH completed <i>or</i> completed 15 SH & currently enrolled in 3 SH |
| 33 - 36 SH Program | 21 SH completed <i>or</i> completed 18 SH & currently enrolled in 6 SH |
| 39 - 50 SH Program | 30 SH completed <i>or</i> completed 25 SH & currently enrolled in 6 SH |
| 51 - plus SH Program | 43 SH completed <i>or</i> completed 37 SH & currently enrolled in 6 SH |

Additional Requirements

- Completed all prerequisites assigned upon admissions
- Completed ESL courses
- Fulfilled any stipulations assigned upon admissions
- Be in good academic standing in degree program applicable course work

When all the requirements are met, student must submit an Application for Advanced Standing with the approval of their academic advisor along with an

Application for Graduation to Graduate Academic Services or their regional campus. Students must pay the graduation fee to Student Accounts (See current catalog for current fee). Verification of Advanced Standing is sent to the student's ULV email address (@laverne.edu) by Graduate Academic Services 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 Limitations: 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. Students who do not complete their degree requirements within the appropriate time limit, have the option to appeal for an extension of time to complete their degree program. Appeals for extensions of time limitations must be made in writing to the Graduate Appeals Committee.

MASTER'S DEGREES

| Semester/Term of Matriculation | Must Complete Degree Program by: |
|---------------------------------------|--|
| Fall Semester/Term | August 31st of Summer Semester/Term of the 5th year |
| Winter Term | December 31st of Fall Term of the 5th year |
| Spring Semester | December 31st of Fall Semester of the 5th year Spring Term March 31st of Winter Term of the 5th year |
| Summer Semester/Term | May 31st of Spring Semester/Term of the 5th year |

DOCTORAL DEGREES

| Semester/Term of Matriculation | Must Complete Degree Program by: |
|---------------------------------------|---|
| Fall Semester/Term | Summer Semester/Term of the 8th year |

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 four, six-month extensions will be permitted within the five-year time limit for the completion of the degree.

Doctoral students who do not complete the dissertation process within the three/five years of course work must be continuously 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 (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.

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, concentration, GPA, 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

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

Master's Degree Programs:

| | |
|---|-----|
| • Accounting, M.S. | 183 |
| • Athletic Training, M.S. | 168 |
| • Business Administration, M.B.A. | 186 |
| • Business Administration, M.B.A.X. | 187 |
| • Child and Adolescent Development, M.S. | 211 |
| • Child Development - Integrated, B.S. + M.S. | 212 |
| • Child Life, M.S. | 213 |
| • Data Analytics, M.S. | 184 |
| • Education (Special Emphasis), M.Ed. | 200 |
| • Educational Counseling, M.S. | 214 |
| • Educational Leadership, M.Ed. | 209 |
| • Finance, M.S. | 185 |
| • Gerontology, M.S. | 190 |
| • Health Administration, M.H.A. | 189 |
| • Inclusive Education, M.A.T. | 202 |
| • Leadership and Management, M.S. | 191 |
| • Marriage & Family Therapy, M.S. | 169 |
| • Master of Arts in Teaching, M.A. | 196 |
| • Physician Assistant Program, M.S. | 179 |
| • Public Administration, M.P.A. | 193 |
| • School Psychology, M.S. | 220 |

Doctoral and First Professional Degree Programs:

| | |
|---|-----|
| • Education, Doctor of, Ed.D. | 208 |
| • Juris Doctor, J.D. | 228 |
| • M.B.A./J.D. Degree with Law Concentration | 229 |
| • M.P.A./J.D. Degree with Law Concentration | 194 |
| • Psychology, Doctor of, Psy.D. | 172 |
| • Public Administration, Doctor of, D.P.A. | 195 |

Credential Programs:

| | |
|---|----------|
| • Clear Administrative Services Induction Program | 210 |
| • Mild/Moderate Education Specialist Prelim. | 204 |
| • Multiple Subject (Elementary) | 196, 201 |
| • Single Subject (Secondary) | 196, 201 |

Certificate Programs:

| | |
|---|----------|
| • Early Childhood Special Education Added Authorization | 206, 227 |
| • Geriatric Care Management | 225 |
| • Geriatric Administration | 225 |
| • Human Resource Management | 226 |
| • Nonprofit Management | 225 |
| • Reading Certificate | 226 |
| • Spanish Bilingual Bicultural Counseling | 226 |
| • Teacher Leadership | 226 |
| • Transitional Kindergarten (TK) | 227 |



COLLEGE of ARTS and SCIENCES

Brian D. Clocksin, Interim Dean
Ngoc H. Bui, Interim Associate Dean
Gerard P. Lavatori, Interim Associate Dean
Roy Kwon, Assistant Dean

Athletic Training – M. S.

Program Director: Megan Granquist

The Masters of Science in Athletic Training (MSAT) prepares students to become certified athletic trainers who are compassionate global citizens and leaders from diverse backgrounds and who possess the skills necessary to be competent, ethical, collaborative, and accomplished healthcare providers. This degree program was designed in response to the decision by the Commission on Accreditation of Athletic Training Education (CAATE), the Board of Certification (BOC), and the National Athletic Trainers' Association (NATA) to transition all undergraduate athletic training degrees to entry-level master's degree as a requirement for certification eligibility. The MSAT prepares students for the BOC examination by addressing the required educational standards through a challenging curriculum that integrates didactic knowledge and clinical application.

Grounded in evidence-based practice, the first year focuses on critical knowledge and skills grouped by body areas (e.g., fall semester is lower extremity, spring semester is upper extremity and head/spine) and the second year focuses on patient care. Students' final semester includes the new CAATE mandated 'immersive' experience where students have a minimum of 4 weeks full-time (i.e., no in-class meetings) at a clinical site. The curriculum also intentionally reflects our University's and Program's values of diversity and inclusivity.

The MSAT is a cohort-model program beginning in the fall of each year. The program is delivered over two academic years (Fall-January-Spring-Summer-Fall-Spring). The MSAT is a rigorous and intense program. The Technical Standards establish the essential qualities considered necessary for admitted students to achieve the knowledge, skills, and competencies of an entry-level athletic trainer and meet the

expectations of the CAATE. All students must meet the Technical Standards to be admitted to and continue within the MSAT. 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 MSAT.

APPLICATION AND ADMISSIONS

Priority deadline: January 15th*

Regular deadline: May 15th*

* Applications will be reviewed as received and admission decisions will be made on a rolling basis until all cohort slots are filled.

Applications will be accepted through the Centralized Applications System for Athletic Training (ATCAS): <https://atcas.liaisoncas.com>

Application requirements include:

- Professional resume.
- 500 word personal statement summarizing why the applicant desires to be a Certified Athletic Trainer and why the applicant wants to attend the University of La Verne.
- Three letters of recommendation.
- Verification of at least 50 hours of observation, under a BOC Certified Athletic Trainer, in two or more settings.

Pre-requisite courses for admission (Grade of 'C' or better):

- Biology
- Chemistry
- Physics
- Psychology
- Anatomy
- Physiology
- Foundations of Athletic Training (also known as: Introduction to Athletic Training; Care & Prevention of Athletic Injuries)

Recommended courses for admission:

- Biomechanics
- Exercise Physiology

Accepted students will need to submit the following materials:

- Signed declaration of understanding and ability to meet MSAT Technical Standards for Admission and Retention.

- Signed declaration of understanding and all MSAT Program Policies.
- Evidence of current certifications in First Aid and Emergency Cardiac Care (including Adult, Pediatric, and 2-person CPR; AED; airway obstruction, & barrier devices).

Enrolled students may need to submit the following materials before clinical site placement:

- Evidence of completed background check.
- Evidence of completed immunizations and a negative Tuberculosis (TB) Skin Test (also known as the tuberculin or PPD test).
- Provide a copy of current health insurance card or proof of coverage.
- Other procedures as delineated in the MSAT Policies and Procedures Manual.

Total Semester Hours: 55

Fall 1

| | | |
|--------|---|-----|
| AT 500 | Emergency Care and Acute Injuries/Conditions in Athletic Training | (3) |
| AT 510 | Orthopedic Assessment of Lower Extremity Injuries and Conditions | (3) |
| AT 511 | Therapeutic Exercise and Modalities for Lower Extremity | (3) |
| AT 519 | Practicum in Athletic Training I | (1) |

January 1

| | | |
|--------|---|-----|
| AT 520 | General Medical Conditions in the Physically Active | (3) |
| AT 521 | Inter-Professional Care I | (1) |

Spring 1

| | | |
|--------|--|-----|
| AT 530 | Orthopedic Assessment of Upper Extremity and Head/Neck/Spine Injuries and Conditions | (3) |
| AT 531 | Therapeutic Exercise and Modalities for Upper Extremity and Head/Neck/Spine | (3) |
| AT 532 | Applied Research Methods and EBP in AT | (3) |
| AT 539 | Practicum in Athletic Training II | (1) |

Summer 1

| | | |
|--------|---------------------------------------|-----|
| AT 540 | Pharmacology in Athletic Training | (3) |
| AT 541 | Patient Care: Diversity/Inclusivity I | (3) |

Fall 2

| | | |
|--------|--|-----|
| AT 550 | Advanced Rehabilitation Techniques in AT | (3) |
|--------|--|-----|

| | | |
|--------|--|-----|
| AT 551 | Psychosocial Aspects of Injury and Rehabilitation | (3) |
| AT 560 | Ethics, Management, and Professional Issues in Athletic Training | (3) |
| AT 559 | Practicum in Athletic Training III | (1) |

January 2

| | | |
|--------|----------------------------|-----|
| AT 552 | Sports Nutrition | (3) |
| AT 561 | Inter-Professional Care II | (1) |

Spring 2

| | | |
|--------|--|-----|
| AT 570 | BOC Examination Preparation | (1) |
| AT 571 | Patient Care: Diversity/Inclusivity II | (3) |
| AT 572 | EBP and Clinical Application in AT | (3) |
| AT 579 | Practicum in Athletic Training IV | (4) |

Marriage and Family Therapy – M. S.

Program Length Part-Time: 4.5 Years

Program Length Full-Time: 3 Years

Program Chair: Amy Demyan

Fieldwork Coordinator: Yesim Keskin

The MS in Marriage and Family Therapy (MFT) specialization 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 three courses: general psychology, abnormal psychology, and psychological research methods/experimental psychology. 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 3-page statement of purpose and a 3-page 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.

Professionalism

MFT students' professional conduct and attitude should reflect an understanding of professional ethics codes, such as those set forth by the **American Association for Marriage and Family Therapy (AAMFT)** and the California Association of Marriage and Family Therapists (CAMFT). The MFT program is a professional training program and as a result students are expected to consistently demonstrate professional behavior; this is counted toward participation grades in each course.

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
- Being organized and prepared
- Managing paperwork and technology effectively
- Managing personal crises effectively
- Managing personal information (own and others') appropriately

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. 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.

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.

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 of the MFT program. Students earning grades lower than B- will be required to retake these classes if they are required for the MFT 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 MFT program at the University of La Verne. Appeals for extension of time limitations must be made in writing to the Graduate Appeals Committee.

Program Candidacy

All 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 counseling 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.

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 students in the MFT program, 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 students in the MFT program. 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 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 Office of Graduate Academic Services. Approval for Advanced Standing can take 2-3 weeks to complete.

Leave of Absence

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

| | | |
|---------|--------------------------------|-----|
| 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) |
| 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) |
| PSY 596 | Graduate Seminar | (3) |

Psy.D. in 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 accreditation status should be directed to the following:

Office of Program Consultation and Accreditation,
American Psychological Association
 750 1st Street NE, Washington, DC 20002-4242
 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 on the program's website.

The *Psy.D. 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 *Psy.D. 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 *Psy.D. Program Policies and Procedures Handbook* and will be held accountable to them.

Statement on Diversity and Nondiscrimination

The Psy.D. program is a secular doctoral program and embraces diversity of all kinds. The program welcomes students, faculty, and staff from diverse 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.

The Psy.D. program 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 program (and 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 orienta-

tion, 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.

Mission, Philosophy, Principles, and Aims

The University of La Verne's APA accredited Psy.D. program prepares students for careers as licensed psychologists. The primary mission of the program is to prepare doctoral students to become multiculturally competent professionals in the specialty of clinical psychology.

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 effective clinical practice. Consistent with this view, our program emphasizes systematic training in research and practice and students develop competencies in clinical and research domains. The curriculum is designed to prepare clinicians who can critically evaluate empirical research pertinent to the practice of clinical psychology and who can incorporate this information into their professional practice.

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 NCSP core professional competencies.

The Psy.D. program has established the following aims:

Aim 1: Knowledge and Integration. Produce graduates who are knowledgeable of, skilled in applying, and able to integrate among: the theoretical and scientific foundations of the discipline of psychology; the core foundations of professional psychology; and multicultural clinical psychology.

Aim 2: Practice Application. Produce graduates who are skilled in the foundational and functional compe-

tencies associated with the practice of clinical psychology.

Aim 3: Research Application. Produce graduates who are knowledgeable about and skilled in the principles of psychological research and can utilize and integrate such knowledge with clinical practice.

Discipline-Specific Knowledge and Profession-Wide Competencies

Consistent with standard II B1 of the American Psychological Association's *Standards of Accreditation*, the Psy.D. program is designed to ensure that students have attained the necessary *discipline-specific knowledge* that provides a foundation for the practice of health service psychology, including the following graduate-level competencies:

Competency 1: Students will demonstrate comprehensive understanding of the history and systems of psychology including the origins and development of major ideas in the discipline of psychology.

Competency 2: Students will demonstrate comprehensive understanding of the affective aspects of behavior including affect, mood, and emotion.

Competency 3: Students will demonstrate comprehensive understanding of the biological aspects of behavior including neural, physiological, anatomical, and genetic aspects of behavior.

Competency 4: Students will demonstrate comprehensive understanding of the cognitive aspects of behavior including learning, memory, thought processes, and decision-making.

Competency 5: Students will demonstrate comprehensive understanding of the developmental aspects of behavior including transitions, growth, and development across the lifespan.

Competency 6: Students will demonstrate comprehensive understanding of the social aspects of behavior such as group processes, attributions, discrimination, and attitudes.

Competency 7: Students will demonstrate comprehensive understanding of the integration of affective and cognitive aspects of behavior.

Competency 8: Students will demonstrate comprehensive understanding of research methods includ-

ing strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, descriptive, and experimental research designs; measurement techniques; sampling; replication; theory testing, qualitative methods; meta-analysis; and quasi-experimentation.

Competency 9: Students will demonstrate comprehensive understanding of quantitative methods including mathematical modeling and statistical analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.

Competency 10: Students will demonstrate comprehensive understanding of psychometrics including theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory and standardization.

Consistent with standard II B1 of the American Psychological Association's *Standards of Accreditation*, the Psy.D. program is designed to ensure that students have attained the necessary, *profession-wide competence* as health service psychologists in clinical psychology, including:

Competency 1: Research:

Students will demonstrate the ability to:

- a. Independently formulate research or other scholarly activities (such as critical literature reviews, program development/evaluation, clinical case studies, efficacy studies, theoretical dissertation).
- b. Conduct research and/or other scholarly activities.
- c. Critically evaluate and disseminate research and/or other scholarly activity via professional publication and presentation at local, regional, or national level.

Competency 2: Ethical and legal standards.

Students will demonstrate the ability to:

- a. Understand and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws, regulations, rules, and policies governing health service psychologists,

and relevant professional standards and guidelines.

- b. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve dilemmas.
- c. Conduct oneself in an ethical manner in all professional activities.

Competency 3: Individual and cultural diversity

Students will demonstrate:

- a. Understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- b. Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- c. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g. research, services, and other professional activities). This includes the ability to apply a framework for working with areas of individual and cultural diversity not previously encountered. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- d. The requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Competency 4: Professional values, attitudes, and behaviors

Students will demonstrate the ability to:

- a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

- c. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 5: Communication and interpersonal skills

Students will demonstrate the ability to:

- a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

- c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 6: Assessment

Students will demonstrate the ability to:

- a. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- b. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- c. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 7: Intervention

Students will demonstrate the ability to:

- a. Establish and maintain effective relationships with the recipients of psychological services.
- b. Develop evidence-based intervention plans specific to the service delivery goals.
- c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- d. Apply relevant research literature to clinical decision-making.
- e. Modify and adapt evidence-based approaches effectively when a clear evidenced-base is lacking.
- f. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 8: Supervision

Students will demonstrate:

- a. Knowledge of supervision models and practices.
- b. Apply this knowledge in practice with peer supervisees.

Competency 9: Consultation and interprofessional/interdisciplinary skills.

Students will demonstrate:

- a. Knowledge and respect for the roles and perspectives of other professions.
- b. Demonstrate knowledge of consultation models and practices.

Admissions requirements and procedures

The graduate psychology programs participate in a Centralized Application Service (PSYCAS). The program welcomes applicants from diverse ethnic, cultural, religious, sexual orientation, age, and ability backgrounds.

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 retaken 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: 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 *Psy.D. Program Policies and Procedures Handbook*.

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: 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 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 *Psy.D. 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, well-being of others, or 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.

Degree Length and Residency Requirements

The Psy.D. program is designed to be completed in five years. The program consists of a total of 120 semester hours (SH). The program requires all students to be enrolled on a full-time basis for four years of coursework. Students complete a one-year, full-time predoctoral internship in their fifth year. The internship must be completed before the doctoral degree is granted.

Curriculum

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

Physician Assistant Program – M.S.

Program Director: Michael Estrada

Medical Director: James Lally

Regular Faculty: Lindsey Hoffman, Monique Williams, Brianna Cardenas, Wayne Dewri

The ARC-PA has granted **Accreditation-Provisional** status to the **University of La Verne Physician Assistant Program** sponsored by the **University of La Verne**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

A physician assistant (PA) is a medical professional who is a collaborative member of a health care team. All PAs practice medicine with delegated physician autonomy and supervision.

The Physician Assistant Program requires 27 consecutive months of full time academic and clinical coursework. The program trains and educates students to become health care providers who perform physical examinations, diagnose and treat illness, order and interpret laboratory and radiological tests, perform clinical procedures, assist in surgical cases, provide patient education and counseling and "round" in hospital and nursing home settings. All states and the District of Columbia allow PAs to practice, prescribe, transmit and administer prescription medications. Graduates from the program will be eligible to sit for the Physician Assistant Certification Examination (PANCE) and apply for state licensure to practice medicine upon passing the board examination as physician assistant. Students must apply to the program and be admitted prior to registering for all courses. No audits and observation of program courses in any portion of the curriculum will be permitted without written consent of the program director or designee.

Admission requirements:

Admission to the PA Program is competitive and multifaceted. The screening of applicants consists of prerequisite coursework, minimal overall and science GPA, and a graduate application, references, a personal statement, shadowing hours, and an in-person panel interview. There is a minimum TOEFL (if English is your second language) criteria.

The Physician Assistant Program will begin accepting applications every April. All applicants must submit their applications through CASPA and must have their applications completed and verified by October 1 to be considered for the Fall cohort.

Accreditation standards require that admission criteria into a PA program are established by the PA Program faculty; they also include the Technical Standards for Admission developed by the PA accrediting agency, the Accreditation Review Commission on Education for the Physician Assistant. Listed below are the admission criteria required for entry into the program.

- Completion of a bachelor's degree from a regionally accredited university must be completed at time of application.
- Cumulative science pre-requisite GPA minimum 3.0 on a 4.0 scale.
- Overall Cumulative GPA minimum 3.0 on a 4.0 scale.

Prerequisite Course Work (credit hours are semester units)

| Sciences | Credit hours |
|--|--------------|
| Human Anatomy and Physiology with lab I | (4) |
| Human Anatomy and Physiology with lab II | (4) |
| General Biology with lab | (4) |
| General Chemistry with lab I | (4) |
| General Chemistry with lab II | (4) |
| Microbiology with lab | (4) |

| General Education | Credit hours |
|--|--------------|
| History of Fine Arts | (3) |
| Creative and Artistic Expression (music, photography, theater, cinema, drawing, dance) | (3) |
| English Composition I | (4) |
| English Composition II | (4) |
| Speech Communication | (2) |
| Philosophy or Religion or critical thinking | (3) |
| General Psychology | (3) |
| Sociology or Anthropology | (3) |
| Statistics or Bio-statistics | (3) |
| Medical Terminology | (2) |

- Completion of all prerequisite coursework at time of application with a "C" or better.
- Human Anatomy and Physiology with lab and Microbiology with lab must have been completed within 7 years of the cohort start date to ensure recent knowledge in the subject area. Human Anatomy and Physiology (I and II) can be a combined course for a total of 8 semester hours.
- Human Anatomy and Physiology with lab, Chemistry with lab and Biology with lab and Microbiology with lab must not be taken online or correspondence format. They must have a lab. The program wants to ensure that all students have tactile experiences in using laboratory equipment.
- Any prerequisite coursework repeated at a college or university other than where the original coursework was first completed will be averaged when calculating the GPA.

- Proof of English language proficiency in speaking, reading and writing, regardless of citizenship whose primary language is not English is required via the Test of English as a Foreign Language (TOEFL) with a minimal score of 570 (paper-based version), or 88 (internet version).
- Meet the Technical standards which are the abilities and skill that a student must possess in order to complete the program and are essential for clinical practice as a licensed PA.

Technical Standards

The candidate for the PA program must possess ability, aptitude and skills in the following areas as established by the PA profession: observation, communication, motor, intellectual, behavioral and social.

1. **Observation:** The candidate must be able to observe demonstrations and experiments in the basic sciences, visual presentations in lectures and laboratories, laboratory evidence and microbiologic cultures, microscopic studies of microorganisms, and tissues in normal and pathologic states. A candidate should be able to observe a patient accurately and completely at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by a sense of smell.
2. **Communication:** A candidate should be able to speak, to hear, and to observe patients in order to elicit information, perceive non-verbal communication, describe changes in mood, activity and posture. A candidate should be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. Communication in oral and written form with the health care team must be effective and efficient.
3. **Motor:** Candidates should have sufficient motor function to elicit information from patients through palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to carry out basic laboratory tests (urinalysis, CBC, wet mount, gram stain, etc.) carry out diagnostic and therapeutic procedures (phlebotomy, venipuncture, placement of catheters and tubes), and read ECG's and X-rays. A candidate should have the motor functions sufficient to execute motor movements reasonably required

to provide general care and emergency treatment for patients. Examples of emergency treatment reasonably required of a physician assistant are cardiopulmonary resuscitation, the administration of intravenous medications, the application of pressure to arrest bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers. Such skills require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

4. **Intellectual:** Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of PA's requires all these abilities. The candidate must also be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.
 5. **Behavioral and Social Attributes:** A candidate should possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates should be able to tolerate physically taxing workloads, and to function effectively under stress. They should be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainty inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the Admission and education processes.
- Three letters of recommendation assessing the applicant's ability to be a physician assistant. One **must be** from a practicing PA or physician (MD or DO). Letter must not be older than 1 year prior to the application year.
 - Minimum 20 observational/shadowing experience hours completed and documented on the program shadowing verification form by a licensed and practicing physician assistant. Observational experiences must be arranged by the student. The PA program will not arrange nor

recommend clinical sites or facilities for observation.

- Personal statement: 5000 characters or less, with a minimum 10 font describing your personal goals on becoming a physician assistant.
- Interview: A portion of qualified selected applicants will be invited to a panel interview on the Main Campus.
- Successful completion of Background Check.

Academic Progress

Standards of acceptable performance (cognitive and psychomotor) for courses are communicated to students in writing via the syllabus and orally reviewed at the introduction of the course. A student must achieve and maintain the required 3.00 semester Grade Point Average (GPA) to remain in good academic standing and graduate from the Physician Assistant Program. The required GPA is intended to promote academic excellence and clinical competence. Performance in didactic (pre-clinical) courses is commonly assessed by written exams, oral presentations and/or research papers, direct observation, and final written exams. In designated courses, psychomotor performance may be assessed by skill competency exams and small group exercises. Grades "A or B" represent passing and satisfactory. Any grade of "C" or below is not meeting program academic standards.

Student Conduct

The PA student is required to abide by academic, clinical and professional behavior policies as described in the PA Student Handbook and the University of La Verne academic policies found in the catalog. In some instances, the PA Student Handbook delineates and defines policy used in the PA program. Should a student (pre-clinical or clinical year) be arrested or convicted of a crime prior to the time he/she is prepared to enter the profession, that criminal record may have further implications for the student's eligibility to practice. Students should immediately notify the program director if arrested or convicted of a crime. Students should be aware of state and federal or professional restrictions barring the practice of individuals with criminal records.

Advanced Standing

The University of La Verne PA Program does not give advanced standing to any applicant admitted to the

PA program. No advanced placement or transfer credit may be applied toward fulfilling the physician assistant program curriculum regardless of previous foreign, domestic, graduate or undergraduate coursework. No pre-clinical or clinical phase courses will be waived and no transfer credit for any previous coursework will be permitted even though it may be similar or identical to coursework in the PA Program. All courses in the curriculum are designated as required and must be completed by every student enrolled in the program.

Leave of Absence Policy

A Leave of Absence (LOA) is a student-initiated withdrawal from all Program activities for a specific and defined period of time. Students must be in satisfactory academic standing to request a leave of absence. Students may find it necessary to interrupt their studies due to multiple variables. It is expected that all students participate in coursework as sequenced in the program. Under extraordinary circumstance, the Program may mandate that a student suspend all student activities for a specific period of time such as an infectious disease or illness, or allegations of academic or professional misconduct. Should a student require taking a temporary leave of absence, the request must be presented in writing to the Program Director or designee. Only one leave of absence will be granted during the student's tenure in the program. Leave may not be more than 2 trimesters. Students missing any coursework during a leave of absence will be required to fulfill all course work requirements with a minimum grade of "B" and with an overall GPA of 3.0 on a 4.0 scale or better before advancing in the program.

Graduates of the University of La Verne

Recent graduates with a degree from the University of La Verne who meet the admission criteria and graduated no more than 2 years prior to the application year will be guaranteed an interview.

Total Program: 118 semester hours

Didactic Instruction Year I (15 months)

Fall- Total: 20 semester hours

| | | |
|--------|------------------------------|-----|
| PA 501 | Human Anatomy & Physiology I | (4) |
| PA 513 | Pathophysiology I | (2) |
| PA 511 | General Medicine I | (4) |
| PA 512 | General Medicine II | (4) |
| PA 514 | Physical Assessment I | (4) |
| PA 515 | Applied Pharmacology I | (2) |

Spring-Total: 22 semester hours

| | | |
|--------|--------------------------------|-----|
| PA 503 | Human Anatomy & Physiology II | (4) |
| PA 523 | Pathophysiology II | (2) |
| PA 521 | General Medicine III | (4) |
| PA 522 | General Medicine IV | (4) |
| PA 524 | Physical Assessment II | (4) |
| PA 525 | Applied Pharmacology II | (2) |
| PA 505 | Health, Medicine and Society I | (2) |

Summer-Total: 16 semester hours

| | | |
|--------|---------------------------------|-----|
| PA 533 | Pathophysiology III | (2) |
| PA 531 | General Medicine V | (4) |
| PA 534 | Physical Assessment III | (4) |
| PA 535 | Applied Pharmacology III | (2) |
| PA 516 | Health, Medicine and Society II | (2) |
| PA 502 | Genetics of Health and Disease | (2) |

Fall-Total: 10 semester hours

| | | |
|--------|--------------------------------------|-----|
| PA 504 | Research and Evidence Based Medicine | (2) |
| PA 526 | Health, Medicine and Society III | (2) |
| PA 536 | Introduction to Clinical Medicine | (2) |
| PA 532 | Clinical Procedures | (4) |

Clinical Instruction- Year II (12 months)

Spring- Total: 16 semester hours

| | | |
|--------|----------------------------------|-----|
| PA 601 | Supervised Clinical Rotation I | (4) |
| PA 602 | Supervised Clinical Rotation II | (4) |
| PA 603 | Supervised Clinical Rotation III | (4) |
| PA 604 | Master's Project I | (2) |
| PA 605 | Introduction to Medical Practice | (2) |

Summer- Total: 16 semester hours

| | | |
|--------|---------------------------------|-----|
| PA 611 | Supervised Clinical Rotation IV | (4) |
| PA 612 | Supervised Clinical Rotation V | (4) |
| PA 613 | Supervised Clinical Rotation VI | (4) |
| PA 614 | Master's Project II | (4) |

Fall-Total: 18 semester hours

| | | |
|--------|------------------------------------|-----|
| PA 621 | Supervised Clinical Rotation VII | (4) |
| PA 622 | Supervised Clinical Rotation VIII | (4) |
| PA 623 | Supervised Clinical Rotation IX | (4) |
| PA 624 | Master's Project III | (2) |
| PA 625 | Comprehensive Review & Examination | (4) |

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 cultural-ly 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/prerequisites. 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 must complete all their foundation courses prior to enrolling in ACCT 595: Accounting Research and Communication

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) |
| 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 Data Analytics

Program Length: 1.5 years

Program Director: Jonathan Lee

Mission:

The mission of the M.S. in Data Analytics is to provide students with a comprehensive understanding of generating business intelligence and the ability to analyze big data to address today's emerging management issues.

Learning Goals: Students in the M.S. in Data Analytics should develop:

- The ability to utilize a holistic view of business analytics from both company and consumers' point of view.
- Business problem solving and decision-making skills in a changing environment.
- A conceptual and practical knowledge of how to develop performance measurement tools and assess marketing return on investment.
- Skills to build a predictive model to see how digital analytics and Big Data can be used for market predictions.
- A basic understanding of key Big Data technologies and the development of Big Data strategy within a corporation.
- Solid interpersonal, communication, and teamwork skills.
- A commitment to ethical and socially responsible marketing practices.

Degree Requirements:

Foundation Courses 0-6 semester hours

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

| | | |
|----------|---------------------------------------|-----|
| BUS 500C | Quantitative and Statistical Analysis | (3) |
| BUS 500F | Business Marketing | (3) |

Total Program: 30 semester hours

Core Courses: 12 semester hours

| | | |
|---------|--------------------------------------|-----|
| MDA 501 | SAS Programming Essentials | (3) |
| MDA 502 | Multivariate Statistical Analysis | (3) |
| BUS 510 | Management of Information Technology | (3) |
| MDA 503 | Data Mining and Predictive Analytics | (3) |

Concentrations: 18 semester hours

Students in this program must select one of the two available concentrations.

Marketing Analytics Concentration:

| | | |
|---------|--|-----|
| BUS 560 | Seminar in Marketing Management | (3) |
| MDA 561 | Theory and Practice of Consumer Behavior | (3) |
| MDA 564 | Marketing Research Methods | (3) |
| MDA 565 | Digital Marketing and Social Media Analytics | (3) |
| MDA 569 | Marketing Analytics | (3) |

Culminating Activity for Marketing Analytics

Concentration:

| | | |
|---------|--|-----|
| MDA 568 | Experimental Design and Market Testing | (3) |
|---------|--|-----|

Supply Chain Management Analytics

Concentration:

| | | |
|---------|--|-----|
| BUS 575 | Analysis of Business Operations | (3) |
| BUS 576 | Supply Chain Management and Strategy | (3) |
| BUS 512 | Integrated Data Management | (3) |
| MDA 573 | Analytics in Operations and Planning | (3) |
| MDA 579 | Analytics in Logistics Management and Sourcing | (3) |

Culminating Activity for Supply Chain Management Analytics Concentration:

| | | |
|---------|-------------------------------|-----|
| MDA 572 | Problem Solving Methodologies | (3) |
|---------|-------------------------------|-----|

There will be a separate workshop (MDA 580) to prepare those who want to take the exam for:

SAS Certified Predictive Modeler using SAS Enterprise Miner
SAS Certified Advanced Analytics Professional Using SAS 9

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 | (3) |

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 are 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 below, 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) |
|---------|---------------------------|-----|

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 one course from the following:

| | | |
|----------|--|-----|
| BUS 505 | Accounting for Specialized Accounting Entities | (3) |
| BUS 506 | Auditing Standards and Practices | (3) |
| BUS 508I | Federal Taxation Concepts and Practices-Individual | (3) |
| BUS 509 | Cost Accounting | (3) |

Finance Concentration:

A minimum of three courses from 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) |

Note: BUS 530 Financial Management is a prerequisite to all Finance courses.

Information Technology Concentration:**A minimum of three courses from 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:**A minimum of three courses from 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:

| | | |
|----------|---------------------------|-----|
| MGMT 522 | Human Resource Management | (3) |
| BUS 586 | Leadership in the Future | (3) |

Note: Students must complete one additional elective from any other business concentration or from the management area.

Marketing Concentration:**A minimum of three courses from the following:**

| | | |
|---------|--|-----|
| BUS 561 | Seminar in Consumer Behavior | (3) |
| BUS 562 | New Product Management | (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) |

Note: BUS 560 is a prerequisite to all Marketing elective courses.

Supply Chain Management Concentration:

| | | |
|---------|------------------------------------|-----|
| 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 Concentration:

| | | |
|---------|---|-----|
| HSM 501 | Current Trends and Issues in Health Services (Required) | (3) |
|---------|---|-----|

Three courses from the following:

| | | |
|---------|--|-----|
| HSM 520 | Strategic Planning and Management in HSOs | (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) |

Aging Studies Concentration**Required course:**

| | | |
|----------|----------------------------|-----|
| GERO 516 | Prospective in Gerontology | (3) |
|----------|----------------------------|-----|

Three of the following:

| | | |
|----------|------------------------------------|-----|
| GERO 512 | Managing Senior Services | (3) |
| GERO 520 | Health in Later Years | (3) |
| GERO 581 | Comparative Gerontology, Or | |
| GERO 590 | Selected Topics In Gerontology | (3) |

Additional electives might apply to each concentration, please consult the schedule each academic term.

*These courses are currently not being offered.

**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. This flexible 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. Students have the ability to custom made their program to meet their professional needs.

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 79-80 or higher.

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: 0-9 semester hours

The foundation courses a student must complete are determined by the 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 600A | Accounting and Finance | (3) |
| BUS 600B | Economics | (3) |
| BUS 600C | Statistics | (3) |

Foundation courses can be waived, if the equivalent undergraduate courses were completed at a regionally accredited college or university with a grade of C or higher within the past seven years:

Total Program: 33 semester hours

Core Courses: 12 semester hours

| | | |
|---------|---|-----|
| BUS 630 | Corporate Finance | (3) |
| BUS 650 | Organizational Behavior: Theory and Practice | (3) |
| BUS 660 | Marketing Management | (3) |
| BUS 670 | Technology Based Operations Management | (3) |

Concentrations/Electives: 18 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 18 semester hours of electives is needed to complete the degree requirements.**

Culminating Activity: 3 semester hours

| | | |
|---------|----------------------|-----|
| BUS 690 | Strategic Management | (3) |
|---------|----------------------|-----|

Concentrations/Electives for the MBA and MBA, Experienced Professionals: In addition to the concentrations listed below, students may pursue any of

the concentrations listed under the M.S. Management and Leadership. Units do not double count in the Core and the Concentration.

****Accounting Concentration:**

| | | |
|---------|--|-----|
| BUS 501 | Corporate Accounting and Reporting I | (3) |
| BUS 502 | Corporate Accounting and Reporting II | (3) |

A minimum of two course from 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 508I | Federal Taxation Concepts and Practices-Individual | (3) |
| BUS 509 | Cost Accounting | (3) |

****Finance Concentration:**

A minimum of three courses from 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) |

Note: BUS 630 is a prerequisite to all Finance elective courses. .

****Information Technology Concentration:**

A minimum of four courses from 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:**

A minimum of four courses from 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:**

| | | |
|----------|---|-----|
| MGMT 522 | Human Resource Management (Required) | (3) |
|----------|---|-----|

BUS 586 Leadership in the
Future (Required) (3)

MBAX students must take at least 2 electives from the Management area.

****Marketing Concentration:**

A minimum of three courses from the following:

BUS 561 Seminar in Consumer Behavior (3)
BUS 562 New Product Management (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)

Note: BUS 660 is a prerequisite to all Marketing elective courses.

****Supply Chain Management Concentration:**

BUS 576 Supply Chain Management
& Strategy (3)
BUS 577 Compliance Issues in Supply Chains (3)

A minimum of two of the following:

BUS 516 E-Business (3)
BUS 558 Project Management (3)
BUS 563 Marketing Channels/Distribution (3)

****Health Services Management Concentration**

HSM 501 Current Trends and Issues in
Health Services (Required) (3)

Three courses from the following:

HSM 520 Strategic Planning and Management
in HSOs (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)

Aging Studies Concentration

Required course:

GERO 516 Prospective in Gerontology (3)

Three of the following:

GERO 512 Managing Senior Services (3)
GERO 520 Health in Later Years (3)

GERO 581 Comparative Gerontology, **Or**
GERO 590 Selected Topics In Gerontology (3)

Concentration vary by location and some are also available online. MBAX students are also eligible to pursue concentrations listed under the MSLM program.

Students in the MBAX must take additional electives (over and above the requirements for their concentration) in order to complete the requirement of the degree.

Additional electives might apply to each concentration, please consult the schedule each academic term.

HEALTH SERVICES MANAGEMENT

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 (MHA)

Program Length: 3 Years

Program Director: Keith Schildt

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.

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) |
|---------|-----------------------------|-----|

A minimum of three of the following:

| | | |
|---------|--|-----|
| HSM 532 | Budgeting and Cost Control | (3) |
| HSM 534 | Program Evaluation in Health Services | (3) |
| HSM 571 | Management of Clinical and Financial Information | (3) |
| HSM 590 | Selected Topics | (3) |

Aging Studies Concentration*Required course:*

| | | |
|----------|----------------------------|-----|
| GERO 516 | Prospective in Gerontology | (3) |
|----------|----------------------------|-----|

Three of the following:

| | | |
|----------|--|-----|
| GERO 512 | Managing Senior Services | (3) |
| GERO 520 | Health in Later Years | (3) |
| HSM 548 | Applied Research for Public Health Professionals | (3) |

In addition and with the Program Director approval, student can use GERO 581 or HSM 581 and GERO 590 or HSM 590 as electives in the Aging Studies Concentration.

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.

Note: The M.S. in Gerontology is currently not admitting students for the 2020-2021 Academic Year.

Program Length: 3 Years

Program Director: Kelly Niles-Yokum

The graduate program in Gerontology is multidisciplinary and views the training of gerontology professionals from an integrative and developmental perspective. The master's degree program requires 36 semester hours. The two certificate programs (Geriatric Administration and Geriatric Care Manager) require 18 semester hours including a combination of core and elective courses.

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)

Aging Studies Concentration

Required course:

GERO 516 Prospective in Gerontology (3)

Three of the following:

GERO 512 Managing Senior Services (3)
 GERO 520 Health in Later Years (3)
 HSM 548 Applied Research for Public Health Professionals (3)

Note: Units do not double count in the Core and the Concentration.

PUBLIC ADMINISTRATION PROGRAMS

Master of Public Administration (MPA)

Program Length: 3 Years

Program Director: Marcia Godwin

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 minimum undergraduate 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. Applicants without previous related coursework and/or lower GPAs may be admitted conditionally with stipulations and/or prerequisite courses.
- A 1-2-page statement of purpose that demonstrates:
 - 1) the ability to write at an acceptable level for graduate study,
 - 2) experience and interest in public and/or non-profit administration, and
 - 3) how the La Verne MPA program complements the student's interests 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 professionals.
- A current résumé

Additional Requirements: Additional requirements for applicants with lower GPAs may include but are not limited to Graduate Record Examination (GRE) and a personal interview with the MPA program 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 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 Aging Studies Concentration, and HSM courses in the Public Health Concentration. Other PADM, MGMT, GERO, and HSM courses are not interchangeable as concentration or elective courses without advance approval by the program director.

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 536 Policy Analysis | (3) |
| PADM 538 Collaborative Public Management | (3) |
| PADM 572 Managing Complex Systems | (3) |
| PADM 580 Applied Research | (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 530 Managing Nonprofit | (3) |
| MGMT 531 Marketing for 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) |

Aging Studies Concentration: This concentration prepares students to be managers in a variety of settings that provide services to older adults.

Required Course:

| | |
|-------------------------------------|-----|
| GERO 516 Prospective in Gerontology | (3) |
|-------------------------------------|-----|

And three of the following:

| | |
|----------|---------------------------------------|
| GERO 512 | Managing Senior Services (3) |
| GERO 520 | Health in Later Years (3) |
| PADM 580 | Applied Research (3) |
| GERO 581 | Comparative Gerontology* Or, |
| PADM 581 | Comparative Public Administration (3) |
| GERO 590 | Special Topics* Or, |
| PADM 590 | Special Topics |

*Requires Program Director approval.

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 501 | Current Trends | (3) |
| HSM 545 | Foundations of Public Health | (3) |
| HSM 546 | Epidemiology | (3) |
| HSM 548 | Applied Research for Public Health Professionals | (3) |
| PADM 581 | Comparative Public Administration | (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 courses: 4 courses (12 semester hours)

Law courses are reviewed for acceptance; students may request to transfer up to 12 law semester hours toward the MPA degree.

Doctor of Public Administration (DPA)

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 610 Constitutional Foundations | (3) |
| PADM 611 Scope of PA | (3) |
| PADM 612 Qualitative Analysis | (3) |

| | |
|-------------------------------------|-----|
| PADM 613 Quantitative Analysis | (3) |
| PADM 677 Ethics and Decision Making | (3) |

Second Year (Two Courses per Term)

| | |
|---|-----|
| PADM 651 Policy | (3) |
| PADM 665 Economic Perspectives in Administrative and Policy Analysis | (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) |
|--------------------------|-----|

Post Coursework Terms 13-24

| | |
|---------------------------|-----|
| PADM 697D Dissertation II | (2) |
|---------------------------|-----|

LaFETRA COLLEGE OF EDUCATION

Dean: Kimberly White-Smith

Associate Dean: Kristan Venegas

TEACHING PREPARATION PROGRAMS

MASTER OF ARTS IN TEACHING

Program Chair: Betina Hsieh

Associate Program Chair: Joy Springer

Regular Faculty: Valerie Beltran, Christian Bracho, Anita Flemington, Marga Madhuri, Mark Matzaganian, David Perry, Justi Saldana, Joy Springer, Nancy Walker, Devin Beasley, and Anne Mangahas

Teaching Multiple Subject – M.A. Teaching Single Subject – M.A.

Option 1 (Teaching & Learning)

Program Length – 2 years

Option 2 (Educational Technology)

Program Length – 3 years

Option 3 (Teacher Leadership)

Program Length – 3 years (**Central Campus Only**)

Option 4 (Special Education)

Program Length – 3.5 years (**Central & Kern County Campuses Only**)

Option 5 (Child Development)

Program Length – 3 years (**Central Campus Only**)

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
- Writing competency assessment
- Statement of Purpose
- TB clearance
- Verification of registration for CBEST
- 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
- 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:

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 Methods of Research | (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 (4)
EDUC 492 Subject Specific Pedagogy – Math and Science (4)
EDUC 497 Introductory Supervised Teaching, Multiple Subject (3)
EDUC 498 Advanced Supervised Teaching (6)

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) (4)
EDUC 495 Foundations in Teaching Single Subject (4)
EDUC 497A Introductory Supervised Teaching, Single Subject (3)
EDUC 498 Advanced Supervised Teaching (6)

Option 2 – Educational Technology

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 Foundations of Instructional Design and Educational Technology (3)
EDTC 552 Mobile Apps and Collaborative Communities (3)
EDTC 553 Emerging Trends & Issues in Educational Technology (3)
EDTC 554 Research Foundations & Integrative Capstone Project (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 (4)
EDUC 492 Subject Specific Pedagogy – Math and Science (4)
EDUC 497 Introductory Supervised Teaching, Multiple Subject (3)
EDUC 498 Advanced Supervised Teaching (6)

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) (4)
EDUC 495 Foundations in Teaching Single Subject (4)
EDUC 497A Introductory Supervised Teaching, Single Subject (3)
EDUC 498 Advanced Supervised Teaching (6)

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 | Instructional Leadership | (3) |
| EDLD 572 | Foundations of Educational Leadership | (3) |
| EDLD 573 | Contemporary Issues in California Schools | (3) |
| EDUC 593 | Assessment and Research for Educators | (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 | (4) |
| EDUC 492 | Subject Specific Pedagogy – Math and Science | (4) |
| EDUC 497 | Introductory Supervised Teaching, Multiple Subject | (3) |
| EDUC 498 | Advanced Supervised Teaching | (6) |

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) | (4) |
| EDUC 495 | Foundations in Teaching Single Subject | (4) |
| EDUC 497A | Introductory Supervised Teaching, Single Subject | (3) |
| EDUC 498 | Advanced Supervised Teaching | (6) |

Option 4 – Special Education (Central & Kern County Campuses 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 420 | Foundations of Inclusive Education | (3) |
| SPED 430 | Assessment Practices and IEP Development | (3) |
| SPED 450 | Inclusive Educational Systems: Law, Behavior and Case Management | (3) |
| EDUC 593 | Assessment and Research for Educators | (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, Multiple Subject | (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 497A Introductory Supervised Teaching, Single Subject | (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 Assessment and Research for Educators | (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 | (4) |
| EDUC 492 Subject Specific Pedagogy – Math and Science | (4) |
| EDUC 497 Introductory Supervised Teaching, Multiple Subject | (3) |
| EDUC 498 Advanced Supervised Teaching | (6) |

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) | (4) |
| EDUC 495 Foundations in Teaching Single Subject | (4) |
| EDUC 497A Introductory Supervised Teaching, Single Subject | (3) |
| EDUC 498 Advanced Supervised Teaching | (6) |

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
- 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)

- Passing score on TPA Task #1
- 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 maintained a 3.0 GPA, 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 within the 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: Betina Hsieh

Admission Requirements: In addition to the requirements and application materials listed in the Graduate Admission section of this catalog, three positive references, and passing a writing assessment 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 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 Chair: Betina Hsieh

Associate Program Chair: Joy Springer

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
- Writing competency assessment
- Statement of Purpose
- TB clearance
- Verification of registration for CBEST
- 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
- Verification of CSET registration or Subject Matter Competency Program Waiver

Total Program: 33 Semester Hours

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 | (4) |
| EDUC 492 Subject Specific Pedagogy – Math and Science | (4) |
| EDUC 497 Introductory Supervised Teaching, Multiple Subject | (3) |
| EDUC 498 Advanced Supervised Teaching | (6) |

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) | (4) |
| EDUC 495 Foundations in Teaching Single Subject | (4) |
| EDUC 497A Introductory Supervised Teaching, Single Subject | (3) |
| EDUC 498 Advanced Supervised Teaching | (6) |

Other Program Components

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
- 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)
- Passing score on TPA Task #1
- 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/Single Subject). A Regional or Central Campus candidate will be eligible for an enhanced intern credential if he/she has successfully maintained a 3.0 GPA, 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 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: Amber Bechard

Regular Faculty: Patricia Taylor, Sylvia Mac, Niki Elliott, Bettye Stachowiak, Mary Collins

MS in Special Education Studies: Patricia Taylor, Sylvia Mac

Special Education programs offered on Valencia, Kern County, and La Verne campuses only

Masters of Art in Teaching: Inclusive Education

Program Length: 2 years, including summers and January Term

Inclusive Education (Central, Valencia & Kern County Campuses Only): This program is designed for students who desire an understanding of special education with emphasis on specialized and inclusive general education settings. Students take core credential and masters courses in a complete range of instruction, skill development, and professional insights for working with K-12 learners, including English learners. The program culminates with a capstone research project.

This program is appropriate for students wishing to earn a Preliminary Mild/Moderate Education Specialist Credential and/or Multiple and Single Subject candidates who wish to prepare for 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 and Autism Spectrum disorders.

Admissions Requirements:

- Application
- Statement of Purpose
- TB Clearance
- Verification of registration for CBEST
- Certificate of Clearance or copy of substitute teaching certificate
- Bachelor's degree from a regionally accredited college or university
- GPA of 2.75 overall
- Three Letters of Recommendation
- Verification of CSET registration

Total Program: 45 units + Fieldwork**Core Courses: 12 semester hours**

| | | |
|----------|--|-----|
| SPED 420 | Foundations of Inclusive Education | (3) |
| SPED 430 | Assessment Practices and IEP Development | (3) |
| SPED 450 | Inclusive Educational Systems: Law, Behavior and Case Management | (3) |
| EDUC 593 | Assessment and Research for Educators | (3) |

Area of Concentration: 33 semester hours selected from the credential coursework listed below:

Education Specialist Candidates:

| | | |
|-----------|---|-------|
| EDUC 425 | Language and Literacy, Multiple Subject | (4) |
| SPED 421 | Literacy Assessment and Intervention Practicum 1 | (1) |
| EDUC 426 | Introductory Teaching Practices, Multiple Subject | (4) |
| EDUC 440 | Intermediate Teaching Practices, Multiple Subject | (4) |
| SPED 422 | Literacy Assessment and Intervention Practicum 2 | (1) |
| EDUC 441 | Advanced Teaching Practices, Multiple Subject | (4) |
| EDUC 491 | Subject Specific Pedagogy – History, PE, and Visual/Performing Arts | (4) |
| EDUC 492 | Subject Specific Pedagogy – Math and Science | (4) |
| EDUC 497B | Introductory Supervised Teaching, Special Education | (3) |
| SPED 409 | Directed Teaching | (4-6) |

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 | (4) |
| EDUC 492 | Subject Specific Pedagogy – Math and Science | (4) |
| EDUC 497 | Introductory Supervised Teaching, Multiple Subject | (3) |
| EDUC 498 | Advanced Supervised Teaching | (6) |

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 494A-J* | Subject Specific Pedagogy (*Must enroll in your content area) | (4) |
| EDUC 495 | Foundations in Teaching, Single Subject | (4) |
| EDUC 497A | Introductory Supervised Teaching, Single Subject | (3) |
| EDUC 498 | Advanced Supervised Teaching | (6) |

Dual Credential Candidates (MS/EDSP) only (a total of 50 units):

| | | |
|-----------|---|-----|
| EDUC 425 | Language and Literacy, Multiple Subject | (4) |
| SPED 421 | Literacy Assessment and Intervention Practicum 1 | (1) |
| EDUC 426 | Introductory Teaching Practices, Multiple Subject | (4) |
| EDUC 440 | Intermediate Teaching Practices, Multiple Subject | (4) |
| SPED 422 | Literacy Assessment and Intervention Practicum 2 | (1) |
| EDUC 441 | Advanced Teaching Practices, Multiple Subject | (4) |
| EDUC 491 | Subject Specific Pedagogy – History, PE, and Visual/Performing Arts | (4) |
| EDUC 492 | Subject Specific Pedagogy – Math and Science | (4) |
| EDUC 497 | Introductory Supervised Teaching, Multiple Subject | (3) |
| EDUC 497B | Introductory Supervised Teaching, Special Education | (3) |

SPED 409 Directed Teaching, or
EDUC 498 Advanced Supervised Teaching (6)

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)
 - Current certification in 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
 - 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) (Education Specialist and 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 (Education Specialist) A Regional or Central Campus candidate will be eligible for an enhanced intern credential if he/she has successfully maintained a 3.0 GPA, completed the constitution requirement, completed SPED 420, SPED 430, EDUC 425, EDUC 426 & SPED 421, achieved passing scores on CSET, 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 SPED 459 to be eligible for the intern credential.

Preliminary Credential Application Requirements
To apply for a preliminary credential with the State of California Commission on Teacher Credentialing, candidates must have:

- Successful completion of all requirements for EDUC 497A Introductory Student Teaching and SPED 409 Directed Teaching
- Maintained a GPA of 3.0 or better in all coursework
- Completed a bachelor's degree from a regionally accredited college or university
- Completed an "Application for Credential"
- Passed culminating TPE Portfolio and received credit in SPED 409
- Submit an Individual Induction Plan
- Must be cleared by the credential analyst for all remaining requirements

Clear Credential Application Requirements To apply for a Professional Clear 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.

Mild/Moderate Education Specialist Preliminary Credential

Program Length: 2 years, including summers and January Term

Inclusive Education (Central, Valencia & Kern County Campuses Only): This program is designed for students wishing to earn a Preliminary Mild/Moderate Education Specialist Credential to prepare for 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 and Autism Spectrum disorders. Completion of the program authorizes candidates to work with students who have Autism Spectrum Disorders. Students take core credential courses in a complete range of instruction, skill development, and professional insights for working with K–12 learners, including English learners and a range of learners in specialized and inclusive general education settings.

Admissions Requirements:

- Application
- Statement of Purpose
- TB Clearance
- Verification of registration for CBEST
- Certificate of Clearance or copy of Substitute Teaching Certificate
- A bachelor's degree from a regionally accredited college or university
- GPA of 2.75 overall

Total Program: 40 semester hours

| | | |
|-----------|---|-------|
| SPED 420 | Foundations of Inclusive Education | (3) |
| SPED 430 | Assessment Practices and IEP Development | (3) |
| EDUC 425 | Language and Literacy, Multiple Subject | (4) |
| SPED 421 | Literacy Assessment and Intervention Practicum 1 | (1) |
| EDUC 426 | Introductory Teaching Practices, Multiple Subject | (4) |
| EDUC 440 | Intermediate Teaching Practices, Multiple Subject | (4) |
| SPED 422 | Literacy Assessment and Intervention Practicum 2 | (1) |
| EDUC 441 | Advanced Teaching Practices, Single Subject | (4) |
| SPED 450 | Inclusive Educational Systems: Law, Behavior and Case Management | (3) |
| EDUC 491 | Subject Specific Pedagogy – History, PE, and Visual/Performing Arts | (4) |
| EDUC 492 | Subject Specific Pedagogy – Math and Science | (4) |
| EDUC 497B | Introductory Supervised Teaching, Special Education | (3) |
| SPED 409 | Directed Teaching | (3-6) |

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)
 - Current certification in 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
 - 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)
 - 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 (Education Specialist) A Regional or Central Campus candidate will be eligible for an enhanced intern credential if

he/she has successfully maintained a 3.0 GPA, completed the constitution requirement, completed SPED 420, SPED 430, EDUC 425, EDUC 426 & SPED 421, achieved passing scores on CSET, 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 SPED 459 to be eligible for the intern credential.

Preliminary Credential Application Requirements

To apply for a preliminary credential with the State of California Commission on Teacher Credentialing, candidates must have:

- Successful completion of all requirements for EDUC 497B Introductory Student Teaching and SPED 409 Directed Teaching
- Maintained a GPA of 3.0 or better in all coursework
- Completed a bachelor's degree from a regionally accredited college or university
- Completed an "Application for Credential"
- Passed culminating TPE Portfolio and received credit in SPED 409
- Submit an Individual Induction Plan
- Must be cleared by the credential analyst for all remaining requirements

Clear Credential Application Requirements To apply for a Professional Clear 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.

Early Childhood Special Education: Added Authorization

Program Length: 1 semester – 1 year

The Early Childhood Special Education Added Authorization is a 12 unit, 3 course program. Students seeking a California Early Childhood Special Education Added Authorization must have a current Special Education credential, preliminary or 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.

The Early Childhood Special Education courses are also available for those interested in taking the course sequence for professional development or as electives in a Special Education Master degree program. These students are not eligible for the Added Authorization until after earning a Preliminary Education Specialist credential. Out-of-state students will not be eligible for the California Added Authorization.

Total Program: 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)

Mild/Moderate Education Specialist Preliminary Credential

Program Length: 2.5 years

[SPECIAL EDUCATION-REQUIREMENTS FOR ADMITTED STUDENTS PRIOR TO FALL 2020. THIS PROGRAM COMBINATION IS NOT BEING OFFERED FOR THE 2020-2021 ACADEMIC YEAR].

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 and 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, skill development, and professional insights for instructing K-12 learners with mild/moderate disabilities within a continuum of service delivery options.

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 demonstrate a contribution to the field through documented advocacy and service.

Admissions 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 + Fieldwork

Pre-Internship and Core Requirements: 13 – 14 semester hours and CBEST/CSET Passage

| | | |
|----------|---|-----|
| SPED 501 | Assessment: Advanced Professional Awareness | (3) |
| SPED 402 | Typical and Atypical Development and Practicum | (3) |
| SPED 403 | Culturally Responsive Instruction, Mindfulness, Inclusivity and Practicum | (3) |
| SPED 404 | Internship Proficiency and Practicum [Intern Teaching only] | (1) |
| EDUC 426 | Introductory Teaching Practices (Multiple Subject) or | (4) |
| EDUC 428 | Introductory Teaching Practices (Single Subject) | (4) |

Area of Concentration: 26 – 27 semester hours

| | | |
|-----------|--|-----|
| 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 | (3) |
| SPED 513 | Foundations of Emergent Literacy Instruction for Special Education and Practicum | (3) |
| SPED 514 | Literacy Assessment and Interpretation for Special Education and Practicum | (3) |
| SPED 409 | Directed Teaching (Traditional Student Teaching) or | (6) |
| SPED 409A | Directed Teaching (If taken while in the Internship) | (5) |

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 an Intern Credential for those qualified to become the teacher of record in a mild/moderate special education class. Candidates who are interns take all the core courses for the Mild-Moderate Education Specialist Preliminary Credential, as well as SPED 459, a 3 to 4 semester hour course, for each semester and term they are interns. Interns may complete SPED 409 in their intern classroom. The internship credential is a two-year program that is district specific. Entry into the internship program is contingent upon good standing in the credential program as indicated in the pre-internship program. Potential interns must demonstrate proficiency in a practicum setting.

Admissions Requirements:

- Acceptance into the Education Specialist Preliminary Credential Program with all admissions requirements completed and current
- Completion of SPED 501 with a B or better
- Completion of SPED 402 with a B or better
- Completion of EDUC 426 or 428 with a B or better
- Completion of SPED 403 with a B or better

- Completion of SPED 404 with a B or better
- District letter indicating 120 hours or more of successful classroom experience with learners with special needs
- District "Intent to Hire" letter or contract specifically stating a special education classroom
- Interview with Student Teaching and Intern Coordinator

Intern Courses:

| | | |
|-----------|------------------------|-----|
| SPED 459A | First Intern Semester | (4) |
| SPED 459B | Second Intern Semester | (3) |
| SPED 459C | Third Intern Semester | (3) |
| SPED 459D | Fourth Intern Semester | (3) |
| SPED 459E | Fifth Intern Semester | (3) |
| SPED 459F | Sixth Intern Semester | (3) |

LEADERSHIP PROGRAMS

Doctor of Education In Organizational Leadership (Ed.D.)

Program Chairperson: Rich Whitney

Regular Faculty: Shari Fox, MD Haque, Sunny Liu, Ron Hallet, Kristan Venegas, Yvette Latunde, Rich Whitney

Program Length: 3 Years of coursework

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 (Transcripts must be submitted)
- An earned Masters Degree (post undergraduate) from a regionally accredited university with a minimum of a 3.0 GPA in all work leading to the degree (Transcripts must be submitted)
- Personal Statement addressing the following: (1) Why you are interested in pursuing a doctorate in Organizational Leadership? (2) How do you see your own leadership potential with regard to being a scholar/practitioner? (3) Explain where you have the opportunity to apply theory to leadership practice in an organization? (Please limit your statement to 1,500 words max)
- A completed application with application fee
- Two letters of recommendation addressing the candidate's academic capability to complete a doctoral program
- A curriculum vitae or resume

Total Program: 54 semester hours

The Ed.D. program is delivered through a blended delivery of on-site in person practicums and virtual coursework. Students attend, in person, on-site practicums twice per semester. The annual calendar of practicums is available from the program office. The balance of the credit hours and assignments are delivered virtually (e.g., webinars, asynchronous work, etc). 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/no 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. There is an eight-year time limit to complete all

aspects of the dissertation from proposal to final reviews.

Year 1

Fall Semester

| | | |
|-----------|------------------------------------|-----|
| ORGL 611 | Personal Leadership | (3) |
| ORGL 615 | Social Theory, Equity, and Justice | (3) |
| ORGL 684A | Research Literacy | (3) |

Spring Semester

| | | |
|-----------|---|-----|
| ORGL 613 | Classic and Contemporary Leadership Theories and Approaches | (3) |
| ORGL 617 | Ethical Leadership | (3) |
| ORGL 684B | Introduction to Dissertation Research | (3) |

Year 2

Fall Semester

| | | |
|-----------|--|-----|
| ORGL 623 | Leadership and Decision Making | (3) |
| ORGL 634 | Organizational Development and Change | (3) |
| ORGL 686A | Approach to Research Design and Analysis | (3) |

Spring Semester

| | | |
|-----------|--|-----|
| ORGL 633 | Leader as Change Agent | (3) |
| ORGL 625 | Culturally Proficient & Equitable Leadership | (3) |
| ORGL 686B | Developing a Research Proposal | (3) |

Year 3

Fall Semester

| | | |
|-----------|---|-----|
| ORGL 622 | Team Dynamics | (3) |
| ORGL 641 | Writing for Research | (3) |
| ORGL 698A | Dissertation in Organizational Leadership I | (3) |

Spring Semester

| | | |
|-----------|---|-----|
| ORGL 635 | Leading Program Development for Creativity & Innovation | (3) |
| ORGL 642 | Advancing Research to Publication | (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 (continuous enrollment) each semester up to the eight-year time limit for the completion of the degree.

EDUCATIONAL LEADERSHIP PROGRAM

Program Chair: Rich Whitney

Adjunct Faculty: Melinda Early, Jeanine Dimple, Akita Long, Zanita Kelly, Carol Pilgren, Ramiro Rubalcaba, Rebecca Salato, Gary Soto, Charlayne Sprague

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 prepare school leaders who are intellectual, reflective, and emotionally intelligent. Integrated course work and field experiences are directly linked to the real work of school leadership. 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 Credential

Admission Requirements for the M.Ed.:

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. Letter of Introduction (statement of purpose).
3. Current résumé.
4. Two positive letters of reference, one of which must be from an active school administrator.

In addition, applicants for the Preliminary Administrative Services Credential must include the following:

5. Proof of a valid prerequisite California credential in teaching, pupil personnel, librarianship, health services, clinical services or rehabilitative services. A minimum of three years of full-time experi-

ence is required for admission (five years required to be eligible for the Preliminary Administrative Services Credential).

6. Verification of CBEST completion.

Total Program: 30-33 semester hours

Foundation Requirements: 9 semester hours

| | | |
|----------|--|-----|
| EDLD 570 | Instructional Leadership* | (3) |
| EDLD 572 | Foundations of Educational Leadership* | (3) |
| EDLD 573 | Contemporary Issues in California Schools* | (3) |

Administrative Leadership Concentration: 12-15 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) |

Research and Culminating Courses: 9 semester hours

| | | |
|----------|----------------------------------|-----|
| EDLD 502 | Educational Research and Inquiry | (3) |
| EDLD 504 | Methods of Research | (3) |
| EDLD 596 | Graduate Seminar | (3) |

*Required for the California State Preliminary Administrative Services Credential/ Certificate of Eligibility

California Administrator Performance Assessment (CalAPA):

The California Administrator Performance Assessment consists of three leadership performance tasks which are embedded into course work and field experiences. Candidates must pass these performance tasks to be recommended for the Preliminary Administrative Services Credential/ Certificate of Eligibility.

Master's Degree in Educational Leadership with Law Concentration (MED/JD):

JD students at the University of La Verne's College of Law may apply for admission to the Educational Leadership M.Ed. program to earn a second degree.

Law courses are reviewed for acceptance; students may request to transfer up to 12 law semester hours toward the M.Ed. degree.

Clear Administrative Services Credential (CASC) Induction Program

Program Length: 2 Years

Not eligible for financial aid.

Program Chair: Rich Whitney

Senior Adjunct Faculty: E. Janeane Dimpel, Melinda Early, Patricia D. Whitman

The University of La Verne Clear Induction Administrative Services Credential 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). 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:

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.

Letter of Introduction (statement of purpose).

Current résumé.

Positive letter of reference from an active school district administrator.

Proof of valid Preliminary Administrative Services Credential.

Verification of employment in a full-time public or private school administrative position (form).

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) |

CHILD AND FAMILY PROFESSIONAL PROGRAMS

Child & Adolescent Development (MS)

Chairperson: Andrea Minkoff

Adjunct Faculty: Laura Campbell, Sheri Frost, Erin Gratz, Barbara Lindsay, Andrea Minkoff

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 or secondary education who wish to increase their understanding of the physical, intellectual, social, and emotional development of young children or adolescents. Coursework within the program emphasizes the study of children and adolescents 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 and Adolescent Development discipline (e.g., Child Development, Developmental Psychology, Early Childhood Curriculum, and Human Development).

Admission Requirements: In addition to the requirements and application materials listed in the

Graduate Admission section of this catalog, the following are required:

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.

Areas of Emphasis: Students in this program will choose either an *Early Childhood* emphasis or an *Adolescence* emphasis. In addition, students will choose a culminating experience focused on either a *Practitioner* track or a *Research* track.

EARLY CHILDHOOD EMPHASIS:

Total Program: 33 semester hours (Practitioner Track) or 39 semester hours (Research Track)

Core Courses: 12 semester hours

| | | |
|----------|------------------------|-----|
| ASCD 500 | Academic Writing | (3) |
| ASCD 503 | Educational Psychology | (3) |
| ASCD 504 | Methods of Research | (3) |
| ASCD 550 | Human Development | (3) |

Areas of Concentration: 15 semester hours

| | | |
|----------|--|-----|
| ASCD 510 | Infant and Toddler Development | (3) |
| ASCD 518 | Language, Reading, and Concept Development | (3) |
| ASCD 551 | Studies in Attachment | (3) |
| ASCD 557 | Teaching Adults | (3) |
| ASCD 558 | Cognition and Brain Development | (3) |

Electives: 3 semester hours (choose ONE of the following)

| | | |
|----------|------------------------------|-----|
| ASCD 530 | Motivation in Education | (3) |
| ASCD 555 | Child Development Internship | (3) |
| ASCD 559 | Developmental Curriculum | (3) |
| ASCD 570 | Adolescent Development | (3) |

Students may choose an alternative elective course, with the approval of the program chair.

Students who have completed 21 semester hours, applied for graduation, and completed specific assessments required by the College's assessment system may apply for Advanced Standing. Once Advancement to Candidacy is processed, students can complete their remaining units, including the Culminating Activity that corresponds to their chosen track (either Practitioner Track or Research Track).

Culminating Activity (Practitioner Track): 3 semester hours

ASCD 596 Graduate Seminar (3)

Culminating Activity (Research Track): 9 semester hours

This track is selected on the advice of the program chair and is designed for students who want to complete independent research in the form of a Master's Thesis. A statistics course (3 semester hours) and a year-long thesis course (6 semester hours) are required.

ADOLESCENCE EMPHASIS:

Total Program: 33 semester hours (Practitioner Track) or 39 semester hours (Research Track)

Core Courses: 12 semester hours

| | | |
|----------|------------------------|-----|
| ASCD 500 | Academic Writing | (3) |
| ASCD 503 | Educational Psychology | (3) |
| ASCD 504 | Methods of Research | (3) |
| ASCD 550 | Human Development | (3) |

Areas of Concentration: 15 semester hours

| | | |
|----------|---------------------------------|-----|
| ASCD 530 | Motivation in Education | (3) |
| ASCD 557 | Teaching Adults | (3) |
| ASCD 558 | Cognition and Brain Development | (3) |
| ASCD 570 | Adolescent Development | (3) |
| ASCD 575 | Adolescents and Risk | (3) |

Electives: 3 semester hours (choose ONE of the following)

| | | |
|----------|---|-----|
| ASCD 510 | Infant and Toddler Development | (3) |
| ASCD 518 | Language, Reading, and Concept Development | (3) |
| ASCD 551 | Studies in Attachment | (3) |
| ASCD 555 | Child Development Internship | (3) |

Students may choose an alternative elective course, with the approval of the program chair.

Students who have completed 21 semester hours, applied for graduation, and completed specific assessments required by the College's assessment

system may apply for Advanced Standing. Once Advancement to Candidacy is processed, students can complete their remaining units, including the Culminating Activity that corresponds to their chosen track (either Practitioner Track or Research Track).

Culminating Activity (Practitioner Track): 3 semester hours

ASCD 596 Graduate Seminar (3)

Culminating Activity (Research Track): 9 semester hours

This track is selected on the advice of the program chair and is designed for students who want to complete independent research in the form of a Master's Thesis. A statistics course (3 semester hours) and a year-long thesis course (6 semester hours) are required.

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: 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 | Early Childhood Assessment | (3) |
| ASCD 557 | Teaching Adults | (3) |
| ASCD 558 | Cognition and Brain Development | (3) |

Culminating Activity: 3 semester hours

| | | |
|----------|------------------|-----|
| ASCD 596 | Graduate Seminar | (3) |
|----------|------------------|-----|

CHILD LIFE — M.S.

Program Chairperson: Leslie Anne Young

Program Includes: The Child Life Teaching Team

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 serviced 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 trau-

matic 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. The Teaching Team has over 60 years of clinical Child Life Hospital Experience.

Admission Requirements for Child Life Masters:

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

- A required cumulative GPA of 3.0 or above for undergraduate degrees and for any graduate study work
- One letter of reference from a professional working with children
- A professional resume
- 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.
- A individual interview (in person or virtually based on the location and availability)

Prerequisites for admission to the M.S., Child Life Program:

- 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.
- 1 to 2 years of professional work experience with children in educational institutions or related institutions approved by the M.S., Child Life Chairperson.
- Completion of the pre-admission questions and possible in-hospital visitation by the prospective candidate.
- A writing assessment with the chairperson.
- Preferred Child Life hospital volunteer experience.

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).

EDUCATIONAL COUNSELING & SCHOOL PSYCHOLOGY PROGRAMS

Educational Counseling

Program Director: Veronica Escoffery-Runnels

Regular Faculty: Kathy Elderson, Gyasmine George-Williams, Laura Ibarra, Adonay Montes, Kristan Venegas, Esmeralda Rodriguez

The Educational Counseling Program is designed to develop ethical, competent, and responsive school counselors who utilize leadership, advocacy, and collaborative skills to create a climate that supports cultural responsiveness and helps to promote academic achievement. School counselors embrace an integrated approach to maximize the learning environment so all students can experience success in the academic, college/career readiness and social emotional domains. The curriculum is designed to provide school counselors with opportunities to plan and evaluate comprehensive programs, collaborate with students, families, educational staff and the community as a means to ensure equity and access to rigorous educational experiences and provide postsecondary options to all students. Coursework within the program will equip candidates with the skills required to address school climate and mental health concerns specifically culturally relevant prevention and intervention practices that contribute to increased academic achievement.

When candidates enter the Masters of Educational Counseling they are able to take coursework to earn the Pupil Personnel Services (PPS) Credential. The foundation and mastery courses within the program are designed to equip school counselors with the knowledge to meet the needs of California's diverse populations. Candidates who choose to pursue the California Pupil Personnel Services Credential (PPS), specialization in School Counseling may apply for admission to the PPS Internship Program. The Internship program allows candidates to procure employment as a school counselor while completing PPS credential requirements.

| | | |
|-----------|---|-----|
| EDUC 350 | Child Psychology and Development | (4) |
| EDUC 352 | Writing for Child Development | (4) |
| EDUC 353 | Teaching in a Diverse Society | (4) |
| EDUC 354P | Early Childhood Observation & Assessment Practicum | (4) |
| EDUC 451 | Infant & Toddler Development | (4) |
| EDUC 452 | Parenting Theory in Cultural Contexts | (4) |
| EDUC 454P | Early Childhood Student Teaching | (4) |
| SPED 401 | Assessment Education Specialist Professionalism | (3) |
| SPED 402 | Culturally Responsive Instruction, Mindfulness, and Inclusivity | (3) |
| ASCD 550 | Human Development | (3) |
| ASCD 551 | Studies in Attachment | (3) |
| ASCD 558 | Cognition & Brain Development | (3) |
| ASCL 599 | Child Life Independent Study (with the approval of the Chairperson) | (3) |

Total Program: 36 semester hours for M.S.

Core Courses: 33 semester hours

| | | |
|-----------|--|-----|
| ASCL 504 | Research Methods | (3) |
| ASCL 530 | Child Life Administration and Program Development | (3) |
| ASCL 530A | Multi-Cultural Family Centered Care Class | (3) |
| ASCL 530C | Outreach and Technology for the Child Life Educators | (3) |
| ASCL 530H | Effects of Disease and Injury on the Hospitalized Child | (3) |
| ASCL 530I | Child Life Assessment, Preparation and Medical Terminology | (3) |
| ASCL 530M | Helping Children Cope in the Health Care and Medical Setting | (3) |
| ASCL 530S | Developmental Issues of Grieving | (3) |
| ASCL 530T | Pediatric Educational and Therapeutic Interventions | (3) |
| ASCL 553F | Child Life Internship I | (3) |
| ASCL 553P | Child Life Internship II | (3) |

Culminating Activity: 3 semester hours

| | | |
|----------|------------------|-----|
| ASCL 596 | Graduate Seminar | (3) |
|----------|------------------|-----|

In conjunction with the foundation and mastery courses, three concentrations are offered within the Masters of Educational Counseling degree program; the Spanish Bilingual Bicultural Counseling (SBBC) Concentration, the School and Family Based Counseling (SFBC) Concentration, and Social Justice in Higher Education (SJHE) Concentration. Candidates have the option to select a concentration as part of their degree program. Candidates who select the concentration in School and Family Based Counseling can simultaneously pursue the PPS credential while being academically prepared to seek internship eligibility status with the Board of Behavioral Sciences as they work towards becoming a Licensed Professional Clinical Counselor (LPCC).

The Spanish Bilingual Bicultural Counseling (SBBC) concentration uniquely prepares qualified candidates to work with Latina/o students in California schools and learn how to approach counseling situations with cultural sensitivity as well as acquire skills 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 the community.

The Social Justice in Higher Education (SJHE) concentration is an innovative partnership between the Social Justice Higher Education Master's Program and the Educational Counseling Master's Program. The SJHE prepares candidates to meet the holistic needs of increasingly diverse student populations and serve as culturally-competent educational counselors who advocate for institutional change in higher education settings. Candidates will acquire skills and examine a wide range of theories and practice through intersectional and decolonial lenses.

Admission Requirements and Procedures: In addition to the requirements and application materials listed in the Graduate Admission section of this catalog, the program requires the following:

1. A bachelor's degree in psychology or another behavioral science with a minimum 2.75 undergraduate GPA (3.0 is preferred) and a 3.0 cumulative GPA for any graduate work. Candidates who demonstrate academic and professional potential but do not meet the GPA requirement may be admitted conditionally with stipulations or pre-requisites as required by the program.
2. Possession of one of the following:
 - Successful coursework demonstrating basic knowledge of general psychology, human learning and development, and human behavior.
 - OR**
 - A valid teaching credential with a minimum one year of full-time classroom teaching.
 - OR**
 - A pupil personnel services credential in school counseling.
3. Competitive candidates will have at minimum one year of volunteer or paid professional experience working with children, adolescents, or college students. Candidates without previous teaching advising or volunteer experience are strongly encouraged to attain it.
4. A Statement of purpose (double spaced, 1, 500 words) that includes an articulation of the following:
 - the relevancy and role that cultural competency plays in a school psychologist's delivery of services in the educational system,
 - an explanation of the candidate's motivation for seeking admissions to the program,
 - a description of the candidate's compatibility with the program and,
 - a clear statement addressing the candidate's goals for training and future professional aspirations.
 - If you believe your application materials inadequately reflect your (a) academic, (b) professional, (c) interpersonal or (d) cross-cultural readiness for our program, you may add a two-page description of experience, knowledge, skills, or predispositions that support your readiness in one or more of these areas.
5. Two letters of recommendation (on letterhead) from individuals qualified to objectively evaluate the candidate's ability to succeed in graduate school and the potential to be a competent educational counselor. All letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.

6. Current professional resume.
7. Certificate of Clearance or a valid credential issued by the California Commission on Teacher Credentialing (CCTC) must be on file with the University of La Verne before admission into the program or starting coursework.
8. Evidence of having taken the California Basic Educational Skills Test (CBEST) must be included with the application for the School Psychology program. Please note that even if an applicant receives a non-passing score on the CBEST, a copy of the score must be included with the application packet to indicate the test was taken. Applicants who have attempted, but not passed the CBEST will still be considered for admission.

Following receipt and review of all application materials an on-campus interview is required for candidates being considered for admission.

Additional Program Information:

Program Fieldwork Pre-requisites: Before beginning fieldwork, candidates must complete an application for fieldwork and meet all course pre-requisites listed in the University of La Verne course catalog.

Internship Credential: Candidates who choose to pursue the California Pupil Personnel Services Credential (PPS), specialization in School Counseling may apply for admission to the PPS Internship Program. The Internship program allows candidates to procure employment as a school counselor while completing PPS credential requirements.

Maximum Course Load. Candidates are advised that the maximum load is 9 units per semester or 6 units per term; all exceptions must be approved by the program chair.

Course Sequence and Availability. Candidates are directed to follow the course sequence as required by the program. Additionally, candidates are advised to be mindful that each course may only be offered once per academic year/term. Changes to program course sequence are rare. If a valid change to course sequence is necessary, candidates must meet with the program academic advisor to ensure it matches the availability of courses and meets all pre-requisite and co-requisite requirements.

Advanced Standing. Candidates must receive advanced standing in order to enroll in Graduate Seminar in School Counseling (PPS 597). Candidates must have completed all stipulations of admission in order to apply for Advanced Standing. Applicants must have completed a minimum of 30 semester hours of coursework, completed PPS 583A-Supervised Field Work Level I, be in good academic standing, and have attained a minimum GPA of 3.0 for all work applicable to the degree program.

Dismissal from program Candidates 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 to maintain satisfactory academic progress, unethical or unprofessional conduct, failure of program activities measuring student competencies/or dispositions, circumstances interfering with training or well-being of others, and/or felony conviction. Candidates dismissed from the program may not apply for readmission.

Educational Counseling — M.S.

Program Length Full-Time: 2.5 Years

Program Length Part-Time: 3 Years

The Master of Science in Educational Counseling degree program is a 46-unit program designed for individuals interested in working at the community college level, and in community agencies. Candidates will be trained to be advocates for students to achieve their personal and academic goals, gaining the knowledge and skills necessary to become effective counselors. Through a comprehensive curriculum you will learn the foundations of educational counseling, counseling theory and process, counseling diverse populations, group dynamics, career and program development, and evaluation. Your foundation and core coursework will also include individualized practicum and internship experiences to support your career aspirations within the field of educational counseling (Practicum hours 100; Fieldwork hours 400).

Foundation courses: The Educational Counseling Program requires students to earn a minimum of a B (3.0) in all foundation coursework. Students must maintain an overall average of B (3.0) or better throughout the program. Candidates must complete

foundation coursework to be eligible to begin the fieldwork experience.

Total Program: 46 Semester Hours

Foundation Courses: 14 semester hours

| | | |
|----------|--|-----|
| PPS 545 | Comprehensive School Counseling | (3) |
| PPS 547 | Theories for School Counseling | (3) |
| PPS 575 | Counseling Skills: Level I | (3) |
| PPS 577 | Counseling Skills: Level II for Group Work | (3) |
| PPS 578A | Practicum I in School Counseling | (1) |
| PPS 578B | Practicum II in School Counseling | (1) |

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) |
|---------|---------------------------------------|-----|

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 who are passionate about working with students and their families within the PK-12 school system. This program helps candidates learn the skills to support children in achieving their personal and academic goals. Through a comprehensive curriculum candidate learn the foundations of school counseling, counseling theory and process, counseling diverse populations, group dynamics, career and program develop-

ment, and evaluation. Coursework is supported by hands-on learning during practicum and field experience opportunities. This program is accredited by the Commission on Teacher Credentialing and meets the requirements for the Pupil Personal Services Credential, Specialization School Counseling (Practicum hours 100; Fieldwork hours 600).

Foundation courses: Foundation courses must be completed 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.

Total Program: 50 Semester Hours

Foundation Courses: 14 semester hours

| | | |
|----------|--|-----|
| PPS 545 | Comprehensive School Counseling | (3) |
| PPS 547 | Theories for School Counseling | (3) |
| PPS 575 | Counseling Skills: Level I | (3) |
| PPS 577 | Counseling Skills: Level II for Group Work | (3) |
| PPS 578A | Practicum I in School Counseling | (1) |
| PPS 578B | Practicum II in School Counseling | (1) |

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 562 | Culturally Responsive Pedagogy For School Counselors | (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) |
|---------|---------------------------------------|-----|

M.S. Education Counseling and Pupil Personnel Services with a concentration in School and Family Based Counseling (SFBC)

Program Length Full-Time: 3.3 Years

Program Length Part-Time: 3.5 Years

The Educational Counseling, School Family Based Counseling, (SFBC) M.S. with Pupil Personnel Services Credential is a 60-unit master's degree program which prepares candidates for working in schools, as well as a clinical setting. Coursework includes in-depth training in issues related to educational and clinical counseling, preparing students for the versatility of serving within schools and in the mental health field. A benefit of this program is that candidates have the opportunity to complete a California Pupil Personnel Services Credential (PPS), specialization in School Counseling with training necessary for candidates to be eligible to pursue a professional clinical counselor internship number. This program meets accreditation standards for the California Commission on Teacher Credentialing and the Board of Behavioral Sciences (Practicum hours 100; Fieldwork hours 600).

Foundation courses: The Educational Counseling Program requires students to earn a minimum of a B (3.0) in all foundation coursework. Students must maintain an overall average of B (3.0) or better throughout the program. Candidates must complete foundation coursework to be eligible to begin the fieldwork experience.

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: 65 semester hours

Foundation Courses: 14 semester hours

| | | |
|----------|--|-----|
| PPS 545 | Comprehensive School Counseling | (3) |
| PPS 547 | Theories for School Counseling | (3) |
| PPS 575 | Counseling Skills: Level I | (3) |
| Pps 577 | Counseling Skills: Level II for Group Work | (3) |
| PPS 578A | Practicum I in School Counseling | (1) |
| PPS 578B | Practicum II in School Counseling | (1) |

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 562 | Culturally Responsive Pedagogy For School Counselors | (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) |

Concentration Courses: 17 Semester Hours

| | | |
|---------|--|-----|
| PPS 544 | Law & Ethics in Counseling PPS/LPCC Focus | (3) |
| PPS 551 | Diagnosis & Treatment of Psychopathology | (3) |
| PPS 554 | Advanced Theories in Counseling | (3) |
| PPS 558 | Psychopharmacology for School and Community Based Counseling | (3) |
| PPS 559 | Substance Abuse Counseling LPCC/PPS Focus | (3) |
| PPS 584 | Clinical Practicum | (2) |

Culminating Activity: 2 semester hours

| | | |
|---------|---------------------------------------|-----|
| PPS 597 | Graduate Seminar in School Counseling | (2) |
|---------|---------------------------------------|-----|

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

The Educational Counseling, Spanish Bilingual Bicultural Counseling (SBBC), M.S. with Pupil Personnel Services Credential is a 62-unit master's degree and credential concentration that prepares candidates for working with Latina/o students in California schools. The SBBC concentration places candidates at the leading edge of the school counseling profession, with a unique emphasis in counseling

students and their families who are Spanish speakers. Coursework is supported by hands on learning and fieldwork options (Practicum hours 100; Fieldwork hours 600).

Foundation courses: The Educational Counseling Program requires students to earn a minimum of a B (3.0) in all foundation coursework. Students must maintain an overall average of B (3.0) or better throughout the program. Candidates must complete foundation coursework to be eligible to begin the fieldwork experience.

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: 62 semester hours

Foundation Courses: 14 semester hours

| | | |
|----------|--|-----|
| PPS 545 | Comprehensive School Counseling | (3) |
| PPS 547 | Theories for School Counseling | (3) |
| PPS 575 | Counseling Skills: Level I | (3) |
| PPS 577 | Counseling Skills: Level II for Group Work | (3) |
| PPS 578A | Practicum I in School Counseling | (1) |
| PPS 578B | Practicum II in School Counseling | (1) |

Mastery Courses: 37 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 Programs & Legal Mandates | (3) |
| PPS 562 | Culturally Responsive Pedagogy For School Counselors | (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) |
|---------|---------------------------------------|-----|

M.S. Educational Counseling with a concentration in Social Justice Higher Education (SJHE)

SJHE Director: Kristan Venegas

Program Length Full-Time: 3.25 Years

Program Length Part-Time: 3.5 Years

The Educational Counseling, Social Justice in Higher Education (SJHE), M.S. is a 57-unit master's degree that prepares candidates to work in higher education settings. The SJHE concentration is designed for individuals seeking opportunities to engage in culturally responsive counseling, student support services, advising, assessment, referral and advocacy within Higher Education settings. This concentration develops culturally-competent educational counselors with a firm grounding in culturally responsive leadership practices. Candidates completing this concentration can serve as catalysts for institutional change in a variety of settings, including community colleges, colleges, and universities.

The Pupil Personnel Services credential is not embedded within this concentration. Candidates interested in obtaining the PPS credential should speak to their advisor to confirm additional course requirements for the credential.

Foundation courses: The Educational Counseling Program requires students to earn a minimum of a B (3.0) in all foundation coursework. Students must maintain an overall average of B (3.0) or better throughout the program. Candidates must complete foundation coursework to be eligible to begin the fieldwork experience.

Total Program: 57 semester hours

Foundation Courses: 14 semester hours

| | | |
|---------|---------------------------------|-----|
| PPS 545 | Comprehensive School Counseling | (3) |
| PPS 547 | Theories for School Counseling | (3) |
| PPS 575 | Counseling Skills: Level I | (3) |

| | | |
|----------|--|-----|
| PPS 577 | Counseling Skills: Level II for Group Work | (3) |
| PPS 578A | Practicum I in School Counseling | (1) |
| PPS 578B | Practicum II in School Counseling | (1) |

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 Programs & 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) |

Concentration Courses: 9 Semester Hours

| | | |
|----------|---|-----|
| SJHE 552 | Social Justice & Higher Education | (3) |
| SJHE 553 | Student Learning & Development Theories & College Success | (3) |
| SJHE 558 | Law, Policy, Safety & Restorative Justice | (3) |

Culminating Activity: 2 semester hours

| | | |
|---------|---------------------------------------|-----|
| PPS 597 | Graduate Seminar in School Counseling | (2) |
|---------|---------------------------------------|-----|

SCHOOL PSYCHOLOGY PROGRAM

Program Director: Veronica Escoffery-Runnels

Regular Faculty: Jackie Allen, Kim Dieu, Veronica Escoffery-Runnels, Nancy Jarman Dunn

M.S. School Psychology and Pupil Personnel Services

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 cur-

riculum is designed to train school psychologists to apply consultation skills, psychological practices, leadership skills, and collaborative practices to collectively build supportive, equitable, safe, diverse learning environments where all children can succeed academically, socially, and emotionally. Coursework within this program will equip candidates with the range of knowledge and skills that school psychologists require to meet the comprehensive needs of the increasingly diverse populations of children, families, schools and communities they will serve. 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 and Procedures: In addition to the requirements and application materials listed in the Graduate Admission section of this catalog, the program requires the following:

1. A bachelor's degree in psychology or another behavioral science with a minimum 2.75 undergraduate GPA (3.0 is preferred) and a 3.0 cumulative GPA for any graduate work. Candidates who demonstrate academic and professional potential but do not meet the GPA requirement may be admitted conditionally with stipulations or pre-requisites as required by the program.
2. Possession of one of the following:
Successful coursework demonstrating basic knowledge of general psychology, human learning and development, and human behavior.
OR
A valid teaching credential with a minimum one year of full-time classroom teaching.
OR
A pupil personnel services credential in school counseling.
3. Competitive candidates will have at minimum one year of volunteer or paid professional experience working with children, adolescents, or college students. Candidates without previous teaching advising or volunteer experience are strongly encouraged to attain it.
4. A Statement of purpose (double spaced, 1, 500 words) that includes an articulation of the following:

- a) the relevancy and role that cultural competency plays in a school psychologist's delivery of services in the educational system,
- b) an explanation of the candidate's motivation for seeking admissions to the program,
- c) a description of the candidate's compatibility with the program and,
- d) a clear statement addressing the candidate's goals for training and future professional aspirations.

If you believe your application materials inadequately reflect your (a) academic, (b) professional, (c) interpersonal or (d) cross-cultural readiness for our program, you may add a two-page description of experience, knowledge, skills, or predispositions that support your readiness in one or more of these areas.

- Two letters of recommendation (on letterhead) from individuals qualified to objectively evaluate the candidate's ability to succeed in graduate school and the potential to be a competent educational counselor. All letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
- Current professional resume.
- Certificate of Clearance or a valid credential issued by the California Commission on Teacher Credentialing (CCTC) must be on file with the University of La Verne before admission into the program or starting coursework.
- Evidence of having taken the California Basic Educational Skills Test (CBEST) must be included with the application for the School Psychology program. Please note that even if an applicant receives a non-passing score on the CBEST, a copy of the score must be included with the application packet to indicate the test was taken. Applicants who have attempted, but not passed the CBEST will still be considered for admission.

Following receipt and review of all application materials, an on-campus interview is required for candidates being considered for admission.

Additional Program Information:

Course Sequence and Availability. Candidates are directed to follow the course sequence as required by the program. Additionally, candidates are advised to be mindful that each course may only be offered once per academic year/term. Changes to the program course sequence are rare. If a valid change to course sequence is necessary, candidates must meet with the program academic advisor to ensure it matches the availability of courses and meets all pre-requisite and co-requisite requirements.

Advanced Standing. Candidates must receive advanced standing in order to enroll in Graduate Seminar in School Psychology (SPSY 598). Candidates must have completed all stipulations of admission in order to apply for Advanced Standing. Applicants must have completed a minimum of 30 semester hours of coursework, completed SPSY 589A - Supervised Field Work Level I, be in good academic standing, and have attained a minimum GPA of 3.0 for all work applicable to the degree 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 to maintain satisfactory academic progress, unethical or unprofessional conduct, failure of program activities measuring student competencies, circumstances interfering with training or well-being of others, and/or felony conviction. Students dismissed from the program may not apply for readmission.

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 560 | Behavioral Intervention for Academic Success | (3) |
| SPSY 564 | Instruction and Intervention | (3) |
| SPSY 567 | Crisis Prevention and Intervention | (3) |

| | | |
|----------|--|-----|
| 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 in School Psychology | (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 561 | Foundations and Principles of Applied Behavior | (3) |
| SPSY 580 | Advanced Assessment in Neuropsychology | (3) |

| | | |
|-----------|--|-------|
| SPSY 586A | Practicum I in School Psychology | (1) |
| SPSY 586B | Practicum II in School Psychology | (1) |
| SPSY 587A | Practicum III in School Psychology | (1) |
| SPSY 587B | Practicum IV in School Psychology | (1) |
| SPSY 589A | Supervised Field Work in School Psychology Level I* | (2) |
| SPSY 589B | Supervised Field Work in School Psychology Level II* | (2) |
| SPSY 599 | Independent Study in School Psychology | (1-4) |

Culminating Activity: 3 semester hours

| | | |
|----------|---------------------------------------|-----|
| SPSY 598 | Graduate Seminar in School Psychology | (3) |
|----------|---------------------------------------|-----|

Passing National School Psychology Praxis Exam for eligibility for PPS Credential in School Psychology.

*Fieldwork/Internship must be 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 from which students can choose. 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's 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 colleges listed above.

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 eligible 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 student academic record.

UNDERGRADUATE CERTIFICATES

Certificate in Computer Coding

Five of the most in-demand programming Languages: C++, C#, Java, PHP, and Python are the right tools that can be used to build anything are introduced. Students could use one of their favorite programming languages to create a game, mobile app, animation, or an application program by taking either CMPS 464 or CMPS 480 as part of the certificate.

Chair: Seta Whitby

Certificate Program Manager: Ray Ahmadnia

Required courses: 25 semester hours

| | | |
|----------|------------------------------------|-----|
| CMPS 260 | Introduction to Linux | (1) |
| CMPS 320 | Internet Apps Development | (4) |
| CMPS 372 | Introduction to Python Programming | (4) |
| CMPS 378 | C# Programming | (4) |
| CMPS 379 | Java | (4) |
| CMPS 385 | Data Structures | (4) |
| CMPS 480 | Distributed Internet Computing | (4) |

Certificate in Cybersecurity

The Certificate is designed for students pursuing professional employment in information security. The recipients will acquire the basic skills needed for an entry-level career in cybersecurity. This Certificate meets all the mandatory **Knowledge Units (KU)** requirements of the Committee on National Security Systems (CNSS) standard for Information Systems Security Professionals (CNSS4011).

Chair: Seta Whitby

Certificate Program Manager: Seta Whitby

Required courses: 21 semester hours

| | | |
|----------|---------------------------------|-----|
| CMPS 260 | Introduction to Linux | (1) |
| MATH 327 | Discrete Mathematics | (4) |
| CMPS 368 | Principles of Computer Networks | (4) |
| CMPS 369 | Local Area Networks | (4) |
| CMPS 366 | Programming in C or | |
| CMPS 371 | Assembly Language | (4) |
| CMPS 420 | Cyber Security | (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 semester hour 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 the first course.

All courses in this certificate can apply to the B.S. in Computer Science Program with Information Science Concentration, if desired.

Chair: Seta Whitby

Certificate Program Manager: Seta Whitby

Required courses: 17 semester hours

| | | |
|----------|-----------------------------------|-----|
| CMPS 370 | Seminar | (1) |
| CMPS 375 | Systems Analysis and Design | (4) |
| CMPS 392 | Project Management | (4) |
| CMPS 410 | Management of Information Systems | (4) |
| CMPS 491 | Systems Architecture | (4) |

Certificate in Website and Internet Applications Development

This Program 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. This program 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 application development fundamentals understanding the development process for building and deploying desktop and mobile websites, and password protected database driven applications. All requirements must be completed within three (3) years after the student enrolls in the first course. All courses in this certificate can apply to the B.S. in Computer Science Program with the Internet Programming Concentration, if desired.

Chair: Seta Whitby

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 | (4) |
| CMPS 480 | Distributed Internet Computing | (4) |
| CMPS 481 | Mobile Apps Development | (4) |

Certification for Honors Program Participation

This certification of completion is designed as an alternative path for students to participate in the academic and co-curricular benefits of the Honors Program. Designed mostly for transfers, this certification specifically benefits those with a restrictive path towards graduation.

Contact Person: Roy Kwon

Core Requirements: 6 semester hours

| | | |
|----------|----------------|-----|
| HONR 205 | Global Ideas I | (4) |
| or | | |
| HONR 215 | Global Ideas 2 | |
| HONR 499 | Senior Project | (2) |

Electives: 8 semester hours

| | | |
|----------|---|-----|
| HONR 370 | Honors Colloquium | (2) |
| HONR 380 | Honors Colloquium | (2) |
| 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 331 | Oral Communication Interdisciplinary Seminar | (4) |
| HONR 321 | Life Science Interdisciplinary Seminar | (4) |
| HONR 322 | Physical Science 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) |

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 or university. 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: Carolyn Bekhor

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 Research & Writing | (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 Publishing

The certificate of completion in Publishing prepares students to work in numerous publishing-related fields through targeted training across multiple disciplinary platforms. Students will understand the processes of publishing in the fields of journalism, copy-editing, literary publishing, and coding/web design.

Contact Person: Sean Bernard

Required courses: 22 semester hours

| | | |
|----------|--|--------|
| JOUR 100 | News Reporting | (4) |
| JOUR 115 | News Editing | (2) |
| JOUR 315 | Syntax and Grammar for the Professional Writer | (4) |
| CWRT 305 | Literary Magazine Staff | (2, 2) |
| CWRT 304 | Adv. Fiction Writing <u>or</u> | |
| CWRT 324 | Adv. Non-Fiction Writing | (4) |
| CMPS 218 | Publishing on the Web I <u>or</u> | |
| JOUR 318 | Survey of Multimedia | (4) |

GRADUATE CERTIFICATES

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

| | |
|---|-----|
| 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

| | |
|---|-----|
| GERO 510 Managing and Marketing Services for Older Adults | (3) |
|---|-----|

Five of the following:

| | |
|--|-----|
| GERO 511 Social Policy, Health, 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) |

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

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) |
| 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 | Instructional Leadership *† | (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)

(Not available for the 2020-2021 Academic Year)

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 480TK | Childhood and Adolescent Development | (4) |
| EDUC 481TK | Observation and Assessment | (4) |
| EDUC 482TK | Childhood, Family, and Community Relationships | (4) |
| EDUC 483TK | Childhood Language and Literacy Development | (4) |
| EDUC 484TK | Childhood Math and Science Development | (4) |
| EDUC 485TK | 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 & Preschoolers with IFSP and IEPs | (4) |
| SPED 556 | Collaboration with Families of Young Children with Special Needs | (4) |
| SPED 557 | Infant & Preschool Assessment and Instruction | (4) |



COLLEGE OF LAW

COLLEGE OF LAW JURIS DOCTORATE (JD) DEGREE

Administration

Kevin S. Marshall, Interim Dean and Professor of Law

Placido Gomez, Associate Dean for Academic Affairs and Professor of Law

Jendayi Saada, Assistant Dean, Center for Academic & Bar Readiness

Evelyn De Anda, Interim Registrar

Our Vision: La Verne Law is an incubator for innovation in legal education, thought, and advocacy for individuals passionate about serving their communities and promoting access and justice.

Our Mission: The mission of La Verne Law is to guide our students in the discovery of law and self as they prepare for the practice of law or other professional careers. Our faculty of scholars and teachers are 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:

<https://law.laverne.edu/mapp>.

Admissions. The College of Law admits students in the fall for its full-time and part-time day program as well as for its part-time evening program. The College of law offers a Winter/January for its part-time evening program. University of La Verne College of Law reviews applications on a continual basis and accepts applications until the class is full. The priority application deadline for Fall 2020 consideration is July 31, 2020. The priority application deadline for Winter/January 2021 consideration is December 01, 2020

Requirements:

- Complete application
- Bachelor's Degree recommended, but not required- The Committee of Bar Examiners for the State Bar of California, in accordance with Rule 4.25, requires applicants to have completed a minimum of 60 semester hours or 90 quarter hours of college work. This completed work must be equivalent to at least half that required for a bachelor's degree from a college or university that has degree-granting authority from the state in which it is located; and completed with a grade average adequate for graduation.
- Official transcripts from all colleges/ universities attended at the undergraduate and graduate level must be received no later than 45 days after the start of the Fall term in the year to which the student was admitted.
- Official LSAT, GRE, GMAT, MCAT, or DAT score(s) recommended but not required. NOTE: Applicants may be accepted without any of the above referenced graduate admission test scores based on demonstrated academic excellence.
- Letter of recommendation (One required, two may be submitted)
- Personal statement
- Resume
- Personal interview (invitation extended at Dean's discretion)
- Relevant addenda addressing issues pertaining to:
 - Criminal background
 - Academic background and/ or prior law school enrollment

Instructions to International Applicants:

- Transcripts and degree certificates: JD applicants bearing undergraduate/graduate coursework and

degree(s) received from foreign institutions outside the U.S. (including its territories) and/or Canada should send their records to: Law School Admission Council, 662 Penn Street, Box-2000M, Newtown, PA 18940-0993.

- English Language Proficiency: International applicants whose native language is not English must take either the Test of English as a Foreign Language Internet Based Test (TOEFL iBT), the International English Language Testing System (IELTS), or the Duolingo English Test.
- A passing TOEFL iBT scores is: 100 or above with 20 or above in each section.
- A passing IELTS scores is: 7 or above with 7 or above in each band.
- A passing Duolingo English Test score is: 120 or above
- Individuals who meet one of the following conditions are exempted from the English language proficiency requirement: U.S. Citizens; U.S. Permanent Residents; International students who completed the entirety of their baccalaureate degree at a regionally accredited school located in the U.S.; International students who are native English speakers or hold a baccalaureate degree from an institution in which English is the primary language of instruction.

Transfer Admission. Transfer applicants into our current ABA-approved program of law for the 2020-21 academic year must have completed one year at an ABA-approved or state accredited law school and be in good academic standing. The decision regarding a transfer application will be based on a review of the applicant's entire file, including the LSAC Law School 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: <https://law.laverne.edu/transfer/>

New Student Orientation. La Verne Law organizes 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 three campus-based, live-client clinics: the Disability Rights Legal Center, the Justice and Immigration Clinic, and the Misdemeanor Appellate Advocacy Clinic.

The Disability Rights Legal Center-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 focus 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 Elizabeth Eubanks at (909) 460-2034. 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. The clinic provides pro bono representation to immigrants seeking asylum or alternative forms of humanitarian relief in the United States due to political, reli-

gious, and other human rights persecution. Asylum can lead to permanent residency and U.S. citizenship. The Justice and Immigration Clinic has represented refugees from a variety of countries. The clinic 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.

For more information about the Justice and Immigration Clinic, please contact Associate Dean Gomez at (909) 460-2033 or pgomez@laverne.edu. You may also visit: <https://law.laverne.edu/academics/>.

The Misdemeanor Appellate Advocacy Clinic represents clients who wish to appeal their cases in the San Bernardino Superior Courts. The clinic works in coordination and collaboration with the San Bernardino Judicial System in providing live-client clinical experiences in misdemeanor criminal cases.

For more information about the Misdemeanor Appellate Advocacy Clinic, please contact Professor Assael-Shafia at (909) 460-2023 or massael-shafia@laverne.edu. You may also visit: <https://law.laverne.edu/academics/>.

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, 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: <https://law.laverne.edu/academics/>

Career Services. The Career Development Office offers career counseling, resume/cover letter review, job/externship search assistance, mock interviews, and workshops. In addition, career guidebooks are available in the Career Resource Center.

LICENSING AND BAR PREPARATION

Bar Registration. Statutory requirements for Admission to the Practice of Law in the State of California are set forth in California Business and Professions Code Section 6060. The Committee of Bar Examiners of the State Bar of California examines all applicants for admission to the practice of law in this state and administers the requirements for admission to practice. The Committee certifies to the California Supreme Court admission to practice only those persons who fulfill the requirements for admission set forth in the Business and Professions Code and the Rules published by the Committee.

Those persons who, upon graduation from law school, seek admission to practice in California must register with the Committee of Bar Examiners within three months after beginning their law studies. Registration forms are available at: <https://www.cal-bar.ca.gov/Admissions/Requirements>.

Students are 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.

Students starting their legal education at the La Verne College of Law in the fall 2020 or subsequently will be admitted and enrolled in a program of study independently accredited and approved by the Committee of Bar Examiners for the State Bar of California. Such students will not be enrolled nor graduate from a program approved and accredited by the American Bar Association. Such students are hereby informed that graduation from the La Verne College of Law may not qualify them to take the bar examination or be admitted to practice law in jurisdictions other than California. A student who intends to seek admission to practice outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admissions requirements.

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: <https://law.laverne.edu/>

COURSE OF STUDY

Full-Time Division

The course of study in the full-time division requires three academic years of study in residence. In the full-time program, students should expect to devote most of their time to the study of law. The curriculum usually includes five days of class time per week, 14-15 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 consists of the following four two-semester core courses: Contracts, Property, Civil Procedure, and Torts. In the first semester, students are also required to take a one-semester Writing course; and in the second semester, students are required to take a one-semester Criminal law course.

Additionally, in the spring semester, students participate in a Court Observation Week in a small group facilitated by a faculty adviser. During that week, all

first year students observe various stages of courtroom litigation. Students have an opportunity to discuss the litigation with attorneys and judges, and engage in reflective activities regarding the experience.

2L - Experiential Learning Year

During the second year students are exposed to experiential learning opportunities with a focus on both litigation and transactional skills. Each semester consists of multiple courses with designated hours for credit which are graded independently. Adjunct professors who are judges and practicing attorneys teach coordinated components of the semester experience. They also review the students' participation in mock trial and mock negotiation sessions. Additionally, the Experiential Learning year incorporates academic success skills and legal writing.

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, externships, and other possibilities. It also incorporates a rigorous writing, academic success, and bar preparation curriculum. Collectively, the Enhancement Year serves to transition students from academic readiness to bar readiness, allowing them to build on what they have learned, become ready to pass the bar exam and enter the legal profession.

Part-Time Division

To accommodate the needs of working adults or others who cannot devote themselves to the full-time study of law, La Verne Law offers part-time day and evening programs. The part-time programs require four academic years of study. To complete the part-time programs within four years requires part-time students to enroll and study during the summer. In the part-time programs (Day or Evening), students complete 8-11 units per semester, typically attending class 3 times a week. Students may be required to attend class 4 times a week in some semesters. While the part-time program substantively mirrors the full-time program in terms of it required courses, experiential learning opportunities, and available electives, students should expect curricular adjustments with regard to timing and scheduling of the part-time programs.

Sample Full-Time Division Schedule

1L Fall Semester
Contracts
Civil Procedure
Property
Torts
Writing

Total 15 units

1L Spring Semester
Contracts II
Civil Procedure II
Property
Criminal Law
Torts

Total 15 units

2L Fall Semester
Constitutional Law I
Evidence
Criminal Procedure
Trial Advocacy
Electives

Total 12-15 units

2L Spring Semester
Constitutional Law II
Business Organizations
Sales
Negotiation
Transactional Workshop
Electives

Total 12-15 units

3L Year
Wills & Trusts
Capstone
Upper Division Writing
Professional Responsibility
Experiential Course
Electives

Total 24-30 units

Total Program: 88 semester hours

Sample Part-time Division Schedule

1L Part-Time Evening Program:

1L Fall Semester:
Contracts
Torts
Writing

Total 9 units

1L Spring Semester
Contracts II
Torts II
Civil Procedure I

Total 9 units

1L Summer:
Civil Procedure II
Electives

Total 3-5

2L Fall Semester
Constitutional Law I
Property I
Criminal Law
Electives

Total 8-11

2L Spring Semester
Constitutional Law II
Property II
Writing II
Electives

Total 8-11

2L Summer:
Professional Responsibility
Electives

Total 4-5 units

3L Fall Semester
Evidence
Criminal Procedure
Trial Advocacy
Electives

Total 9-11

3L Spring Semester
Business Organizations I
Sales
Negotiations

Transactional Workshop
Electives

Total 9 -11

4L Year

Wills & Trusts
Business Organizations II
Capstone
Remedies
Community Property
Upper Division Writing
Experiential Courses
Electives

Total 12-22

Total Program: 88 semester hours

Electives: Elective courses may not be offered every year.

Administrative Law (LAW 650, 2 units)
Advanced Appellate Advocacy (LAW 587, 2 units)
Advanced Legal Research (LAW 562B, 2 units)
Advanced Mediation (LAW 559, 2 units)
Advanced Trial Techniques (LAW 648, 2-3 units)
Adversarial Evidence Seminar (LAW 642, 1-2 units)
Alternate Dispute Resolution Competition Team (LAW 589, 1-2 units)
Antidiscrimination Law Seminar (LAW 635, 2-3 units)
Appellate Advocacy (LAW 580, 2 units)
Arbitration (LAW 543, 2 units)
Aviation Law (LAW 664, 2 units)
Bankruptcy (LAW 615, 2 units)
California Civil Procedure (LAW 549, 2 units)
Civil Rights Law (LAW 594, 2-3 units)
Clinical Externship (LAW 690, 1-4 units)
Community Property (LAW 522, 2 units)
Construction Law and Ethics (LAW 647, 2 units)
Contemporary Issues in Civil Rights (LAW 592, 2 units)
Criminal Procedure: Pre-Trial, Trial, and Sentencing (LAW 504, 2 units)
Disability Rights Legal Center Clinic (LAW 691, 1-6 units)
Disability Rights Law (LAW 534, 2 units)
Discovery Techniques and Practices (LAW 636, 3 units)
Employment Law (LAW 653, 2 units)
Entertainment Law (LAW 611, 2 units)
Family Law (LAW 523, 2 units)

Family Law Practicum (LAW 531, 1 unit)
Federal Courts (LAW 547, 2 units)
Federal Income Taxation (LAW 624, 2-3 units)
First Amendment Freedoms (LAW 591, 2 units)
Hearsay (LAW 663, 1 unit)
Immigration Law (LAW 655, 2-3 units)
Independent Research (LAW 699, 1-3 units)
Insurance Law (LAW 614, 2 units)
Intellectual Property Overview (LAW 610, 2-3 units)
International Law (LAW 538, 2-3 units)
Issues in Constitutional Law Seminar (LAW 595, 3 units)
Journal for Law, Business, and Ethics Seminar (LAW 693, 2 units)
Journal for Law, Business, and Ethics Production (LAW 694, 1 unit)
Jurisprudence Seminar (LAW 572, 2-3 units)
Jury Selection (LAW 509, 2 units)
Justice and Immigration Clinic (LAW 692, 4 units)
Law and Terrorism Seminar (LAW 651, 3 units)
Law Practice Management (LAW 648, 2 units)
Law Review Seminar (LAW 695, 2 units)
Law Review Production (LAW 697, 1 unit)
Lawyering Skills Practicum (LAW 557, 3 units)
Local Government Law (LAW 654, 2 units)
Math and Physics for Lawyers (LAW 529, 2 units)
Mediation (LAW 546, 2-3 units)
Mediation Ethics Seminar (LAW 556, 3 units)
Mediation Practicum (LAW 555, 3 units)
National Moot Court Competition Team (LAW 588, 1-2 units)
Patent Law (LAW 620, 2 units)
Remedies (LAW 514, 3 units)
Remedies Overview (LAW 514A, 2 units)
Strategic Legal Methods I and II (LAW 566A and B, 1 unit each semester. Mandatory for students with GPA of 2.5 or lower; others may take as an elective with instructor's permission.)
Special Education Law (LAW 596, 2 units)
Trial Competition Team (LAW 586, 1-2 units)
Video Game Law Seminar (LAW 631, 2-3 units)
Workers Compensation (LAW 658, 2 units)

BOARD OF TRUSTEES

Officers of the Board of Trustees

Chairman

Luis Faura*, Ph.D.

President, C & F Foods, Inc.

Vice Chair

Steven N. Reenders*

President

The Reenders Company

Secretary

Susan M. Searing*

Retired Educator

Members of the Board of Trustees

Michael Abraham

Chief Executive Officer

MKA Capital Group, Inc.

Kim Bowen

Realtor

Coldwell Banker Millennium

Kim J. Burchiel, M.D., F.A.C.S.

Chairman/Professor

Department of Neurological Surgery

OHSU Brain Institute

Martha Daniel

President/CEO

Cytellix

Ann Quay Davis, C.P.A.*

Partner Emerita

CliftonLarsonAllen, LLP

Robert Dyer

Retired educator

Chino Valley Unified School District

Peter Eckel*

Senior Fellow/Director of Leadership Programs

University of Pennsylvania

Zoila Escobar

Vice President of Strategic Development and
Community Support and President
AltaMed Foundation

Joseph V. Fengler

Director, Defense Logistics Policy

Honeywell International

Mark Hicks

President, NHC Medical Supply

Anthony LaFetra

President & CEO

Rainbird Corporation

Wendy Lau, Esq.

Risk Management Lead – West Region

AECOM

Alex Lester

Attorney

Law Offices of Mark John Tundis

Kenneth D. Little*

Partner

Brandes Investment Partners

David Lizarraga

Founder & Chairman

TELACU Education Foundation

Mary Ann Melleby

Retired Public Relations Professional

Paul Moseley*

Owner

Ruby Springs Lodge

Stephen Phinny

President

Saguaro Ranch Development Corporation

Leslie Porras

Public Relations Director

Wellpoint, Inc.

Deborah Proctor

Retired Senior Health Administrator

John Raffoul

President

Adventist Health White Memorial

Anthony Revier
President, CEO
Uyemura USA

Valerie C. Romero
Executive Vice President
Oremor Management and Investment

Margaret Sedenquist*
Owner
Sedenquist Fraser Enterprises

David D. Shively, D.D.S.
Dental Practice

Alan Simon
Chairman
Omaha Steaks International

Owen “Ray” Skelton*
Retired business executive

Emmett L. Terrell*
Retired Deputy Superintendent
Pomona Unified School District

Reginald “Reggie” Webb*
Owner
McDonald’s franchises

*Member of the Executive Committee
Note: Information is correct as of January 1, 2020.

Emeriti of the Board of Trustees:

Marvin Belcher
Retired school administrator

Kenneth L. Calkins
Retired educator

Gerald A. Davis
Retired farmer

Benjamin Harris
Retired business owner

James W. Long
Partner, Magnesium Alloy

Cecilia Martinez-Morris
Owner & Agent
State Farm Insurance Agency

Jay Rodriguez
Retired foundation executive

Donald G. Wilson
Retired business owner

OFFICERS OF THE UNIVERSITY

President
Devorah A. Lieberman

Provost and Vice President of Academic Affairs
Jonathan L. Reed

Chief Financial Officer
Avedis “Avo” Kechichian

Vice President of University Advancement
Sherri Mylott

Vice President of Strategic Enrollment Management
Mary Aguayo

FACULTY AND ADMINISTRATION

Basic directory information on all University faculty and staff is available in the Staff and Faculty Directory at: laverne.edu/directory/

ACADEMIC DEFINITIONS

Academic Standing: The academic standing of the student is based on their scholastic achievement each semester. The student's semester GPA and cumulative GPA determines their Academic Standing. Good Standing, Academic Warning, Academic Probation, and Disqualification are the academic standing designations that are printed on the student's academic record at the end of each semester/term. See catalog.

Accreditation: The process whereby a nationally recognized agency or organization grants public recognition to a unit of an educational organization indicating that it meets established standards of quality.

Admissions: The formal process by which a student is given acceptance to enroll in a specified degree/program/credential. Decision to admit a student is based on criteria listed in the university catalog.

Advanced Standing: A required process for all graduate students to declare their intent for degree completion. To declare their intent, a student must submit a completed Application for Advanced Standing Form and the Application for Graduation to the Office of Graduate Academic Services or Regional Campus. The forms, along with the students' academic records are reviewed. Students will be notified of their advanced standing status. Students who obtain advanced standing status qualify to enroll for their culminating degree requirements. See catalog for Advanced Standing specific requirements.

Approved Catalog Course: Course approved by the sponsoring College Curriculum Committee and/or College Dean.

Articulation: The process of reviewing coursework from other institutions for the sole purpose of transferring the coursework to the University of La Verne. The articulation of transfer credit is based on policies and procedures approved by the University of La Verne Faculty.

Audit: Enrollment in a course for information only.

Student does not earn credit for the course. Can only receive a grade of "AUD". Regular attendance in the class is customary without other participation required.

Campus of the Course: The designation on the Schedule of Courses where a course is being taught. The university is a multi-campus institution with locations throughout California and on-line.

Campus of the Student: The campus of the student is the location to which the student is admitted. The university is a multi-campus institution with locations throughout California and on-line. The campus where the student is admitted maintains the student academic file and has responsibility for academic advising.

Certificate: Formal acknowledgement that a student has completed a prescribed curriculum of courses leading to a certificate or similar non-degree award. Certificates can be created for all student levels (Undergraduate, Graduate, Doctoral, Law, Professional Development). Students are not required to be admitted to a certificate. Students admitted to a degree program can complete a certificate concurrently.

Certificates Issued by the University of La Verne: A prescribed curriculum of courses developed by the faculty of the university to recognize successful completion or authenticate a student has obtained a body of knowledge in a particular area.

Certificates issued outside of the University of La Verne: A prescribed curriculum of courses following mandates by an outside agency to recognize successful completion or authenticate a student has obtained a body of knowledge in a particular area.

Challenge Exam: An exam taken by the student to demonstrate competency in a course for semester hour credit.

Class Standing: A standard systematic approach to identify undergraduate student's progress into one of the 4 class standing levels:

- Freshman – 0 to 27
- Sophomore – 28 to 59
- Junior – 60 to 91
- Senior – 92 to 128 and above

Concentration in a Major: Courses approved by the

major department within the major with a particular area of interest or focus. A concentration in the major requires 12 - 20 upper division semester hours. The concentration is printed on the transcript and on the diploma. Included in the 40 SH minimum required for the major.

Core Requirements for a Major: Courses required by the major department to be completed by all students who have declared this major. Core requirements cannot be waived. Major advisor can approve a substitution. Included in the 40 SH minimum required for the major.

Co-requisite or concurrent enrollment for a course: Courses/requirements/performance/competencies that require a student to be enrolled concurrently with a corresponding course.

Course Level: A course is assigned to a level relative to the intended complexity of the course outcomes or the expected level of student competencies. The course content is the primary determining factor in assigning a course level. Within course level there are discipline categories: Pre-College, Lower Division, Upper Division, Graduate/Doctoral Division, Professional Development Division.

Course Numbering: A systematic approach to assigning the appropriate number and degree level of a course. The course number reflects the expected outcomes and the degree of difficulty. Once a subject prefix and number have been assigned to a course it cannot be re-used.

Course Substitutions: The substitution of a required course with an alternative course(s) that meets the same outcomes. Note: substitution of a required course that has fewer semester hours or is not at the same course level does not reduce the number of semester hours required to meet degree requirements, including upper division requirements. Reductions in the catalog stated minimum must have departmental approval. University minimum requirement as stated in the catalog must always be upheld.

Course Waivers: Course outcomes can be met through a nontraditional course mode. For example, students can test out of a subject (CLEP/DANTES) or demonstrate competency through certification. Note: Waiving a required course does not reduce the credits required for degree requirements; rather it will

increase the number of electives required. Reductions in the catalog stated minimum must have departmental approval. University minimum requirement as stated in the catalog must always be upheld.

Credential: Recognition by an outside agency that an individual can practice or engage in a specified field/service. The outside agency recognizes the individual has completed or attained a pre-determined qualification which results in permission to practice or engage in an approved service. Certification can occur in one of the two following ways

Certification – recognition by a non-government agency

License – legal recognition by a government agency

Degree Seeking Student: Students who are formally admitted to a program of study leading to a degree.

Deleted Catalog Course: Courses permanently inactivated in the University official catalog of courses that resides in the University Student Information System. Cannot be offered in a future term. To permanently delete a course, a Change of Course Form must be submitted to the Office of the Registrar.

Disciplinary Action: Any action taken with reference to a student or a group of students whose behavior is at variance with institutional standards/policies. In practice disciplinary action refers primarily to the steps taken by the institution in response to the misconduct of a student or group of students.

Double Majors: Students can select two majors from two different academic disciplines. All requirements from both majors must be completed as listed in the university catalog. Courses applied to one major cannot be applied to the second major. Student will obtain a single degree with two majors. Both majors are printed on the transcript and diploma.

Elective Courses for a Major: Electives in the major allows a student to select from a list of approved courses or courses agreed upon with the advisor. The number of elective courses required is variable as students usually use this category to meet the minimum number of units needed for the major. Students can apply one course from the major core

or major electives towards a GE requirement. All elective courses must be completed with a grade of C- or better.

Emphasis in a Major: Courses approved by the major department with a particular area of interest or focus. An emphasis can be completed with 11 Semester hours or less. These courses can be included in the electives for the major. Courses must be completed with a grade of C- or better. Not printed on the transcript or diploma.

Expulsion: Involuntary disciplinary dismissal from the university. The Student is not allowed to return to the university at a later date. The student's permanent academic record will reflect "Student expelled for disciplinary reasons"

Good Academic Standing: Matriculated Students who maintain Normal Academic Progress can be certified as being in good academic standing. Students who are not in good academic standing run the risk of not being able to continue at the university. See catalog statement for Normal Academic Progress.

Hybrid: A course in which the number of in-person class sessions has been replaced significantly (10% up to a maximum of 50%) by on-line delivery, but still requires a predetermined schedule of in-person sessions.

Instruction Hours: The hours students are provided the opportunity to engage in a scheduled educational activity planned by and/or under the direction of a university faculty member.

Major: A body of specified courses approved by faculty in an academic discipline. A major is one of the requirements a student must meet to obtain a Bachelor's degree. Printed on the students transcript and diploma.

Major Requirements: Major requirements as stated in the university catalog is a contract with the student. The catalog articulates what requirements a student must complete in their major to obtain a degree from the University of La Verne.

Matriculated Student: Students who have been formally admitted into a program of study and are enrolled in classes at the University of La Verne.

Minor: A body of specified courses approved by the faculty in an academic discipline with fewer requirements than a major. Minors are printed on the student's transcript but not printed on the diploma.

Non-Degree Student: Students who are enrolled in classes without being formally admitted to a program of study. Refer to catalog for time/SH limits.

Non-Matriculated Student (Guest Student): Students who have NOT been formally admitted into a degree program but are enrolled in courses at the University of La Verne.

On-line Course: A course that does not require the student to attend the class in an in-person classroom setting. Course delivery is 100% online.

Pre-requisite to a Course: Courses/requirements/performance/competencies required to be completed prior to enrolling into the requested course. Departments can permit exceptions by doing a registration override.

Pre-requisites for a Major: Entry level courses required by the major department to be completed prior to enrolling in the core requirements for the major. Some schools/programs require this body of courses to be completed prior to matriculating/declaring the major. All courses must be completed with a grade of C- or better. Pre-requisite courses are not included in the 40SH minimum for the major. Major advisors can waive or substitute another course. Not all majors have this requirement. These courses can also be used for General Education requirements.

Program of Study: A faculty approved grouping of courses and requirements leading to a specified degree/credential/certificate. The requirements for the program of study are listed in the University catalog. Students must successfully complete all stated requirements to obtain the degree/credential/certificate.

Supporting requirements for a major: Entry level courses recommended/required by the major department that are outside the major discipline. Must complete with a grade of C- or better. Not included in the 40SH Minimum for the major. Major advisor can waive or substitute another course. Not all majors have this requirement. Can also be used for General Education requirements.

Student Level: The level of the student is determined at the time of their application for admission. This is based on the students intended degree program. Verification of degree/credential is required for most degree programs for full admission. This is dependent on program requirements.

Suspension: Involuntary separation of a student from the university by administrative action. Suspension allows for a plan for the student to return at a later specified date.

Suspension of Courses in the University Catalog: The inactivation of a course in the University official catalog of courses that resides in the University Student Information System. Courses are not viewable on MyLaVerne. To inactivate a course, a Change of Course Form must be submitted to the Office of the Registrar. Inactivated courses cannot

be offered until the course has been officially reactivated by the Office of the Registrar. To re-activate a course, a new Change of Course Form must be submitted to the Office of the Registrar prior to submission of the schedule Worksheet.

Time Status: Refers to the student's enrollment status; full-time, three-quarter time, half-time, less than half-time.

University Academic Policies: Academic policies as stated in the University catalog are to be upheld by university officials. Students have the responsibility to be aware of the policies and to consult with University officials for clarification. Exceptions to the policy can be requested via the appropriate academic appeal committee.



INDEX

| | |
|--|--------------------|
| Ability to Benefit..... | 40 |
| Academic Advising | 46, 158 |
| Academic Appeal Procedures | 51, 78 |
| Academic Calendars | 3 |
| Academic Definitions | 236 |
| Academic Honesty..... | 77 |
| Academic Organization | 8 |
| Academic Progress | 52, 170 |
| Academic Renewal..... | 54 |
| Academic Standing (Warning, Probation, Disqualification)..... | 53, 159 |
| Academic Success Center | 14, 158 |
| Accessibility Services | 13 |
| Accreditation and Memberships | 11 |
| Accounting — B.S., B.A, M.S.,..... | 141, 144, 167 |
| Administrative Withdrawal | 80 |
| Admissions, Traditional Undergraduate, Adult Learner Undergraduate, Graduate, Certificates, Law | 17 |
| Advanced Placement Credit and International Baccalaureate | 21 |
| Advanced Standing (Graduate) | 165 |
| Advancement to Candidacy..... | 165 |
| American Law Minor..... | 116 |
| Americans with Disabilities Act (ADA) | 72 |
| Anthropology — B.S., Minor | 134 |
| Appeals for Final Grades..... | 60 |
| Art History — B.A., Minor | 105 |
| Arts and Sciences, College of | 8 |
| Associated Students of the University of La Verne | 12 |
| Associate of Arts Degree (General Studies) | 139 |
| Associate Degree for Transfers (ADT) | 20 |
| Athletics | 16 |
| Athletic Training — M.S. | 168 |
| Auditing..... | 56 |
| Baccalaureate Goals | 62, 68 |
| Baccalaureate Degree Requirements | 63, 68 |
| Bachelor's Degree Programs | 103 |
| Biology — B.A./B.S., Minor | 120 |
| Bookstore..... | 14 |
| Business Administration—B.S./B.A., Minor | 142, 144 |
| Business & Public Management, College of | 8 |
| Business Management—B.S., Minor..... | 145 |
| California Identification (CID) | 21, 27 |
| Campus Activities Board..... | 12 |
| Campus Safety and Transportation | 14 |
| CAPA | 9 |
| Career Center | 13 |
| Catalog Information/Disclaimers | inside front cover |
| Centers for Educators..... | 9 |
| Certificate Programs | 222 |
| Challenge, Course | 28 |
| Chemistry — B.A./B.S., Minor, Certificates | 122 |
| Child Development — B.S./M.S., Minor, Integrated B.S. + M.S. | 148, 212 |
| Child Life—M.S., Certificate | 213 |
| Class Attendance/Classroom Conduct/Attendance Policy | 79 |
| Classroom Rights and Privileges | 72 |

| | |
|--|-------------------|
| Clear Administrative Services Credential (CASC)..... | 210 |
| CLEP and DSST Credit | 21 |
| Clubs and Organizations | 12 |
| Code of Student Conduct | 82 |
| Commencement Ceremony/Services..... | 61, 166 |
| Communications — B.A. | 106 |
| Community Engagement, Office of Civic and..... | 14 |
| Community Service Alternative Assessment | 55 |
| Complaint Procedures | Inside back cover |
| Computer Science — B.S., Certificates | 122 |
| Continuous Enrollment for Culminating Activity..... | 166 |
| Core Values | 7 |
| Counseling and Psychological Center..... | 12 |
| Course Load, Undergraduate/Graduate | 52, 159 |
| Course Numbering and Value | 56, 161 |
| Course Overloads..... | 52, 159 |
| Create Your Own Major | 112 |
| Creative Writing – B.S., Minor | 118 |
| Credit/No Credit (CRD/NCR) Grade Option | 57, 162 |
| Crime Awareness and Campus Security Act..... | 72 |
| Criminal Justice & Criminology..... | 137 |
| Criminology — B.S., Minor | 136 |
| Cross-Enrollment Policy | 51, 158 |
| Data Analytics, MS | 184 |
| Dean's List | 60 |
| Degree Completion Date | 64, 166 |
| Delinquent Payment of Tuition | 37 |
| Demonstration Policy | 81 |
| Departmental Honors | 61 |
| Digital Media — B.A. | 107 |
| Dining Services..... | 12 |
| Diplomas..... | 61, 165 |
| Directed Study | 55, 160 |
| Double Majors | 66 |
| Doctor of Education (Ed.D.) | 208 |
| Doctor of Psychology (Psy.D.)..... | 172 |
| Drug-Free Schools and Communities Act | 72 |
| Dual Degree (JD/MBA, JD/MPA)..... | 194, 229 |
| E-Commerce — B.S., | 124 |
| Economics — B.S., Minor..... | 143 |
| Education (Special Emphasis) — M.Ed. | 200 |
| Educational Counseling — M.S..... | 214 |
| Educational Studies — B.A., Minor | 150 |
| Educational Leadership — M.Ed..... | 209 |
| Emergency Student Loans | 12 |
| English — B.A., Minor | 108 |
| Ethnic Studies Minor..... | 137 |
| Extended Learning | 9 |
| Faculty and Administration | 235 |
| FAFSA | 44 |
| Family Educational Rights and Privacy Act (FERPA)..... | 72 |
| Federal Work Study (Student Employment)..... | 43 |
| Final Examinations | 57, 161 |
| Finance — M.S..... | 185 |
| Final Grades Policy | 78 |
| Financial Aid Policy..... | 39 |
| Financial Arrangements and Payment Policies | 31 |
| First Generation and Peer Mentoring | 14 |

| | |
|---|--------------------|
| Forensic Investigation and Identification Minor | 136 |
| Freedom of Access | 74 |
| French — B.A., Minor | 117 |
| Gender Studies Minor | 112 |
| General Education Requirements (Adult Learner) | 68 |
| General Education Requirements (Traditional) | 64 |
| Gerontology — M.S., Certificates | 190 |
| Grading Policy | 57, 162 |
| Graduate Studies | 168 |
| Graduation, Application for | 61, 164 |
| Greek Life | 12 |
| Grievances, Academic | 79 |
| Health Administration — M.H.A. | 189 |
| Health Administration — B.S. | 146 |
| Health Services | 13 |
| High Desert-Victorville Campus | 9 |
| History — B.A., Minor | 109 |
| History of the University of La Verne | 7 |
| Honor Code | 81 |
| Honors at Entrance | 19 |
| Honors at Graduation | 61 |
| Honors Program | 127 |
| Inclusive Education, M.A.T. | 202 |
| Incomplete (INC) Grade | 59 |
| Independent Study | 55, |
| Information Science Minor | 124 |
| Information Technology — B.S. | 124 |
| Inland Empire Campus | 9 |
| In Progress (IP) Grade | 59 |
| Interfaith Studies Minor | 132 |
| International Services and Engagement | 13 |
| International Business and Language — B.S. | 111 |
| International Studies — B.A., Minor | 109 |
| Internet Programming Minor | 124 |
| Interterm (January) | 49 |
| Japanese Minor | 117 |
| Journalism — B.A. | 107 |
| Juris Doctor (J.D.) | 228 |
| Kern County Campus (Bakersfield) | 9 |
| Kinesiology — B.S., Minor | 115 |
| Latinx and Latin American Studies Minor | 112 |
| LaFetra College of Education | 8 |
| La Verne Experience | 63 |
| La Verne Online | 9 |
| Law, College of | 228 |
| Leadership and Management — M.S. | 191 |
| Leadership Education & Development Program (LEAD) | 13 |
| Leave of Absence | 51, 182 |
| Legal Studies — B.S. | 116 |
| Liberal Arts — B.A. | 111 |
| Libraries | 14 |
| Maps, Directions | inside front cover |
| Marketing Minor | 145 |
| Marriage and Family Therapy, M.S. | 169 |
| Master of Arts in Teaching, M.A.T. | 196 |
| Master of Business Administration (M.B.A.) | 186 |
| Mathematics — B.A./B.S., Minor | 125 |
| Matriculation Policy | 46, 157 |

| | |
|--|-------------------|
| Military Transfer Credit | 22 |
| Minors (Bachelor's Degree)..... | 67 |
| Mission Statement and Core Values | 7 |
| MPA Degree with Law Concentration (M.P.A./J.D.)..... | 194 |
| Multicultural Services..... | 12 |
| Multiple-Subject Credentials | 119 |
| Music — B.A., Minor..... | 46, 156 |
| MyLaVerne..... | 46 |
| National Honor Societies..... | 60 |
| Natural History — B.A. | 121 |
| Natural Science Division..... | 120 |
| Naval Base Ventura County | 9 |
| NCAA Eligibility | 16 |
| No Grade (NG) | 59 |
| Nondiscrimination Policy | Inside Back Cover |
| Normal Academic Progress | 53 |
| Officers of the University | 235 |
| Orange County Campus..... | 9 |
| Organizational Management — B.S. | 146 |
| Orientation, Student and Parent | 13 |
| Philosophy — B.A., Minor | 130 |
| Photography — B.A., Minor..... | 126 |
| Physician Assistant Program — M.S. | 179 |
| Physics — B.A./B.S., Minor..... | 126 |
| Placement Examinations (traditional undergraduate) | 47 |
| Policy Against Discrimination and Harassment..... | 74 |
| Political Science — B.A., Minor. | 110 |
| Posthumous Award..... | 67 |
| Prelaw Program | 128 |
| Protection Against Improper Disclosure | 75 |
| Protection of Animal Subjects..... | 75 |
| Protection of Human Participants in Research | 75 |
| Psychology — B.S., Minor, Psy.D. | 129 |
| Public Administration — B.S., M.P.A., D.P.A. | 147, 193, 195 |
| Public History Minor..... | 109 |
| Readmission | 20 |
| Refunds | 36 |
| Registration Procedures (add/drops) | 49, 158 |
| Regional and Online Campuses (ROC) | 9 |
| Religion — B.A., Minor | 130 |
| Religion and Philosophy — B.A. | 131 |
| Religious Academic Accommodation Policy..... | 75 |
| Religious and Spiritual Life, Office of | 14 |
| Residence Halls/Campus Housing | 13 |
| Residency Requirement, Baccalaureate Programs | 63 |
| Rhetoric and Communication Studies | 133 |
| San Fernando Valley Campus..... | 9 |
| Satisfactory Academic Progress (Financial Aid)..... | 41 |
| School Psychology — M.S. | 220 |
| Second Bachelor's Degree | 66 |
| Second Master's Degree | 156 |
| Senior Seminar/Culminating Activity Requirement..... | 64 |
| Single-Subject Credentials | 196, 201 |
| Social Science — B.A. | 110 |
| Sociology — B.S., Minor | 137 |
| Software Minor | 124 |
| Spanish — B.A., Minor | 118 |
| Spanish Bilingual Bicultural Counseling Certificate..... | 226 |

| | |
|--|-------------------|
| Sports Science and Athletics Pavilion | 15 |
| Statute of Limitations on Appeals | 51 |
| Student Affairs, Division of | 12 |
| Student Consumer Complaint Procedure | inside back cover |
| Student Governance | 77 |
| Studio Art — B.A., Minor | 105 |
| Study Abroad Programs | 15 |
| Subpoenas | 76 |
| Summer Service Program | 15 |
| Sustainability Minor | 113 |
| Teach-out Policy | 76 |
| Theatre Arts — B.A, Minor | 139 |
| Title IX: Sex Discrimination, Harassment and Assault | 76 |
| Traditional Undergraduate Admission | 17 |
| Transcripts | 19, 20, 23, 47 |
| Transfer Admission | 18 |
| Transfer Credit | 20, 26 |
| Transitional Kindergarten (TK) Certificate | 227 |
| Trustees of the University | 234 |
| Tuition and Fees | 31 |
| Undergraduate Students in Graduate Courses | 53 |
| Vandenberg Campus | 9 |
| Ventura County Campus | 9 |
| Veterans, Active Military, Military Connected | 12, 37 |
| Vision | 7 |
| Withdrawal | 42, 49, 50 |



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) 431-6959
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.

University *of*
La Verne