

CATALOG

2021-22

University of
La Verne

Central Campus: 1950 Third Street, La Verne, California 91750
Telephone: (909) 593-3511

Home Page: laverne.edu

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

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

2021-22 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.

2021-22 Catalog Effective Dates – August 23, 2021 through August 21, 2022

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).

2021-22 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 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 the La Verne Portal 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/.

La Verne Portal: The La Verne Portal 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, La Verne Portal provides full schedule information and financial aid notes. Registered students use La Verne Portal 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 and exceptional La Verne Experience. To help you navigate your academic journey, this catalog includes essential information about our university, its outstanding academic offerings, and countless rewarding co-curricular opportunities.

Since its founding in 1891, the University of La Verne has provided a relevant, values-based education to every student. Whether you are a recent high school graduate, transferred from another institution, a graduate student, or adult learner, you are a valued member of our university community. Every faculty and staff member is committed to providing you with 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 and proud Leo alumni around the world, each instilled with these skills, values, and a sense of responsibility to positively contribute to their professions and in their communities.

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.

Devorah Lieberman, Ph.D.
President

TABLE OF CONTENTS

Academic Calendars	3
The University of La Verne - General Information	8
Student Services and Athletics.....	13
Admissions Information.....	19
Financial Information.....	31
Financial Aid Policy.....	44
Academic Information	55
Undergraduate Graduation Requirements.....	77
Rights and Responsibilities	89
Academic Programs - Complete List of Undergraduate Degrees Programs	
College of Arts and Sciences	129
College of Business and Public Management	206
LaFetra College of Education	219
Graduate Admissions	227
Graduate Academic Information.....	231
Graduate Graduation Requirements.....	243
Academic Programs - Complete List of Graduate Degrees Programs	
College of Arts and Sciences	247
College of Business and Public Management	275
LaFetra College of Education	298
Certificates, Undergraduate and Graduate	339
College of Law	348
Board of Trustees, Administration, and Faculty	359
Index.....	368

ACADEMIC CALENDARS

2021-2022

Semester Calendar

Fall Semester 2021: August 23 – December 19, 2021

August 23	Classes begin
September 6	Labor Day – academic holiday
November 11	Veteran's Day
November 25-26	Thanksgiving Recess – academic holiday
December 19	Fall Semester ends

Spring Semester 2022: January 3 – May 29, 2022

January Interterm 2022: January 3 – 30, 2022

January 3	Classes begin
January 17	Martin Luther King, Jr. – academic holiday
January 30	January Interterm ends

Spring 2022: January 31 – May 29, 2022

January 31	Classes begin
February 21	President's Day – academic holiday
March 28 – April 3	Spring Break – academic holiday
April 15	Good Friday – academic holiday
May 29	Spring Semester ends
May 31	Memorial Day – academic holiday

Summer Semester 2022: June 6 – July 31, 2022

June 6	Classes begin
June 19	Juneteenth - academic holiday
July 4-5	Independence Day – academic holiday
July 31	Summer Semester ends

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

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

Session Calendar (8 Week Sessions)

September 6	Fall 2021 Session I: August 23 – October 17 Labor Day – academic holiday
November 25 - 26	Fall 2021 Session II: October 25 – December 19 Thanksgiving Recess – academic holiday
February 21 March 28 – April 3	Spring 2022 Session I: January 31 – March 27 President's Day – academic holiday Spring Break – academic holiday
April 15 May 31	Spring 2022 Session II: April 4 – May 29 Good Friday – academic holiday Memorial Day – academic holiday
July 4 -- 5	Summer 2022 Session: June 6 – July 31 Independence Day – academic holiday

COLLEGE OF LAW

	<u>Fall Semester – August 16 to December 19</u>
Orientation	August 6
LAP	August 9-15
Week 1	August 16-22
Week 2	August 23-29
Week 3	August 30- September 5
Week 4	September 6-12
Labor Day: Sep 6 (no classes). Make-up on November 23	
Week 5	September 13-19
Week 6	September 20-26
Week 7	September 27-October 3
Week 8	October 4-10
Week 9	October 11-17
Week 10	October 18-24
Week 11	October 25-31
Week 12	November 1-7
Week 13	November 8-14
Week 14	November 15-21
Make-Up Day	November 22-23
Thanksgiving Break	November 24-28
Exam Period	December 1-17

Spring Semester – January 10 to May 15

Week 1 January 10-16

Week 2 January 17-23

MLK, Jr. Day: Jan 17 (no classes). Make-up on April 25

Week 3 January 24-30

Week 4 January 31- February 6

Week 5 February 7-13

Week 6 February 14-20

Pres. Day: Feb 21 (no classes). Mon. classes meet on Tues.

Tuesday classes make-up on April 26

Week 7 February 21-27

Spring Break February 28-March 6 No classes scheduled

Week 8 March 7-13

Week 9 March 14-20

Week 10 March 21-27

Week 11 March 28-April 3

Week 12 April 4-10

Week 13 April 11-17 Good Friday: April 15 (no classes).

Make-up on April 27

Week 14 April 18-24

Make-Up Days April 25, 26, 27

Exam Period Apr 29-May 14

Summer Session – June 6 to August 7

Week 1 June 6-12

Week 2 June 13-19

Week 3 June 20-26

Week 4 June 27-July 3

Week 5 July 4-10 Independence: Monday, July 4 (no classes).

Make-up on Aug 1

Week 6 July 11-17

Week 7 July 18-24

Week 8 July 25- July 31

Make-Up Day August 1

Final Exams Aug 3-5

PHYSICIAN ASSISTANT PROGRAM

Trimester Calendar

Fall Trimester: August 30 – December 17, 2021

August 31	First day of classes
September 6	Labor Day – academic holiday
November 22-28	Thanksgiving Break – academic holiday
December 17	Last day of the term

Spring Trimester: January 3 – April 15, 2022

January 3	First day of classes
January 17	Martin Luther King, Jr. – academic holiday
February 21	President's Day – academic holiday
April 2	Good Friday – academic holiday
April 15	Last day of the term

Summer Trimester: May 3 – August 15, 2022

May 3	First day of classes
May 31	Memorial Day – academic holiday
July 4-5	Independence Day – academic holiday
August 15	Last day of the term

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

Degree/Credential Programs offered at Regional and Online Campuses									
		Online	Bakersfield	Burbank	Irvine	Ventura County	Ontario	Santa Clarita	Vandenberg
Degree	Major/Program								
Undergraduate									
A.A.	Associate of Arts, General Studies	X	X			X			
B.A.	Accounting		X	X	X			X	
B.A.	Business Administration	X	X	X	X	X	X	X	X
B.S.	Child Development	X						X	
B.S.	Criminal Justice & Criminology	X	X			X			
B.A.	Educational Studies	X	X		X		X	X	
B.S.	Health Administration				X		X		
B.S.	Information Technology	X	X			X			X
B.S.	Organizational Management	X	X	X	X	X	X	X	X
B.S.	Psychology		X			X			
B.S.	Public Administration	X	X	X	X				X
Graduate									
M.S.	Child Development	X							
	Early Childhood Special Education Added Authorization		X					X	
M.S.	Educational Counseling w and w/o PPS		X	X	X			X	
M.B.A.	Experienced Professionals	X	X	X	X	X	X	X	X
M.H.A.	Health Administration				X				
M.S.	Leadership and Management	X	X	X	X	X	X	X	X
CRED	Mild/Moderate Education Specialist Credential		X					X	
CRED	Multiple Subject Teaching Credential		X					X	
M.P.A.	Public Administration				X				
M.S.	School Psychology & PPS Credential		X						
CRED	Single Subject Teaching Credential		X					X	
M.A.	Teaching, Multiple Subject Credential		X					X	
M.A.	Teaching, Single Subject Credential		X					X	
M.A.	Teaching, Dual Credential		X					X	
M.A.	Teaching, Inclusive Education		X					X	

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

Shannon Mathews, Dean

Ngoc H. Bui, Interim Associate Dean

Gerard P. Lavatori, Interim Associate 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, The Frank Lizarraga Endowed Dean and Professor of Law

Evelyn De Anda, Registrar & Director for Academic Affairs

Placido Gomez, Associate Dean for Academic Affairs and Professor of Law

Jendayi Saada, Associate Dean, Center for Academic & Bar Readiness, Faculty & Student Support

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)

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 credentials 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 provided to educators for salary advancement or recertification.

<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

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 currently transitioning from an ABA accredited program of legal education to a program accredited by the Committee of Bar Examiners for the State Bar of California and the Western Association of Schools and Colleges Senior College and University Commission. All students entering fall 2021 and after will be engaged in a program of legal education exclusively accredited by the State Bar of California and WSCUC and will not be eligible to graduate from an ABA accredited program. 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 Accreditation Review Commission on Education for the Physician Assistant (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 the Sara & Michael Abraham Center for Veteran Student Success (ACVSS) 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 ACVSS, 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 ACVSS 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. ASULV is made up of an executive board and senators representing various constituencies — College Senators, International Student Senators, and Transfer Student Senators.

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

Campus Activities Board

The Campus Activities Board (CAB) provides a wide variety of campus entertainment and educational events that appeal to the diverse undergraduate student population and enhances student engagement. Activities include concerts, movie nights, multicultural events, and other major social events on campus for both residential and commuter students.

<https://www.lavernecab.com/>

Center for Multicultural Services (CMS)

CMS creates opportunities for learning, exploring, deconstructing and celebrating diversity and inclusion 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 oversees the student organizations on campus. Joining a student organization is a great way to get involved and we offer a variety of clubs to choose such as academic, religious, cultural, and special interest clubs and organizations.

<https://laverneclubs.wixsite.com/guidelines>

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 to all enrolled students including undergraduate, graduate, CAPA, and Regional and On-Line Campus 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, residents, undergraduate, graduate, CAPA), 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 brotherhood, 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 & P.A. Program). 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>

New Student Orientation

Orientation includes a variety of programs geared to help students make a successful transition to college life at the University of La Verne. Orientation is a great opportunity to meet fellow students and make valuable connections with current La Verne students, faculty, and staff.

<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 with their immigration as well as engaging them to flourish academically, socially, and culturally. The office provides support related to non-immigrant visas, SEVIS compliance, travel authorizations, visa renewals, academic and cultural orientations, social events, student services, and CPT/OPT employment assistance.

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

Office of Student Life

Located in the Abraham Campus Center, the Office of Student Life develops opportunities for all University of La Verne students by facilitating student learning and creating a sense of belonging. We provide resources for students to transition and acclimate to the La Verne community by creating and advising programs that best meet the needs of our Leos. Through providing leadership and employment opportunities, we cultivate personal and professional student growth.

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

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.

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

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 Sara & Michael Center for Veteran Student Success (ACVSS)

ACVSS offers a dedicated space that enhances veteran students' academic and co-curricular experiences by providing access to relevant programs, services, events and support to bridge veteran student "crosswalk" between military and civilian life while successfully achieving their educational goals. Services include assistance with VA and university paperwork and processes, access to tutoring, computers, printing, and on and off campus resources. ACVSS promotes veteran community, engagement, assistance and advocacy. The ACVSS is located at 1860 Third Street, La Verne, CA 91750.

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

Academic Resources

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.

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/>

University Libraries

The Elvin and Betty Wilson Library: Located on the La Verne campus, Wilson Library offers a variety of research resources for both undergraduate and graduate students. In addition to books and research journals that are available in both print and digital formats, the library also has collections of DVDs, streaming media, and more. With a mix of group and individual study spaces available, the library is a great place to do homework, work on projects, and prepare for exams as well. Students also have access to the library's makerspace, where they can utilize the 3-D printer, laser cutter, and a variety of technology resources. Librarians are always available to help students find what they need. Students can contact a librarian for research assistance through our 24/7 chat, email, text, or phone, in-person or by appointment.

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

The Law Library: Located on the Ontario campus, the Law brary 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/>

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 semester 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

UNDERGRADUATE ADMISSIONS

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. 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. A non-degree seeking application must be completed: <https://admissions.laverne.edu/register/nondegreeapp>.

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 after their first semester of enrollment as a non-degree seeking student. 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 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.

Applicants who do not provide accurate academic history on the applications and wish to update it must obtain documentation by the institution in question confirming accurate enrollment information or verify via National Student Clearinghouse. This includes misaligned dates of attendance and any institution listed on the application the applicant added and wants removed.

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.

Offer of admission is valid for the semester the student has applied for. Students who wish to defer their admission to another semester may do so after submitting their intent to enroll. Traditional freshmen who wish to enroll in a future term and elect to attend another institution, should reapply as a transfer student. Offer of admission can be deferred up to one year, pending the applicant has not completed additional coursework or attended another institution that would reduce the strength of or alter the applicant's academic record.

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. Regional and online campus undergraduates who have attended La Verne as matriculated students but who have not been in attendance for two consecutive years must reapply. The two years are counted from the session/semester of last enrollment, regardless of

any campus change or program change that may have occurred within the two-year time frame. 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.

Students who have been absent for less than two consecutive semesters as traditional undergraduates or less than two years as a non-traditional student may be reinstated without the need to reapply.

Academically Disqualified Students

Applicants who have been disqualified from a previous institution, including University of La Verne, are eligible to apply for undergraduate admission and will be reviewed holistically based upon their overall academic record.

Admission Decision Appeals

A denied undergraduate student may request to appeal their admission denial. Admission appeals are only conducted at the denied student's request.

Admission appeals are handled by the Director of Admission. Any student wishing to appeal their admission decision must contact the Director to schedule a 1:1 interview. Once the Director of Admission offers interview options, the student has one week to respond or reschedule. If the student does not respond within one week (5 business days), the Director reserves the right to close the appeal process for the student.

During the interview, the student should be prepared with any additional information that was not available at the time of application review. The student must submit updated transcripts. Additionally, a student may also submit recommendations, documentation of extenuating circumstances, or any other information to demonstrate the student demonstrates academic and institutional fit.

Applicants will be assessed based on levels of self-awareness, determination, self-motivation, and accepting some degree of responsibility.

The decision of the Director of Admission is final. A student will be notified of the decision within five business days.

TRADITIONAL UNDERGRADUATE ADMISSION

Adam Wu, Director of 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. Confirmations will be accepted after May 1 on a space-available basis. 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: An applicant may submit an unofficial transcript for an admission decision.** Applicants must request that their official, final high school transcripts be sent directly to the Office of Admission prior to enrollment. 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 postsecondary 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 may submit unofficial transcripts for an admission decision.** Applicants must have official transcripts sent to the Office of Admission from each college or university previously attended prior to enrollment. Applicants with fewer than 28 semester hours of acceptable transfer units must also submit official high school transcripts.
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 30 required University of La Verne Honors semester hour reduced to 14 (see information on the Certificate for Honors Program Participation for more).

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. Students may submit unofficial transcripts prior to submitting official records for an admission decision.
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 separate bullet, not sub-bullet)
 - 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.

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.

REGIONAL AND ONLINE CAMPUS UNDERGRADUATE ADMISSION

The regional campuses, various site locations, 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

Application Procedures and Requirements:

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

To apply for admission, applicants must submit the following documents. 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.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. Applicants

may submit unofficial transcripts for an initial admission decision; however, final, official transcripts are required prior to registering for second semester.

If applicants are seeking transfer credit, such documents as military documents, college level test scores (CLEP/DANTES), and documentation for Educational Credit for Training or non-collegiate sponsored programs are to be submitted for evaluation of potential transfer credit.

State Authorization

Per the U.S. Department of Education there are federal requirements of postsecondary institutions to have state authorization for any state a student resides to provides distance education. Applicants applying for courses offered through the La Verne Online campus must reside in one of the authorized states. An updated list of authorized states can be found at <https://laverne.edu/online/state-authorization/>.

Degree Completion Time Limit and Re-application

Regional and Online Campuses

Undergraduate students at the regional and online campuses are not required to reapply after a break in enrollment unless the break is longer than two consecutive years. Students pursuing undergraduate programs at the regional and online classes who are inactive for more than two consecutive years will be inactivated and must reapply. Students admitted to a bachelor's degree program at one of the regional or online campuses are required to complete all requirements for the bachelor's degree within seven years from their 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. • 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.

TRANSCRIPT POLICIES

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. 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 that is NACES-recognized. 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.

TRANSFER CREDIT

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

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

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

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

High School Diploma and Transfer Credit: All 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. (Is this true? Or is the NACES-recognized credential review sufficient?) 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.

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.**

Financial Arrangements are due one week prior to the start of each session for all students with the exception of the following Programs: Traditional Undergraduate, College of Law and Physician Assistant.

Traditional Undergraduate students who are registered in Semester and/or Session 1 are required to make financial arrangements no later than one month prior to the start of the semester. **Fall Payment Deadline: July 23, 2021. Spring Payment Deadline: December 31, 2021.**

Traditional Undergraduate students who are registered in Session 2 only are required to make financial arrangements no later than one week prior to the start of the session. **Fall Session 2 only Payment Deadline: October 18, 2021. Spring Session 2 Payment Deadline: March 28, 2022.**

College of Law or Physician Assistant are required to make financial arrangements no later than two weeks prior to the start of the semester.

Students who do not make financial arrangements by these deadlines may be assessed up to \$300 in late fees.

Financial arrangements include, but are not limited to:

- Payment in full
- Deferred Payment Plan
- Tuition Assistance or VA Benefits
- Third Party payment
- Federal or State Financial Aid
- Student Loans
- Merit Awards
- Institutional Aid*

* In order for traditional undergraduate students to be eligible for institutional aid, students must be registered full-time and assessed the full-time tuition rate: 12 or more units.

A student may be prevented from registering for future classes if there is an overdue debt from a previous semester.

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. All deferred payment plans require the completion of an agreement.

A deferment fee of \$75 is assessed on all payment plans. The amount of the deferment fee is due at the time of enrollment in the payment plan.

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 La Verne Portal. 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 units:

Tuition, per semester	\$22,350
Student Health Insurance, per semester....	\$415
ASULV Fee, per semester	\$160
	\$22,925

Full-time: Spring 12-18 units (Student who are enrolled fulltime inclusive of the units for January Intersession, will be billed the fulltime tuition. To receive an additional five units of credit during the January Intersession at no additional charge, students must be enrolled full-time and complete the 17-week Spring semester:

Tuition, per semester.....	\$22,350
Student Health Insurance, per semester ...	\$415
ASULV Fee, per semester	\$160
	\$22,925

Part-time students, approved academic overloads, Directed Study, and Independent Study,

per unit	\$1,300
Summer Sessions, per unit.....	\$705
Legal Studies, per unit.	\$460
Religion Program, 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 (Fall or Spring)	\$29,400
per year	\$58,800

Washington D.C. Internship

per semester	\$ 28,715
--------------------	-----------

Main Campus Graduate Programs

Tuition:

Master's degrees in Gerontology, Health Administration, Public Administration,

per unit	\$825
----------------	-------

Master's degrees in Accounting, Business Administration, Data Analytics, Finance, Leadership and Management,

per unit.....	\$910
---------------	-------

Master's degree in Marriage and Family Therapy,

per unit	\$870
----------------	-------

Master's degree in Athletic Training,

per unit	\$700
----------------	-------

Master of Science Physician Assistant Practice,
per trimester (Fall 2020 admission)\$15,855
per trimester (Fall 2019 admission).....\$15,330
M.Ed., Educational Leadership,
per unit \$700
All other master's degrees and credential programs
in LaFetra College of Education,
per unit \$775
Master's Degree (Active Duty military rate),
per unit \$385
Doctoral: Education, Psychology, Public Admin,
per unit \$1,200

CAPA (Campus Accelerated Program for Adults)

Tuition, per unit \$685
Tuition (Active Duty military rate),
per unit.....\$250

Regional Campuses and La Verne Online

Tuition:

<u>Undergraduate</u>	<u>Tuition, per unit</u>
Regional Campuses.....	\$645
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
Education Program	\$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 \$4,225
Room, Vista La Verne, single occupancy \$4,710
Room, Citrus Hall, triple occupancy \$3,470
Room, Citrus Hall, double occupancy \$4,080
Room, Citrus Hall, single occupancy \$4,480
Summer Room Rate, single \$2,385

Summer Room Rate, double\$1,890

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 \$4,755

Room, Vista La Verne, single occupancy \$5,300

Physician Assistant Program, Per Trimester

Room, Vista La Verne, double occupancy \$3,060

Room, Vista La Verne, single occupancy \$3,525

Board Rates

Residential Undergraduate Students, Per Semester

10 meals per week + \$200 Leo Dollars..... \$2,765

14 meals per week + \$100 Leo Dollars..... \$3,010

19 meals per week + \$25 Leo Dollars..... \$3,290

150 Block Plan + \$100 Leo Dollars..... \$3,025

200 Block Plan + \$50 Leo Dollars..... \$3,930

Commuter Students, Per Semester

500 Leo Dollars Block Plan..... \$500

100 Block Plan \$2,665

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 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. They expire at the end of that semester 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 unit	\$630
Auditing, per unit	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 units of tuition	\$1,200- \$2,400
Continuous Registration (D.P.A.), 1-2 units of tuition	\$800-\$1,600
Course Challenge	one unit 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
Health Insurance (mandatory for all international graduate students),	
per semester	\$690
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 unit	\$250
Music 345 Lab	\$50
Photography Laboratory	\$175
Professional Development Courses (700-level, non-degree credit), Per unit	\$125
Registration Fee (not charged to full-time,	

Traditional undergraduate), 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
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:

Cal Bar Admitted Students, per unit	\$1,000
Approved academic overload and summer per unit.....	\$1,000

ABA Students admitted Fall 2019

Full-time*, per semester.....	\$15,140
Part-time**	
per unit (1-11 units)	\$1,180
per semester.....	\$12,975

ABA Students admitted Fall 2018

Full-time*, per semester.....	\$14,420
Part-time**	
per unit (1-11 units)	\$1,124
per semester.....	\$12,360

ABA approved academic overload and summer
per unit (admit years 2018 & 2019)\$1,400

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

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

Fees

Bar Readiness, per selected courses ...	\$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. 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 and Spring semesters will be calculated on a prorated basis. There will be no refunds for January Intersession.

Tuition Credits/Refunds: To be eligible for a tuition credit(s), a student must complete a drop or withdrawal of their course(s) online before the tuition credit deadline for the semester or session. 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 catalog, will not be made for reasons such as employment conflict, personal conflict with student(s) or professor, moving out of town or other reasons which are beyond the University's control or responsibility.

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

Circumstances not subject to appeal: Fiscal policy that is prescribed by State and/or Federal law is not subject to appeal. Students are responsible for decisions they make pertaining to their registration for classes at the University. Tuition or 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 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 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 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 eligible for the following refund 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 withdrawal from their classes 3 days from the add/drop period are eligible for 75% 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 the student's enrollment in the semester, as described in the Withdrawal from La Verne by Financial Aid Recipients section of this catalog. The 60% period is determined by the number of days the student is enrolled in the semester multiplied by a factor of 0.6 and rounded up to whole days. The amount of funds that must be returned is determined by dividing the number of days in the semester that the student was not in attendance by the total number of days in the semester for which the student was enrolled. 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 their enrollment, the student will be charged for the entire amount of tuition, but a prorated portion of the financial aid must 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 can 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 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 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, and enrolling veterans should contact Sara & Michael Abraham Center for Veteran Student Success (ACVSS) 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 session or semester of enrollment.

To maintain eligibility, veterans must successfully complete all units enrolled. Veterans who fail to maintain Satisfactory Academic Progress for two semesters (or three terms) will be

disqualified and will have their benefits terminated. For an explanation of grading policy, see the Grades section of this catalog or contact the Registrar's Office. For additional information or questions regarding military and veteran benefits, please contact the ACVSS 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 ACVSS.

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

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).

Sara and Michael Abraham Center for Veteran Student Success Center (ACVSS)

ACVSS offers a dedicated space that enhances veteran students' academic and co-curricular experiences by providing access to relevant programs, services, events and support to bridge veteran student "crosswalk" between military and civilian life while successfully achieving their educational goals. Services include assistance with VA and university paperwork and processes, access to tutoring, computers, printing, and on and off campus resources. The ACVSS 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 Center for Veteran Student Success have knowledgeable 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 ACVSS, 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 ACVSS 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.

The University of La Verne operates on a standard term calendar, consisting of Fall and Spring periods, with an optional Summer enrollment period. These terms may include modules, defined as any schedule of enrollment that falls within the term and is shorter than the full duration of the term. Financial aid is provisioned for the total enrollment within the term, however that enrollment is distributed for the student.

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 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 program that does not lead to a 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

- 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 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 enrolled credits will count toward the maximum time-frame as well as any transfer credits, including enrollment in terms in which no financial aid is received.

- Undergraduate – 192 Credit Hours
- Graduate – Varies by Program (see program specific requirements)
- Law School (JD) – 132 Credit Hours
- Paralegal Certificate – 48 Credit 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 credit hours to again meet all university SAP standards. SAP is evaluated for all students at the end of spring enrollment. 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 enrolled term. The student's progress will be reviewed once grades for the that 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 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 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 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. If a borrower wishes to cancel all or part of a loan disbursement after the 14-day window has elapsed, they should contact their loan servicer for instructions. Funds returned by a borrower more than 120 days after disbursement will be accepted by the servicer as payment rather than cancellation. 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 credit 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 credit hours) will not be pro-rated.

Traditional undergraduate students are eligible to continue receiving institutional financial aid until the requirements of their first undergraduate degree are completed. Some students may require less than the typical four years 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.

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.

The sum of all La Verne scholarships, including Performance Scholarships, institutional aid, and outside tuition-restricted aid may not exceed the cost of tuition.

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 credit 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. 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 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 email, university announcements, and Blackboard to name a few. The MyLaVerne link inside La Verne Portal provides student access to the University's official course catalog, course schedules for every session/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/faq/mylaverne/>.

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.
- 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.

- Undergraduates who have reached senior status, and are enrolled in their final semester, but fall short of being cleared for Commencement due to missing requirements may appeal to the Provost to participate in a Commencement ceremony for extenuating circumstances. This appeal must be in writing and include supportive or corroborating evidence. Appeals must be submitted to the University Registrar in Woody Hall or by email, reg@laverne.edu. Inclusion of the student's name in Commencement publications is not guaranteed if the Provost approves the student's appeal to participate in a Commencement ceremony. The student also forfeits any right to participate in any future Commencement ceremony if the appeal to the Provost is approved.

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.

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 Requirements for Traditional Undergraduates: Guided self-placement in writing, languages, and math is available to determine a student's level of proficiency and establish the appropriate placement level. The placement process is administered by the Academic Success Center. Only admitted students (with paid confirmation of admission acceptance) or continuing students may participate in the placement process.

Writing Placement: All new freshmen students are expected to complete the guided self-placement process 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 complete an assessment ~~the guided self-placement process~~ 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.

Language Placement: Students are not required to take a language placement examination. If a student is majoring in a language, a major that has a language concentration, or a major with a language requirement, or if a student is planning to take a language course in the first semester of enrollment, then the student must complete the guided self-placement process with their advisor, supported by the chair of the modern languages department.

Selected majors require a language as stated in the General Education Requirements section of this catalog. The second semester of a 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 language requirement. Students who feel they might qualify for a language waiver should consult with the University Registrar.

International Students: Upon arrival to campus, international students are expected to take an assessment for mathematics and writing placement. 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 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 session 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 session 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 session 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 session/semester. An appeal fee will be assessed beginning the eighth workday of the session/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 session or semester. A late fee will be assessed beginning the eighth work day of a session 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 session or semester that is 8 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 session 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 sessions and semesters is indicated below:

1. The withdrawal period for a session or semester class that is 8 weeks in length or greater begins the 8th workday (Monday through Friday) of the session or semester, excluding university holidays and continues through 60% of the session or semester. CAPA Weekend Cycles and Accelerated 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 session 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 session or semester will return the following session or semester. A student not intending to return to the University of La Verne in the following session 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: Undergraduate students who find 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 session.

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 sessions (depending on whether the program is semester or session 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 session. 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 programs that operate under semester schedules or session schedules. Doctoral students may cross enroll in session 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 session Bachelor's student normally accomplishes this by taking 8 semester hours for each session offered in an academic year.

Below is a chart indicating the minimum semester hours needed for the semester based and session 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

Session

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 calculated after Fall, Spring, and Summer Semesters. Academic standing is reported at the end of the Semesters 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 semester. An academic warning is posted on the transcript and grade report for that semester.

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 semester 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 session/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 semester 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 sessions, 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 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 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.

Challenge Examinations are available for 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 pay a \$50 fee, and, if the exam is successfully passed, the student will satisfy the requirements for the course for 0 semester hours. Students have the option to earn the course's semester hours by paying one unit of tuition. 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 of NCH.

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 within 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 session 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 "session" 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)

Faculty are prohibited from withholding grades for non-completion of course evaluations. Further, faculty shall not attempt to influence students' course evaluations through any means. Faculty may engage in motivational strategies such as expressing to students the importance of the student voice in course change and/or allowing class time to complete course evaluations. Student evaluations of courses are anonymous.

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 session.

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 semester. 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.

Session students (Sessions are defined as 8 weeks in length) must submit all final coursework/assignments as follows:

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

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 session 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).

Session students (Sessions are defined as 8 weeks in length) must submit all final coursework/assignments as follows:

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

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 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 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), Phi Alpha Theta (History), 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 ethnical 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 ethnical 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 designated 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 requirement, to count toward an academic major or minor, or to advance to the next course in the ESL program. The grade of C- is also the minimum acceptable grade for prerequisites for undergraduate courses as well as for undergraduate 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 session 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 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 pre-requisites. 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 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 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 coursework, 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 providing 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

The University of La Verne Policy on Sex Discrimination Involving Sexual Assault, Sexual and Gender-Based Harassment, Other Forms of Relationship Violence and Retaliation (commonly referred to as the "Title IX Policy") prohibits sex-based discrimination, sexual harassment, and retaliation. The University does not discriminate, and explicitly prohibits discrimination, on the basis of sex or gender in any education program or activity that it operates, including admissions and employment. The University prohibits sexual harassment, including *Quid pro Quo* Harassment, Hostile Environment Harassment, Dating Violence Domestic Violence, and

Stalking. The University prohibits Retaliation by any person under the jurisdiction of the Title IX Policy. The University adopts an Affirmative Consent requiring the clear expression in words or actions that another individual consents to participating in sexual activity.

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

The University adopts this policy with a commitment to: (1) eliminating, preventing, and addressing the effects of Sexual Misconduct; (2) fostering the University's Community of Trust, in which Sexual Misconduct is not tolerated; (3) cultivating a climate where all individuals are well-informed and supported in reporting Sexual Misconduct; (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 Sexual Misconduct, prevent its recurrence, and remedy its effects. The University conducts ongoing prevention, awareness, and training programs for employees and students to facilitate the goals of this policy

It is the responsibility of every member of the University Community to foster an environment free of Sexual Misconduct. All members of the University Community are encouraged to take reasonable and prudent actions to prevent or stop an act of Sexual Misconduct. 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 Coordinator (at title9coordinator@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 Coordinator 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 Sexual Misconduct for Student Respondents
- Guide for Reporting, Investigation and Resolution of Sexual Misconduct for Employee Respondents
- Guide for Reporting, Investigation and Resolution of Sexual Misconduct for Third Party Respondents
- Contact, Reporting, and Support Resources
- Rights and Options for Victims of Sexual Misconduct
- Reports of Sexual Misconduct under this policy may be made to the University by contacting:

Alison Vicroy, Title IX Coordinator

or any Deputy Title IX Coordinator at the contact information provided at: <https://laverne.edu/title-ix/>

Title IX Coordinator: title9coordinator@laverne.edu, 909-448-4012

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. Reports filed using this form will go to the Title IX Coordinator.

A full copy of the University's Policy on Sex Discrimination Involving Sexual Assault, Sexual and Gender-Based Harassment, Other Forms of Relationship Violence, and Retaliation may be accessed 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 important 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 session/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 chairperson, 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.

Freedom of Expression Policy: The University of La Verne is absolute in the belief that expressive conduct, including assembly for the purpose of protest or demonstration is an essential component of the intellectual development and self-definition of students, faculty, and staff. The University of La Verne Freedom of Expression Policy sets out the rights and responsibilities of all members of the University of La Verne community and of external groups and persons related to such expressive conduct. The policy protects the right to assemble subject to the requirements summarized here and detailed in the Freedom of Expression Policy found at <https://laverne.edu/ogc/policies/>.

Members of the University of La Verne community, including student, faculty, and staff are free to support causes and gather to the extent that such assembly (1) is peaceful and does not advocate or incite violence; (2) does not result in the damage to or destruction of property, or incite the damage or destruction of property; (3) does not constitute a violation of the law or other applicable legal requirement; (4) does not substantially disrupt the operations of the University; (5) does not result in the bullying or harassment of individuals or infringe on the rights of other members of the University of La Verne community; and (6) conforms with any required safety procedures. During any such assembly, University of La Verne community members must conduct themselves in accordance with conduct requirements as set out in the Student Code of Conduct, Employee Handbook, and any other University policies as applicable.

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/>)

2021-2022 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 Division 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 Chief Student Affairs Officer.

NOTE - The University reserves the right to make changes to this document as necessary. The Chief Student Affairs Officer 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 Chief Student Affairs Officer 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. 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) 448-4012, email Title9Coordinator@laverne.edu.

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. According to the University Catalog (<https://laverne.edu/catalog/>), "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 chairperson, 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."

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 and constitutes a violation of the Code of Student Conduct. 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).

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

Administrative Review Officer: A University official authorized by the Chief Student Affairs Officer 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.

Advisor: An individual that is permitted to accompany a Party to all stages of the Code of Student Conduct process. The Advisor may be, but is not required to be, an attorney.

Appeals Officer: An individual appointed by the University to evaluate and issue final decisions regarding appeals of the Written Determination.

Complainant: A University Community Member who is the recipient or victim of, or alleged to be the recipient or victim of, conduct prohibited by this policy.

Decision Maker: An individual appointed by the University to make determinations regarding relevance of evidence, Respondent Responsibility, Sanctions, Remedies, and appeals.

Emergency Removal: The immediate suspension of student privileges to be on any University campus or participate in any in-person University program or event.

Expert: A witness permitted to submit a written report as part of an administrative review regarding their opinion based specialized professional knowledge and not regarding personal knowledge of facts.

Informal Resolution: An equitable resolution process that will generally take the form of mediation before a neutral mediator.

Interim Measures: Actions the University may implement as part of an analysis where it is determined there is a threat to of safety posed to the University Community that may be mitigated by interim measures. Interim Measures involve action against an involved party and are place at any point during the prior to the resolution of an allegation.

Notice: Notification by the University. Notice will be deemed received upon the sending of any electronic communication to a recognized email account or portal, such as Maxient.

Party: The Complainant or the Respondent. The Administrative Review Officer and the University are not Parties.

Preponderance of the Evidence Standard: That it is more likely than not that a violation of this policy occurred, based on all the reasonable evidence and reasonable inferences from that evidence.

Relevant: Evidence that is directly related to a matter at hand and tends to make the existence of any fact that is of consequence to the outcome more or less probable.

Remedies: Individualized measures implemented after an Administrative Review or as part of an Informal Resolution that are designed to restore or preserve equal access to University Programs or Activities, and may include Supportive Measures, but need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

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.

Respondent: An individual reported to be the perpetrator of conduct that may constitute a violation of this policy.

Responsibility/Non-Responsibility: A finding based on a Preponderance of the Evidence indicating that it is more likely than not or not more likely than not that the Respondent violated this policy.

Retaliation: A materially adverse action performed directly or through others, aimed to dissuade a reasonable person from engaging in, or done in retribution for engaging in, exercising rights under this policy, reporting in good faith a possible violation of this policy, or participating in an investigation or proceeding in good faith pursuant to this policy. Retaliation may arise whether or not the underlying allegation was found to be substantiated. Retaliation does not include good faith actions pursued in response to a report of Prohibited Conduct.

Sanctions: Individualized measures implemented after an administrative review that may be disciplinary in nature. Sanctions will take into account aggravating and mitigating factors as appropriate.

Sexual Misconduct: Sex-Based Discrimination, Sexual Harassment, or Retaliation occurring within the University's [Title IX](#) jurisdiction.

Supportive Measures: Actions taken by the University designed to restore or preserve equal access to the University's education program or activity without unreasonably burdening the other Party, including measures designed to protect the safety of all Parties or the University's educational environment, or deter Prohibited Conduct. Supportive Measures are individualized services offered as appropriate, as reasonably available, and without fee or charge to involved parties.

Title IX Coordinator: A University employee authorized and designated by the University to coordinate its efforts to comply with Title IX responsibilities under federal law.

University: The University of La Verne, including eleven campuses in California wherever located.

University Community: Students who are registered or enrolled for credit or non-credit-bearing coursework and admitted students participating in University Programs; All University employees, including all full-time and part-time faculty, Administrative Professionals, Classified staff, temporary employees; and independent contractors, vendors visitors, guests and other persons having dealings with the University community.

University Officials: Members of the University Community with authority to institute corrective measures on behalf of the University, including administrators, administrative faculty, directors, supervisors, and coaches.

University Program or Activity: Includes locations, events, or circumstances over which the University exercises substantial control over both the Respondent and the context in which the conduct occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the University.

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 support 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 (i.e., evidence of violence, threat pattern, predation, and/or weapon use);
- 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;
- 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** or **protective**. 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 Chief Student Affairs Officer 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 (i.e., evidence of violence, threat pattern, predation, and/or weapon use);
- 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 Chief Student Affairs Officer 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

A materially adverse action performed directly or through others, aimed to dissuade a reasonable person from engaging in, or done in retribution for engaging in, exercising rights under this policy, reporting in good faith a possible violation of this policy, or participating in an investigation or proceeding in good faith pursuant to this policy. Retaliation may arise whether or not the underlying allegation was found to be substantiated. Retaliation does not include good faith actions pursued in response to a report of Prohibited Conduct.

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.

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

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 Chief Student Affairs Officer 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 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.

Administrative Review Officers may provide a Complainant resources, accommodations, and/or applicable supportive or protective measures, where the Preliminary Inquiry indicates or involves threat of harm.

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.

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:
 1. Reviewing the investigation process under this policy;
 2. Allowing parties to present their perspective on the allegation and respond to the allegations. The response may be in writing should the parties prefer;
 3. Allowing parties to present related evidence and identify possible witnesses;
 4. 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 processes outlined under the [Title IX policy](#) will be followed.

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 all 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 processed outline in the [Title IX policy](#) will be used to make all determinations. 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 using process outlined in the [Title IX Policy](#).

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 range 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 in 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 or 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 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 as 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 purpose 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 as 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 timeframe(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 party's education access. Specifically:

- Protecting the health and safety of all 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 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 administrative review (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 administrative review or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

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 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 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 | ▪ IT & Acceptable Use |
| ▪ & Retaliation | ▪ Keys & Locks |
| ▪ Alcohol | ▪ Lewd Behavior |
| ▪ Alteration of Premises | ▪ Parking |
| ▪ Animals/Pets | ▪ Posting |
| ▪ Appliances (Housing) | ▪ Projectiles |
| ▪ Assault | ▪ Quiet Hours & Noise (Housing) |
| ▪ Bullying and Cyberbullying | ▪ Relationship Violence |
| ▪ Care of Common Areas & Property | ▪ Safety & Security |
| ▪ (Housing) | ▪ Sexual Assault |
| ▪ Care of Rooms (Housing) | ▪ Sexual Contact |
| ▪ Concealment & By-Standing | ▪ Sexual Exploitation |
| ▪ COVID Safety | ▪ Sexual or Gender Based Harassment |
| ▪ Dangerous Behavior | ▪ Smoking |
| ▪ Discrimination | ▪ Soliciting |
| ▪ Disruptive Behavior | ▪ Sports Related Activities |
| ▪ Drugs & Controlled Substances | ▪ Stalking |
| ▪ Election Tampering | ▪ Theft & Stolen Property |
| ▪ Failure to Comply | ▪ Trademark |
| ▪ Falsification & False Accusations | ▪ Trespassing & Restricted Access |
| ▪ Fire Safety & Hazards | ▪ Vandalism |
| ▪ Furniture | ▪ Weapons, Firearms, Explosives |
| ▪ Gambling | ▪ Wheeled Device |
| ▪ Gatherings (Housing) | |
| ▪ Guest/Visitors | |
| ▪ Harassment | |
| ▪ Hazing | |
| ▪ Improper Room Transfer (Housing) | |

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 Chief Student Affairs Officer 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 Chief Student Affairs Officer 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

Shannon Mathews, Dean
Ngoc H. Bui, Interim Associate Dean
Gerard P. Lavatori, Interim Associate 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	Beginning 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: Selected 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 Program Chairperson: Morgan Sandler

Journalism and Public Relations Program 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 Effron, Scott Essman, Danielle Eubank, Philip Halprin, Justin Janzen, Randy Miller, Steve O'Sullivan, Lance Pugmire, Tammy Trujillo

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 251	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	Playwriting/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 as multimedia journalists. By following the Print-Online Journalism, Broadcast Journalism or Visual 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 (Print-Online Journalism, Broadcast Journalism or Visual Journalism).

Broadcast Journalism Concentration: 59-60 semester hours

Print-Online Journalism Concentration: 59-60 semester hours

Visual Journalism Concentration: 57-58 semester hours

Prerequisite Requirement:

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

Core Requirements: 27-28 semester hours

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 (1-2)
JOUR 499 Senior Project (4)

Broadcast Journalism Concentration: 30 32 semester hours

RDIO 230 Radio Production I (4)
OR
RDIO 112 Intro to Digital Audio (4)
JOUR 300 Advanced News Reporting (4)-
JOUR 308 TV News Production (2,2)
JOUR 317 Graphic Production Processes (4)
and Design for Publications
JOUR 345 Intermediate Broadcast
Journalism (4)
JOUR 465 History of Mass Media –
Printed and Electronic (4)

Choose 8 units from the following electives:

JOUR 115 News Editing (2)
JOUR 318 Survey of Multi-Media (4)
JOUR 408 Special Topics (2-4)
RDIO 306 Radio Station Newswriting and
Editing (2)
TV 330 Film and Television Editing (4)

Print-Online Journalism Concentration: 32 semester hours

JOUR 115 News Editing (2)
JOUR 220 Newspaper Production (2)
JOUR 300 Advanced News Reporting (4)
JOUR 317 Graphic Production Processes
and Design for Publications (4)
JOUR 325 Magazine Production (2, 2)
JOUR 345 Intermediate Broadcast
Journalism (4)
PHOT 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)
PHOT 327 Staff Photography (2)
RDIO 306 Radio Station Newswriting
& Editing (2)

Visual Journalism Concentration: 30 semester hours

JOUR 115 News Editing (2)

JOUR 166 Introduction to Mass Media (4)

Or

JOUR 465 History of Mass Media –
Printed and Electronic (4)

JOUR 308 TV News Production (4)

JOUR 318 Survey of Multi-Media (4)

JOUR 325 Magazine Production (2)

PHOT 327 Staff Photography (2)

One of the following two:

PHOT 130 Introduction to Digital Photography (4)

Or

PHOT 100 Media Art Foundations (4)

Choose 8 units from these electives:

TV 330 Film and Television Editing (4)

TV 340 Television Graphics (4)

JOUR 408 Special Topics (4)

and other courses in the Communications Department,
Art Department, Computer Science, Photography
and/or other related fields.**Communications — B.A.**

The Communications major prepares students for careers as public relations specialists in entertainment, government and corporate arenas. Communications students study media relations, marketing communications, crisis management, research, branding and event planning. For the major, students complete all course requirements. Not all classes are offered every semester.

Communications Major: 59-60 semester hours**Prerequisite Requirement:**

JOUR 100 News Reporting (4)

Major Requirements:

JOUR 166 Introduction to Mass Media (4)

Or

JOUR 465 History of Mass Media –
Printed and Electronic (4)

JOUR 220 Newspaper Production (2)

JOUR 226 Digital Storytelling for Journalism (4)

JOUR 301 Writing for Public Relations (4)

JOUR 305	Radio/TV Newswriting and Editing	(4)
JOUR 317	Graphic Production Processes And Design for Publications	(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)
JOUR 460	Law and the Mass Media	(4)
JOUR 467	Ethics of Mass Media — Printed and Electronic	(4)
JOUR 497	Internship	(1-2)
JOUR 499	Senior Project	(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.

ENGLISH DEPARTMENT

Regular Faculty: Jane Beal (Chair), Catherine Irwin, Jeffrey Kahan, 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, Mythology of J.R.R. Tolkien, 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, Jack Cunningham, Gregory Cumming, 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)

400 level **and** one in European History (4)
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: 28 semester hours

Core Requirements: 16 semester hours

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:

ENG 409	Female Authors	(4)
	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 (LLAS)

No matter what career you pursue, a basic understanding of the diverse heritage and broad living experiences of Latinx and Latin Americans is a tremendous asset, especially in California. People of Latin American and Caribbean descent now make up the second-largest ethnic group in the United States, and the largest group in California. Here in the Los Angeles Basin, they represent almost fifty percent of the population.

For this reason, the University of La Verne is proud to offer a Latinx and Latin American Studies Minor. As a Hispanic Serving Institution (HSI), the university has developed extensive expertise in this area. The minor is helpful for students in any field of study and is designed to integrate the arts and sciences with disciplines intended to serve the public, specifically in the areas of health, education, administration, business, and law.

The minor includes theoretical perspectives and practical approaches to the historical and contemporary concerns of subjectivity at the crossroads of race, ethnicity, class, gender, sexuality, religion, and culture. It addresses the

complexities of the concept of “*latinidad*.” It combines community action with an understanding of the daily living and concerns of specific Latinx and Latin American populations. Students are encouraged to engage in research that promotes self-agency, ecological resilience, social justice, and solidarity across diverse communities for the positive transformation of culture and society.

The Latinx and Latin American Studies Minor will give you competencies that open doors and enrich your life after graduation — not just in your career, but also in your communities, and your civic interactions as a citizen of the world.

Learning objectives:

Upon completion of the minor, the students will be able to:

Understand the development of Latinx and Latin American thought (with regards to one or more of the following):

- Pre-colonial, colonial, post-colonial, and de-colonial socio-political histories and epistemologies of the Iberian Peninsula, Latin America, the Caribbean, the United States, and the wider diaspora around the globe
- Philosophical and religious influences upon epistemologies and social movements of Latin Americans and Latinx people groups in the United States
- Historical, political, philosophical, and religious developments of indigenous and Afro-Latinx communities in the United States, Latin America, and elsewhere
- The processes of racialization such as indigeneity, creolization, *negritude*, *mestizaje*, *mulataje*, hybridity, *Chicanidad*, the Asian Diaspora, and communities of Middle Eastern origins

Identify and describe key contributions and experiences in the construction of culture (with regards to one or more of the following):

- The arts, theater, music, film, literature, writing, and representation as mechanisms for establishing identity and promoting social change
- The production of culture through creativity, imagination, originality, and popular participation
- The relationship between language, subjectivity or identity, and space relations
- The cultural or material expressions of conquest, coloniality, imperialism, independence movements, nation development, revolutions, borderland thought, exile, migration, *la patria*, and at-homeness
- The celebration of diverse heritages, subjectivities or identities, and creative works arising from people groups of Latin American and Caribbean descent

Analyze systems of power, oppression, privilege, and affordances in society (with regards to one or more of the following):

- Development of a critical worldview and perspective on social processes and stratification across race, class, ethnicity, language(s), generations, sexuality, sexual orientation, religion (and so on)
- Keen understanding of the innerworkings of intersectionality and matters of labor
- The prevalence of social, legal, educational, economic, and health care inequalities among populations of people of color
- The role of geopolitics in society through the symbolic orders of borders, slavery, diaspora movements, meta-barrios, urbanicity, ruralism, transnationalism, and migration ecologies

Integrate knowledge in an interdisciplinary manner (with regards to one or more of the following):

- Opportunities for students to integrate perspectives across disciplines and fields of knowledge into their thinking
- Holistic understanding of the contributions and challenges of the Latinx and Latin American people groups in the areas of thought, culture, and society
- Broad understandings of Latinx and Latin American experiences and practical models with which to make an impact in society

Interpret ideas and concepts through community engagement (with regards to one or more of the following):

- Critical perspectives arising from local and global engagements with the community just as practice evolves out of theory
- Involvement in the community for developing practical skill sets
- The symbiotic work between the classroom and the community
- Firsthand experiences on activism and community building efforts
- The roles of students as global citizens who understand that group and/or individual actions have real life ethical ramifications

COURSES

TOTAL 28 semester hours (16 in upper division required from core and/or electives)

CORE REQUIREMENTS (16 semester hours)

LLAS 100	Introduction to Latinx/Latin American Studies, OR	4
SOC 336	Latino Experience	4
LLAS 200	U.S. Borderlands and Decoloniality, OR	4
PHIL 319	Border Theory in Religion and Philosophy, OR	4
RCS 265	Decolonial Rhetorics	4
LLAS 300	Latin American/Latinx Histories and Culture, OR	4
HSTY 315	Introduction to Latinx Histories, OR	4
SPAN 321	Hispanic Civilizations and Culture II	4

LLAS 400	Government and Politics of Latin America, OR	4
PLSC/HSTY 455	Topics in Modern Latin America	4

ELECTIVES (12 semester hours)

Humanities and Fine Arts Electives

ART 390	Art History: Special Topics: Latin American Modernism	4
CWRT 336	Latinx: The Magical and the Real	4
FR/LIT 364	Caribbean Francophone Literature and Culture	4
HSTY/PLSC 415	Borderlands and Migration in North America	4
MUS 106	<i>Cajón</i> Ensemble	1
MUS 362	Music of Latin America	4
PHIL 360	Indigenous, Afro, and Contemporary Philosophies of Latinx/Latin America	4
REL 352	Latin American-Latinx Liberation Thought	4
RCS 390	Queer Theory and BIPOC LGBTQ Rhetorics	4
SPAN 350	Indigenous Writer-Translator	4
SPAN/LIT 386	Chicano Literature	4
SPAN 430	Caribbean Literature	4
SPAN 431	Word & Image: Mexico 1920-1940	4
THAR 113	Theatre, Acting & Performance: Luis Valdez and El Teatro Campesino	4
THAR 443	20th Century Drama: Staging the Latinx-Latin American Revolution	4
TV 408	Special Topics: History of Latin American Cinema	4

Natural and Social Sciences Electives

ANTH 221	Peoples and Cultures of Mexico	4
ANTH 252	Forensic Anthropology	4
ANTH 453	Human Adaptation & Variation	4
BIOL 385	Community Engaged Research	4
BIOL 499A	Senior Seminar/Project: Environmental Justice and Disparities in Environmental Pollution and Chemical Exposures	4
EDUC 113	Critical Pedagogies	4
HONR 314	Inter-Area Social and Behavioral Science Interdisciplinary Seminar: Education as a Civil Right	4
HONR 314	Education as a Civil Right (Honors students only)	2
HONR 380	Honors Colloquium II: Live-Client Clinics on Immigration (Honors students only)	2
HSM 306	Systemic Racism, Disparities, and Health: The Impact on the Latinx Community	4
SOC 315	Race & Ethnicity	4
MGMT 352	Authentic Leadership in the Latinx Contexts	4
PADM 313	Urban Studies	4
PSY 450	Selected Topics: Minority Health and Health Disparities	4

Black Studies Minor

Chairperson: Thomas D. Allison, Esq., MPA

Black studies at the University of La Verne is an interdisciplinary and transnational pedagogical exploration of the Black and African diaspora with an emphasis on contemporary action, advocacy, activism, performance and excellence in the new economy. 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 Black Diaspora. This program is not just an academic program, but a cultural community that solidifies and presents the Black community's cultural, socio-political, and economic contribution to the identity of the global community. In partnership with the University of La Verne's Black Alumni Affinity Group and the regional Black community, our students will enjoy direct access to internships, community participation, and professional mentorship.

The program connects ethnic and area studies to provide an interdisciplinary focus. The minor will seek to engage students in a learning community to collaboratively develop a broader application of activism, advocacy, and organizing for cultural sustainability and empowerment. In addition to analyzing the impact of slavery and freedom on Black life in the Americas, the minor will also examine the issues that continue to shape and define Black communities in the post-Civil Rights Era United States and the contemporary Africa diaspora, including: Black intra-racial dynamics, gender relations, marriage and family patterns, sexuality, expressive forms, and hip-hop culture. Students will examine the formation and position of group and

individual identities through systematic study, active learning, and research which includes:

Understanding Historical and Cultural Knowledge

- a. Examine the origins of the African slave trade, and explore political, economic, demographic and cultural factors shaping Black and African American life and culture prior to 1865 to present day.
- b. Historical and political developments of Black and African American communities in the US and elsewhere.
- c. Arts, literature, and representation as mechanisms for establishing identity and promoting social change. A study of the genesis, development, and scope of Black and African American culture, approached through an examination of selected art forms, historical themes, and intellectual currents.
- d. The processes and implications of the diverse Black experience as an umbrella term that both connects and obscures group and individual identities and differences.

ANTH 335/SOC 335 Black Experience in the U.S.

REL 390 African American Liberation Theology

Analyzing Systems of Power, Oppression, Privilege, and Affordances

- a. Social processes and stratification across race, class, gender, ethnicity, locale, language(s), generations, sexuality, religion (and so on).
- b. Colonial and decolonial epistemologies.
- c. Transnational, border, diaspora, social, meta-barrio, slavery, and migration ecologies.

LS 420 Critical Race Theory and the Foundations of Race and Law

EDU 302 Education as a Civil Right

Applying the above to Community Engagement

- a. Through critical perspectives and de-colonial theories to students' respective engagements.
- b. Guide students in the process of consolidating their intellectual experience as they work toward carving out the next stage of their professional lives.
- c. In students' roles as local and global citizens who understand that group and/or individual actions have real life ethical ramifications.

EDU 268 Shaping Community Consciousness: Black/African American Practices of Social Agency, Activism and Transformation

LS 425 The Law and Economics of Racism

Community Service

- a. Students will also integrate course readings with their own first-hand experience working in one of several off-campus sites.
- b. This course has a mandatory community engagement component

LVE 400

Difference as Social Construct

LVE 305

Learning Through Community Service I: Black/African Experience

Total program: 24-28 semester hours

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 provide the basic knowledge of the physical world in which we live. The social sciences and business sector contains course options that provide an understanding of the social, political, economic and ethical dimensions of sustainability. A community service component is built in to provide hands on experience with sustainability issues at the community level. A capstone course is provided at the 400 level to consolidate and integrate knowledge gained in other courses in order to find more effective solutions to environmental problems.

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

Requirements:

A total of 30 semester hours is required of which at least 12 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

Chairpersons: Pat Widolff, Wendy Zwissler

Regular Faculty: Paul Alvarez, Micaela Castillo, Megan Granquist, Allison Krich, Russell Muir, Karlita Warren, Pat Widolff, Wendy Zwissler

The Kinesiology Department offers three undergraduate concentrations of study within one major and one graduate program. The Physical Education Teacher Education (PETE) concentration 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. The Athletic Training (AT) concentration is designed for students who are interested in a pathway towards becoming a certified athletic trainer. The Master of Science (MSAT) degree prepares students to become Certified Athletic Trainers by addressing the educational and clinical competencies required to pass the Board of Certification (BOC) examination.

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)

Athletic Training (AT) Concentration: 30 semester hours

The Athletic Training Concentration for the Kinesiology Major is designed for students who are interested in a pathway towards becoming a certified athletic trainer. Athletic trainers are healthcare providers who work with patients in a variety of settings including: college and universities, high schools, hospitals and rehabilitation clinics, performing arts centers, fitness and recreation sports centers. In order to attain Athletic Training BOC certification, an individual must complete a Professional level athletic training education program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and pass the BOC certification exam.

Students in the AT Concentration may be eligible to apply to the Masters of Science in Athletic Training (MSAT) program; additionally they may be eligible to use graduate MSAT credits to fulfill the undergraduate degree.

KINE 002-074	Activity courses	(3)
KINE 300-494	Upper Division KINE Electives	(20)
KINE 335	Prevention & Care of Athl Injuries	(4)
KINE 495	Internship (Athletic Training)	(3)

Note, the following courses are ULV MSAT pre-reqs:

- Biology
- Chemistry
- Physics
- Psychology
- Anatomy
- Physiology
- Prevention & Care of Athletic Injuries

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

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 nor provide a paralegal certificate.

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, advanced research and writing 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)
LS 420	Critical Race Theory and the Foundations of Race and Law	(4)
LS 425	The Law and Economics of Racism	(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 nor provide them with a paralegal certificate. 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.

La Verne's foreign language majors acquire the linguistic competence and cultural sensitivity necessary to function effectively as informed world citizens in a growing number of professional fields, including international affairs, law, business, education, social activism and advocacy, communications and the arts. The La Verne foreign language majors also prepare students for graduate studies in the humanities and social sciences.

French — B.A.

Total program: 40 semester hours

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, or	
FREN 321	Contemporary France	(4)
FREN 322	La Francophonie	(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 240 Language and Culture	(4)
FREN 302 World Literature and Disability Studies	(4)
FREN 320 French Civilization and Culture	(4)
FREN 321 Contemporary France	(4)
FREN 330 Second Language Teaching	(4)
FREN 364: Caribbean Francophone Literature and Culture	(4)
FREN 365 French Literature in Translation	(4)
FREN 374 Experiencing Paris	(4)
FREN 420 Commercial French	(4)
FREN 430 French Literature I	(4)
FREN 431 French Literature II	(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 240	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	Indigenous Writer-Translator	(4)
SPAN 499	Senior Project	(1-4)

One of the following: (4)

SPAN 430	Caribbean Literature	
SPAN 431	Word & Image: Mexico 1920-1940	
SPAN 432	Hispanic Readings III	
SPAN 433	Hispanic Readings IV	

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: 28 semester hours

CWRT 303	Poetry Writing	(4)
CWRT 204	Intro to Prose Writing	(4)
CWRT 305	Literary Magazine Staff	(2, 2)
CWRT 336	Latinx: The Magical & The Real	(4)
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 (repeatable 3x)	(4)
CWRT 309	Creative Writing Workshop	(4)

Literature Electives (8 semester hours chosen from the following):

CWRT 307	Special Topics in Writing & Literature (repeatable 3x)	(4)
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)

or other classes chosen in consultation with program director.

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)
CWRT 336	Latinx: The Magical & The Real	(4)

MUSIC DEPARTMENT

Chairperson: Reed Gratz

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

Adjunct Faculty: Steve Alaniz, Michael Boos, Pebber Brown, Homero Chavez, Moh Wei Chen-Hribar, Zachary DeChance, Robert Dominguez, Andrew Ford, Yalil Guerra, Anita Hanawalt, Rachel Vetter Huang, Hedy Lee, Rafael Liebich, Ariel Pisturino, Ellen Rondina, Todd Strange (Artist-in-Residence), Courtney Taylor, Joshua Williams, Jackie Yu.

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/Composition, 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 unit 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

Co-Chairperson: Stacey Darling-Novak & Todd Lorenz

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

Adjunct Faculty: Patricia Caldani, Alissa N. De Koning, Michael Kinney, Randy Good, Raminder Kaur, Aubry McSweeny, 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

Biology Minor Coordinator: Jerome V. Garcia

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

Total program: 24-26 semester hours

Foundational Requirements: 8-10 semester hours

Two of the five courses must be taken*.

BIOL 101	Life Science: The Human Environment	(4)
----------	--	-----

BIOL 201	General Biology I	(4)*
BIOL 202	General Biology II	(4)*
BIOL 204	Plant Biology	(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

Chair: Nixon Mwebi

Regular Faculty: Katherine Bay, Jay Jones, Ashley Johnson, Taehyung Kim, Ricardo Morales, Nixon Mwebi, Andrew Rice

Adjunct Faculty: Michael Bentel, Hamed Eskandaloo, Andrew Patalano

Emeriti Faculty: Iraj Parchamazad, Mark Nelson

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 at 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	(2)
CHEM 499 Senior Project	(4)
Senior Comprehensive Examination	(0)

Chemistry Minor

Students may pursue the Chemistry minor by first meeting with a Chemistry full-time faculty 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.

Department Chairperson: Seta Whitby

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

Adjunct Faculty: Leigh Buchwald, 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 (artificial intelligence, 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 Computer Coding, Cybersecurity, 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

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

CMPS 390 Comprehensive Exam (0)

Artificial Intelligence Concentration: 20 semester hours

CMPS 392 Project Management (4)
CMPS 400 Analysis of Algorithms (4)
CMPS 450 Automata Theory (4)
CMPS 451 Artificial Intelligence (4)
CMPS 453 Advanced Topics in AI Applications (4)

Engineering Concentration: 20 semester hours

CMPN 150 Principles of Electronics and
Computer Engineering (4)
CMPN 202 Electronic Devices and Circuits (4)
CMPN 330 Microprocessor Systems (4)
CMPS 420 Cybersecurity (4)
CMPN 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	(0-4)
CMPS 450	Automata Theory	(4)
CMPS 451	Artificial Intelligence	(4)
CMPS 453	Advanced Topics in AI Applications	(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)
CMPS 327	Discrete Mathematics	(4)
MATH 201	Calculus I	(4)
PHYS 201	General Physics I	
or		
PHYS 203	Physics I: Mechanics	(5,5)

Additional Prerequisites for Artificial Intelligence Concentration

25 semester hours

BUS 270	Business Statistics	(4)
BUS 343	Foundations of Business Ethics	(4)
MATH 202	Calculus II	(4)
MATH 311	Calculus III	(4)
MATH 320	Linear Algebra	(4)
PHYS 204	Electricity & Magnetism	(5)

Additional Prerequisites for Engineering Concentration

13 - 14 semester hours

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

PHYS 202	General Physics II	
or		
PHYS 204	Physics II: Electricity and Magnetism	(5,5)

Additional Prerequisites 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 Prerequisites 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: Leigh Buchwald, 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)
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	(0-4)
CMPS 450 Automata Theory	(4)
CMPS 451 Artificial Intelligence	(4)
CMPS 453 Advanced Topics in AI Applications	(4)
CMPS 463 Computer Graphics	(4)
CMPS 481 Mobile Apps Development	(4)
CMPS 491 Systems Architecture	(4)

Information Technology — B.S.

Program Chair: Seta Whitby

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

Adjunct Faculty: Leigh Buchwald, 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.

Program 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)
or
MATH 365 Programming Concepts (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.

Program Chairperson: David Chappell

Regular Faculty: David Chappell, Vanessa Preisler, Amtul Chaudry, Esayas Shume

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)

4-1 Physics Teaching Track

The Physics teaching track offers rigorous and personalized training in physics and educational pedagogy for students wishing to pursue a career in teaching. The degree is comprised of a subject matter competency courses in physics that include the fundamentals of Classical Mechanics, Electricity and Magnetism, Modern Physics, and Quantum Mechanics. Upper division courses include 16 semester hours of Single Subject Teacher Credential courses, of which 4 semester hours in the final semester of the senior year (EDUC 443) will be applied to both undergraduate and graduate level requirements. The other 12 upper division semester hours will be applied towards the undergraduate degree only. This program is a direct educational pathway to completing a Teaching Credential Candidacy program and a specialized Master of Arts in Teaching, MAT at the University of La Verne. This 4+1 program is intended for completion in 5 years according to a detailed and specific plan. Any deviation from the outlined education plan, including extensions, may have financial aid implications, and should be considered with the support of an advisor.

The Physics teaching track requires a 2.75 GPA for admission with a minimum 3.0 required for credential courses, 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 sophomore 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 (4+1) program may be counseled into the traditional B.A./B.S. in Physics program. Upon successful completion of the B.A./B.S. in the Physics teaching track program, students will interview with the Director

of the MAT program or designee for authorization to advance to the graduate program in LaFetra College of Education. Advancement will be determined by an interview, credential course completion, GPA (minimum 3.0 required) and recommendation from the B.A/B.S. program chair. All Physics teaching track students must obtain cleared fingerprints (Dept. of Justice, Federal Bureau of Investigation, and the California Child Abuse Index) in accordance with the requirements for the *Commission on Teacher Credentialing for credential coursework*. Applicable fees apply. A record of current immunizations must be on file.

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)

Honors Program

Program Chairperson: Allyson P. Brantley

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 and a 3.5 GPA or above is required in order to apply to join the Honors Program. All applications will be considered on an individual basis, and final acceptance will be determined by the Honors Program director. 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 30 required University of La Verne Honors semester hours reduced to 14 (see information on the Certificate for Honors Program Participation for more, p. 215).

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

Prelaw Advisor: Richard Gelm

A broad academic, cultural, and intellectual background in the various disciplines of the liberal arts is highly beneficial to students who are considering the legal profession. While leading law schools prescribe no one set of courses for students preparing to enter law school, all encourage prelaw students to develop skills in analytic research, communication (both written and oral), and reading comprehension. Prelaw students may select any undergraduate major offered at the University of La Verne.

The prelaw advisor has been designated to give prelaw students assistance in designing their courses of study at La Verne to best prepare them for law school. Through careful counseling the advisor will identify the student's strengths and weaknesses for future legal study. This individualized counseling program and the help given to students in locating suitable law schools has been successful in placing prelaw students in the La Verne College of Law as well as other law schools in California and other parts of the United States. Students are urged to contact the prelaw advisor as soon as they decide to pursue a legal career.

PSYCHOLOGY DEPARTMENT

Chairperson: Glenn Gamst

Faculty: Leticia Arellano-Morales, Aaron Baker, Ngoc Bui, Amy Demyan, Glenn Gamst, James Garcia, Arthur Gonchar, Jessica Irwin, Jerry Kernes, Yesim Keskin, Dinko Kranjac, Nicole Mahrer, ~~Luci Martin~~, Nadine Nakamura, Kristina Post, Matthew Sazma

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.

Program 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	Behavioral Neuroscience	(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 Requirements:

(Complete 1 course; 4 SH)

PSY 101	Principles of Psychology	(4)
---------	--------------------------	-----

Core Requirements: 24 semester hours

(Complete all 4 courses, 16 SH)

PSY 312	Abnormal Psychology	(4)
PSY 400	History of Psychology	(4)
PSY 407	Life-Span 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)
PSY 405	Behavior and Neuroscience	(4)
One 300 or 400-level PSY elective		(4)

RELIGION & PHILOSOPHY DEPARTMENT

Chairperson: Richard Rose

Regular Faculty: Dan Campana, Richard Rose, Elaine Padilla, Jonathan Reed

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

Chair: Judy Holiday

Regular Faculty: Claire Angelici, 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 communication is grounded in the everyday practices and understandings of people as social actors. Rhetoric and

communication studies 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 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 Debate Team, which competes nationally and internationally and is 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 including social and human services, business, and law. The major 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 265	Decolonial Rhetorics	(4)
RCS 270	Peer Tutoring in Writing	(4)

Electives: 16 semester hours

RCS 300	Advanced Argumentative Writing for Public Discourse	(4)
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 380	Feminist Rhetorics	(4)
RCS 390	Queer Theory & BIPOC 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 260	From Plato to Hashtags: Intro to Rhetoric	(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 265	Decolonial Rhetorics	(4)

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

RCS 300	Advanced Argumentative Writing	(4)
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 380	Feminist Rhetorics	(4)
RCS 390	Queer Theory & BIPOC 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 Speech Communication	(4)

First-year Rhetoric and Writing Program

Program Chair: Joshua Jensen

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

Adjunct Faculty: Jeffery Anderson, Carly Betkey, Bryanna Bynum, John Calavitta-Dos Santos, Catherine Conner, Cristina Fucaloro, Jacqueline Kozak, Alyssa Krueger, Troy Mikanovich, Samantha Pedersen, Natalie Peterkin, Marc Rodriguez, Emily Schuck, Benito Solis, Patrick Vincent

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, Patricia Maloof, Richard Murray

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 forensic 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: 60 semester hours

Prerequisite Requirement: 8 semester hours

ANTH 305 Quantitative Reasoning (4)
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: 16 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 (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 work place.

Total program: 60 semester hours

Prerequisite Requirement: 8 semester hours

ANTH 305 Quantitative Reasoning (4)
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)

1 Cultural Anthropology Course
as Approved by Advisor (4)

1 Linguistic Course as approved by Advisor (4)

ANTH 354 Human Osteology (4)

ANTH 364 Forensic Archaeology (4)

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

SOCIOLOGY/CRIMINOLOGY PROGRAM

Chairperson: Joseph Cabrera

Regular Faculty: Nicholas Athey, Joseph Cabrera, Sharon Davis, , Margaret Gough, Roy Kwon, Raul Perez

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

Supportive Courses: 8 semester hours

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

Core Requirements: 20 semester hours

SOC 390 Research Methods (4)
SOC 401 Criminology Theory (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: 8 semester hours

SOC 322 Introduction to Criminology (4)
SOC 326 Criminal Justice System (4)

Electives: 8 semester hours

(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 345 White Collar Crime (4)
SOC 350 Law and Society (4)
SOC 375 Drugs and Society (4)

SOC 380 Political Economy of Crime (4)
OR other advisor approved criminology course

Completion of Racial Justice and Tolerance (RJT) Certificate: 16 semester hours

Note completion of this certificate is required for the Criminology major. See Racial Justice and Tolerance Certificate for requirements.

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.

Program Chairperson: Joseph Cabrera

Total program: 52 semester hours

Supportive Courses: 8 semester hours

SOC 250 Introduction to Sociology (4)
SOC 303 Applied Quantitative Analysis (4)

Core Requirements: 12 semester hours

SOC 390 Research Methods (4)
SOC 401 Criminological Theory (4)
SOC 498 Senior Capstone Project (4)

Breadth Requirements: 8 semester hours

SOC 322 Introduction to Criminology (4)
SOC 326 Criminal Justice System (4)

Electives : 8 semester hours

(Choose 2 courses):

ANTH 262 Forensic Investigations (4)
SOC 320 Sociology of Deviance (4)
SOC 321 Juvenile Delinquency (4)
SOC 329 Correctional Systems (4)
SOC 342 Urban Crime Patterns (4)
SOC 345 White Collar Crime (4)
SOC 350 Law and Society (4)
SOC 375 Drugs and Society (4)
SOC 380 Political Economy of Crime (4)
Or other advisor approved criminology course(s)

Completion of Racial Justice and Tolerance (RJT) Certificate: 16 semester hours

Note completion of this certificate is required for the Criminology major. See Racial Justice and Tolerance Certificate for requirements.

Racial Justice and Tolerance—Certificate Program

The racial justice and tolerance certificate is designed to ensure that students gain an understanding of issues related to diversity, equality, and inclusivity (DEI) and how such issues are related to core structural and ethical issues within communities, institutions, and society. Studies suggest that awareness of such DEI issues will lead to more racial tolerance and understanding. The certificate is designed for students, law enforcement, non-profit leaders, business employees, and others wishing to gain an in-depth knowledge of DEI issues and a greater awareness of racial justice and tolerance.

Total certificate: 16 semester hours

RJT Core Requirements: 8 semester hours

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

RJT Electives: 8 semester hours

(Choose 2 courses):

SOC 270	Social Problems	(4)
SOC 317	Health, Wealth, and Poverty	(4)
SOC 325	Racism and Anti-Racism Through Film	(4)
SOC 335	Black Experience in the US	(4)
SOC 336	Latino Experience	(4)
SOC 337	Asian-American Experience	(4)
SOC 338	Native-American Experience	(4)
SOC 341	Urban Sociology	(4)
HSTY 315	Introduction to Latinx Histories	(4)
PSY 409	Multicultural Psychology	(4)
Or other advisor approved RJT course(s)		

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

Chair: Sean Dillon

Regular Faculty: Sean Dillon, Alma Martinez, Thomas Ontiveros

Technical Director: Alan Tollefson

Adjunct Faculty: Alan Tollefson

Senior Adjunct Faculty: Skip Clague

Professor Emeritus: David Flaten

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 presentations and productions for the public. Active participants include non-majors as well as theatre students. Theatre majors are encouraged to develop a special emphasis area of study, such as performance, management, directing, theatre technology or an area of design, through electives approved by their advisor.

Theatre Arts – B.A.

Total program: 42 semester hours minimum

Core Requirements:

THAR 110	Acting for Anyone, or	
THAR 113	Theatre, Acting, & Performance, or	
THAR 210	Acting Studio, or	
THAR 212	Acting for the Camera 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	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 334	Costume Design II	(2)
THAR 377	Theatre & Drama Instruction for Teachers	(4)
THAR 399	Independent Study	(1-4)
THAR 410	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: Emmeline de Pillis

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, Ali Dehghan, 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, 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, Zhen Zhang.

MARKETING & LAW DEPARTMENT

Chairperson: Robert Barrett

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

PUBLIC & HEALTH ADMINISTRATION DEPARTMENT

Chairperson: Suzanne Beaumaster

Regular Faculty: Kent Badger, Marcia Godwin, Soomi Lee, Jack Meek, Keith Schildt, 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 interpersonal skills necessary to succeed in the business world. It prepares students for careers in all areas of accounting.

Prerequisites: All students are expected to be proficient in word processing, spreadsheets, electronic communications, and information retrieval on the Internet. All students are encouraged to take BUS 101: Connect for Success.

Total program: 82 semester hours

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 lifelong 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 the Integrated Business Curriculum and Practicum. Students 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)
BUS 436	International Finance	(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 465	Digital Marketing	(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	(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)
MGMT457	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 306	Systematic Racism, Disparities, and Health: Impact on Latinx Community	(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)

PUBLIC ADMINISTRATION PROGRAMS

Public Administration — B.S.

(Available only at selected regional campuses and CAPA)

The Bachelor's degree in Public Administration is an academic and professional degree program offering basic coursework in the theory, applications, and practice of public sector management. Experience in applying these skills will be gained through class participation, special projects, and research reports.

Total program: 40 semester hours minimum

Core Requirements: 28 semester hours

MGMT 388	Statistics	(4)
PADM 313	Urban Studies	(4)
PADM 332	Public Administration	(4)
PADM 436	Policy Making Process	(4)
PADM 469	Management of Change and Conflict	(4)
PADM 470	Public Management Processes	(4)
PADM 496	Senior Project	(4)

Electives: 12 semester hours

Students may take any combination of three additional courses from any of the electives below to meet their 40 semester hours in the major.

PADM 314	Local Government Management	(4)
PADM 330	Labor/Management Negotiation in the Public Sector	(4)
BUS 343	Foundations of Business Ethics	(4)
PADM 439	Organizational Behavior: Theory and Application, or	
MGMT 459	Organizational Behavior: Theory and Application	(4)
MGMT 354	Oral Communication in Organization	(4)
BUS 346	Written Business Communication	(4)
BUS 410	Management Information Systems	(4)

LaFetra COLLEGE OF EDUCATION

Dean: Kimberly White-Smith

Associate Dean: Kristan M. Venegas

CHILD DEVELOPMENT PROGRAM

Child Development — B.S.

Program Chairperson: Cindy Giaimo-Ballard

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 (see concentrations embedded in the major). 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.

Program Requirements, prior to fieldwork:

- 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, Task Stream submissions, and fieldwork requirements mandated by the college.
4. Graduation Clearance from the Office of the Registrar

Total program: 50 - 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: 40 semester hours

EDUC 254	Health, Safety, and Nutrition	(4)
EDUC 350	Child Psychology and Development	(4)
EDUC 352	Writing for Child Development	(4)
EDUC 354P	Early Childhood Observation and Assessment Practicum	(4)
EDUC 353	Teaching in a Diverse Society	(4)
EDUC 459	Curriculum for Younger Children	(4)
EDUC 454P	Early Childhood Student Teaching Practicum	(4)
EDUC 452	Parenting Theory in Cultural Contexts	(4)
EDUC 485	Social-Emotional Learning and Behavior Guidance Strategies	(4)
EDUC 499	Senior Project	(4)

Concentration: 10 – 14 semester units (choose one concentration)

The chosen concentration must be fulfilled completely – may not mix concentration coursework)

Early Childhood Teaching Concentration (14 units)

EDUC 451	Infant & Toddler Development	(4)
EDUC 447	Infant & Toddler Curriculum	(2)
EDUC 449	Early Childhood Literacy	(4)
EDUC 448	Math for Young Children	(4)

Kinesiology Concentration (10 units)

KINE 380	Motor Development	(4)
KINE 381	Motor Learning	(4)
KINE 212	Teaching Games to Enhance Physical Literacy	(2)

Theatre Concentration (12 units)

THAR 351	Directing Studio I	(4)
THAR 370	Theatre and Community	(4)
THAR 377	Theatre and Drama Instruction for Teachers	(4)

Criminology Concentration (12 units)

SOC 321	Juvenile Delinquency	(4)
SOC 329	Criminal Justice System	(4)
SOC 350	Law and Society	(4)

Diversity, Equity, and Inclusion Concentration (12 units)

EDUC 112	Introduction to Neurodiversity	(4)
EDUC 113	Critical Pedagogies	(4)
SOC 330	Social Class and Inequality	(4)

Special Education Concentration (14 units)

EDUC 112	Introduction to Neurodiversity	(4)
EDUC 486	Introduction to Early Childhood Special Education: Policies & Practices	(4)
EDUC 487	Curriculum & Strategies for Children With Special Needs	(2)
EDUC 451	Infant/Toddler Development	(4)

Child Development — Integrated B.S. + M.S. (Main Campus Traditional Students Only)

The Child Development Integrated B.S. + M.S. program is designed as an accelerated four-year B.S. plus one year M.S. program at La Verne. This track is designed for students planning administrative careers in early childhood education in public or private schools, and/or social service agencies. B.S. coursework focuses on studies of the growth and development of children, as well as administrative requirements in relation to the family, school, and community. M.S. coursework focuses on brain development, cognition, attachment, and research in Child Development. The Integrated B.S. + M.S. requires a 3.0 GPA (maintained throughout the program) a writing assessment, and a face-to-face interview with the program chair. Semester advising appointments are required throughout the first four years to monitor GPA and portfolio requirements. Students who do not progress according to the requirements of the accelerated program may be counseled into the traditional Child Development B.S. program. Upon successful completion of the third year of the Child Development Integrated B.S. + M.S., students will interview with the Chair of the Child Development M.S. Program for authorization to advance to prerequisites for the M.S. portion of the program. Advancement will be determined by an interview, writing sample, current GPA, and recommendation from the B.S. program chair. All Child Development B.S. + M.S. students must obtain cleared fingerprints (Dept. of Justice, Federal Bureau of Investigation, and the California Child Abuse Index) through the Fairplex Child Development Center. A record of current immunizations must be on file. Be advised it is

recommended students declare themselves as a Child Development major by the end of their freshman year.

Graduation Requirements:

1. Application for Graduation
2. Bachelor's degree requires completion of all university bachelor's degree requirements. This includes the 12SH of the M.S. prerequisite requirements.
3. Master's degree requires completion of the bachelor's degree in child development and all required master's degree courses consecutively completed.
4. Developmental Knowledge Exam
5. Completion of course assessments, electronic portfolio, Task Stream submissions, and fieldwork 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: 76 semester hours

52 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 of Teaching Young Children	(4)
EDUC 253	Child, Family, and Community	(4)

Core Requirements: 40 semester hours

EDUC 254	Health, Safety, and Nutrition	(4)
EDUC 350	Child Psychology and Development	(4)
EDUC 352	Writing for Child Development	(4)
EDUC 354P	Early Childhood Observation and Assessment Practicum	(4)
EDUC 353	Teaching in a Diverse Society	(4)
EDUC 459	Curriculum for Younger Children	(4)
EDUC 454P	Early Childhood Student Teaching Practicum	(4)
EDUC 452	Parenting Theory in Cultural Contexts	(4)
EDUC 485	Social-Emotional Learning and Behavior Guidance Strategies	(4)
EDUC 499	Senior Project	(4)

Integrated Concentration Requirements: 12 semester hours

EDUC 449	Early Childhood Literacy	(4)
EDUC 451	Infant & Toddler Development	(4)
EDUC 486	Introduction to Early Childhood Special Education Policies & Practices	(4)

Upon completion of 40 of the required 52 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 Graduate Studies section.

Child Development Minor

Total semester hours: 24

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 and Behavior Guidance Strategies	(4)
*EDUC 454P	Early Childhood Teaching	(4)

*Under the direction of the academic advisor or program chair, this course may be substituted with a different EDUC course to accommodate the student's educational and professional pathway. Students planning on advancing to the Master's in Child Life Program MUST complete EDUC 454P.

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: 10 semester hours

EDUC 252	Childhood Environments: Culture, Education and Media	(4)
EDUC 301	Human Sexuality for Educators	(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 350	Child Psychology and Development	(4)
EDUC 385	History, Culture & Society	(4)
EDUC 407	Technology & Digital Literacy	(4)
EDUC 499I	Senior Seminar for Integrated Teacher Preparation Program	(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, Multiple Subject	(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.

State Authorization

Per the U.S. Department of Education there are federal requirements of postsecondary institutions to have state authorization for any state a student resides to provides distance education. Applicants applying for courses offered through the La Verne Online campus must reside in one of the authorized states. An updated list of authorized states can be found at <https://laverne.edu/online/state-authorization/>.

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, though probational admission may be granted based upon the submission of unofficial transcripts for select programs (final, official transcripts are required within the first term of enrollment). 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 is required. (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. A minimum score of 105 on the Duolingo English Test.

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 withdrawn 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.

Undergraduate students at the University of La Verne who have completed all their General Education and Major requirements can enroll in up to 15 units in a master's program and utilize these graduate units toward their Bachelor and Master degrees. Enrollment in the Master degree courses are subject to the written approval of the Program Director/Chair of the Master program. Students need to contact the program director/chair to see if a specific program is participating.

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 <https://laverne.edu/registrar/faq/mylaverne/>.

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 one year of their term of admission.

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 and must reapply to the program.

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 credits 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 session or semester. A late fee will be assessed beginning the 8th workday of a session 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 session or semester. After 60% of the session 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/their degree, and be making normal academic progress. However, this may not qualify the student for financial aid eligibility or loan deferments.

For graduate students enrolled in the Master of Science Physician Assistant Program, all students are full-time. Physician Assistant Program students must complete seven terms. Each term is a 15-week trimester, with a two-week break between each term. Students must be currently enrolled in all courses required each term to complete their degree, and be making satisfactory academic progress.*

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 (not including MSPA*)	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.

*Units required for the MSPA vary per term (ranging from 10 units to 22 units). Please refer to the Physician Assistant Program page in this catalog for program requirements.

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

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

- 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 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.

Faculty are prohibited from withholding grades for non-completion of course evaluations. Further, faculty shall not attempt to influence students' course evaluations through any means. Faculty may engage in motivational strategies such as expressing to students the importance of the student voice in course

change and/or allowing class time to complete course evaluations. Student evaluations of courses are anonymous.

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:

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

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 session 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:

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

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.

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 or completed 15 SH & currently enrolled in 3 SH
33 - 36 SH Program	21 SH completed or completed 18 SH & currently enrolled in 6 SH
39 - 50 SH Program	30 SH completed or completed 25 SH & currently enrolled in 6 SH
51 - plus SH Program	43 SH completed or 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 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 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 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:

• 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
• Teacher Leadership	226

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, they 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: Leticia Arellano-Morales

Fieldwork Coordinator: Yesim Keskin

Program Overview

The MS in Marriage and Family Therapy (MFT) specialization prepares students for careers as licensed marriage and family therapists. The primary mission of the program is to prepare masters students to become multiculturally competent professionals in the specialty of marriage and family therapy. Principles of diversity and multiculturalism are infused throughout the curriculum to meet the psychological needs of families, couples, and children in a changing society. The MFT curriculum combines theoretical training with practical experiences to prepare students for professional counseling careers, emphasizing the best practices of the 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 a three-unit course in Career Counseling.

Statement on Diversity and Nondiscrimination

The MFT program embraces diversity within its various forms. 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 educational experience and affirmation of all aspects of human diversity.

The MFT 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 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.

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 for 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. Therefore, students are expected to consistently demonstrate professional behavior; this is counted toward participation grades in each course.

This includes but is not limited to:

- Timeliness: Timely completion of assignments and arriving to class before it begins.
- Respectful interactions with students and faculty
- Proactive engagement in the learning process and assignments
- Being organized and well-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. Students are also required to participate in classroom exercises and discussions. Students with more than one excused absence or any non-excused absence will receive a reduction in 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 are continuously evaluated for consideration of their 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.

Dismissal from Program

Students may be dismissed from the program under several circumstances including, but not limited to: academic dishonesty, academic disqualification, failure of program activities measuring student competencies, 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.

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. Students who fail to maintain a 3.0 GPA will be placed on academic probation for the following semester. Failure to maintain a 3.0 GPA for two consecutive semesters will result in dismissal from 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 qualifying for candidacy status. In some instances, students may be denied candidacy and also discontinued from the program. All students must receive candidacy status in order to complete the program.

During their coursework in the program, students are continuously 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 a student's personal or professional behavior does not continue to meet minimum professional and/or academic standards, the student will be dismissed from the program.

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 specific course content, 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 students must make 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 policy 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 upon completion of 43 semester hours. In order to apply for Advance Standing, students must complete all stipulations of admission, successfully pass the

competency exam, be in Good Standing, and attain a minimum GPA of 3.0 for all work applicable in the degree program. 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. Students who find it necessary to interrupt their studies and desire 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 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.

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 NCSPP 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 competencies 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 including 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 re-taken for course credit to be obtained. Psy.D. students may retake a course for course credit only once. Any student failing any course in the program twice will be dismissed from the program.

Masters of Psychology

Students may apply for a M.S. in Psychology at the completion of their second year of the Psy.D. program. This degree is intended only as an en route degree toward completion of the Psy.D. and is not a terminal master's degree. Students must be in good academic standing at time of application and have successfully completed their first two years of required coursework. Courses required during the first two years of the program are identified below. Completion of PSY 660: 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 (Prior to fall 2021)

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

Curriculum (Effective fall 2021)**Year 1 coursework:**

PsyD 600: Professional Development Seminar I	(0)
PsyD 601: Professional Development Seminar II	(0)
PsyD 602: Advanced Statistics I	(3)
PsyD 602L: SPSS Lab I	(1)
PsyD 603: Advanced Statistics II	(3)
PsyD 603L: SPSS Lab I	(1)
PsyD 604: Advanced Multicultural Competency I	(3)
PsyD 605: Advanced Multicultural Competency II	(3)
PsyD 606: Advanced Psychopathology	(3)
PsyD 607: Psychotherapy Efficacy & Outcome	(3)
PsyD 608: Professional Issues & Ethics	(3)
PsyD 609: Clinical Skills & Interviewing Techniques	(3)
PsyD 610: Cognitive & Intellectual Assessment	(3)
PsyD 611: Personality Assessment I	(3)

Year 2 coursework:

PsyD 612: Practicum I	(3)
PsyD 612L: Supervision Lab I	(1)
PsyD 613: Practicum II	(3)
PsyD 613L: Supervision Lab II	(1)
PsyD 620: Psychological Measurement	(3)
PsyD 621: Advanced Human Development	(3)
PsyD 622: Quantitative Research Methods	(3)

PsyD 623: Qualitative Research Methods	(3)
PsyD 624: Cognitive-Behavioral Psychotherapy	(3)
PsyD 625: Third-wave Behavioral Treatment & Mindfulness-based Approaches	(3)
PsyD 626: Personality Assessment II	(3)
PsyD 627: Full Battery Assessment	(3)
PsyD 629: Competency Exam	(0)

Year 3 coursework:

PsyD 630: Practicum III	(3)
PsyD 631: Practicum IV	(3)
PsyD 632: Biological Bases of Behavior	(3)
PsyD 633: Cognitive & Affective Bases of Behavior	(3)
PsyD 634: Advanced History & Systems	(3)
PsyD 635: Advanced Social Psychology	(3)
PsyD 636: Aging & Long-term Care (elective)	(1)
PsyD 637: Child Abuse Assessment & Reporting (elective)	(1)
PsyD 638: Advanced Human Sexuality (elective)	(1)
PsyD 639: Spousal/Partner Abuse Assessment, Detection, & Intervention (elective)	(1)
PsyD 640: Dissertation I	(3)
PsyD 641: Dissertation II	(3)

Year 4 coursework:

PsyD 642: Advanced Supervision Skills I	(1)
PsyD 642L: Supervision Lab III	(1)
PsyD 643: Advanced Supervision Skills II	(1)
PsyD 643L: Supervision Lab IV	(1)
PsyD 644: Advanced Consultation Skills	(3)
PsyD 646: Practicum V (elective)	(1)
PsyD 647: Practicum VI (elective)	(1)
PsyD 649: Suicide Risk Assessment & Intervention (elective)	(1)
PsyD 651: Substance Abuse Detection & Treatment (elective)	(1)
PsyD 660: Dissertation III	(3)
PsyD 661 Dissertation IV	(3)
PsyD 690 Selected Topics	(1)

Year 5 coursework:

PsyD 680: Full-time Internship I	(5)
PsyD 681: Full-time Internship II	(5)

Electives

Students must complete 9 elective units. PsyD 636, 637, 638, 639, 649, & 651 are required for CA licensure and will be offered as indicated above. Other electives may be offered as program resources permit. Students may complete a maximum of 4 units of electives as independent study (Psy 699). Students electing to take a third year of practicum must enroll in Psy 646 & 647. Psy 690 Selected Topics will vary depending on faculty interest and availability.

Physician Assistant Program – M.S.

Program Director: Ann Schultz

Medical Director: James Lally

Regular Faculty: Monique Williams, Brianna Cardenas, Wayne Dewri, Dan Williams

The Accreditation Review Commission on Education for the Physician Assistant (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 National Certifying Exam (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 Centralized Application Service for Physician Assistants (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 with lab	(4)
Human Physiology with lab	(4)
General Biology with lab	(4)
General Chemistry with lab I	(4)
General Chemistry with lab II	(4)
Microbiology with lab	(3)

General Education	Credit hours
--------------------------	---------------------

History of Fine Arts	(3)
Creative and Artistic Expression (i.e., music, photography, theater, cinema, drawing, dance)	(2)
English Composition I	(3)
English Composition II	(3)

Speech Communication	(2)
Philosophy/ Religion/ Ethics/ critical thinking	(3)
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 updates to this policy due to COVID-19 will be published online.
- 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. Any updates to this policy due to COVID-19 will be published online.
- 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

The PA Program will guarantee an interview to graduates with a degree from the University of La Verne who meet the admission criteria and have applied to the program.

An interview does not imply nor guarantee admission to the program.

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 502 Genetics of Health and Disease	(2)
PA 516 Health, Medicine and Society II	(2)
PA 531 General Medicine V	(4)
PA 533 Pathophysiology III	(2)
PA 534 Physical Assessment III	(4)
PA 535 Applied Pharmacology III	(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: Emmeline de Pillis

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.

4 + 1 Programs

University of La Verne undergraduate students can participate in a 4+1 program, regardless of undergraduate major. This program allows students to begin a masters degree from our College of Business and Public Management, while pursuing their undergraduate degree. Participation is subject to the prior approval of the Master Program Director and acceptance into the corresponding Master's program.

Master of Science in Accounting

Program Length: 2 Years

Program Director: Renee Miller

Mission:

The mission of the Master of Science in Accounting (MACC) is to help students meet some of the requirements for the Certified Public Accountant licensure. Also, the MACC aims to develop ethical and culturally competent professionals in the accounting field.

Learning Goals - Upon the completion of the program, the student will be able to:

1. Apply accounting standards, rules and regulations.
2. Utilize critical-thinking in solving accounting and business problems.
3. Effectively communicate in diverse cultural and organizational settings.
4. Research accounting and business problems and generate new knowledge.
5. Demonstrate ethical and professional judgment.

Foundation Courses: 0-33 semester hours

The foundation courses a student must fulfill are determined by a review of the student's undergraduate coursework and professional experience. If foundation courses are needed, they should be among the first courses taken. Undergraduate accounting courses can be used to satisfy the following accounting foundation courses. In order to waive any of the foundation/prerequisites, an equivalent course must have been completed with a grade higher than a "C" and within the past seven years.

BUS 501	Corporate Accounting and Reporting I	(3)
BUS 502	Corporate Accounting and Reporting II	(3)
BUS 506	Auditing Standards and Practices	(3)
BUS 508I	Federal Taxation Concepts and Practices-Individual	(3)
BUS 509	Cost Accounting	(3)

Students 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 Entities (3)

Master of Science in Data Analytics

Program Length: 2 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.

MDA 500	Statistics and Linear Algebra	(3)
BUS 500F	Business Marketing	(3)

Total Program: 36 semester hours**Core Courses: 15 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)
MDA 504	Data Mining and Predictive Analytics II	(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 568	Experimental Design and Market Testing	(3)
MDA 569	Marketing Analytics	(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 572	Problem Solving Methodologies	(3)
MDA 573	Analytics in Operations and Planning	(3)
MDA 579	Analytics in Logistics Management and Sourcing	(3)

Culminating Activity:

MDA 580:	Analytics Graduate Seminar	(3)
----------	----------------------------	-----

Master of Science in Finance

Program Length: 2 Years

Program Director: Paul Abbondante

Mission:

The mission of the M.S. Finance is to provide students with a broad understanding of financial economics and the ability to examine and solve complex finance problems.

Learning Goals - Students in the M.S. Finance should develop:

1. Solid interpersonal, communication, and teamwork skills.
2. A commitment to ethical and socially responsible behavior in financial markets.
3. The ability to utilize a holistic view of analysis and the development of complex finance models.
4. Problem solving and decision making skills in a dynamic environment.
5. An understanding of the interrelationships between the theoretical and functional areas of finance.
6. An ability to innovate and generate solutions for unstructured and complex problems.

Degree Requirements: In addition to the foundation courses, the M.S. Finance degree will require students to complete 30 semester hours of coursework. Of the 30 semester hours, 21 semester hours are completed by the core courses. In addition, 6 semester hours will be completed by 2 elective courses. The remaining 3 semester hours are fulfilled by the Culminating Activity.

Foundation Courses: 0-18 semester hours

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

BUS 500A	Accounting Fundamentals	(3)
BUS 500B	Economics for Decision Making	(3)
BUS 500C	Quantitative and Statistical Analysis	(3)
BUS 500D	Business Finance	(3)
BUS 500E	Business Management	(3)
BUS 500F	Business Marketing	(3)

Total Program: 30 semester hours

Core courses: 21 semester hours

BUS 509	Cost Accounting	(3)
BUS 525	Economics of the Firm	(3)
FIN 530	Managerial Finance	(3)
FIN 531	Theory of Finance	(3)
FIN 532	Derivatives	(3)
FIN 533	Investments	(3)
FIN 570	Econometrics for Finance	(3)

Electives: 6 semester hours

BUS 532	Management of Financial Institutions	(3)
BUS 533	Investment Banking	(3)

BUS 536	International Financial Management	(3)
BUS 538	Financial Strategy and Policy	(3)
BUS 534	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
---------	----------------------------

BUS 510	Decision-Making	(3)
	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:

Required courses:

BUS 501	Corporate Accounting and	
	Reporting I	(3)
BUS 502	Corporate Accounting and	
	Reporting II	(3)
BUS 501 is a pre-requisite for BUS 502		

A minimum of one course from the following:

BUS 505	Accounting for Specialized	
	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)

Electives with an (*) are not currently being offered

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:

Required Courses:

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. Consult with your academic advisor.

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 565I 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:

Required Courses:

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)
BUS 572	Supply Chain Analytics	(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)

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:**

Required Courses:

BUS 501	Corporate Accounting and Reporting I	(3)
BUS 502	Corporate Accounting and Reporting II	(3)
BUS 501 is a pre-requisite for BUS 502.		

A minimum of two course from the following:

BUS 503	Accounting Information for Decision Making	(3)
BUS 505	Accounting for Specialized 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)

Electives with an (*) are currently being offered

****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:**

Required Courses:

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. Consult with your academic advisor.

****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:**

Required Courses:

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)
BUS 572	Supply Chain Analytics	(3)

****Health Services Management Concentration**

Required Courses:

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)

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.

Electives/Concentration courses are not offered every semester or session. Refer to the tentative long term schedule and consult with your academic advisor.

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:

21 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 545	Foundations of Public Health	(3)
HSM 555	Ethical Issues in Health Care	(3)

Research and Culminating Courses: 3-6 semester hours

HSM 596	Graduate Seminar, or	(3)
HSM 592	Thesis	(3)
Students who wish to write a thesis must take		
HSM 591,	Organizational Research II	(3)

Financial Management Concentration:

12 semester hours from the following:

HSM 502	Financial and Cost Analysis	(3)
---------	-----------------------------	-----

A minimum of three of the following:

HSM 532	Budgeting and Cost Control	(3)
HSM 533	Healthcare Payment and Quality Management	(3)
HSM 534	Program Evaluation in Health Services	(3)

HSM 571	Management of Clinical and Financial Information	(3)
HSM 590	Selected Topics	(3)

Public Health Concentration:

All of the following:

HSM 545	Foundations of Public Health	(3)
HSM 546	Epidemiology	(3)
HSM 547	Public Health Policy	(3)
HSM 548	Applied Research for Public Health Professionals	(3)
HSM 549	Public Health and the Urban Context	(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 2021-2022 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)

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

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 MPA 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 the public interest;
- to participate in, and contribute to, the policy process;

- to analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment;
- to articulate, apply, and advance a public service perspective; and
- to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.

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 nonprofit administration, and
 - 3) how the La Verne MPA program compliments the student's interests in public service and its values.
- Two positive letters of recommendation discussing academic and/or professional qualifications from work supervisors, college professors, and/or public service professionals.
- A current résumé

Additional Requirements: Additional requirements for applicants with lower GPAs may include but are not limited to an interview with the MPA Director.

PADM 501 is to be completed the first session of study. If not offered the first session, then it must be taken as soon as it offered.

Total Program: 39 semester hours

Core Courses: 24 semester hours

PADM 501 Public Service and Society (3)
 PADM 510 Management and Leadership (3)

PADM 531	Organizational Theory and Development (3)
PADM 533	Policy Formation (3)
PADM 534	Budgeting & Fiscal Management (3)
PADM 555	Ethics in Administration (3)
PADM 582	Quantitative Methods for Public Management (3)
PADM 596	Graduate Seminar (3)

Concentration and Elective Courses: 15 semester hours

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 instead with advance approval by the program director.

Eligible elective courses are non-core 500 level PADM courses, HSM courses in the Public Health Concentration, and non-cross listed nonprofit MGMT courses. Other graduate courses are not eligible as concentration or elective courses without advance approval by the program director.

Students without previous public or nonprofit experience are required to take PADM 598, Public Service Internship, within the first year of study or 18 units (whichever comes first). This course is classified as an elective. Other students may take the internship course as an elective with advance approval by the program director.

Students can not double dip in counting concentration and elective units to reduce the number of units required for the degree. A total of 39 units is required for all students.

Urban Management and Affairs Concentration

This concentration focuses on developing skills in managing in urban metropolitan environment.

Required Courses:

PADM 501	Public Service and Society (3)
PADM 570	Urban and Community Politics (3)

And two of the following:

PADM 504	Organizational Communication (3)
PADM 538	Collaborative Public Management (3)
PADM 587	Managing Sustainable Communities (3)

Nonprofit Management and Governance Concentration

This concentration focuses on developing skills in governing and managing nonprofit organizations.

Required Courses:

PADM 501 Public Service and Society (3)
PADM 520 Nonprofit Governance (3)

and two of the following:

PADM 504 Organizational Communication (3)
PADM 522 Grant Management (3)
PADM 524 Nonprofit Finance and Fundraising (3)

Non-cross listed MGMT nonprofit courses may be taken with 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.

Required Courses:

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)
HSM 549 Public Health and the Urban Context (3)

Electives

Students can choose any of the concentration courses previously listed, if not already taken for a concentration (no double dip). Additional elective courses may include:

PADM 561 Legal Environment of Public Administration (3)
PADM 580 Applied Research (3)
PADM 581 Comparative Public Administration (3)
PADM 590 Special Topics (3)
PADM 598 Public Service Internship (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:

- 8 MPA core courses (24 semester hours)
- 1 MPA elective course (3 semester hours)
- 4 Law 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.

MPA/JD students without previous public or nonprofit experience are required to take PADM 598, Public Service Internship, as the elective course unless they complete a public or nonprofit legal externship as part of their JD degree.

Doctor of Public Administration (DPA)

Program Length: 4 Years

Program Director: Adrian M. Velazquez

The Doctor of Public Administration (DPA) is designed to develop scholarly practitioners as leaders. Students learn to consciously integrate and apply current theoretical, ethical, 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

Fall

1st Year

Semester PADM 611 Scope of PA

8 Week 1 PADM 609 Nature of Inquiry

8 Week 2 PADM 613 Descriptive Statistics

2nd Year

Semester PADM 651 Policy Formulation and Processes

8 week 1 PADM 620 Public Organization theory and Management

8 Week 2 PADM 665 Economic Perspectives in Admin and Policy

3rd Year

Semester	PADM 686	Research Specialization I
-----------------	----------	---------------------------

8 week 1 PADM 685 Special Topics: Emerging Perspectives in PA

8 week 2 PADM 670 Dissertation Seminar I--Lit Review (CR/NCR)

Spring

1st Year

Semester	PADM 612	Qualitative Analysis
-----------------	----------	----------------------

8 Week 1 PADM 681 Inferential Statistics

8 Week 2 PADM677 Ethics and Decision Making

2nd Year

Semester PADM 674 Policy Implementation and Evaluation

8 week 1 PADM 667 Urban theory and Governance

8 Week 2 PADM 664 Public Sector Collaboration

3rd Year

Semester	PADM 687	Research Specialization II
-----------------	----------	----------------------------

8 week 1 PADM 680 Dissertation Seminar II--Methodology (CR/NCR)

8 week 2 PADM 695 Applied Research Methods and Techniques

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 Semester 7-8

PADM 697C Dissertation I
(1)

Post Coursework Semesters 9-16

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 – 2 years

Option 3 (Teacher Leadership)

Program Length – 2-2.5 years (**Central Campus Only**)

Option 4 (Inclusive Education)

Program Length – 2 years

Option 5 (Child Development)

Program Length – 2 years (**Central Campus Only**)

Option 6 (Teaching & Learning: Bilingual Emphasis)

Program Length – 2-2.5 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:

1. Completed Admission Application

2. 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.
3. A Statement of purpose. Write a statement of purpose addressing the following points:
 - your reasons for entering the teaching profession
 - any personal or professional experiences and/or qualifications related to your intended field of study
 - your perspectives on the relevance and role of cultural competence in teaching.
4. Your statement should be approximately 500-words in length and typewritten.
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 educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
6. Transcripts
7. Resume

Optional, if available at the time of admission:

8. Proof of completion of CBEST, CSET, RICA, TB, and Certificate of Clearance.

Program Requirements, if not completed at the time of admission

Proof of completion of CBEST, CSET, RICA (multiple subject), TB, and Certificate of Clearance.

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)

Option 6 – Teaching and Learning: Bilingual Emphasis (Central Campus Only):

This degree program is designed for students who seek a focus on current issues and methodologies in bilingual/multilingual education. Because 2 core courses will be offered in Spanish, candidates who choose this pathway should be able to engage with course instruction delivered in Spanish. The program is practical in nature and focuses on action research. It culminates in a project or paper structured to help teachers improve their instructional and leadership abilities.

Core Courses: 12 semester hours

EDUC 413	Methodology for Primary Language Instruction in the Bilingual Environment (Offered in Spanish)	(3)
EDUC 561	Cultural Diversity (Offered in Spanish)	(3)
EDLD 519	Language and Literacy Development for English Language Learners	(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	(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 497	Introductory Supervised Teaching	(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
- • 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.

1. Completed Admission Application
2. 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.
3. A Statement of purpose. Write a statement of purpose addressing the following points:
 - your reasons for entering the counseling profession
 - any personal or professional experiences and/or qualifications related to your intended field of study
 - your perspectives on the relevance and role of cultural competence in counseling
 - Your statement should be approximately 500-words in length and typewritten.

4. 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 educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Transcripts
6. Resume

Optional, if available at the time of admission:

7. Proof of completion of CBEST, CSET, RICA, TB, and Certificate of Clearance.

Program Requirements, if not completed at the time of admission

Proof of completion of CBEST, CSET, RICA (multiple subject), TB, and Certificate of Clearance.

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
- 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

Special Education programs offered on Valencia, Kern County, and La Verne campuses only

Masters of Arts 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.

1. Completed Admission Application
2. 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.
3. A Statement of purpose. Write a statement of purpose addressing the following points:
 - your reasons for entering the counseling profession
 - any personal or professional experiences and/or qualifications related to your intended field of study
 - your perspectives on the relevance and role of cultural competence in counseling
 - Your statement should be approximately 500-words in length and typewritten.
4. 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 educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Transcripts
6. Resume

Optional, if available at the time of admission:

7. Proof of completion of CBEST, CSET, RICA, TB, and Certificate of Clearance.

Program Requirements, if not completed at the time of admission

Proof of completion of CBEST, CSET, RICA (multiple subject), TB, and Certificate of Clearance.

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	(3-4)
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	(3-4)	
EDUC 497B	Introductory Supervised Teaching, Special Education	(3-4)	
SPED 409	Directed Teaching, or		
EDUC 498	Advanced Supervised Teaching	(4-6)	

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
- 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

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.

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
- Write a statement of purpose addressing the following points:
 - your reasons for entering the teaching profession
 - any personal or professional experiences and/or qualifications related to your intended field of study
 - your perspectives on the relevance and role of cultural competence in teaching
- A bachelor's degree from a regionally accredited college or university
- GPA of 2.75 overall and 3.0 in any graduate coursework

Optional, if available at the time of admission:

Proof of completion of CBEST, CSET, RICA, TB, and Certificate of Clearance.

Program Requirements, if not completed at the time of admission

Proof of completion of CBEST, CSET, RICA (multiple subject), TB, and Certificate of Clearance.

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	(3-4)

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
-
- 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)

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:

Edd Admissions Requirements

- Completed application and application fee
- Curriculum vitae or résumé
- Leadership Experience and Potential
 - 1) Applicant must have at least 5 years of work experience;
 - 2) Preferred at least 1 year in leadership/management level position
- **Personal statement addressing the following:**
 - 1) why applicant is interested in pursuing an EdD in Organizational Leadership;
 - 2) how they see their leadership potential with regard to being a scholar/practitioner; and
 - 3) explain how work and leadership experience provide a context for understanding of advanced applications of leadership;
 - 4) explain where they have the current opportunities to apply theory to leadership practice within an organization (1,500 word limit)
- Two letters of recommendation addressing the candidate's academic capability to complete a doctoral program
- Official transcripts showing completion of undergraduate and graduate degrees from regionally accredited colleges and universities (min 2.75 undergrad and 3.0 graduate GPA)

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

1. Completed Admission Application
2. 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.

3. A Statement of purpose (double spaced, 1, 500 words) that includes an articulation of the following:
 - your reasons for entering teacher leadership as a profession
 - any personal or professional experiences and/or qualifications related to your intended field of study
 - your perspectives on the relevance and role of cultural competence in counseling
4. 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 educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Resume
6. Transcripts
7. Proof of valid prerequisite California credential in teaching, pupil personnel, librarianship, health services, clinical services, or rehabilitative services. A minimum of three years of full-time experience is required for admission (five years required to be eligible for the Preliminary Administrative Services Credential.)
8. Proof of completion of the CBEST.

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

** Not required for M.Ed. in Educational Leadership

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.

CHILD AND FAMILY PROFESSIONAL PROGRAMS

Child & Adolescent Development (MS)

Chairperson: Andréa Minkoff

Adjunct Faculty: Sheri Frost, Jennifer Killham, Jocelyn Navarro, Ricardo Rivera, Lilia Rodriguez, Jennifer Torres Siders

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

1. Completed Admission Application
2. 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.
3. Write a statement of purpose addressing the following points:
 - your reasons for entering the child and adolescent development profession
 - any personal or professional experiences and/or qualifications related to your intended field of study
 - your perspectives on the relevance and role of cultural competence in child and adolescent development.
4. 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 educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Transcripts
6. Resume

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 570	Adolescent Development	(3)
ASCD 575	Adolescents and Risk	(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)

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 traumatic experiences always respecting and honoring diversity and the family system. All M.S., Child Life Courses are taught by a Certified Child Life Specialist and are designed, implemented and evaluated according to the specific clinical and academic standards set forth by the National Association of Child Life Professionals. The Teaching Team has over 60 years of clinical Child Life Hospital Experience.

Admission Requirements

1. Completed Admission Application
2. 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.
3. 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 the support and advocacy of children and their families
 - 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) 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.
4. 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 educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
 5. Transcripts
 6. Interview. Candidates who meet minimum requirements are invited to interview.

Optional, if available at the time of admission:

1. Proof of completion of TB and Certificate of Clearance.

Program Requirements, if not completed at the time of admission

Proof of completion of TB and Certificate of Clearance.

Prerequisites for admission to the M.S., Child Life Program:

1. At least 15 semester hours or a minimum of 5 courses in Child Development or related fields approved by the M.S., Child Life Chairperson.
2. 1 to 2 years of professional work experience with children in educational institutions or related institutions approved by the M.S., Child Life Chairperson.
3. Completion of the pre-admission questions and possible in-hospital visitation by the prospective candidate.
4. \
5. 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).

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)
----------	------------------	-----

EDUCATIONAL COUNSELING & SCHOOL PSYCHOLOGY PROGRAMS

Educational Counseling

Program Chair: Veronica Escoffery-Runnels

Assistant Program Chair: Laura Ibarra

Educational Counseling Faculty: Kathy Elderson, Gyasmine George-Williams, Laura Ibarra, Nancy Jarman-Dunn, Adonay Montes, Esmeralda Rodriguez, Kristan Venegas

School Psychology Faculty: Jackie Allen, Veronica Escoffery-Runnels

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

Admission Requirements:

1. Completed Admission Application
2. 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.
3. Write a statement of purpose addressing the following points:
 - your reasons for entering the counseling profession
 - any personal or professional experiences and/or qualifications related to your intended field of study
 - your perspectives on the relevance and role of cultural competence in counselingYour statement should be approximately 500-words in length and typewritten.
4. 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 educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Transcripts
6. Resume

Candidates who meet minimum requirements are invited to interview.

Optional, if available at the time of admission:

1. Proof of completion of CBEST, Negative/Clear TB Verification, and Certificate of Clearance.

Following receipt and review of all application materials, an interview is required for candidates being considered for admission.

Program Requirement: If not completed at the time of admission:

Proof of a Negative/Clear TB Verification and Certificate of Clearance must be submitted Prior to registering for Practicum courses. A Passing CBEST Verification score must be submitted prior to registering for Fieldwork/Internship courses.

Additional Program Information:

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.

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 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.

Dismissal from the 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 PROGRAM

The Master of Science in Educational Counseling is 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, candidates learn the foundations of school counseling, counseling theory and process, counseling diverse populations, group dynamics, career and program development, and evaluation. Coursework is supported by hands-on learning during practicum and field experience. This program is accredited by the California Commission on Teacher Credentialing and meets the Pupil Personnel Services Credential, Specialization requirements for School Counseling and School Psychology.

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.

M.S. Educational Counseling

Program Length Full-Time: 2.5 Years
Program Length Part-Time: 3 Years

Total Program: 51 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: 35 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)

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

Candidates who select the Pupil Personnel Services (PPS) program can complete educational requirements for a California Commission on Teacher Credentialing (CCTC) PPS credential, with a Specialization in School Counseling. A benefit of the program is that candidates who successfully advance within the curriculum may apply for an internship credential, enhancing the potential to garner employment while finishing coursework.

Total Program: 53 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 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

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).

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 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.

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 Social Justice in Higher Education (SJHE) concentration prepares candidates to meet the 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 culturally responsive lenses.

Total Program: 60 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: 35 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)

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

The program prepares individuals for a career utilizing mental health, learning, and behavior to support children from infancy through adolescence in developing their full scholastic potential. The curriculum is designed to train school psychologists to apply consultation skills, psychological practices, leadership skills, and collaborative practices to collectively build supportive, 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 Masters in School Psychology degree.

M.S. School Psychology and Pupil Personnel Services

Program Length: 3 Years

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)

Candidates must pass the National School Psychology Praxis Exam to be eligible for the 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.

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. Current students may also apply to join the Honors Program and work toward this certification (see p. 124 for more).

Contact Person: Allyson P. Brantley

Core Requirements: 6 semester hours

HONR 205	Global Ideas I, or	(4)
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 112 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)

Racial Justice and Tolerance—Certificate Program

The racial justice and tolerance certificate is designed to ensure that students gain an understanding of issues related to diversity, equality, and inclusivity (DEI) and how such issues are related to core structural and ethical issues within communities, institutions, and society. Studies suggest that awareness of such DEI issues will lead to more racial tolerance and understanding. The certificate is designed for students, law enforcement, non-profit leaders, business employees, and others wishing to gain an in-

depth knowledge of DEI issues and a greater awareness of racial justice and tolerance.

Contact Person: Joseph Cabrera

Total certificate: 16 semester hours

RJT Core Requirements: 8 semester hours

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

RJT Electives: 8 semester hours

(Choose 2 courses):

SOC 270	Social Problems	(4)
SOC 317	Health, Wealth, and Poverty	(4)
SOC 325	Racism and Anti-Racism Through Film	(4)
SOC 335	Black Experience in the US	(4)
SOC 336	Latino Experience	(4)
SOC 337	Asian-American Experience	(4)
SOC 338	Native-American Experience	(4)
SOC 341	Urban Sociology	(4)
HSTY 315	Introduction to Latinx Histories	(4)
PSY 409	Multicultural Psychology	(4)

Or other advisor approved RJT course(s)

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)

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

SPED 556	IFSP and IEPs 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, The Frank Lizarraga Endowed Dean and Professor of Law

Evelyn De Anda, Registrar & Director for Academic Affairs

Placido Gomez, Associate Dean for Academic Affairs and Professor of Law

Jendayi Saada, Associate Dean, Center for Academic & Bar Readiness, Faculty &
Student Support

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 Manuals of Academic Policies & Procedures (MAPP), State Bar of California Approved and Accredited Program of Legal Education Manual of Academic Policies and Procedures or the University of La Verne College of Law Manual of Academic Policies and Procedures. Students admitted fall 2020 and after to the juris doctorate program are expected to be familiar with and abide by the Law School's State Bar of California-Approved and Accredited Program of Legal Education manual of academic policies and procedures. All students admitted prior to fall 2020, into the Law's ABA-accredited program are expected to be familiar with and abide by the Law Schools' Manual of Academic Policies and Procedures (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 January start 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 2021 consideration is July 31, 2021. The priority application deadline for Spring 2022, which begins in January, consideration is December 01, 2021.

-
- 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.

- Applicants who have taken the LSAT are required to submit their scores. Students who have not taken an LSAT may submit another graduate test score such as the GRE, GMAT, MCAT, DAT or request consideration of their file absent such a score based on demonstrated academic excellence or professional achievement. The dean and the law school admission committee may choose to admit such a candidate, or may notify the candidate that submission of a test score is required for consideration.
- Letter of recommendation (One required, two or more encouraged)
- Personal statement
- Resume
- Personal interview (invitation extended at Dean's discretion)
- Relevant addenda addressing issues pertaining to:
 - Criminal background
 - Academic background
 - Prior law school enrollment

A letter of good standing is required for all transfer students or prior law students who voluntarily withdrew.

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. Alternatively, JD applicants may submit an official detailed credential evaluation from any NACES-recognized credentialing service. The review must be a detail credential evaluation to include course title, grades, and credit hours. There is a fee for this service.

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. . The decision regarding a transfer application will be based on a review of the applicant's entire file, including a completed College of Law application, LSAT scores, official transcripts from your prior law school(s), letters of recommendation, a personal statement, resume, 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. Faculty 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, religious, 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 provides students with many opportunities to build lawyering skills by giving personal feedback, as well as having students engage in peer review and self-evaluation.

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 nonprofit 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.calbar.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, as well as may be required to attend Saturday classes). 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 I

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
- Writing II

Total 12-15 units

2L Spring Semester

- Constitutional Law II
- Business Organizations I
- Sales
- Negotiation
- Transactional Workshop
- Electives

Total 12-15 units

3L Year

- Wills & Trusts

Business Organizations II
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 I
Torts I
Writing

Total 9 units

1L Spring Semester

Contracts II
Torts II
Criminal Law

Total 9 units

1L Summer:

Professional Responsibility
Legal Writing II

Total 3-5

2L Fall Semester

Constitutional Law I
Property I
Civil Procedure I

Total 8-11

2L Spring Semester

Constitutional Law II
Property II
Civil Procedure II

Total 8-11

2L Summer:
Electives

Total 4-5 units

3L Fall Semester
Evidence
Criminal Procedure
Trial Advocacy

Total 9-11

3L Spring Semester
Business Organizations I
Sales
Negotiations
Transactional Workshop

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

Sample Part-time Division Schedule for Students Starting in January:

1L Spring Semester:

Civil Procedure I
Criminal Law
Writing I

1L Summer

Civil Procedure II
Writing II

At the end of the summer term, students who enrolled to start in January will continue in part-time evening program or are eligible to petition the Office of the Dean to enroll and continue in full-time day program.

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.....	44
Academic Advising	153, 232
Academic Calendars	3
Academic Definitions	359
Academic Honesty.....	93
Academic Organization	9
Academic Progress	61, 250
Academic Renewal.....	64
Academic Standing (Warning, Probation, Disqualification).....	63, 359
Academic Success Center	63, 233
Accessibility Services	16
Accreditation and Memberships	12
Accounting — B.S., B.A, M.S.,	144, 167, 206, 211, 274
Administrative Withdrawal	97
Admissions, Traditional Undergraduate, Adult Learner Undergraduate, Graduate, Certificates, Law	19
Advanced Placement Credit and International Baccalaureate	27
Advanced Standing (Graduate)	252
Advancement to Candidacy.....	242
American Law Minor	154
Americans with Disabilities Act (ADA).....	86
Anthropology — B.S., Minor	192, 194
Appeals for Final Grades.....	71
Art History — B.A., Minor	131
Arts and Sciences, College of	9

Associated Students of the University of La Verne	13
Associate of Arts Degree (General Studies)	203
Associate Degree for Transfers (ADT)	26
Athletics	18
Athletic Training — M.S.	245
Auditing	67
Baccalaureate Goals	74, 81
Baccalaureate Degree Requirements	75, 81
Bachelor's Degree Programs	126
Biology — B.A./B.S., Minor	161, 163
Bookstore	16
Business Administration—B.S./B.A., Minor	207, 211, 212
Business & Public Management, College of	9
Business Management—B.S., Minor	212
California Identification (CID)	26
Campus Activities Board	13
Campus Safety and Transportation	17
CAPA	11
Career Center	16
Catalog Information/Disclaimers	inside front cover
Centers for Educators	11
Certificate Programs	244
Challenge, Course	65
Chemistry — B.A./B.S., Minor, Certificates	164
Child Development — B.S./M.S., Minor, Integrated B.S. + M.S.	217, 219
Child Life—M.S., Certificate	325
Class Attendance/Classroom Conduct/Attendance Policy	96
Classroom Rights and Privileges	96
CLEP and DSST Credit	27
Clubs and Organizations	13
Code of Student Conduct	99
Commencement Ceremony/Services	14, 72
Communications — B.A.	135
Community Engagement, Office of Civic and	17
Community Service Alternative Assessment	66
Complaint Procedures	Inside back cover
Computer Science — B.S., Certificates	166
Continuous Enrollment for Culminating Activity	243
Core Values	8
Counseling and Psychological Center	14
Course Load, Undergraduate/Graduate	61, 233
Course Numbering and Value	67, 236
Course Overloads	61, 234
Create Your Own Major	143
Creative Writing — B.S., Minor	158
Credit/No Credit (CRD/NCR) Grade Option	69, 238
Crime Awareness and Campus Security Act	87
Criminal Justice & Criminology	196
Criminology — B.S., Minor	195
Data Analytics, MS	276
Dean's List	72
Degree Completion Date	76, 243
Delinquent Payment of Tuition	79
Departmental Honors	73
Digital Media — B.A.	132
Dining Services	14

Diplomas.....	72, 241
Directed Study	64, 235
Double Majors	79
Doctor of Education (Ed.D.).....	317
Doctor of Psychology (Psy.D.).....	253
Drug-Free Schools and Communities Act.....	87
Dual Degree (JD/MBA, JD/MPA)	347
E-Commerce — B.S.,	169
Economics — B.S., Minor.....	209
Education (Special Emphasis) — M.Ed.	306
Educational Counseling — M.S.....	329
Educational Studies — B.A., Minor	222
Educational Leadership — M.Ed.....	319
Emergency Student Loans	14
English — B.A., Minor	136
Ethnic Studies Minor.....	198
Extended Learning	12
Faculty and Administration	359
FAFSA	44
Family Educational Rights and Privacy Act (FERPA)	87
Federal Work Study (Student Employment).....	48
Final Examinations	68, 237
Finance — M.S.....	277
Final Grades Policy	70
Financial Aid Policy	43
Financial Arrangements and Payment Policies.....	30
First Generation and Peer Mentoring	16
Forensic Investigation and Identification Minor	194
Freedom of Access.....	89
French — B.A., Minor	156
Gender Studies Minor.....	143
General Education Requirements (Adult Learner)	82
General Education Requirements (Traditional)	77
Gerontology — M.S., Certificates.....	286
Grading Policy	68, 237
Graduate Studies.....	225
Graduation, Application for	72, 240
Greek Life	14
Grievances, Academic.....	96
Health Administration — M.H.A.....	285
Health Administration — B.S.....	214
Health Services	14
High Desert-Victorville Campus.....	10
History — B.A., Minor	138
History of the University of La Verne.....	7
Honor Code	98
Honors at Entrance	22
Honors at Graduation	72
Honors Program	177
Inclusive Education, M.A.T.....	310
Incomplete (INC) Grade	69
Independent Study	65
Information Science Minor.....	169
Information Technology — B.S.	171
Inland Empire Campus	10
In Progress (IP) Grade	70, 239

Interfaith Studies Minor.....	187
International Business and Language — B.S.....	141
International Studies — B.A., Minor	140
Internet Programming Minor.....	169
Interterm (January)	3
Japanese Minor	156
Journalism — B.A.	133
Juris Doctor (J.D.).....	345
Kern County Campus (Bakersfield).....	10
Kinesiology —B.S., Minor.....	153
Latinx and Latin American Studies Minor.....	144
LaFetra College of Education.....	9
La Verne Experience	74
La Verne Online.....	11
Law, College of.....	345
Leadership and Management — M.S.....	289
Leave of Absence.....	60, 234
Legal Studies — B.S.	154
Liberal Arts — B.A.	142
Libraries	16
Maps, Directions.....	inside front cover
Marketing Minor.....	213
Marriage and Family Therapy, M.S.	247
Master of Arts in Teaching, M.A.T.....	296
Master of Business Administration (M.B.A.).....	278
Mathematics — B.A./B.S., Minor.....	172
Matriculation Policy.....	53, 228
Military Transfer Credit	28
Minors (Bachelor's Degree).....	80
Mission Statement and Core Values	8
MPA Degree with Law Concentration (M.P.A./J.D.).....	294
Multicultural Services.....	13
Multiple-Subject Credentials	296
Music — B.A., Minor.....	160
MyLaVerne	53
National Honor Societies.....	72
Natural History — B.A.	164
Natural Science Division.....	161
Naval Base Ventura County	10
NCAA Eligibility	18
No Grade (NG)	70
Nondiscrimination Policy	Inside Back Cover
Normal Academic Progress	62
Officers of the University	359
Orange County Campus.....	10
Organizational Management — B.S... ..	215
Orientation, Student and Parent	14
Philosophy — B.A., Minor.....	184
Photography — B.A., Minor.....	176
Physician Assistant Program — M.S.....	266
Physics — B.A./B.S., Minor.....	173
Placement Examinations (traditional undergraduate)	55
Policy Against Discrimination and Harassment.....	89
Political Science — B.A., Minor.....	140
Posthumous Award	80
Prelaw Program.....	179

Protection Against Improper Disclosure	90
Protection of Animal Subjects	90
Protection of Human Participants in Research.....	90
Psychology — B.S., Minor, Psy.D.	180
Public Administration — B.S., M.P.A., D.P.A.	216, 291, 294
Public History Minor.....	1139
Readmission.....	24
Refunds	37
Registration Procedures (add/drops)	57, 232
Regional and Online Campuses (ROC)	11
Religion — B.A., Minor	183
Religion and Philosophy — B.A.	188
Religious Academic Accommodation Policy	90
Religious and Spiritual Life, Office of	17
Residence Halls/Campus Housing.....	14
Residency Requirement, Baccalaureate Programs	82
Rhetoric and Communication Studies.....	188
San Fernando Valley Campus	11
Satisfactory Academic Progress (Financial Aid)	45
School Psychology — M.S.	334
Second Bachelor's Degree	79
Second Master's Degree	228
Senior Seminar/Culminating Activity Requirement	76
Social Science — B.A.....	141
Sociology — B.S., Minor.....	198
Software Minor	169
Spanish — B.A., Minor	157
Sports Science and Athletics Pavilion.....	17
Statute of Limitations on Appeals.....	95
Student Affairs, Division of	13
Student Consumer Complaint Procedure.....	inside back cover
Student Governance.....	93
Studio Art — B.A., Minor	129
Study Abroad Programs	17
Subpoenas	91
Summer Service Program	17
Sustainability Minor	149
Teach-out Policy.....	91
Theatre Arts — B.A, Minor	201
Title IX: Sex Discrimination, Harassment and Assault	91
Traditional Undergraduate Admission	21
Transcripts	25
Transfer Admission	22
Transfer Credit.....	26
Trustees of the University.....	356
Tuition and Fees	32
Undergraduate Students in Graduate Courses	62
Vandenberg Campus.....	11
Ventura County Campus	11
Veterans, Active Military, Military Connected	13, 40
Vision	8
Withdrawal	41, 48, 57

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 Bureau's 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.