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La Verne, California 91750

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University of
La Verne

UNIVERSITY OF LA VERNE 2001-2002 CATALOG



**2001-2002
CATALOG**

UNIVERSITY OF LA VERNE 2000-2001 CATALOG

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

Telephone: (909) 593-3511(Administration); (909) 392-2717 (Wilson Library)

FAX: (909) 593-0965 (Administration); (909) 392-2707 (Wilson Library)

WEB HOME PAGE: <http://www.ulv.edu>

COLLEGES, SCHOOLS, and CENTERS

| | Telephone | FAX |
|---|-------------------|-------------------|
| Athens Campus (La Verne College of Athens) | 011-30-1-620-6188 | 011-30-1-620-5929 |
| CAPA Professional Development Center | (909) 392-2718 | (909) 392-2701 |
| Central Coast Campus | (805) 734-1306 | (805) 734-1158 |
| College of Arts and Sciences | (909) 593-3511 | (909) 392-2709 |
| College of Law | (909) 596-1848 | (909) 392-2707 |
| Eielson Center (Fairbanks, Alaska) | (907) 377-4397 | (907) 372-1260 |
| Elmendorf Center (Anchorage, Alaska) | (907) 753-1837 | (907) 753-0650 |
| Ft. Wainwright Center (Alaska) | (907) 353-6152 | (907) 353-9221 |
| Inland Empire Campus | (909) 484-3858 | (909) 484-9469 |
| Kern County Center | (661) 328-1430 | (661) 328-1378 |
| North Island Center (San Diego) | (619) 435-0288 | (619) 435-6497 |
| Orange County Campus | (714) 534-4860 | (714) 534-4865 |
| Point Mugu Center | (805) 986-1783 | (805) 986-1785 |
| San Fernando Valley Campus | (818) 846-4008 | (818) 566-1047 |
| School of Business & Global Studies | (909) 593-3511 | (909) 392-2704 |
| School of Education & Organizational Leadership | (909) 593-3511 | (909) 392-2710 |
| School of Continuing Education | (909) 985-0944 | (909) 981-8695 |
| Vandenberg Center | (805) 734-1306 | (805) 734-1158 |
| Ventura County Campus | (805) 981-8030 | (805) 981-8033 |

Changes in Policy, Tuition, and Fees. The information provided in this catalog reflects an accurate picture of the University of La Verne at the time of publication in June 2000. However, the University reserves the right to make necessary changes in policies, requirements, tuition, fees, and calendars contained in this catalog at any time without prior written notice.

Catalog Effective Dates. This catalog is in effect from September 1, 2000 through August 31, 2001.

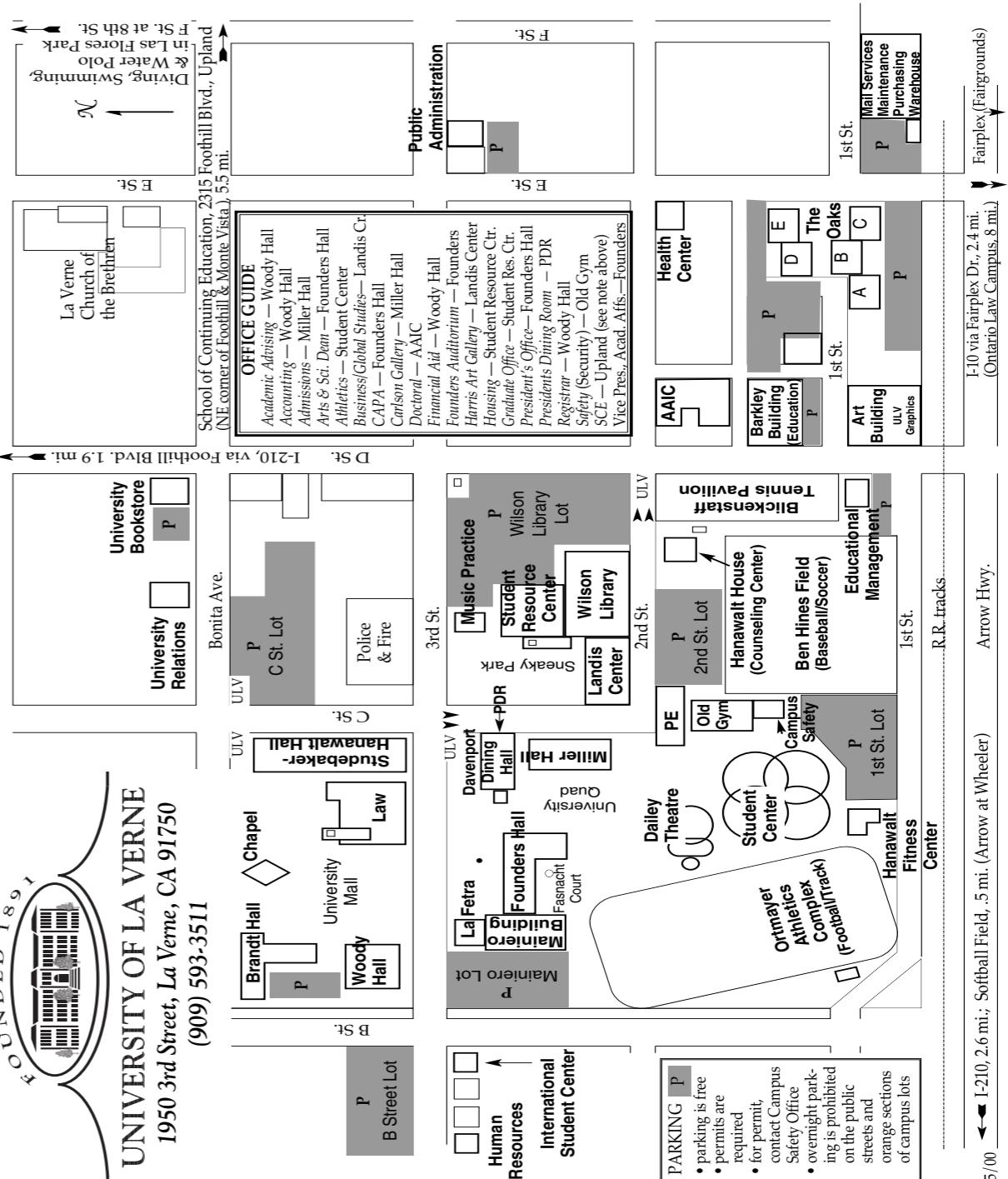
Photographs: *Campus Times* staff and Admissions

Campus Times Photography Advisor: Gary Colby

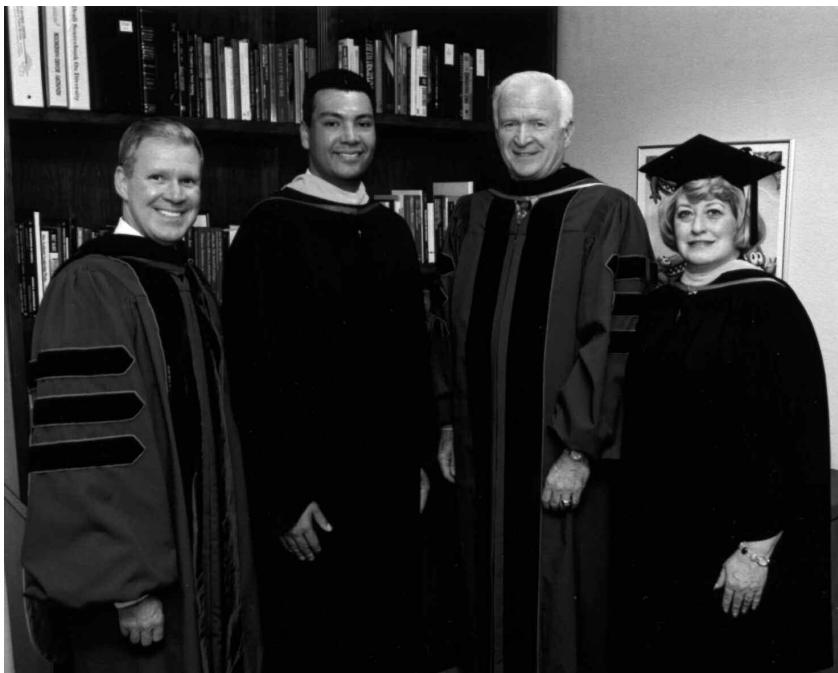
Campus Times Photography Coordinator: Kevin Holland

Cover Photography: Brad Elliott

Erratum: Business Administration — B.S., p. 111. The Business Finance Concentration, described in ULV's 1999-2000 Catalog (p. 118), remains in force as part of this degree program.



Since 1891, the mission of the University of La Verne, to provide a people-centered, values-based education, has remained unchanged. The goal of a La Verne education is to equip our graduates with the ability to think critically and pursue dreams, to inculcate values, and to instill a sense of responsibility to give back to the community as leaders in chosen fields.



Commencement 2001: (left to right) Stephen Morgan, President of the University; Commencement Speaker Alex Padilla, President of the Los Angeles City Council; Benjamin Harris, Chairman of the Board of Trustees; and Mary Ann Harvey-Melleby, Member of the Board.

Photo: Kevin Holland

Today is the most exciting time in the history of the university. We see an historic opportunity to insure that the La Verne legacy of academic excellence continues as our students go out into the world and make a difference.

On behalf of the faculty and staff, I am pleased to invite you to join us in our ongoing tradition of excellence and service in higher education.

Stephen Morgan, President
University of La Verne

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Editors of the *Campus Times* and *La Verne Magazine* for Fall 2001: Christine Owen (top) and Melinda Sanchez.
Photo: Tom Galaraga

UNIVERSITY OF LA VERNE CALENDARS 2001-2002

CENTRAL CAMPUS

Fall Semester 2001: September 3 - December 16, 2001

| | |
|-------------------------------------|--|
| September 4, Tuesday | Classes begin at 4 p.m. |
| September 11, Tuesday | Last day to register or change classes meeting 2-7 days/week |
| September 18, Tuesday | Last day to register or change classes meeting 1 day/week |
| November 2, Friday | Last day for Seniors to apply for graduation in May 2002 |
| November 5, Monday | Last day to change grade options or withdraw |
| Nov. 21-23, Wednesday-Friday | CAPA and graduate "special course" registration ends |
| December 10-14, Monday-Friday | Thanksgiving Recess — academic holiday |
| December 16, Sunday | Final examinations |
| December 24, 2001 - January 2, 2002 | Fall Semester ends |
| | Winter Break — academic holidays |

January Interterm 2002: December 31, 2001 - February 3, 2002

| | |
|----------------------------------|--|
| January 3, Thursday | Classes begin |
| January 7, Monday | Registration and add/drop period ends |
| January 16, Wednesday | Last day to change grade options or withdraw |
| January 21, Monday | CAPA and graduate "special course" registration ends |
| January 29-30, Tuesday-Wednesday | King Birthday — academic holiday |
| | Final examinations; January Interterm ends |

Spring Semester 2002: February 4 - May 26, 2002

| | |
|----------------------------|--|
| February 4, Monday | Classes begin at 7:30 a.m. |
| February 8, Friday | Last day to register or change classes meeting 2-7 days/week |
| February 15, Friday | Last day to register or change classes meeting 1 day/week |
| February 18, Monday | Presidents' Day — academic holiday |
| April 5, Friday | Last day to change grade options or withdraw |
| March 25-29, Monday-Friday | CAPA and graduate "special course" registration ends |
| May 20-24, Monday-Friday | Spring Break — academic holiday |
| May 26, Sunday | Final examinations |
| May 25-26, Saturday-Sunday | Spring Semester ends |
| | Commencement |

Summer Sessions 2002

| | |
|------------------------|-------------------------------------|
| June 3 - June 30 | Summer Session I |
| July 1 - July 28 | Summer Session II |
| August 5 - September 1 | Summer Session III |
| June 3 - August 11 | Summer Session IV |
| July 4, Thursday | Independence Day — academic holiday |

Calendars

ALASKA RESIDENCE CENTERS

| | |
|-------------------------------------|-------------------------|
| September 3 - November 18, 2001 | Fall Term 2001 |
| December 3, 2001 - March 3, 2002 | Winter Term 2001 - 2002 |
| December 24, 2001 - January 6, 2002 | Christmas Recess |
| March 4 - May 19, 2002 | Spring Term 2002 |
| June 10 - August 25, 2002 | Summer Term 2002 |

AMERICAN BAPTIST THEOLOGICAL CENTER and ECUMENICAL CENTER FOR BLACK CHURCH STUDIES

| | |
|-------------------------------------|---------------------|
| August 20, 2001 - December 21, 2001 | Fall Term 2001 |
| September 2-4 | Labor Day Recess |
| November 23-25 | Thanksgiving Recess |
| January 14 - May 26, 2002 | Spring Term 2002 |
| March 25-29 | Spring Recess |

ATHENS, GREECE

| | |
|----------------------------------|---------------------|
| September 24 - December 16, 2001 | Fall Term 2001 |
| January 7 - March 31, 2002 | Winter Term 2002 |
| March 18 | Holiday |
| March 25 | Holiday |
| April 8 - June 30, 2002 | Spring Term 2002 |
| May 1-8 | Easter Recess |
| July 1 - August 4, 2002 | Summer Session 2002 |

EDUCATION — MASTER'S DEGREES and CREDENTIAL PROGRAMS, SCE

| | |
|---------------------------------|---------------------|
| September 3 - November 18, 2001 | Fall Term 2001 |
| January 7 - March 24, 2002 | Winter Term 2002 |
| March 25 - June 9, 2002 | Spring Term 2002 |
| June 10 - August 4, 2002 | Summer Term I 2002 |
| July 29 - September 1, 2002 | Summer Term II 2002 |

EDUCATION — TEACHER EDUCATION, OFF CAMPUS

| | |
|----------------------------------|------------------|
| August 20 - December 2, 2001 | Fall Term 2001 |
| December 3, 2001 - March 3, 2002 | Winter Term 2002 |
| March 4 - June 9, 2002 | Spring Term 2002 |
| June 10 - August 18, 2002 | Summer Term 2002 |

Calendars

ORGANIZATIONAL LEADERSHIP — Ed.D.

| | |
|--------------------------------------|---------------------------|
| September 3, 2001 - January 27, 2002 | Fall Term 2001 |
| January 19-26 | Winter Seminar 2002 |
| February 4 - July 7, 2002 | Spring Term 2002 |
| June 29 - July 6 | Summer Seminar 2002 |
| July 13-19 | Dissertation Seminar 2002 |

EPIC PROGRAM

| | |
|---------------------------------|------------------|
| September 3 - December 23, 2001 | Fall Term 2001 |
| January 7 - April 28, 2002 | Spring Term 2002 |
| March 25-29 | Spring Break |
| May 13 - August 25 | Summer 2002 |

COLLEGE OF LAW

| | |
|-------------------------------|----------------------------|
| August 20 - December 21, 2001 | Fall Semester 2001 |
| September 3, 2001 | Labor Day — holiday |
| November 22-23 | Thanksgiving — holiday |
| January 14 - May 26, 2002 | Spring Semester 2002 |
| January 21 | King Birthday — holiday |
| February 18 | Presidents' Day — holiday |
| March 25-29 | Spring Break |
| April 29 | Good Friday — holiday |
| May 26, 2002 | Commencement |
| June 3 - July 26, 2002 | Summer Semester 2002 |
| July 4 | Independence Day — holiday |

LEADERSHIP AND MANAGEMENT, M.S.

| | |
|-------------------------------|------------------|
| October 1 - December 16, 2001 | Fall Term 2001 |
| January 7 - March 17, 2002 | Winter Term 2002 |
| March 25- June 9, 2002 | Spring Term 2002 |
| June 10 - August 18, 2002 | Summer Term 2002 |

MASTER OF BUSINESS ADMINISTRATION (M.B.A.); MASTER OF HEALTH ADMINISTRATION (M.H.A.); M.S., GERONTOLOGY; and CENTRAL COAST, INLAND EMPIRE, ORANGE COUNTY, SAN FERNANDO VALLEY, AND VENTURA COUNTY CAMPUSES; and DISTANCE LEARNING, KERN COUNTY, POINT MUGU, AND VANDENBERG CENTERS

| | |
|----------------------------------|----------------------------|
| October 1 - December 16, 2002 | Fall Term 2001 |
| November 19-24 | Thanksgiving — holiday |
| January 7, 2002 - March 24, 2002 | Winter Term 2002 |
| February 18 | Presidents' Day — holiday |
| March 25 - June 9, 2002 | Spring Term 2002 |
| May 27 | Memorial Day — holiday |
| June 10 - August 18, 2002 | Summer Term I 2002 |
| July 4 | Independence Day — holiday |
| August 19 - September 29, 2002 | Summer Term II 2002 |
| September 2 | Labor Day — holiday |

Calendars

PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL

September 3 - November 18, 2001
December 3, 2001 - March 3, 2002
March 4 - May 26, 2002
June 3 - August 25, 2002

Fall Term 2001
Winter Term 2001
Spring Term 2002
Summer Term 2002

Psy.D. — DOCTOR OF PSYCHOLOGY

September 3 - December 16, 2001
December 31, 2001 - February 3, 2002
February 4 - May 26, 2002
June 3 - August 9, 2002

Fall Semester 2001
Late Fall Semester 2001
Spring Semester 2002,
Late Spring Semester 2002

PUBLIC ADMINISTRATION — D.P.A.

September 3 - December 16, 2001
September 14-16, 2001
October 26-28, 2001
December 15-16, 2001
February 4 - May 26, 2002
February 8-10, 2002
March 22-24, 2002
May 17-19, 2002
June 7-9, 2002

Fall Semester 2001
Opening Intensive (Theme Orientation)
Mid-Term Intensive
Final Intensive
Spring Semester 2002
Opening Intensive (Theme Orientation)
Mid-Term Intensive
Final Intensive
Dissertation Seminar 2002

PUBLIC ADMINISTRATION — M.P.A.

September 3 - November 18, 2001
December 3, 2001 - March 3, 2002
March 4 - May 26, 2002
June 10 - August 25, 2002

Fall Term 2001
Winter Term 2002
Spring Term 2002
Summer Term 2002

Calendars

WEEKEND COLLEGE

Fall 2001

Cycle I

Orientation: August 24
August 31-September 1
September 14-15; 28-29
October 12-13; 26-27

Cycle II

Orientation: August 31
September 7-8; 21-22
October 5-6; 19-20
November 2-3

Cycle III

Orientation: November 9
November 16-17; 30-December 1
December 14-15
January 4-5; 18-19, 2002

Accelerated Sunday Courses

November 11, 18
December 2, 9, 16
January 6, 13, 20

Accelerated Evening Courses

October 1 - December 15, 2001 (No classes week of November 19-24 — Thanksgiving Holiday)

Spring 2002

Cycle I

Orientation: January 18
January 25-26
February 8-9; 22-23
March 8-9; 22-23

Cycle II

Orientation: January 25
February 1-2; 15-16
March 1-2; 15-16; 29-30

Cycle III

Orientation: March 29
April 5-6; 19-20
May 3-4; 17-18; 31-June 1

Accelerated Sunday Courses

April 7, 14, 28
May 5, 12, 19
June 2

Accelerated Evening Courses

March 25 - June 3, 2002

Summer 2002

Summer Cycle 2002

Orientation: June 7
June 14-15; 28-29
July 12-13; 26-27
August 9-10

Accelerated Sunday Courses

June 16, 23, 30
July 14, 21, 28
August 4, 11

UNIVERSITY OF LA VERNE

History

The University of La Verne was founded in 1891 as Lordsburg College by members of the Church of the Brethren who moved west from the Midwest to settle a new land. Both the College and the agricultural community were renamed La Verne in 1917, and the 1920's and 1930's found three-quarters of the student body in teacher education. The next three decades saw campus facilities multiply fourfold, the Board of Trustees become independent of church control, and the student body increase and become more cosmopolitan without the College losing its commitment to service or its dedication to sound, people-centered, values-oriented education. In 1955 the College was accredited by the Western College Association. A decade later it awarded its first master's degree, and in 1979 it conferred its first doctorate.

In 1969 La Verne began offering degree programs off campus, and the following year it opened its College of Law. Reflecting these profound changes in size and scope, the College reorganized in 1977 as the University of La Verne. In 1981 ULV founded its Orange County Campus and in 1983 a campus in the San Fernando Valley. A decade later it created campuses in Ventura County and San Bernardino/Riverside Counties and in 1996 moved to develop La Verne College of Athens into a complete branch campus. Continuing this trend of improving services to off-campus students, it developed centers in Kern County and San Luis Obispo as the 20th century closed.

Accreditation

The University of La Verne is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges*, and is approved by the

California Commission on Teacher Credentialing for offering credentials in several areas. The Masters of Public Administration degree is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The College of Law is accredited by the Committee of Bar Examiners for the State of California.

Memberships

The University of La Verne maintains memberships in many organizations. Among them are the American Council on Education, the Association of Independent California Colleges and Universities, the Independent Colleges of Southern California, the Western College Association, the American Assembly of Collegiate Schools of Business, the College Board, the International Council for Distance Education, and the National Association of Institutions for Military Education Services.

Nondiscrimination Policy

The University of La Verne is a coeducational university organized as a corporation under the laws of the State of California. Its purpose is to provide education and training to prepare its students to meet the responsibilities and duties of life effectively. No discrimination because of race, religious creed, color, gender, national origin, ancestry, physical handicap, medical condition, marital status, sexual orientation, or age shall apply to the enrollment of any student, to the employment of any member of the faculty or staff, or to the election of any officer or trustee of the University.

*985 Atlantic Ave., Suite 100, Alameda, CA 94501.
(510) 748-9001

Mission Statement

The Nature of the University

The University of La Verne is an independent, nonsectarian institution of higher education founded more than 100 years ago by members of the Church of the Brethren. Since its inception, the University has offered a strong liberal arts curriculum as well as education in selected professional fields for its undergraduate students. Beginning in the 1960's, the University developed selected graduate and undergraduate programs for the adult learner at a variety of sites in California, Alaska, and Greece. The University offers high quality education to a student body diverse in age, religious perspective, and ethnic and national origin.

The Mission of the University

Through its academic and co-curricular programs, the University provides rich educational opportunities that relate to both the academic and personal development of its students. For its undergraduates the University offers a challenging general education program, as well as a strong knowledge base in a particular discipline. Graduate programs at ULV are offered in selected professional disciplines. These programs are aimed at the practicing professional, and seek to integrate theory and practice.

Philosophically, the University emphasizes four major concerns that affirm a positive and rewarding life for its students.

1. A Values Orientation

The University affirms a philosophy of life that actively supports the health of the planet and its people. The University, therefore, encourages students to become reflective about personal, professional, and societal values in the light of this affirmation.

2. Community and Diversity

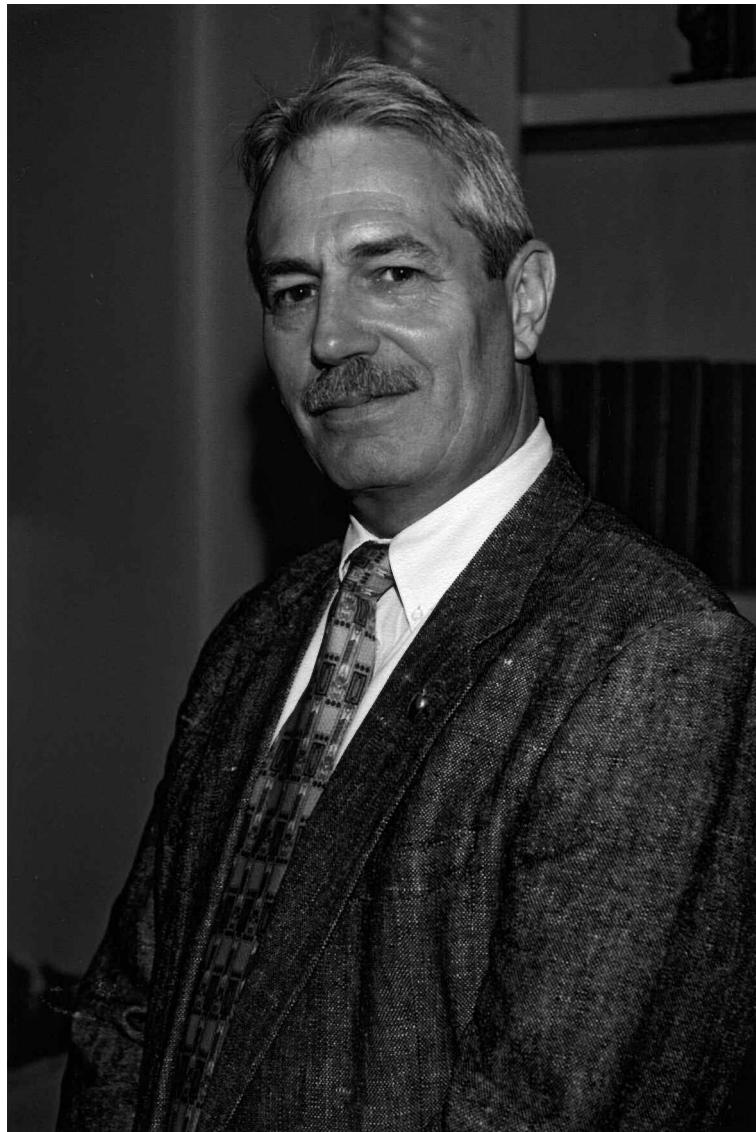
The University promotes the goal of community within a context of diversity. The University, therefore, encourages students to understand and appreciate the diversity of cultures which exists locally, nationally, and internationally. It also seeks to promote appreciation of biodiversity by helping students understand the impact/dependence of human beings on their environment.

3. Lifelong Learning

The University commits itself to an approach to education that is lifelong in nature. Therefore, it teaches students how to learn, how to think critically, how to do responsible research, and how to access and integrate information in order to prepare them for career growth and flexibility and continued personal growth.

4. Community Service

The University believes that service is a primary goal of the educated person. The University therefore encourages its students to experience the responsibilities and rewards of serving the human and ecological community.



Dr. Leonard Pellicer, Dean of the School of Education and Organizational Leadership.
Photo: *Kevin Holland*

ACADEMIC ORGANIZATION

The University of La Verne is a comprehensive University offering bachelor's, master's, and doctoral degrees to approximately 7,000 students. It consists of the College of Arts and Sciences, the School of Business and Global Studies, the School of Education and Organizational Leadership, the College of Law, the School of Public Affairs and Health Administration, and the School of Continuing Education. Organization of the University is formulated and controlled through a management team at the central campus in La Verne, California. Major units of the University are located throughout California, in Alaska, and in Greece. All programs are designed, monitored, and controlled through the appropriate departments and colleges at the central campus.

La Verne College of Arts and Sciences

John Gingrich, Dean

Aghop Der-Karabetian, Associate Dean

La Verne College of Arts and Sciences is the heart of the University of La Verne, carrying forth the traditions of the historical liberal arts college for over 100 years. It is also forward-looking and innovative, offering students a rich variety of programs, from an interdisciplinary Honors Program for qualified students to a Learning Enhancement Center for those students who need special assistance in their courses. The College offers the traditional liberal arts majors in the Humanities, Social Sciences, and the Natural Sciences, a stimulating General Education curriculum, and programs in Communications and Computer Science, as well as graduate degrees in counseling and Clinical-Community Psychology.

Professors at La Verne are known for their ability to provide personalized attention at the same time that they challenge students academically. Small classes are the norm at ULV. Personal counseling and academic advising are available to each student. The college's extensive co-curricular activities are available to students for important learning experiences outside the classroom. La Verne encourages its students to study abroad and offers numerous opportunities to do so. Through the Brethren Colleges Abroad (BCA) consortium, La Verne students study in China, Ecuador, England, France, Germany, Greece, India, Japan, Mexico, and Spain.

School of Business and Global Studies

Verne Orr, Dean

Barbara Jefferson, Assistant Dean

The School of Business and Global Studies prepares individuals to function effectively in a dynamic and complex global business environment. The School provides academic and professional education through traditional and non-traditional programs to enable individuals successfully to pursue their career paths and to make a contribution to their communities. The faculty have made a sustained commitment to providing students a demanding and relevant, practically oriented business curriculum, designed to meet the diverse and changing needs of business and industry.

The School of Business and Global Studies offers undergraduate majors in Accounting, Business Administration, Marketing, and Economics, with numerous concentrations and

Academic Organization

minors. A joint major in International Business and Language is also available.

At the graduate level, the School offers the Master of Business Administration (M.B.A.) and a Master of Science in Business Organizational Management, with several concentrations including concentrations in Health Services Administration and Managed Care. A joint M.B.A./J.D. program is offered with the School of Law.

School of Education and Organizational Leadership

Leonard Pellicer, Dean

The School of Education and Organizational Leadership encompasses two of the University's oldest and strongest programs, Teacher Education and the Ed.D. program in Organizational Leadership. It also includes graduate programs, certificates, and credentials in Reading, School Counseling, Special Education, and Educational Management, bachelor's and master's programs in Child Development, and M.S. programs in Child Life and in Leadership and Management.

The dynamic School focuses not only on the need for quality teachers and educational leaders in this time of crisis in American education, but actively seeks ways to partner with school districts, business, industry, and county and state agencies in collaborative efforts to address the critical challenges facing the nation's educational systems.

College of Law

Kenneth Held, Dean

H. Randall Rubin, Associate Dean

J.M. Spectar, Assistant Dean of Students

Alexis Boles, Assistant Dean of Admissions

The academic program of the College of Law is designed to offer systematic and thorough

instruction in the law to prepare students to enter the legal profession. The J.D. program is a traditional one; it can be completed in three years of full-time study or four years of part-time day or evening study. Prospective students should contact the Assistant Dean for Admissions to obtain an application, catalog, and other pertinent information.

The College of Law is accredited by the Committee of Bar Examiners for the State of California, and has applied for American Bar Association provisional approval. The Dean is fully informed as to the Standards and Rules of procedure for the Approval of Law Schools by the American Bar Association. The Administration and Dean are determined to devote all necessary resources and in other respects to take all necessary steps to present a program of legal education that will qualify for approval by the American Bar Association. The College of Law makes no representation to any applicant that it will be approved by the ABA prior to the graduation of any matriculating student.

The College of Law participates in the B.A./J.D. joint degree program under which students can complete a baccalaureate degree and a J.D. in six years, as well as the M.B.A./J.D. joint degree program. Those interested in either program should contact the College of Law for additional information.

In January 2001 the College of Law moved to a nine-acre site in Ontario located within the Ontario Civic Center Plaza complex.

School of Public Affairs and Health Administration

Jack Meek, Coordinating Dean

The School of Public Affairs and Health Administration provides professional degrees that are uniquely public in nature, interdisciplinary in scope, as well as applied and problem oriented in practice. The School is comprised of

Academic Organization

the departments of Public Administration, Health Services Management, and Paralegal Studies and offers programs at the bachelor's, master's, and doctoral level. The School has four academic emphases: Public Administration, Health Administration, Gerontology, and Paralegal Studies.

Public Administration offers programs to professionals associated with cities, counties, special districts, states, and the national government as well as non-profit and social service organizations. In addition to the Doctor of Public Administration (D.P.A.) which has a research focus, the Department also offers a Masters of Public Administration (M.P.A.) program that is nationally accredited by the National Association of Schools of Public Affairs and Administration.

Health Services Management provides education to health services professionals, including individuals affiliated with hospitals, physicians, medical groups, insurers, suppliers, and government agencies providing healthcare oversight and services. Its degree program focus on the management, leadership, and financial challenges inherent within the healthcare system.

The Paralegal program offers both the certificate and degrees in Paralegal Studies. The focus is to prepare qualified students for careers as paralegals or for positions where legal analytical skills and law are necessary. The program offers opportunities for electives in the organizational settings offered in the School of Public Affairs.

San Fernando Valley College of Law

For information on the San Fernando Valley College of Law, see its catalog or its website at <http://www.sfvlaw.edu>.

School of Continuing Education

James C. Manolis, Dean

Ray E. Johnson, Associate Dean

Stephen Lesniak, Assistant Dean for Academic and Student Services

Heather Russell, Assistant Dean of Marketing

The School of Continuing Education (SCE) provides an opportunity for people to take ULV programs at geographic locations convenient to their homes or work places and many classes on the internet. Programs leading to bachelor's and master's degrees as well as advanced credentials are offered through SCE. The extensive interaction between these extended programs and the central campus provides a rich experience for all concerned.

There are two divisions in SCE: Regional Campuses offering programs throughout California, and Residence Centers, which offer programs on selected military bases in California, Alaska, and Italy. Further information about these programs is given in the Admissions Requirements and General Education Requirements sections of this catalog. Complete descriptions of tuition, fees, financial aid, and refunds are contained in catalog sections dealing with these topics. Specific program requirements and course descriptions are presented with the appropriate academic curriculum.

School of Continuing Education

2315 W. Foothill Boulevard

Upland, CA 91786

Telephone: 1-800-695-4858

FAX: (909) 981-8695

Dean: James Manolis, Ed.D.

E-mail: manolisj@ulv.edu

More information: www.ulv.edu/sce

Academic Organization

REGIONAL CAMPUSES

CAPA. CAPA, the Campus Accelerated Program for Adults, is a central campus program designed to answer the special needs of working adult students. It stresses individualized academic advising, and offers the opportunity to complete a degree by taking classes in the evenings and on weekends. Weekend College offers classes on Friday evenings and Saturdays according to the schedule listed in the Calendar section of the catalog. All undergraduate majors offered on the central campus are available to students in the CAPA program. Some majors may require daytime attendance. Inquiries about the CAPA program, or Weekend College, should be directed to the CAPA Office.

CAPA Program, University of La Verne
1950 3rd Street, La Verne, CA 91750-9984
Telephone: (909) 392-2718
FAX: (909) 392-2701
Director: Patricia Noreen
E-mail: noreenp@ulv.edu
Moe information: www.ulv.edu/sce

Central Coast Campus. This campus provides academic advising and administrative support for ULV students in northern Santa Barbara and San Luis Obispo counties. Degree programs offered are B.A., Business Administration; B.A., Liberal Studies; B.S. Organizational Management; B.S., Health Services Management; M.B.A. for Experienced Professionals; and Master of Health Administration.

ULV Central Coast Campus
3211 Broad Street, Suite 113
San Luis Obispo, CA 93401
Telephone: (805) 542-9690
FAX: (805) 542-9735
Director: Kitt Vincent
E-mail: vincentk@ulv.edu
More information: www.ulv.edu/sce

Inland Empire Campus. This campus provides academic advising and administrative support for ULV students in Riverside and San Bernardino counties. Degree programs offered are B.A., Business Administration; B.A., Liberal Studies; B.S., Health Services Management; B.S., Organizational Management; B.S. Public Administration; M.B.A. for Experienced Professionals; and Master of Health Administration.

ULV Inland Empire Campus
Barton Plaza
10535 Foothill Blvd., Suite 400
Rancho Cucamonga, CA 91730
Telephone: (909) 484-3858
FAX: (909) 484-9469
Director: Jerry Ford
E-mail: fordj@ulv.edu
Moe information: www.ulv.edu/sce

The Inland Empire Campus also provides support for a satellite center serving ULV students in Kern County. It offers the same degree programs as the Inland Empire Campus.

ULV Kern County Campus
1600 Truxton Ave., Suite 100
P.O. Box 153
Bakersfield, CA 93303
Telephone: (661) 328-1430
FAX: (661) 328-1378
Associate Director: Lynda Haught
E-mail: haugtl@ulv.edu
More information: www.ulv.edu/sce

Academic Organization

Orange County Campus. This campus provides academic advising and administrative support for ULV students in Orange County. Degree programs offered are B.A., Business Administration; B.A., Liberal Studies; B.S., Health Services Management; B.S., Organizational Management; B.S., Public Administration; M.B.A. for Experienced Professionals; and Master of Health Administration.

ULV Orange County Campus
12951 Euclid, Suite 100
Garden Grove, CA 92840
Telephone: (714) 534-4860
FAX: (714) 534-4865
Director: Pamela Bergovoy
E-mail: bergovoy@ulv.edu
More information: www.ulv.edu/sce

San Fernando Valley Campus. This campus provides academic advising and administrative support for ULV students in the San Fernando and Antelope Valleys. Degree programs offered are B.A., Business Administration; B.A., Liberal Studies; B.S., Health Services Management; B.S., Organizational Management; M.B.A. for Experienced Professionals; and Master of Health Administration.

ULV San Fernando Valley Campus
4001 W. Alameda, Suite 300
Burbank, California 91505
Telephone: (818) 846-4008
FAX: (818) 566-1047
Director: Nelly Kazman
E-mail: kazmann@ulv.edu
More information: www.ulv.edu/sce

Ventura County Campus. This campus provides academic advising and administrative support for ULV students in Ventura and Santa Barbara Counties. Degree programs offered are B.A., Business Administration; B.A., Liberal Studies; B.S., Health Services Management; B.S., Organizational Management; Master of Business Administration; and Master of Health Administration.

ULV Ventura County Campus
2001 Solar Drive, Suite 250
Oxnard, CA 93030-2648
Telephone: (805) 981-8030
FAX: (805) 981-8033
Director: Robyn Jones
E-mail: jonesr@ulv.edu
More information: www.ulv.edu/sce

Education Programs. This center provides academic advising and administrative support for ULV students pursuing: Multiple or Single Subject Teaching Credential with CLAD Emphasis, an M.Ed., Educational Management; Preliminary Administrative Services Credential; M.S., School Counseling; Pupil Personnel Services Credential; M.Ed., Special Emphasis; M.Ed., Reading; and Reading and Language Arts Specialist Credential (CCTC approval pending at the time of printing) at selected locations throughout California.

Education Programs
School of Continuing Education
University of La Verne
1950 3rd Street, La Verne, CA 91750
Telephone: 1-800-695-4858
FAX: (909) 981-8695
Director: Ray E. Johnson, Ph.D.
Associate Director: Juline Behrens
Assistant Director for Teacher
Education: Judy Henson
More information: www.ulv.edu/sce

RESIDENCE CENTERS. Qualified students can pursue degree programs on the following military bases. A chart listing the programs offered can be found on the next page.

Director: Ray E. Johnson, Ph.D.
Telephone: (909) 985-0944
FAX: (909) 981-8695
E-mail: johnsonr@ulv.edu

Academic Organization

Residence Centers in California:

Point Mugu, California:
P.O. Box 42264
Port Hueneme, CA 93044
Telephone: (805) 986-1783
FAX: (805) 986-1785
E-mail: peytonb@ulv.edu
Director: Robyn Jones
Assistant Director: Brenda Peyton

Vandenberg, California:
P.O. Box 5578
Vandenberg AFB, CA 93437-6312
Telephone: (805) 734-1306 or 605-5917
FAX: (805) 734-1158
E-mail: vincentk@ulv.edu
Director: Kitt Vincent

Residence Centers in Alaska:

Eielson AFB, Alaska:
3124 Wabash Ave., Suite 1
P.O. Box 4510
Eielson AFB, AK 99702-0510
Telephone: (907) 377-4397
FAX: (907) 372-1260
E-mail: eielson@ulv.edu
Director: Kenneth Brauchle, Ph.D.

Ft. Wainwright, Alaska:
c/o Eielson AFB
P.O. Box 4510
Eielson AFB, AK 99702-0510
Telephone: (907) 353-6152
FAX: (907) 353-9221
E-mail: eielson@ulv.edu
Director: Kenneth Brauchle, Ph.D.

Elmendorf AFB/Ft. Richardson, Alaska:
P.O. Box 6329
Elmendorf AFB, AK 99506-6329
Telephone: (907) 753-1837 or (907) 552-5267
FAX: (907) 753-0650
E-mail: ulvelm@gci.net
Ft. Richardson Telephone: (907) 428-1616
Director: Mary Jeanette Brody

Language Center in Naples, Italy: This Center offers non-credit language instruction in English and Italian.

Tri-Service Education Center
PSC813, Box 174
FPO AE 09620-0008
Telephone: 011 39 081 721 2564
FAX: 011 39 081 570 2992
E-mail: ulvnaples@na.cybernet.it
Director: Sandra Spatera

Degree Programs at Residence Centers.
Students can pursue degree programs according to this chart:

| | |
|------------|--|
| Pt. Mugu | |
| Vandenberg | |
| Elmendorf | |
| Eielson | |
| Wainwright | |

| | |
|--|-----------|
| B.A., Accounting | V |
| B.A., Business Administration | P V |
| B.S., Criminology | P |
| B.A./B.S., Mathematics | P |
| B.S., Organizational Mgmt. | P V |
| B.S., Psychology | P |
| M.S., Business Organizational Management | P El Ei W |
| M.B.A. | V |

DISTANCE LEARNING CENTER. Students may take ULV courses through the Internet in pursuit of degree credit or professional advancement. For a complete list of courses, course descriptions, and faculty as well as instructions for registration, please visit

<http://www.ulv.edu/dlc/dlc.html>

Distance Learning Center (ULV Online)
University of La Verne
1950 3rd St.
La Verne, CA 91750-9984
Telephone: (909) 985-0944, ext. 5301
FAX: (909) 981-8695
E-mail: dlc@ulv.edu
Academic Director: Alfred Clark, Ph.D.
Registrar: Alene Harrison

Academic Organization

La Verne College of Athens

Craig Sexson, President

Jeff Nonemaker, Associate Dean

Students attending the Athens campus are provided with the unique opportunity to pursue an American education in a historically rich cultural setting among an internationally diverse student body. The University's campus is located in the pleasant Athens' suburb of Kifissia, and offers all the services of a traditional American campus including dormitories and a range of student activities. Instruction is in English. A library and complete laboratories are available.

Courses leading to the following degrees are offered in Athens by the University: B.S., Accounting; B.A., Art; B.S., Behavioral Science; B.S., Business Administration; B.S., Computer Science; B.S., Economics; B.A., English; B.S., Marketing; B.A./B.S., Mathematics; B.A., Political Science; B.S., Psychology; B.A., Social Science; B.S., Sociology; M.Ed., Special Emphasis; M.S., Counseling; and M.B.A.

La Verne College of Athens
P.O. Box 51105
Kifissia, 145 10, Athens, Greece
Telephone: 011-30-1-620-6188
FAX: 011-30-1-620-5929
E-mail: admis@laverne.edu.gr
Web: <http://www.laverne.edu.gr>
Liaison in US: Ray Johnson
US Liaison Telephone: (909) 985-0944

Special Programs

Religion Programs. As a service to African-American and Latino communities in and around the Los Angeles area, ULV offers off-campus courses leading to B.A. degrees in Religion, Philosophy, Religion/Philosophy, and Psychology. The purpose of this program is to prepare nontraditional-age students for graduate schools, seminaries, and leadership roles in their church-

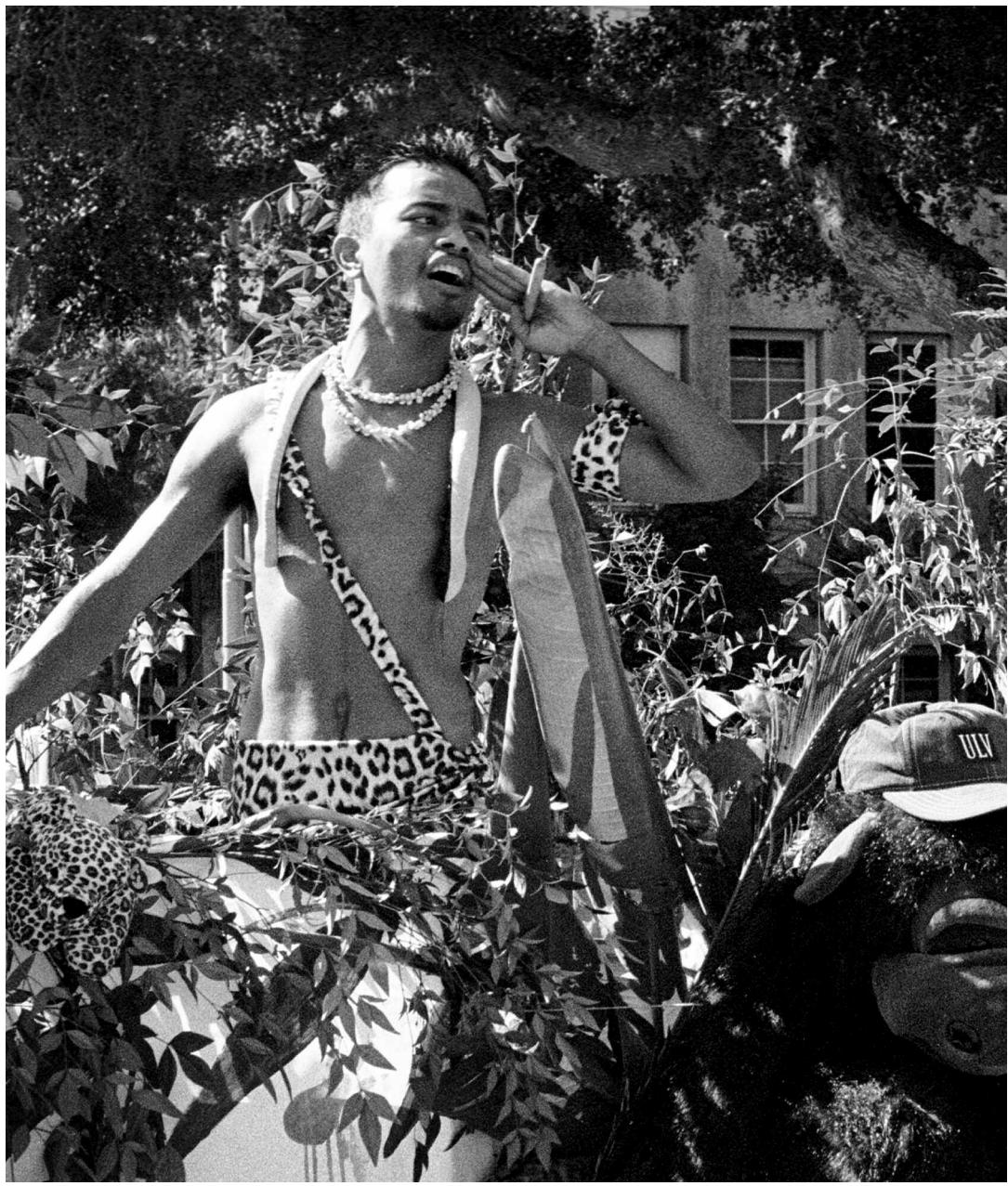
es and communities. Instruction takes place at the American Baptist Theological Center in Pasadena and the Ecumenical Center for Black Church Studies in Los Angeles on Saturdays and evenings. Information and application for admission can be obtained from the program director, Dr. Dan Campana, at (909) 593-3511, ext. 4354; e-mail, campanad@ulv.edu.

Central Campus Summer Sessions. The University offers both undergraduate and graduate courses during the summer. Courses are open to all students whether or not they have matriculated at the University of La Verne. Registration opens in May. Inquiries should be directed to the Registrar's Office or (909) 593-3511, ext. 4011 or 4012.

Weekend Series Program. A program for elementary and secondary teachers, Weekend Series offers activity-oriented courses in La Verne on Friday evenings and Saturdays throughout the year. In addition, professional courses for educators are offered via the Web and for home study. Catalogs of courses can be obtained by telephoning (909) 593-3511, ext. 4239; e-mail, clarka@ulv.edu.

Elementary and Secondary Summer School. ULV offers tuition-based summer school classes in school districts that wish to have a greater selection of courses available to their students than they can provide free. Students enroll in these classes to augment their programs, or to correct deficiencies. Information about this program can be obtained by phone at (909) 593-1749, e-mail at camerond@ulv.edu, and website at www.ulv.edu/pss.

Educational Programs in Correctional Institutions (EPIC). EPIC offers college degree instruction to individuals confined in selected California Youth Authority and Department of Corrections facilities. Information can be obtained by contacting David Werner, EPIC Director, at (909) 593-3511, ext. 4355; e-mail, werner@ulv.edu.



First place float in the 2000 Homecoming Parade—designed, built, and staffed by the International Student Organization.

Photo: Natalie Fowle

STUDENT SERVICES

Loretta Rahmani, Dean of Student Affairs

Orientation. Every fall, just prior to the first day of classes, new central campus traditional undergraduate freshmen and transfer students participate in Orientation. Orientation blends interesting seminars, lively discussions, and fun activities to acquaint new students with the University community of students, faculty, and staff, and with programs and services at ULV. The program is highlighted by a trip to the mountains with students, faculty, and staff for the New Student Retreat at Pilgrim Pines.

Parent Orientation

Each summer before fall classes begin, parents of incoming Central Campus students participate in Parent Orientation. This day is an opportunity for parents of new students to experience life at ULV and to meet faculty, staff, and students. Parent Orientation highlights what student life at La Verne is like and includes tours of the residence halls, discussions with faculty and staff, and interest sessions.

University 100. All first-time, traditional-age Central Campus students are required to enroll in the Freshmen Year Experience seminar, University 100 (GNST 100). This one credit seminar is designed to assist new students with their transition into college through small group discussions lead by a faculty or staff member and an upperclassman. University 100 groups provide for personal growth, interaction, and support.

Residence Halls. Undergraduate students at the central campus have the opportunity to live on campus in one of La Verne's residence halls. Living with others in a residential community is a central aspect of the student's total education and development through close association with classmates and participation in residence hall

functions. Chats with faculty and administrators, guest speakers, seminars on current topics of interest, social activities, and other programs enrich student life in the residence hall.

Each residence hall is staffed by professional and paraprofessional staff members. Their role is to provide leadership, informal counseling, and teaching, and to serve as role models. La Verne offers two types of housing: single-gender floors in Brandt and Stu-Han Residence Halls and single-gender suites in The Oaks Residence Hall. Both styles provide a community-based living environment.

Bed spaces in the residence halls are rented by the academic year. However, students may apply for Interterm and Spring Semester. All housing applicants are charged a \$100 Housing Reservation/Security Deposit. If a student decides not to live in campus housing, the deposit may be refunded upon written request to the Residence Life Office 30 days prior to the start of the term.

Residences are open during all school holidays except Thanksgiving, Christmas, and Easter holidays. The Oaks, a coed suite-style hall, remains open during Thanksgiving, Christmas, and Easter holidays for international and out-of-state students. After occupancy has begun, no refund is allowed for absences. Refer to the license agreement for cancellation policy.

Students interested in studying at La Verne College of Athens may contact the Athens campus for assistance in locating a place to stay.

Dining Hall. Davenport Dining Hall, located on the central campus, is open during the regular academic year except Thanksgiving, Christmas, and Easter vacations. Students living in the residence halls and suites are required to purchase meal plans. Students not residing in the residence halls are welcome in the dining hall and

Student Services

encouraged to make arrangements to eat there.

The option of either a full meal ticket or a partial ticket is available to all students, including those living off campus. Other partial meal plans may be available on request. In addition to the dining hall service, the Student Center Snack Bar, "The Spot," serves food, delicatessen style, for the convenience of the University community.

Commuter Program. Students who do not live in a residence hall make up the largest group at La Verne, and the Office of Campus Activities and Commuter Program sponsors programs especially designed for them. In addition, the Commuter Advisory Board promotes commuter student programs and is the commuter student advocate on the main campus.

Student Employment. Central Campus students who want part-time employment on campus should contact the Student Employment Specialist (ext. 4110) located in the Financial Aid Office in Woody Hall. Many campus jobs are available for the students who qualify for the Federal Work-Study program, and an effort is made to match each student's skills, interests, and/or major to the most appropriate job. As soon as the Work-Study maximum earnings Award has been confirmed in the Financial Aid Office, students should apply for campus jobs. The award is for the academic school year and must be worked and earned during September through May. A limited number of campus jobs are available for the students who do not qualify for Federal Work-Study. In addition, summer full-time and part-time jobs on campus are available through this office. Central Campus students looking for off-campus jobs may check in the Career Development Center for assistance.

Health Services. The University Student Health Center is located at 2147 E Street (ext. 4254). The fee for services is included in the tuition of all full-time undergraduates, International graduate students, and is optional for other qualified graduate or part-time students.

The clinic is open from 8 a.m. to 3 p.m.

Monday- Thursday and from 8 a.m. to noon on Friday. A medical doctor or physician assistant is available several hours a day by appointment. The service includes visits for illness, injuries, counseling, some prescription and/or over the counter medications, laboratory testing, and referrals when indicated.

Career Development. The Career Development and Placement Center, located in the Student Resource Center (ext. 4054), is available to ULV students and alumni. It offers students a variety of services to help determine a career path and the steps to get there. Students can come in for individual career counseling, interest and skills assessments, information on graduate school, and listings of internships and part-time or full-time employment.

The center organizes events throughout the year to engage students with potential employers, including on-campus interviews and the Career Fair. In addition, workshops, seminars, and classes are offered on resumé and cover letter writing, interviewing techniques, and career planning. More information with career links can be found on the center's website, www.ulv.edu/cdc .

International Student Services. The staff in the International Student Center (1886 3rd Street; ext. 4330 or 4331) assists international students with orientation and relocation, provides personal and immigration counseling, and coordinates social and cultural activities. ULV's active International Student Organization supports international students and sponsors various activities throughout the year.

Multicultural Affairs and Social Justice Advocacy. ULV promotes an atmosphere of mutual respect among people of all cultures. The Institute for Multicultural Research and Campus Diversity (IMRCD), located in the Student Center (ext. 4036), works toward creating a "learning community" on issues of diversity and multiculturalism through dialogue and educational programming. IMRCD supports awareness and under-

Student Services

standing of living in a diverse community through programs and services and by conducting research. IMRCD's services include human relation training/consultation, advocacy and counseling, instructing on issues of social justice, and advising on first generation college student success.

Disabled Student Services. Services for Students with Disabilities offers assistance for students with physical, psychological, and/or learning disabilities. Application information can be obtained from the Office of Services for Students with Disabilities, located in the Student Health Center (ext. 4441).

Campus Ministry. La Verne is a church-related university with a strong Christian heritage. The relationship of the University with the Church of the Brethren continues to be an important one and is expressed in part by the presence of Brethren on La Verne's Board of Trustees, among its faculty and administration, and within the student body, and by a full-time campus minister.

At the central campus Protestant and Catholic campus ministers coordinate a varied program of activities including Protestant and Catholic gatherings, ecumenical activities, pastoral counseling, personal consultation, contemplative prayer, fellowship and worship opportunities, seminars, service projects, and regular contact with off-campus resources. Campus ministers' offices are in the chapel, exts. 4320 and 4322.

Although the relationship of the University of La Verne to the Church of the Brethren reflects Christian roots and commitment, the University recognizes and encourages a plurality of religious perspectives on campus. Opportunities to study broad religious issues and to have dialogue with other faiths are encouraged. A major concern of the University is to challenge the students to continue to think through their religious positions and traditions.

Summer Service. The Summer Service Program (ext. 4320) provides an opportunity for central campus undergraduate students to learn through

service. In this program the student has the opportunity to spend ten weeks of the summer assisting in a church, a camp, or other service agency. Supported financially by the Christian Leadership Endowment Fund, the student receives a scholarship for this service.

It is anticipated that students will grow in their own faith as well as gain understanding and appreciation of the faiths of others.

Psychological Counseling. The psychological counseling services available to ULV students at the University Counseling Center are designed to help students work on feelings and problems which affect their personal, social, and academic effectiveness. The services include individual, couple, group, and family counseling, as well as workshops and outreach presentations on a variety of topics. The Counseling Center follows a strict policy of confidentiality between student and counselor. These services are available at no cost to central campus undergraduate students and at a nominal fee to graduate and School of Continuing Education students. The center is located in the Hoover Hall (ext. 4831).

Child Development Center. The Child Development Center, which functions as a training site for ULV Child Development majors, is located at Fairplex, two miles south of the central campus. Children aged six weeks through five years may be enrolled for full-day or partial-day care. The licensed center operates from 6:30 a.m. to 6:00 p.m., Monday through Friday. Information about state and federal funding as well as tuition can be obtained at (909) 865-4101.

Student Center. The Student Center, located in the distinctive "supertents," is the focal point of central campus student activities. The "tents" house the radio and television studios, newspaper and magazine production center, gymnasium, locker rooms, campus activities and student government offices, the Institute for Multicultural Research and Campus Diversity, and student mailboxes, as well as leisure-time opportunities. A separate "tent," adjacent to the center, houses

Student Services

the Dailey Theatre complex of stages, workshops, and theatre offices.

Associated Student Federation, Fraternities and Sororities, and Clubs and Organizations.

All full-time, traditional-age undergraduate students at the central campus are automatically members of the Associated Students Federation (ASF). The Associated Students Forum, executive body of ASF, promotes student activities and represents the views of the student body to the faculty and administration. ASF works closely with all clubs and organizations on campus. ULV currently has five fraternities and sororities and over twenty clubs and organizations whose expressed purpose is to promote individual growth, school spirit, and co-curricular activities for the college community. School of Continuing Education students have formed clubs and student organizations at some of the residence centers.

Social and Cultural Events. Student government, residence halls, clubs, fraternities and sororities, academic departments, and others plan social, educational, and cultural events for the central campus. Activities include music, drama, guest speakers, dances, intramural sports, dinners, parties, and a wide range of club-sponsored events. Highlights include Winter Extravaganza Homecoming Week, and awards banquets. Several dramatic and musical productions are presented each semester, and students may contribute to the campus newspaper, year-

book, magazines, theatre playbill, literary magazine, and departmental publications.

School of Continuing Education students may participate in most central campus social and cultural events. Events are also sponsored from time to time at several of the residence centers.

Campus Safety and Transportation. The University maintains its own security department to provide a 24-hour, seven-days-a-week patrol of the campus. The Campus Safety Department provides high visibility patrol, escort services, opening and securing of the campus, parking permit issuance and enforcement, and instruction in crime prevention techniques. The transportation department maintains all university vans and accommodates the University's transportation needs. These departments are located east of the Student Center and next to the First Street Parking Lot. Officers are available by calling (909) 208-4903 from off-campus phones or extension #6666, 4950, or 4949 from campus phones.

Mail Services. ULV maintains a full-service post office (with the exception of C.O.D. and money orders) for the use of students and staff. Located at 1st and E Streets, it is open 8 a.m.-5 p.m., Monday through Friday.

Bookstore. The University Bookstore, located at the corner of Bonita Ave. and D St., offers books, supplies, gift items, and other merchandise to the campus and community.

Athletics

Jimmy Paschal, Athletic Director

Rex Huigens, Assistant Athletic Director

Julie Kline, Assistant Athletic Director/
Senior Women's Administrator

The mission of the athletic program at ULV is to distinguish itself through the pursuit of excellence based on sound educational principles and practices that operate within the philosophy and guidelines of the University of La Verne as well as those of the Southern California Intercollegiate Athletic Conference (SCIAC) and the National Collegiate Athletic Association, Division III, in both of which La Verne maintains membership. The programs of these associations provide an opportunity for students at the central campus to engage in a wide variety of intercollegiate sports at the team and individual level. The policy of the University of La Verne is to support the individuals and teams representing the University to go as far as their skills and good fortune take them. Over the years this has resulted in national championships as well as conference and regional championships in several team and individual sports.

The women have intercollegiate squads in basketball, cross country, soccer, softball, swimming, tennis, track, volleyball, and water polo. The men enter into intercollegiate programs in baseball, basketball, cross country, football, golf, soccer, swimming, tennis, track, volleyball, and water polo. In addition to fine facilities and equipment, the athletic department is staffed with qualified and enthusiastic coaches and certified trainers.

Other colleges in the SCIAC are California Institute of Technology, California Lutheran University, Claremont-Mudd-Scripps, Occidental

College, Pomona-Pitzer, University of Redlands, and Whittier College. In addition, La Verne competes against other independent colleges in Southern California as well as a number of the state colleges and universities. The total program is designed to meet student interests.

Student Athletic Eligibility. To be compatible with the philosophy of the Southern California Intercollegiate Athletic Conference and NCAA Division III, ULV has established 24 as the minimum number of units a student must complete during the year prior to participation (two semesters as a full-time student plus any summer school) to be considered eligible for athletic competition. A freshman is automatically eligible the first year. Thereafter, if a student has been enrolled for only one semester as a full-time student, the minimum is 12 units completed. January is considered a separate term of participation, although units completed in January may be added to either the fall or the spring term total. A student must be enrolled in a January class to participate during January. A student must be enrolled in a minimum of 12 units for it to be considered a full-time term of attendance. According to the NCAA, a student must complete his or her seasons of participation during the first 10 semesters or 15 quarters enrolled as a full-time student. If a student has eligibility remaining at the time of graduation from ULV, he or she may complete his or her eligibility as a full-time graduate student (nine semester units minimum) at La Verne during the semester of completion. In order to participate in the athletic program, the graduate student athlete with eligibility remaining must purchase the University's Student Accident and Health Insurance and pay the Health Center fee.



Lisa Porter, Assistant Professor of Education and Director of Liberal Studies. *Photo: Jen Newman*

ADMISSIONS INFORMATION

UNDERGRADUATE ADMISSIONS

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.

Central Campus Admissions

The goal of the University of La Verne is to provide maximum opportunities for educational and personal growth; therefore, a student's goals and objectives are considered first in the evaluation process. Consideration is given to previous formal and informal educational experience as well as to the potential to succeed in a challenging academic program. ULV seeks students who are creative, motivated, self-disciplined, and committed to learning.

Freshman Admission. In keeping with the above philosophy, an admissions decision emphasizes the academic course of study, marks in coursework during grades 10, 11 and the first semester of grade 12, SAT I or ACT scores, the applicant's personal statement (essay), and letters of recommendation. In addition, consideration is given to the applicant's involvement in school and community activities, leadership abilities and special talents.

Honors at Entrance. Students who have earned a cumulative high school GPA of 3.5 or above (excluding PE, ROTC, and Teacher's Aide-TA courses) with SAT I scores of 1100 or above (or ACT scores of at least 25) may be accepted with Honors at Entrance. Such students are consid-

ered for Honors scholarships and are invited to apply for the ULV Honors Program, described in the Honors Program section of this catalog.

Provisional Admission. The Faculty Admissions Committee may choose to grant provisional admission to students who show potential but have a deficiency in their secondary school record. The Provisional Entrance Program is described in the "Student Acceptance through the Provisional Entrance Program (PEP) section of this catalog.

Application Procedures. Students may apply for admission after completion of their junior year of high school. Admissions decisions are announced on a rolling basis, after February 1. In some cases a decision may be delayed until the first semester of senior grades is 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. ULV subscribes to the National Candidate's Reply Date of May 1 (for Fall Semester), and does not require advance payment or confirmation of intent to enroll prior to this date.

Central Campus Undergraduate Admissions.

To apply for admission to the University, the following credentials must be submitted to the Office of Admissions. *All application materials become the property of the University upon receipt.*

1. **Formal Application for Admission.** Upon receipt of the completed and signed application form and the non-refundable \$50.00 application fee, the Office of Admissions will send the applicant instructions for completing the application process.

Central Campus Undergraduate Admissions

2. High School Transcripts. Candidates must request the high school transcript be sent directly to the ULV Office of Admissions. A transcript is not considered official if sent or delivered by the student

3. SAT I or ACT Scores. The candidate must have an official score report, (SAT I or ACT), sent from the appropriate testing agency.

4. Two letters of recommendation from school officials where the applicant is currently enrolled or has most recently attended. Recommendation forms are included with the application.

Transfer Students

Students who wish to transfer from an accredited two- or four-year institution are invited to apply for admission to La Verne. There is no minimum number of units required for transfer. The recommended application deadline for students applying for the Fall Semester is February 1. Students applying for Spring Semester should submit their applications by December 1. Students may be given advanced standing on the basis of work completed according to the Transfer Credit for Undergraduate Students section of this catalog.

Students who have completed 32 or more semester hours of academic credit will be evaluated based on college work, personal commitments, special talents and school and community involvement. Students with fewer than 32 semester hours of academic credit will be evaluated on college work, high school transcripts, and SAT I or ACT scores. Personal commitments, special talents and school and community involvement will also be considered.

Honors at Entrance. Students who have completed 32 or more semester hours of transferable academic credit with a GPA of 3.3 or above may be granted Honors at Entrance.

Provisional Admission. The Faculty Admission Committee may choose to grant provisional admission to transfer students who show potential but have a deficiency in their college

record. The Provisional Entrance Program is described in the PEP section of this catalog.

Students may be considered for transfer to the University of La Verne only if Honorable Dismissal was given by a prior institution(s).

To apply for admission, transfer students must submit the following documents to the Office of Admissions. All application materials become the property of the University upon receipt.

1. Application for Admission. Upon receipt of the completed and signed application and the \$50 non-refundable application fee,, the Office of Admissions will send the applicant instructions for completing the application process.

2. Official transcripts. Applicants must have official transcripts sent to the Office of Admissions from each college or university previously attended. Applicants with fewer than 32 semester hours of acceptable transfer credit must also submit high school transcripts.

3. SAT I or ACT scores. SAT I or ACT scores may be requested as supporting evidence. All applicants with fewer than 32 semester hours of transfer credit must submit scores from one of these tests.

4. Two letters of recommendation from school officials where the applicant is currently enrolled or has most recently attended. Recommendation forms are included with the application.

International Students

The University of La Verne welcomes applications from students living in countries throughout the world. Sufficient evidence must be provided to insure that a student is able to depend upon his/her own financial resources. International students must not plan on earnings from employment in the United States, financial assistance, or scholarship grants. The estimated yearly cost for an international student to attend ULV is approximately \$32,000. This includes tuition, fees, room/board, books, and personal expenses (summer school tuition and transportation are NOT includ-

Central Campus Undergraduate Admissions

ed). ULV is authorized to issue the I-20 when international applicants have been accepted and have submitted the \$200 advance deposit. In order to allow time for obtaining visas, it is important for international applicants to provide all required documents a minimum of two months before the beginning of the semester. *Students holding F-1 and J-1 visas may attend only the central campus (and are not eligible for the CAPA program).* To be considered for admission, international students must provide the following documents to the Office of Admissions. *All application materials become the property of the University upon receipt.*

1. Formal Application for Admission and the non-refundable application fee of \$35 (an international money order in US dollars)

2. Official transcripts and certificates (with notarized translations into English where appropriate) from all secondary schools, colleges, and universities attended. Students who have completed studies at a foreign university must send their transcripts to the Credentials Evaluation Service to be evaluated for transfer credit. There is a fee for this service. A brochure is available upon request.

3. Proof of English Proficiency. Applicants must establish minimum proficiency in English by submitting one of the following:

a. An international or special-center TOEFL (Test of English as a Foreign Language) score of 500 or above.

b. A SAT verbal score of 480 or above.

c. A score of 3.0 or above on the ULV English Proficiency Test.

d. Thirty semester hours or more of transferable credit, including the equivalent of English 110.

Note: Prospective students with test scores marginally below the limits of minimum proficiency may be considered for conditional acceptance with full acceptance pending successful completion of a first semester ESL component. A student may take no more than 14 semester hours per semester until the ESL requirement is complete.

4. Two letters of recommendation from school officials where the applicant is currently enrolled or has most recently attended. Recommendation forms are provided upon receipt of the completed application.

5. A financial statement guaranteeing that sufficient funds are available to cover the cost of attending La Verne. A nonrefundable deposit of \$200 must be received in the Office of Admissions before an I-20 form can be issued to the accepted student.

Additional Admissions Information

Interviews and Tours. Interested students, parents and friends are invited to visit La Verne. Interviews are held on campus, by appointment. Tours and visits to classes are all scheduled by appointment. The Office of Admission is open from 8:00 am to 5:00 pm on weekdays and is open on selected Saturdays during the Fall Semester. Please call the office (909) 593-3511, ext. 4026, for the schedule.

Candidates Reply Date. Freshman candidates are considered for admission upon receipt of the application for admission, all official transcripts, appropriate test scores, the personal statement (essay) and letters of recommendation. Once accepted, candidates are expected to submit a \$200 nonrefundable tuition deposit on May 1 (postmark deadline). Students admitted after this date will be expected to submit the tuition deposit within three weeks after the date of acceptance. The deposit is applied to the student's account and is deducted from the first semester's expenses.

Transfer candidates are considered for admission upon receipt of all credentials listed above. Once accepted, candidates are expected to submit the \$200 nonrefundable tuition deposit within three weeks after the date of acceptance.

Financial Aid. New students seeking financial assistance should contact the Office of Admissions for information and forms. For complete

Central Campus Undergraduate Admissions

information, see the Financial Aid section of this catalog.

Residence Hall Reservations. Admitted students will be sent a Residence Hall Application and License Agreement. Students must return the application and license agreement, along with a \$100 housing reservation/security deposit to the Office of Residential Life. Residence Hall lodging will be reserved for students on a space available basis

Student Acceptance through the Provisional Entrance Program (PEP). Students accepted on a provisional basis will be admitted for one semester and informed of the conditions required to remove the provisional status. The student may enroll in a maximum of 14 semester hours and is required to meet with an advisor at least three times during the semester, enroll in a study skills class, register for an appropriate English class, and make normal academic progress as defined in the Normal Academic Progress section of this catalog. Students who do not remove their provisional status by the end of the first semester of enrollment are ineligible to enroll the following semester. Students wishing to return to La Verne at some future date must reapply for admission.

Leave of Absence. A student who finds it necessary to interrupt his/her studies at La Verne and desires to return may apply to the Registrar for a leave of absence prior to leaving the University. With a leave of absence, a student may be absent from ULV for no more than two semesters without reapplying for admission. Among the acceptable reasons for granting a leave of absence are financial or medical problems and military duties. Students are required to keep the University informed about plans for return; otherwise, they will be considered withdrawn. A leave of absence

will not be granted for the purpose of transferring to another institution.

Withdrawal from the University. A student who wishes to withdraw in good standing must obtain a "Notice of Withdrawal" application from the Registrar's Office and have it signed by his/her academic advisor, a financial aid officer, a librarian, and the Office of Academic Advising. If the student is also withdrawing from courses, a "Program Request and Change Form," signed by the student's advisor, is also required. Students who fail to officially withdraw from classes will receive failing grades. The effective date of withdrawal is the date the student officially withdraws from all courses or the final day of the term.

Returning Student Readmission. Central campus undergraduates who have attended ULV as matriculated students, but who have not been in attendance for two consecutive semesters without a leave of absence, must reapply by filing a new Application for Admission. Readmission will be based on the current admissions policies, and the student will be required to meet current graduation requirements. Official transcripts of all academic work taken during the period of absence must be provided.

Readmission of Academically Disqualified Students. The readmission of a previously disqualified student is by special approval of the appropriate Dean. ULV 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 reenrollment. In every instance, readmission action is based on evidence, including transcripts of courses completed elsewhere after disqualification, that warrants such action. If readmitted, the student is placed on academic probation.

School of Continuing Education Undergraduate Admissions

Admission to School of Continuing Education Undergraduate Programs

The School of Continuing Education (SCE) provides educational opportunities for mature adults with varied educational backgrounds. Students may not register for more than 16 semester hours prior to completing the admissions process. ENG 110, College Writing A, or its equivalent must be completed within the first 16 semester hours of enrollment at ULV. Candidates who seek admission to the University through the CAPA program must be 25 years of age or older.

Guidelines. Applicants will be considered for admission following a review of prior college work. The admission decision will take into account the GPA and number of units completed. Applicants who have completed 30 semester hours of college-level work with a minimum GPA of 2.0 are eligible for admission. Applicants who do not meet admission criteria may be considered for provisional admission by the SCE Admissions Committee. Additional supporting documents may be required. Applicants academically disqualified from another college may be considered for admission by appeal only if the disqualification occurred more than 12 months prior to application.

To apply for admission to La Verne through SCE, students should submit the necessary admission documents to the Regional Campus or Residence Center where they will be studying. *Transcripts and other official records necessary for evaluating a student's prior work become University property upon submission and will not be returned to the applicant, copied for another use, or forwarded to another institution.* The following documents must be submitted:

1. Formal Application for Admission. This form may be obtained from the SCE office where the student plans to study. It must be accompanied by the nonrefundable application fee.

2. Official Transcripts and Certificates of Prior Work. Official transcripts from *all* colleges and universities previously attended must be submitted to ULV. Applicants with fewer than 30 semester hours of college-level coursework must submit official verification of graduation from high school or its equivalent. Official transcripts from schools in the US must be sent directly by the issuing institution to the SCE office where the student plans to study. Transcripts from schools outside the US must also be submitted. Applicants wishing to have work completed outside the US considered for transfer credit must have their transcripts evaluated by an approved foreign credential evaluation service. There is a fee for this service.

ULV will evaluate military training for credit. Veterans must submit a DD214, and inservice military applicants must submit a DD295 or a CCAF transcript for evaluation.

3. International Students must also submit examination results of the ULV English Placement Test (EPT). A minimum score of 5.0 is required on the EPT to qualify for admission. A score of 550 and above on the Test of English as a Foreign Language (TOEFL) may be substituted. Foreign nationals serving in the US Armed Forces or those who have successfully completed a minimum of two academic years in an accredited US college or university are exempted from this policy. *International students with F-1 or J-1 visas may attend only ULV's central campus (and are not eligible for the CAPA program).* See also the ESL (graduation) Requirement in this catalog.

4. Additional Information. ULV reserves the right to request additional information in order to make an informed decision.

Evaluations. The SCE academic advisor can *unofficially* evaluate transcripts of prior course work. This provides the academic advisor with the necessary information to help the student structure a program leading to graduation. This evaluation is not official, however, until approved by the University Registrar. Students who are

School of Continuing Education Undergraduate Admissions

admitted to an associate degree program and later decide that they want to work for a bachelor's degree must apply for admission to a bachelor's program by submitting a new application form, another nonrefundable application fee, and any appropriate materials listed above which might not already be in the student's permanent file. Students who are admitted to a bachelor's degree program and later decide that they want to work for an associate degree must be re-evaluated for graduation requirements by the Registrar, and are subject to the reapplication fee.

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

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

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

3. *Students must complete their degrees within seven years of the date of their admission letter* or must reapply for admission and fulfill the graduation requirements in effect at the time of their readmission. Students who leave due to academic disqualification may reapply for admission after one calendar year.

Admission to EPIC

Enrollment in EPIC is open to high school graduates as well as individuals with a high school equivalency certificate and a satisfactory score on a standardized reading test. The following documents must be submitted to the Director of EPIC:

1. Formal Application for Admission. Applications can be obtained from the Director of EPIC.

2. Official transcripts of prior college work, if applicable.

3. High school transcript verifying high school completion or GED certificate.

All application materials become the property of the University upon submission. Following the admission decision, the Registrar will make an official evaluation of transfer work.

Transfer Credit for Undergraduate Students

The following types of credit may be accepted toward undergraduate degrees at the University of La Verne within approved policies:

Advanced Placement. Four semester hours of credit are granted for subject area examinations in the Advanced Placement Program administered by the College Entrance Examination Board when a score of three or higher is achieved. Selected Advanced Placement exams may be used to meet general education requirements.

Associate Degree Transfer. ULV awards full transfer credit for courses completed as part of associate degrees earned at regionally accredited California colleges before matriculation at the University. Credit is awarded for all courses in the degree, although only appropriate courses in which a grade of C- or better was received can be applied toward general education or major requirements. (See General Education Transfer Policy, next page.)

Transfer of ESL and English Composition Courses. La Verne will grant credit for transferable courses equivalent to English 110 completed prior to acceptance into ULV. La Verne will not grant credit for such courses completed after a

Undergraduate Transfer Credit

student has been accepted at ULV until all prerequisite ESL courses required by placement criteria have been completed at ULV. ESL and English courses which the placement test indicates are needed must be taken at ULV, but ULV may grant elective credit for transferable ESL courses and English composition courses not equivalent to English 110 completed elsewhere prior to acceptance into ULV.

General Education Transfer Policy—Area Requirements.

California Associate Degree. At the time of matriculation, students who have earned an Associate Degree at a regionally accredited California College with General Education Requirements which are acceptable to the California State University (CSU) or the University of California (UC) or which are found in the Intersegmental General Education Transfer (IGETC) will be credited with fulfilling all of ULV's General Education AREA Requirements.

Other General Education Transfer Options for Area Requirements. At the time of matriculation, students who have NOT earned a regionally accredited California Associate Degree as described above, but who have completed a minimum of 32 semester hours of transferable course work will be evaluated for fulfillment of ULV's General Education AREA Requirements according to the following guidelines:

1. All transfer courses fulfilling general education requirements at UC, CSU, and through IGETC will be articulated to fulfill like requirements at ULV.

2. If courses partially fulfill selected UC, CSU, or through IGETC general education options at a college of prior attendance, these courses will be credited toward partial fulfillment of the like General Education requirement at ULV.

3. Course work completed at regionally accredited public colleges and universities outside the state of California which meets bachelor's level general education requirements at the state college or university within the same state, and is

so documented in the college catalog, will be articulated to fulfill like general education requirements at ULV.

4. All other course work will be evaluated on a course-by-course basis.

5. No course will be considered for transfer unless a C- or better was received.

General Education Transfer Policy—Core Requirements.

A transfer student's CORE Requirements are determined by the number of semester hours transferred at the time of matriculation according to the following guidelines:

1. Students who transfer 32-59 semester hours must complete CORE 300, CORE 305, CORE 310, and CORE 320 or 340, and demonstrate proficiency in a foreign language equivalent to two semesters of college-level study.

2. Students who transfer 60-91 semester hours must complete CORE 300, CORE 305 or 310, and CORE 320 or 340.

3. Students who transfer 92+ semester hours must complete CORE 300 and CORE 320 or 340.

4. SCE students who transfer 32 or more semester hours must complete CORE 300 and CORE 320 or 340 or CORE 2a or CORE 2b.

Other Transfer Credit. La Verne accepts credit earned at other regionally accredited colleges and universities on a course-by-course basis. Except in the case of courses included in associate degrees from California colleges, courses will not be considered for transfer unless a C- or better was received. ULV may accept up to 21 semester hours of vocational/technical credit (including community college certificate programs, military courses, and courses offered by noncollegiate institutions) into an associate degree program and up to 44 semester hours of vocational/technical credit into a bachelor's degree program. No more than 30 semester hours of credit by assessment will be accepted in transfer. ULV will not accept transfer credit by exam (excluding standardized exams such as CLEP), if a student was not

Undergraduate Transfer Credit

matriculated at the college where the credit was granted. ULV students interested in taking credit for transfer at other institutions should obtain prior approval through the Registrar. The University is not obligated to accept coursework that has not received prior approval.

CLEP, ACT PEP, and DANTEs. Credit may be granted by the University for subject areas in which the applicant has earned a passing score (C equivalent) on College Level Examination Program (CLEP) examinations and/or ACT Proficiency Examination Program (ACT PEP) examinations. ULV may accept up to 21 semester hours of such credit into an associate degree program and up to 44 semester hours into a bachelor's degree program. DANTEs credit will be awarded at the ACE recommended passing score. Selected exams may be used to meet general education requirements.

Military Credits. 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 ULV policy. Acceptance of credit is limited by the vocational/technical credit policy listed in the Other Transfer Credit section above.

Correspondence and Extension Courses.

Within the guidelines of the vocational/technical credit policy listed in the Other Transfer Credit section above, ULV may accept up to 12 semester hours of correspondence work and up to 15 semester hours of extension work. To qualify for transfer, correspondence and extension courses must be acceptable for undergraduate degree credit at the institution where the credit was earned.

Refusal of Transfer Credit. 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.



ULV students Lianna Capasso and Taren Hoke view Martin Betz's "The Ghost Town Project" art exhibit in Harris Art Gallery.

Photo: Liz Lucsko

GRADUATE ADMISSIONS

Central Campus and School of Continuing Education

Admissions Policy. In order to pursue a graduate degree, a specialized credential, or a graduate certificate program at the University of La Verne, students must be formally admitted by the appropriate graduate department. Each graduate program has specific admission requirements which are set by the academic department and are described with the program. The minimum requirements for all graduate programs are as follows:

1. A bachelor's degree from a regionally accredited college or university. (Doctoral programs also require a master's degree.) Students whose degrees were completed at foreign universities must submit notarized translations into English where appropriate. Such students may be required to have their degrees evaluated by a ULV-approved evaluation service to determine equivalency to a bachelor's degree from the United States. There is a fee for this service. Applicants will be notified if their degrees need to be evaluated.

2. A GPA of 2.5 or above for the last 60 semester hours of undergraduate study, and a GPA of 3.0 for any graduate work.

3. Positive references attesting to academic/professional competency.

4. Demonstrated ability to write at an acceptable level for graduate study.

Some programs require a higher GPA, the submission of standardized test scores, and other documentation to be eligible for admission.

Application Materials. All application materials are processed by the Graduate Office or SCE, as appropriate, and forwarded to departments. *All materials submitted become the property of the*

University and will not be returned to the applicant, copied for another use, or forwarded to another institution. Before departments take any action regarding possible admission to a graduate program, the student must submit the following:

1. **Completed application with non-refundable application fee.** Fees submitted from outside the United States must be in international money orders written in US dollars.

2. **Statement of purpose** in about 200 words outlining goals for graduate study.

3. **Official transcripts** showing academic degrees and additional transcripts if applicable. All transcripts must be sent by the degree granting institution to La Verne. Applicants to central campus programs should have the transcripts sent "Attention: Graduate Office." Applicants to School of Continuing Education programs will be provided with forms which indicate the proper return address.

4. **Two or three references**, as specified by the department.

5. **Other documents** required by departments.

6. Applicants 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 submitting one of the following:

- a. A minimum score on the Test of English as a Foreign Language (**TOEFL**) of 550 or above. Some programs require a higher score.

- b. Satisfactory completion of the ULV **English Proficiency Test** (5.0 or higher in most programs).

- c. Satisfactory completion of prerequisite English-Development courses as indicated by placement criteria.

International Students. ULV is authorized to issue an I-20 only after international applicants have been accepted for admission and have submitted the \$200 nonrefundable tuition deposit. *International students with F-1 or J-1 visas may*

Graduate Admissions

apply to and attend only the central campus. To apply for admission, international applicants must submit all of the application materials listed above as well as a notarized original statement indicating how the student will meet the financial obligations for graduate study at La Verne.

Possible Departmental Action. Each applicant's documents are carefully reviewed by the appropriate department. Admission decisions are made within the guidelines of the graduate admissions policy and based upon the applicant's qualifications and potential for success in a graduate program. Departments may take any one of the following actions:

1. Grant admission to students who satisfy all requirements.
2. Grant provisional admission to students who show academic and professional promise but do not meet all of the University or departmental requirements for admission. These students must meet the stipulations required by the department, or admission will be denied.
3. Hold the application pending specified additional requirements.
4. Deny admission because documents appear to indicate applicant would be unsuccessful in this graduate program.

Credential Only Admission. Students seeking advanced credentials in the areas of Administration, Counseling, Reading*, and Special Education* must follow the regular procedure for graduate admission. Students seeking the Multiple Subject or Single Subject Credentials need to file an application in the Education Office, but they are not required to furnish the additional documents required for entering a degree program.

Nonmatriculated Students. Students who possess a bachelor's degree and who wish to enroll in graduate courses may enroll in no more than

six semester hours without filing a formal application. These courses would count toward professional growth and inservice education. However, if students wish to enter a graduate degree program or seek institutional recommendation for a credential from the University, they must submit a formal application and complete the admission process. The University cannot be held responsible for the applicability of courses toward a degree which may be selected by a student who has not been officially admitted and assigned a program counselor. A student is eligible to enroll in no more than 12 semester hours prior to being admitted to a program. Several programs restrict this limit to 6 semester hours. Assessment fees may be charged for violations of this policy.

Readmission Policy. Graduate students who have not been enrolled for two consecutive years or more must apply for readmission by submitting:

1. A new application form and application fee.
2. A statement which addresses the absence from the program and reasons for returning.
3. Transcripts not previously sent to ULV and other documents as required by the department, if applicable.

Readmission will be based on the current admissions policies, and the student will be required to meet current program requirements. Any coursework previously completed at ULV that is more than four years old at the time of readmission will need to be reviewed for acceptance by the department and the Graduate Appeals Committee.

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

Transfer Credit. To have a course which was taken at another school apply toward a master's degree, the following conditions must exist:

1. The course must have been taken within the last five years at an accredited university or college and after the student had received a bachelor's degree.

*CCTC approval pending
six semester hours without filing a formal applica-

Graduate Admissions

2. The course must be acceptable into an appropriate graduate degree program at the institution where it was taken.
3. A grade of B or better must have been earned in the course.
4. The course must be sufficiently related to the student's degree program at ULV as determined by the Program Chairperson.
5. There is a limit of six semester hours which may be transferred into 30-35 semester hour degree programs. A total of 12 semester hours may be transferred into a program requiring 36 or more semester hours. (A quarter hour counts as two-thirds of a semester hour.)
6. Courses taken through the military may be transferred into a University of La Verne graduate program, consistent with the guidelines above. The number of graduate transfer credits allowed is subject to the guidelines established by the American Council on Education (ACE) *Guide to the Evaluation of Educational Experiences in the Armed Services*.
7. Only courses which are accepted for transfer into a degree program are added to the student's ULV transcript. Transfer credit will be posted on a student's transcript at the point of each student's advancement to candidacy.
8. The University of La Verne reserves the right to refuse transfer credit or limit the credits accepted toward any of its degree programs from accredited institutions, including those accredited by regional accreditation associations, if these credits are attributed to courses that do not meet

the University of La Verne's academic standards.

Graduate students matriculated into a certificate program may transfer up to six semester hours of elective credit toward completion of the certificate. Requests to have transfer credit applied to the certificate must be submitted to the Department/Program Chair through the student's advisor in SCE. 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 SCE to post the approved transfer credit to the student's transcript.

Second La Verne Master's Degree. Students who have completed a master's degree at ULV and wish to earn a second degree at the University, must apply for the second degree program by submitting an application and all supporting documents required by the second degree program. If admitted to the second degree program, these policies apply:

1. For courses to count toward both degrees, they must be common to both approved programs.
2. A maximum of 21 semester hours approved by the Program Chairperson may be used from the first degree to meet requirements for the second degree.
3. A new "culminating activity" must be a part of a second degree program.



The Annual Orientation Camp at Pilgrim Pines included dancing, laughter, and karaoke in September 2000.

Photo: Jason Cooper

FINANCIAL INFORMATION

TUITION AND FEES

Financial Arrangements

The tuition charged a student will always be that rate which is current for the program in which the student is enrolled, regardless of the course number. The University reserves the right to make changes to all published rates of tuition and fees at any time without prior written notice.

Students must complete their financial arrangements no later than the beginning of each term. The University offers the payment plans listed below, which must be contracted at the time of registration.

1. Payment in Full. Tuition, room, board, and any other fees are payable at the time of registration.

2. Deferred Payment Plans. The University of La Verne offers plans for deferment of all or a portion of tuition and fees, subject to charges and conditions under the University's Deferment Programs. Payment plans are available only for courses lasting five weeks or more. Short-term courses of up to four weeks in length must be paid in full upon registration.

a. Central Campus and College of Law Students: Minimum down payment of 40% of total tuition and fees at the time of registration, with the balance to be paid in two (term based programs) or three (semester based programs) equal installments, starting with the month following the beginning of the term or semester. All deferred payments are due by the 15th of the month.

b. School of Continuing Education Students: Minimum down payment of 25% of total tuition and fees at the time of registration, with the balance to be paid on the last day of the term.

c. Monthly Payment Plans: Available in selected programs only. From 6 to 36 monthly installments, starting the month in which classes begin or as specified in the contract, each due the first of the month.

All deferred payment plans require the completion of an agreement between ULV and the student. If the student is listed as a dependent on another's income tax return, or is under 18 years of age, a cosigner is required on the agreement. No student is allowed to register for a semester/term if there is an overdue debt from a previous semester or term.

All deferred payment plans require the payment of a fee at the time of registration or at the initiation of the monthly payment contract. The fee is based on the program in which the student is enrolled, as follows:

| | |
|---|------------|
| Semester Based Programs | \$60 |
| Term Based Programs | \$40 |
| Company Reimbursed students..... | \$25 |
| Doctoral Programs (6 payments) | \$75 |
| SCE Education Progs.(24-36 payments) | \$150 |
| Selected Masters Programs (12-18 payments) | \$75-\$100 |

All students electing a deferred payment plan who do not meet their payment dates will also be assessed a monthly late payment fee of \$15 to \$40 depending on the program in which the student is enrolled. The University reserves the right to impose finance charges on all unpaid balances.

Tuition and Fees

Central Campus Undergraduate Programs

Tuition

| | |
|---|---------|
| Full-time students (12-17 semester hours per semester and 1-5 semester hours in the January Interterm), per semester..... | \$9,000 |
| Part-time students, approved academic overloads, Directed Study, and Independent Study, per semester hour | \$550 |
| Auditing, per semester hour | \$275 |
| Summer Sessions, per semester hour | \$430 |
| Paralegal Certificate, per course | \$675 |
| Religion Program (off-campus), per course .. | \$450 |
| Weekend Series, per semester hour | \$165 |

Fees

| | |
|--|------------|
| Application..... | \$40 |
| Written Composition (will be applied toward challenge if passed) | \$50 |
| Registration (part-time students), per term or session..... | \$30 |
| Late Registration/Change of Program..... | \$40 |
| Student Tuition Deposit | \$200 |
| Laboratory Fee, per course | \$100 |
| Chemistry breakage deposit, per course (refundable) | \$100 |
| Photography Laboratory Fee..... | \$100 |
| Television Laboratory Fee | \$50-\$100 |
| Journalism/Radio Laboratory Fee | \$25 |
| Course Challenge, per course..... | \$550 |
| Make-up Examination..... | \$40 |
| Music Lessons, per unit..... | \$100 |
| Student Teaching (twelve semester hours) ... | \$100 |
| Lost meal ticket | \$5 |
| Lost ID card..... | \$5 |
| Graduation..... | \$110 |
| Transcripts, per copy | \$6 |
| Transcripts (24-hour turnaround)..... | \$20 |
| Returned Check Fee | \$25 |
| Paralegal Certificate Fee..... | \$35 |
| Paralegal Association Fee (one time charge).. | \$25 |

Residence Hall Charges

| | |
|--|---------|
| Housing (double occupancy), on campus, per semester..... | \$1,560 |
| Housing, off campus, per semester | \$1,910 |

| | |
|---|---------|
| Housing (triple occupancy), on campus, per semester..... | \$1,248 |
| Housing Reservation/Security Deposit— first time students | \$100 |
| Returning resident housing application fee | \$25 |

Board

| | |
|---|---------|
| 10 meals per week (off-campus residents only), per semester | \$1,470 |
| 12 meals per week, per semester | \$1,520 |
| 14 meals per week, per semester | \$1,580 |

Gold Meal Plan, unlimited access to dining facilities, per semester.....\$1,725

If a student moves off campus during Interterm, and verification signed by the student to that effect is received by the Accounting Office by December 15, a refund or credit to the student's account may be made for meal tickets.

Study Abroad Programs. The costs listed below include tuition, room, and board. Round-trip transportation from Los Angeles is also included in ULV's Mexico program, from New York City in the Europe programs, from Seattle in the Japan and China programs, and from Miami in the Ecuador Program. All costs must be paid before departure.

| | |
|--------------------|----------|
| per semester | \$13,300 |
| per year | \$25,000 |

Graduate Programs

| | |
|--|-------|
| M.B.A., per semester hour | \$405 |
| M.H.A., per semester hour | \$380 |
| M.P.A., per semester hour | \$525 |
| M.S., L.M., per semester hour..... | \$405 |
| M.S., International Admin., per sem. hour..... | \$525 |
| Prof. Admin. Servs. Credential, per sem. hr. | \$415 |
| GERO courses, per semester hour | \$390 |
| Education Credential, Bakersfield, per semester hour | \$400 |
| M.Ed., Bakersfield, per semester hour | \$360 |
| All other Masters progs., per semester hour | \$430 |
| D.P.A..... | \$700 |
| Ed.D..... | \$580 |
| Psy.D..... | \$540 |

Tuition and Fees

Graduate Fees

College of Law

Tuition

College of Law, per semester hour

Students entering before Fall 1999.....\$625
Students entering after Fall 1999\$695

Fees

| | |
|--|-------|
| Law Application Fee | \$45 |
| Law multipurpose Fee (Fall/Spring)..... | \$190 |
| Law multipurpose Fee (Summer)..... | \$105 |
| Law Change of Program Fee | \$40 |
| Law Late Registration Fee | \$100 |
| Student Bar Association Fee, per semester..... | \$40 |
| Law Library Fee (Fall/Spring) | \$75 |
| Law Library Fee (Summer)..... | \$35 |
| Graduation Fee | \$205 |
| Transcripts, per copy | \$6 |
| Transcripts (24-hour turnaround)..... | \$20 |

School of Continuing Education

Tuition (per semester hour)*

| <i>Program</i> | <i>Undergraduate</i> | <i>Graduate</i> |
|------------------------------|----------------------|-----------------|
| Alaska programs | — | \$245 |
| California Residence Centers | \$215 | \$250 |
| California PDC programs | \$330 | \$405 |
| Military Rate | | \$250 |
| M.H.A. at California PDC's | | \$380 |
| Education Program | | \$300-\$365 |

*ULV reserves the right to establish a varying tuition rate for new programs established at new sites when there are unusual operating conditions.

Fees

| | |
|---|-----------|
| Application..... | \$40 |
| Late Registration/Change of Program Fee..... | \$40 |
| Academic Services Fee, per course..... | \$10 |
| Course Challenge.....one semester hour of tuition | |
| Laboratory | \$15-\$30 |
| Graduation..... | \$110 |
| Transcripts, per copy | \$6 |
| Transcripts (24-hour turnaround)..... | \$20 |

CAPA Professional Development Center

| | |
|--|-------|
| Tuition, per semester hour..... | \$360 |
| Application Fee..... | \$40 |
| Registration Fee, per semester | \$30 |
| Late Registration/Change of Program Fee..... | \$40 |
| Course Challenge Fee, per course | \$360 |
| Graduation Fee | \$110 |
| Medical Services Fee (optional), per semester | \$200 |
| Health Center Fee (mandatory for all who purchase Accident and Health Insurance), per semester | \$70 |
| Transcripts, per copy | \$6 |
| Transcripts (24-hour turnaround)..... | \$20 |

University of La Verne — Withdrawal (Refund) Schedule

| Withdrawal During | Length of Term (in weeks) | | | | | | | | | | | | | | |
|----------------------|---------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1st week | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| 2nd week | 50% | 60% | 60% | 70% | 70% | 70% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% |
| 3rd week | 0 | 40% | 50% | 50% | 60% | 60% | 70% | 70% | 70% | 70% | 70% | 80% | 80% | 80% | 80% |
| 4th week | 0 | 0 | 0 | 40% | 50% | 50% | 60% | 60% | 60% | 70% | 70% | 70% | 70% | 70% | 70% |
| 5th week | - | 0 | 0 | 0 | 0 | 40% | 50% | 50% | 50% | 60% | 60% | 60% | 60% | 70% | 70% |
| 6th week | - | - | 0 | 0 | 0 | 0 | 40% | 40% | 50% | 50% | 50% | 60% | 60% | 60% | 60% |
| 7th week | - | - | - | 0 | 0 | 0 | 0 | 0 | 40% | 40% | 50% | 50% | 50% | 50% | 60% |
| 8th week | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 40% | 40% | 50% | 50% | 50% | 50% |
| 9th week | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 40% | 40% | 40% | 40% | 50% |
| 10th week | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40% | 40% |
| 11th week | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12th week | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 13th week | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 |
| 14th week | - | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 |
| 15th week | - | - | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 |
| 16th week | - | - | - | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 |
| 17th week | - | - | - | - | - | - | - | - | - | - | - | - | - | 0 | 0 |
| 18th week | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 0 |

REFUNDS

Room and Board Refunds (Central Campus only). Refunds for the residence halls will be made according to the terms and conditions on the on-campus housing license agreement. The amount of the refund will be determined by the Housing Office. Meal ticket refunds during the Fall or Spring Semesters will be calculated on the basis of the unused portion of the ticket. There will be no refunds for the interterm (January).

Refunds of Tuition and Fees. As detailed on the above chart, students withdrawing from classes during the first 60% of a term are eligible for a

refund of tuition and all applicable registration fees based on the length of the term in weeks (as published in this catalog) and the week of the student's *official* withdrawal. Unpaid tuition/fee charges will be subtracted from any calculated refund. Students who have received (or whose accounts have been credited with) student financial aid funds for the term will have these funds returned to the appropriate aid funds before any refunds will be made to the student. Students who are dismissed or requested to withdraw from the University are subject to the same policies. A separate refund policy applies to students who vacate University-operated residence facilities.

Students withdrawing from the University will be charged an administrative withdrawal fee, sub-

Financial Information

tracted from any calculated refund, as follows:

- Students enrolled in 1-4 semester hours\$40
- Students enrolled in 5-8 semester hours\$80
- Students enrolled in 9 or more hours\$100

This fee will be waived during the first two weeks of a term as published in the catalog.

Delinquent Payment of Tuition

ULV reserves the right to refuse a diploma or a transcript to any student or former student who is delinquent in the payment of any promissory note given in payment of any tuition, costs, or fees. Financial holds are placed on the transcripts of students with delinquent accounts, and no transcripts or diplomas will be issued for such students until the holds have been removed. Students who have not met their financial obligations at the completion of a semester of enrollment will be withdrawn automatically from all courses in that semester and will have financial holds placed on their transcripts. Such students will be reinstated, receive their grades, and see the financial holds removed only when their bills have been paid.

Unpaid balances at the end of each semester shall become interest bearing at the rate of 10% per annum. For central campus students, interest shall be charged beginning February 1 for delinquent Fall Semester payments and July 1 for delinquent Spring Semester payments. For SCE students, interest shall be charged beginning 30 days from the end of the term that is delinquent. Interest on the outstanding balance shall be computed monthly and shall be added monthly to the amount due.

If it becomes necessary for the University to seek collection help and/or initiate legal proceedings to collect unpaid accounts, an additional 33.33% will be added to the existing balance. The student will also be responsible for all legal fees incurred.

FINANCIAL AID

Financial Assistance to Students. The University of La Verne makes financial assistance available through a variety of programs. All students admitted to a degree program at ULV may apply. (Financial aid is not available to students admitted to the Athens campus or the EPIC program.)

ULV takes both academic achievement and financial need into account in awarding financial aid. A financial aid package may include a combination of gift aid (grants and scholarships) and self help (loans and employment). No financial aid award (including loans) can exceed the student's total cost of education.

Types of Assistance. There are various grant, scholarship, employment, and loan programs available for students who are eligible for financial assistance. These can be divided into Federal Aid, State Aid, and ULV Aid as listed below.

Federal Aid

Federal Pell Grants. Federal Pell Grants are awarded to undergraduate students on the basis of financial need. In 2000-2001 awards ranged between \$400 and \$3,300 per year. All undergraduates enrolled are encouraged to apply.

Federal Supplemental Educational Opportunity Grants (FSEOG). These grants are awarded to full- and part-time undergraduates who show exceptional need. During 2000-2001 Federal SEOG awards ranged from \$120 to \$1,555 for the year.

Federal Perkins Loans. These restricted funds may be awarded to students enrolled at least half-time, with first priority going to students with the greatest need. Funds are normally limited to traditional-age undergraduates. Interest charges, currently at the rate of 5%, begin nine months after the borrower leaves school or drops below half-time enrollment. The university normally lim-

Financial Aid

its a student's Federal Perkins Loan award to \$800 annually.

Federal Work-Study (FWS). This federally funded financial aid program provides paid work experience for traditional-age undergraduate students during the academic school year (September through May) only. Employment may not exceed 20 hours a week for eligible students. FWS eligibility is determined by the Office of Financial Aid, and is restricted to students with financial need. Awards generally range from \$900 to \$2,400.

Federal Subsidized Stafford Loans. These loans are for undergraduate, graduate, or professional students who demonstrate financial need. The interest rate on new Federal Stafford Loans is variable, capped at 8.25%. Stafford Loan proceeds are forwarded to the University either in the form of checks or EFT (Electronic Fund Transfer) payments. Loan proceeds are released to students in two or more payments after the student's enrollment status and satisfactory academic progress have been verified. Origination and insurance fees are deducted with each disbursement.

No repayment is required while the student is in school full time, or during grace or deferment periods. Monthly payments generally begin six months after the student graduates, drops below half time, or withdraws from school. Lenders offer graduated or income-sensitive repayment schedules.

Federal Unsubsidized Stafford Loans. This loan program was created for middle- and higher-income borrowers and is available for undergraduate and graduate students. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the subsidized Stafford program. Family income will not affect loan eligibility or disqualify borrowers from obtaining an unsubsidized loan.

Borrowers pay a combined origination and insurance premium fee. The federal government does not pay interest on the loan while borrowers

are enrolled in school or in deferment. Interest payments begin immediately after the loan is fully disbursed or they may be added to the principal balance (capitalized). Generally, repayment begins six months after the borrower ceases to be enrolled on at least a half-time basis.

Federal Parent Loans (PLUS). These loans are available to parents of dependent students. They are processed through the Office of Financial Aid, and funds are borrowed from participating commercial lenders. The University requires a completed financial aid application for Federal PLUS consideration. Although PLUS Loans are not need-based, they may not, when combined with other sources of aid, exceed the student's cost of attendance. The interest is set at a variable rate. Repayment may begin 60 days after the loan is approved and funds are disbursed by the lender.

Cal Grants A and B. Each year the California Student Aid Commission awards thousands of dollars in grants to California residents. ULV undergraduates, as well as applicants for undergraduate admission who are California residents, are strongly urged to apply for one of these grants. Students applying for these awards compete on the basis of financial need, family educational history, and/or GPA. In the past stipends have varied from \$1,410 to \$9,708 per academic year depending upon computed financial need and program. FAFSA and CSAC GPA Verification Forms must be submitted by a postmark deadline of March 2 for the following academic year.

Cal Grant T. The California Student Aid Commission awards tuition grants of up to \$9,420 to qualified students enrolled in an initial teacher preparation program on at least a half-time basis for the fall term. Applicants compete on a basis of financial need and GPA. The FAFSA, Cal Grant T Enrollment and Grade Point Average Verification Form must be submitted by June 1 for the following academic year.

ULV Aid

To be eligible for consideration for ULV grants and scholarships, a student must be enrolled full time in an undergraduate degree program at the central campus. CAPA students do not qualify.

ULV Aid for Students Entering in Fall 2001. Many of the awards offered are based on grade point averages and do not take financial need into consideration. All students receiving a merit award must have an SAT I verbal score of at least 450 and an SAT I math score of at least 400.

Performance Awards. ULV offers no-need music, theatre, forensics, and art awards, ranging from \$500 to \$8,500, to talented students. An audition or portfolio will be required as determined by the Department. A student who receives a Performance Award and also is eligible for a ULV academic award may only receive one of these awards.

ULV Loans

ULV Loans are interest free during the student's enrollment. Recipients must attend ULV central campus, have a minimum 2.5 cumulative GPA, have graduated from a California high school, and live in campus housing. Repayment begins after graduation or withdrawal from ULV. CAPA students are not eligible.

Grants and Scholarships Available to Returning and Entering Students:

Alpha Gamma Sigma Scholarships. A tuition scholarship is awarded each year to one new undergraduate student who is a member of Alpha Gamma Sigma at a California community college. This scholarship is renewable for students who maintain a cumulative GPA of 3.5 or above.

California Scholarship Federation (CSF) Scholarships. Tuition scholarships are awarded to one student entering ULV in the fall semester

from each CSF chapter in California. These scholarships are renewable for students who maintain a minimum cumulative GPA of 3.5, and are awarded to freshmen who are California residents and receive Cal Grant B in their first year of study.

Church of the Brethren Grants. Tuition grants are awarded to one entering freshman or transfer student from each of the Brethren churches in the United States. These nonrenewable grants are awarded to students within the church fellowship.

Graduate Scholarships and Assistantships. Based on merit, these awards are made to admitted graduate students who have been nominated by their departments and approved by the Dean. These scholarships cannot exceed 25% of any semester's tuition. Application must be made each semester through the department.

Honors Program Scholarships. These renewable scholarships are offered to students enrolled in the Honors Program. They are for \$1,000 per year and are offered in addition to the Trustee, Founders, and 1891 Awards.

Named Scholarships. Over 125 Named Scholarships ranging in value from \$50 to full tuition are available to traditional-age central campus undergraduates who meet the qualifications specified by the donors. A few graduate scholarships also are available. Most Named Scholarships are both need based and merit based. Consideration is given to students meeting the FAFSA priority filing date and who have at least a 3.30 cumulative ULV GPA. The FAFSA priority filing date is March 2 preceding the award year. Scholarships are awarded based on departmental referral, academic performance, and school and outside involvement. In some cases, recipients will be requested to complete Scholarship Recipient Information Form.

Ahmanson Foundation Scholarship. For a student who is deserving and shows need.

Alumni Scholarships. For children of alumni.

Financial Aid

American Marketing Association Awards . Chosen by the School of Business and Global Studies.

Argyros Scholarships. For a senior who anticipates a career in business.

Arthur W. Arnold Scholarship. For a needy student who plans to enter the Christian ministry.

Avery Dennison Careers in Education Scholarship. For junior or senior minority students planning careers in public school teaching.

Bank of America Scholars Program. For juniors and seniors with need.

Beckner Family Memorial Scholarship. For a needy student in good standing having a worthy character.

Blickenstaff Family Scholarship. For needy students making satisfactory progress, with primary consideration to students not qualified for other merit-based financial aid.

Brandt Christian Leadership Scholarship. For a summer service student.

Leland Brubaker Scholarship. For a deserving student with need.

Celia Burnham Scholarship. For a student in Christian education.

La Verne Burns Scholarship. For a graduate of a La Verne high school who has performed community service in La Verne or has participated in the La Verne Beauty Pageant.

Catherine Cameron Graduate Fellowship. For a promising minority Psy.D. student; second consideration, the same in M.S., Counseling.

Ernest and Verda Carl Memorial Scholarship. For an outstanding student entering the teacher education program.

Walden Carnall Scholarship. For a worthy student.

Allison Cathey Scholarship. For a deserving female student recommended by the School of Business and Global Studies.

CG and C Book Scholarship. For ULV College of Law students in good academic standing with financial need.

Leslie Chase Memorial Scholarship. For a deserving fifth-year student pursuing a teaching credential.

Chevron Merit Award. For incoming freshmen planning careers in business with academic achievement, leadership potential, and school or community involvement.

Christian Leadership Summer Service Scholarship. For central campus undergraduates who complete the Summer Service Program. It provides one-fourth tuition for the two semesters following completion of the program.

Church of the Brethren Scholarship. For a full-time Brethren student nominated by his/her home church who has a GPA of 3.0 or above.

Coca-Cola Generation Scholarship. For full-time students who maintain a 3.0 GPA or above and are the first generation in their immediate family to attend college.

Nora G. Cohick Organ Scholarship. For a needy junior or senior pursuing organ studies. Preference given to male Brethren Church members interested in religion or church music.

Covina Church of the Brethren Scholarship. For a needy student in good standing.

James S. Copley Foundation Scholarship. An unrestricted scholarship award.

Ray and Marti Cullen Scholarship. For a needy full-time student in good standing whose character is a credit to the University.

Esther Davis Endowed Book Scholarship Fund. For sophomores and juniors majoring in journalism, broadcasting, or communications.

Esther Davis Memorial Scholarship. An unrestricted award.

Jerry and Edna Deal Scholarship. An unrestricted award.

Larry L., Levi H., and Rose L. Dickey Memorial Scholarship. For a junior or senior in education maintaining a GPA of 3.0 or above who has high moral standards.

Richard S. C. and Marie B. Doramus

Financial Aid

Scholarship. Preference is given to a Brethren student from Idaho, or for a Brethren student from the Pacific Northwest.

Doramus Christian Leadership Scholarship. For a summer service student assigned to Idaho or the Pacific Northwest.

Ed T. and Norine Driggs Christian Leadership Scholarship. For students who participated in Summer Service the preceding summer.

Lee Eisen Memorial Scholarship. An unrestricted award.

Charles D. and Bernice H. Fairbanks Scholarship. For a female graduate of Bonita or San Dimas High School with preference given to the former.

Farmers Insurance Group of Companies Scholarship. For students with a 2.5 GPA or above entering fields related to insurance, including mathematics, business, and/or personnel.

Harold D. Fasnacht Scholarship. For juniors or seniors in business who exhibit high standards of honesty, integrity, and diligence, motivated by a keen sense of ethical values.

Ralph Fesler Memorial Scholarship. For a deserving student.

Elmer E. "Tres" Fetty III Memorial Scholarship. For a student with a permanent physical disability. Second preference to a freshman with a GPA of 3.0 or above.

Lena Fields Scholarship. For a deserving student with financial need.

Forest Lawn Foundation Scholarship. An unrestricted award.

The Fluor Independent Colleges Scholarship. Unrestricted award.

Mary Irwin Gates Foundation Scholarship. For a worthy student.

General Telephone Scholarships. Preference given to female minority students and students from GTE California's service area.

Harry and Marguerite Gilbert Scholarship. For a student with promise entering the teaching profession. Preference is given to students from

the Pasadena Church of the Brethren.

James and Harriet Gilbert Scholarship. For a needy and deserving student who shows Christian character and diligence.

Walter P. and Martha Rupel Gilbert Scholarship. For sophomores, juniors, or seniors with a GPA of 3.0 or better, preparing for Christian service in the ministry, peace studies, or nursing.

Gillette Company/Stationery Products Group Scholarship. Unrestricted award.

Graduate Business Scholarship for International Students. For international students majoring in business.

Samuel Emery Hanawalt Scholarship. For a descendant of Samuel Hanawalt. Second preference for a deserving student at large.

W. C. Hanawalt Memorial Scholarship. For a junior or senior who has displayed leadership potential and has an exemplary character.

Minnie Dickey Harn Scholarship. For a student with a 3.0 GPA or better planning to become a teacher.

Todd Harper Endowed Scholarship. For needy sophomores, juniors, or seniors who have maintained a 3.0 GPA average at La Verne.

Herb Hafif Scholarship. For an extremely needy student.

Harold Harris Scholarship. Unrestricted award.

William Randolph Hearst Scholarship. For a deserving student who intends to reside in the US after graduation.

Herman and Grace Heisey Scholarship. For a deserving sophomore with a 3.0 GPA or better.

Paul S. & Ruth B. Hersch Child Development Scholarship. For a sophomore, junior, or senior education major in early childhood development with a 3.0 GPA or better. Secondary consideration to any deserving needy student.

Herbert and Janice Hogan Scholarship. For a junior or senior history or art major with a 3.0 GPA or better.

Nham Hou Memorial Scholarship. For a full-

Financial Aid

time Korean-American student with a minimum GPA of 3.0. Second preference to a Korean international student; third, any Asian student.

Frank Howell Scholarship. For a full-time needy student with preference given first to a student nominated by the Pomona Church of the Brethren; then to any Brethren student.

Ida Studebaker Howell Scholarship. For needy junior or senior women who show leadership qualities and who are satisfactorily progressing toward degrees and careers.

ICSC Scholars. Unrestricted award.

Esther B. Jennings Memorial Scholarship.

First preference given to a freshman graduate of Millikan High School in Long Beach.

Jens Jr. and Mary Kathleen Hutchens Scholarship. For a student who graduated from Rim of the World High School. Second preference, a student who graduated from a high school or community college in Imperial County, CA.

Jens H. and Alberta G. Hutchens Scholarship. For a deserving student.

Iredale Memorial Scholarship. For a deserving student.

James Irvine Foundation Scholarship. For a California resident, preferably from Orange County.

Edmund C. Jaeger Biology Scholarship. For an outstanding male senior Biology major to buy books or research materials. Preference given to financially needy students.

Edmund C. Jaeger Scholarship. For needy and gifted students recommended by the science division who show leadership and promise.

Ellis and Alice Jenkins Scholarship. For a full-time returning undergraduate with preference given to a member of the Pomona Church of the Brethren.

Journalism Scholarship. For a student majoring in journalism.

Paul Kampmeier Memorial Scholarship. For a needy student who is satisfactorily progressing toward a degree and career in music.

James A. Kendall Scholarship. For worthy students satisfactorily progressing toward degrees or careers in business.

Rev. Shin-Kun Kim Scholarship. For a deserving student with financial need.

Maurine King Scholarship. For a deserving student with financial need.

Jeanne Kirkpatrick Memorial Scholarship. For needy students satisfactorily progressing toward teaching credentials, with primary consideration to a female with a GPA of 3.0 or better, entering the Teacher Education Program in Bakersfield.

Harvey and Viola Kuns Scholarship. For a deserving, needy student.

Herman and Hazel Landis Memorial Scholarship. For a needy and deserving student, preferably with an interest in religion or education.

Venna and John W. Landis Sr. Scholarship. For needy students who exhibit good character and who have maintained a minimum GPA of 2.5.

La Verne Rotary Club Scholarship. For a La Verne resident who is a promising scholar.

J. Onis Leonard Memorial Scholarship. For an entering freshman who is a child of a ULV alumnus, an active member of an organized church, and who was active in high school sports.

Owen and Opal Lewis Scholarship. For a student who exhibits exceptional academic achievement and high moral standards (integrity, honesty, and diligence). Preference given to freshmen.

Litton Industries Scholarships. For a senior planning a career in the sciences, mathematics, or engineering.

Los Angeles Philanthropic Foundation Scholarship. For US citizens who maintain a 3.0 GPA or better and show community interest.

The Joella Jean Mahoney Graduate Scholarship. For a ULV graduate with an Art major planning to teach. Secondary consideration, a student enrolled in ULV's credential pro-

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gram, interested in teaching art.

John G. "Skip" Mainiero Endowed Scholarship. For sophomores, juniors, or seniors who are preparing for a career in teaching and who have maintained at least a 3.0 GPA at La Verne.

Evelyn Marschalk Annual Book Scholarship. For a CAPA student, female preferred.

George Mayr Foundation Scholarships. For deserving and needy California residents, preferably sophomores who can renew the scholarship in their junior and senior years.

Roy E. McKay Scholarship. For a deserving student.

Bobbi McMullen Memorial Scholarship. For community college transfer students who have completed an A.A. or its equivalent and maintained a B average or better.

McMurray and Morgan Endowed Scholarship. For students with a high school GPA of 3.5 or higher who maintain a college GPA of 3.0, with preference given to students from the Fresno, California area.

McMurry Music Award. Special scholarships awarded to qualified music students.

Dorothy Brown Michaelis International Scholarship. For an international student who possesses fine personal qualities as well as the potential to succeed and be a credit to ULV.

Milken Family Scholars Program. For students pursuing a degree in business or economics, with preference to minority students.

Arlee Moore Scholarship. For deserving students, with preference given to Spanish-American students.

Morgan/Miller Family Scholarship. For a junior or senior with financial need who intends to become a teacher and has a GPA of 3.0 or better.

Anna B. Mow Annual Scholarship. For a student preparing for the Christian ministry or other church vocation. First preference, a Church of the Brethren member from Oregon or Washington.

Gladdys Muir Scholarship. For a history

major interested in international relations or world peace.

Harlan Mumment Scholarship. For descendants of Harlan D. Mumment. Secondary consideration to an education major with leadership promise, who plans a career in teaching.

The Walter F. & Bessie A. Myers Endowed Scholarship. For a junior or senior history major who maintains a 3.0 GPA or better. Secondary consideration to any deserving needy student.

Robert and Mary Neher Biology Scholarship. For a Biology or other health-related major, with preference given to a student with a GPA of 3.5 or higher in the first two years of college.

Alfred and Edith Nicolas Scholarship. For a needy student preparing for a career in teaching. Preference given to a student from a Church of the Brethren on the Pacific Slope.

Nordstrom Scholarship Program. An unrestricted award.

Edna N. Olwin Scholarships. For worthy, needy students with sterling Christian characters.

David and Cornelia Ortmayer Memorial Scholarship. For a deserving junior or senior student.

Jacob P. and Elma M. Overholtzer Scholarship. For a needy student deserving honor for campus citizenship.

Ina Scott Pitzer Scholarship. For a qualified student entering one of the professions.

The Nicholas Polos Scholarship. For a needy student who has declared a major in history, social science, or political science.

John C. and Eva Price Memorial Scholarship. For an entering male freshman from Bonita High School who possesses a sterling character, leadership, and the potential to profit from college.

Prior Service Scholarship. For an undergraduate business administration student, on or off campus, who served on active duty in the US Armed Forces and received an honorable discharge. First priority to transfer students.

Lillie Netley Richardson and Charles Wade Richardson Scholarship. For a needy student

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with satisfactory grades who possesses a good personality and Christian character.

Carl H. Ries Scholarships. For deserving and needy students.

Jeannie Riffey Memorial Scholarship. For a needy student studying for the ministry with at least a 3.0 GPA, primary consideration given to one preparing for Church of the Brethren ministry.

Rotary Loan State of California Bonds Scholarship. Unrestricted award.

Rupel Family Memorial Scholarship. For a deserving international student who intends to return to his/her own country after graduation.

Kelly Salamone Memorial Scholarship. For a senior female Business major with a marketing emphasis in need of financial aid, who has at least a 3.0 GPA.

Armen Sarafian Scholarship. For entering or returning students who have maintained at least a 3.0 GPA.

Kevork A. Sarafian Scholarship. For a needy senior planning to enter teaching who shows promise of leadership and maintains a GPA of 3.0 or above.

Samuel H. and Eleanor F. Scherfee Memorial Scholarship. For a student entering a science career, with consideration given to a non-Caucasian student, and preference to graduates of urban or inner city schools.

Marion Shanor Memorial Scholarship. For a deserving student.

Lynn and Mary Sheller Endowed Scholarship. For a student recommended by one of the Churches of the Brethren.

Ralph Smedley Scholarship. For a student who has demonstrated excellence in the area of speech communication and public speaking.

Janet M. Smeltzer Memorial Scholarship. For a female senior with academic ability and scholarship who has contributed to Christian leadership on campus.

Ellis and Lottie Studebaker Scholarship. For sophomores, juniors, or seniors with a GPA of

3.0 or better, preparing for teaching.

Ellis M. Studebaker Scholarship. For a worthy student who demonstrates exemplary Christian leadership on campus.

Elsie J. Taylor Memorial Scholarship. For female students studying vocal music.

TransAmerica Occidental Life Insurance Company Scholarship. For economics or finance majors.

Ralph R. Travis Music Scholarship. For a deserving music student recommended by the music department who possesses ideals of service, dedication to musicianship, and character.

Union Bank of California Scholarship. For financially disadvantaged students who are California residents.

Union Pacific Scholarship. For a senior member of an underrepresented ethnic group who has demonstrated academic achievement and financial need.

UNOVA Foundation. Unrestricted award.

UPS Scholars. For a full-time student entering business, marketing, or engineering. Preference to underrepresented ethnic groups.

Mr. and Mrs. Leslie A. Warren Scholarship. For a worthy student.

Washington Mutual Bank. For students enrolled in teacher training programs.

Virgil and Euline Wilkinson Scholarship. For a full-time junior or senior in business management or personnel with a minimum GPA of 3.0 and financial need.

Isaac J. Woody Memorial Scholarship. For an honest, hard-working student who possesses integrity.

The Joella Jean Mahoney Studio Art Endowed Scholarship For a needy undergraduate studio art student with a GPA of 3.0 or higher pursuing a career in studio art or art teaching.

How to Apply for Financial Aid

Financial Aid

There are four steps in the financial aid application process at the University of La Verne:

1. Complete a FAFSA. After January 1 the interested student must complete a FAFSA and submit it to the Federal processor. To meet the Cal Grant and priority deadlines for ULV funds, the FAFSA must be submitted by March 2. If the student submits the FAFSA after these ULV priority deadlines, he or she may still be eligible for Pell Grants and Federal Student Loans. There are four ways to complete the FAFSA:

Paper FAFSA: Paper FAFSA's are available at the Financial Aid Office. Students should use paper FAFSA's only when internet access is not available. The FAFSA generates a Student Aid Report (SAR) within 4-6 weeks.

Electronic FAFSA: A new FAFSA may be completed on the web at www.fafsa.ed.gov. A signature page needs to be printed and completed at the same time. The Student Aid Report will arrive in 14-21 days.

Paper Renewal Application: Students who receive a renewal application may update the information and mail it as directed. The Student Aid Report will arrive in 4-6 weeks.

Electronic Renewal Application: Students with a Personal Identification Number (PIN) from the US Department of Education may apply online. Students without a PIN may request one at www.fafsa.ed.gov. Using this PIN the FAFSA can be updated online, and the Student Aid Report will arrive in 4-6 weeks.

2. Submit requested verification documents to ULV's Financial Aid Office. If selected by the Federal processor for verification, the student will be notified on the Student Aid Report. In that case the student must submit additional documentation to the Financial Aid Office, including a Verification Worksheet, copies of signed and dated 2000 Federal Tax Returns with all schedules, and other requested documents. The student's file is not complete until all required documents are submitted.

3. Obtain Official Admission to ULV.
4. Submit other documentation if required by the student's individual situation. For exam-

ple, the U.S. Department of Education may require documentation of citizenship or eligible non-citizen status, selective service registration, a cured defaulted federal student loan, or a photocopy of the student's social security card.

Additional Information

Priority Dates and Deadlines. Certain sources of financial aid are limited, and are consequently awarded on a priority basis. To be considered for maximum funding, an on-campus traditional-age undergraduate student should file a FAFSA by March 2, and complete the application process by April 15. Applicants filing for the Cal Grant A or B must complete both a FAFSA and a GPA Verification Form by the March 2 deadline. Current students can obtain their GPA Verification Forms from either the Office of Financial Aid or the Registrar's Office. Non-traditional-age students also should complete the application process by March 2.

Generally, aid is awarded for the standard academic year (Fall through Spring); Summer aid is awarded on an exception basis only. ULV attempts first to provide eligible students with funds to cover the costs of required tuition and fees. As funding permits, funds for related expenses will be considered.

Award letters, mailed to students in late spring or later, contain documents which must be completed and returned as instructed. Included in the award letter packet are steps the student must follow to insure disbursement of grant, named scholarship, loan and work-study funds.

The Financial Aid Office forwards the Federal Stafford Loan Certification (notification of loan eligibility) to lenders when the Financial Aid Office receives a signed completed copy of the award letter from the student. In addition, Students who did not receive a Stafford Loan in the previous award year, must complete a Master Promissory Note and return it with the award letter. Once transmitted, the status of the loan application may be checked at www.laureate.salliemae.com by clicking on Loan Applicant.

Financial Aid

Satisfactory Academic Progress Policy. To participate in federal and state assistance programs, colleges and universities must establish methods to measure satisfactory academic progress. In addition to establishing financial eligibility, aid applicants must be making progress toward their stated degree/certificate objective in order to receive assistance. The Financial Aid Policy Committee approves Satisfactory Academic Progress standards, which are published by the Office of Financial Aid and distributed annually to all financial aid recipients and other parties upon request.

Selection Criteria and Determination of Awards. The cost of attendance (COA) can vary for students depending on a student's academic program and location. The COA includes allowances for tuition and fees, room, board, transportation, books, and personal expenses. Once the COA has been determined, the family contribution as determined from information provided by the applicant on the FAFSA is subtracted to establish the student's need.

A Financial Aid "package" normally consists of funds from a variety of programs, including grants, work-study, and/or loans. The package will be sent to the student as an "Offer of Financial Assistance." All financial aid offers are subject to the availability of funds.

Disbursement Schedule. The total amount of aid for the academic year is divided equally among the student's semesters or terms of enrollment. Federal, state, ULV, and private grants will be credited directly to the student's account at the beginning of each term. Loan disbursements are also made after the start of a term and are normally available in multiple disbursements.

Students must be in the appropriate number of units and must have completed a Loan Entrance Interview before processing of their loan disbursement can continue. Students can satisfy this requirement either online at www.ulv.edu/financialaid or on a form that can be picked up at the Financial Aid Office. First-year borrowers may not

receive loan proceeds until after the first 30 days of enrollment.

Federal Stafford loan proceeds are disbursed either by electronic fund transferral (EFT) or by check. Loan proceeds disbursed by EFT are posted to the student's account, and an EFT notification letter is sent to the student. Funds for students who do not enroll are returned to the lender. Federal Stafford loan proceeds disbursed by check will be sent directly to ULV in a minimum of two disbursements. The student will be notified that the loan check is available. Checks not negotiated within 45 days must be returned to the lender.

Withdrawal from ULV by Financial Aid Recipients. A student receiving Federal Pell Grants, Federal Perkins Loans, Federal Stafford Loans, and/or Federal Supplemental Educational Opportunity Grants who withdraws from ULV is subject to the Return of Federal Funds provision included in the regulations governing the administration of Federal Student Aid Funds. The determination of the amount to be returned is given on the chart on page 53. Any amount established by the Return to Federal Funds provision will be attributed in the following order: Federal Unsubsidized Stafford Loan, Federal Stafford (subsidized) Loan, Federal PLUS Loan, Federal Perkins Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, ULV Loan, ULV Grant/Merit (in any order), State Awards, Other Outside Awards.

Aid Renewal. Although certain awards are renewable, all students must reapply for financial aid annually. Renewable aid is conditional based on a student's maintaining academic and financial eligibility.

Veterans Administration Benefits. Matriculated veterans may be eligible for VA benefits. Students wishing to receive them should contact the Registrar or the local ULV director at or before the time of registration to complete the necessary forms.

Off-Campus Degree Programs. Financial aid is available to ULV students enrolled in degree pro-

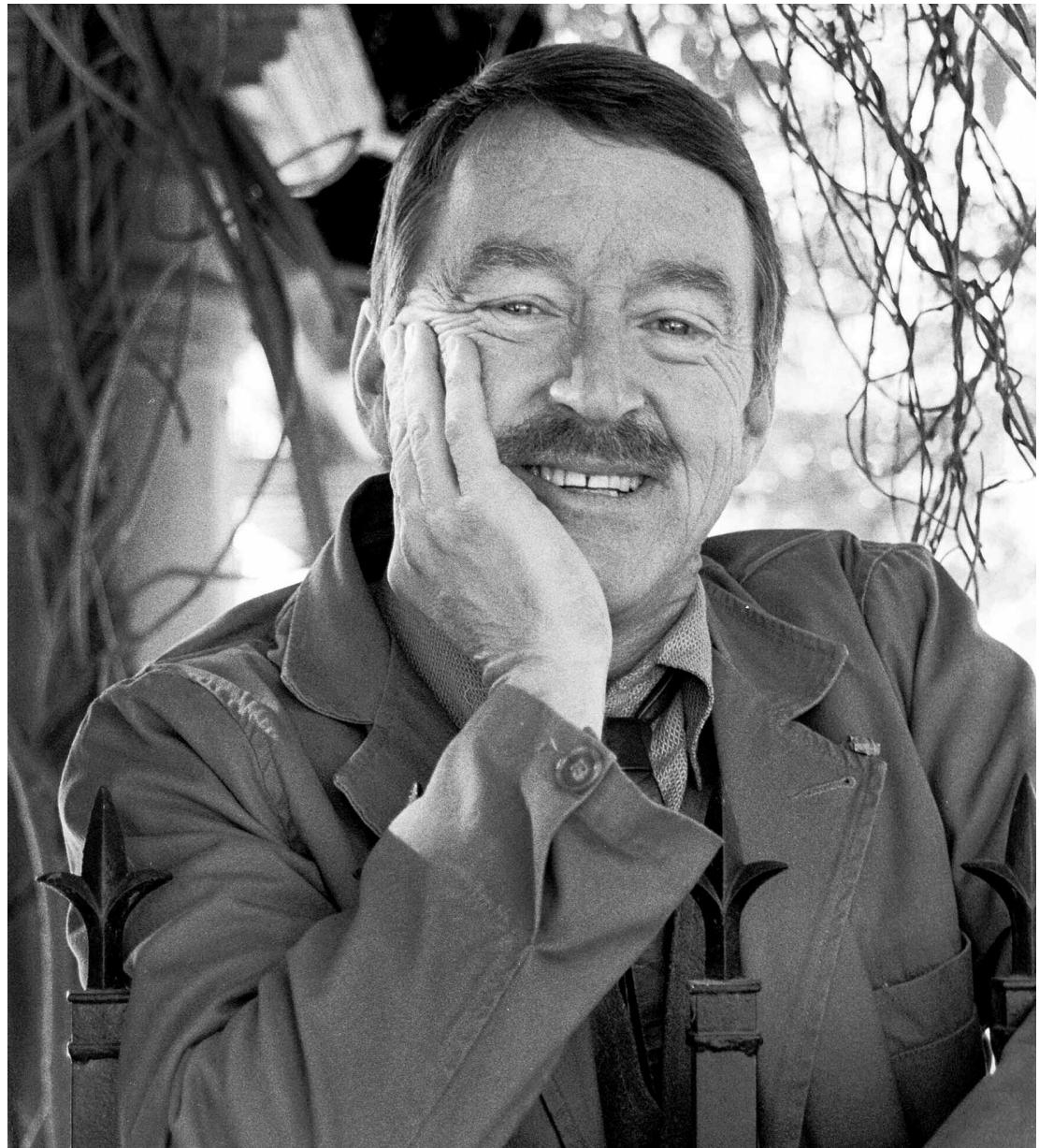
Financial Aid

grams who are attending off campus at least half time, including working adult students, but excluding students admitted to the Athens Campus and the EPIC program. Students may qualify and should apply for available federal and state pro-

grams. Off-campus students are not considered for ULV grants, ULV scholarships, or ULV loans.

Total Withdrawal from School — Return of Federal Funds

| <i>Regulation</i> | <i>Requirement</i> | <i>Options</i> |
|---|--|--|
| <p>All students receiving federal financial aid who completely withdraw within the 60% of a term or semester are subject to the Return of Federal Funds provision.</p> <ul style="list-style-type: none">• The responsibility to repay unearned aid is shared by ULV and the student.• During the first 60% of the term/semester, the student "earns" federal aid in direct proportion to the length of time he or she remains enrolled.• A percentage is calculated by dividing of the number of days completed in the term by the number of calendar days in the term.• The percentage is applied to the amount of aid the student is eligible to receive for that term. | <p>The student shares in repayment of Title IV Funds awarded that are unearned. The student's share is the difference between the total unearned amount and ULV's share of unearned aid. The student must repay his/her share of the unearned funds within 45 days after being billed by ULV or set up a repayment schedule with the US Department of Education.</p> <p>ULV shares in the repayment of Title IV funds for the unearned portion of tuition and fees. Its share is the lesser of (1) the total amount of unearned aid or (2) the institutional charges multiplied by the percentage of aid that was unearned. ULV must make post-withdrawal disbursements to eligible students who earned more aid than was disbursed prior to withdrawal.</p> | <p>The Student must either repay the funds in full within 45 days of notification or set up repayment schedule with the US Department of Education</p> <p>ULV must return its share of unearned federal aid funds no later than 30 days after it determines that the student withdrew.</p> <p>ULV has the option to bill the student for the its share of federal aid overpayment.</p> |



Professor David Werner, Chairman of the English Department and Director of the University's EPIC Program.
Photo: *Kati Kelly*

ACADEMIC INFORMATION

Academic Advising

The University of La Verne values academic advising as an important part of the unique La Verne experience. The Office of Academic Advising facilitates individualized advising for traditional undergraduate students. It assigns faculty advisors in each student's field of study, advises undeclared majors, and provides advising support to traditional-age students and their advisors. Students are invited to seek guidance or request a change in advisor by visiting or calling the office in Woody Hall, ext. 4245.

Central campus graduate students are advised by the faculty program chairperson for their respective program and by the Office of Graduate Admissions and Academic Services. Graduate students seeking academic advising should contact the appropriate academic department or the Graduate Office.

Academic advising for SCE students begins on the student's first visit to the regional campus or residence center. Students work closely with academic advisors in selecting a major and choosing courses each term which best suit degree and career plans. A professional academic advisor is available for every SCE student.

By signing the registration form, or by gaining a pin number in web registration, the student signifies that he or she takes responsibility for classes selected. The academic adviser's signature on the registration form, or the issuing of a pin number to traditional age undergraduates and central campus graduate students, indicates that the adviser has reviewed the student's class choices and has offered appropriate advice.

Registration

Central Campus and CAPA. An early registration period, general registration period, and final

registration date are announced in the Academic and Administrative Calendar. Students are expected to complete their registration by the first day of classes. General registration does continue, however, through the fifth day of classes each semester and through the third day of classes during Interterm. Officially registered students may make changes with the approval of their academic advisors beginning two weeks prior to the first day of classes and extending through the first full week of classes each semester. Graduate students may register and make program changes through the end of the tenth day of classes each semester and through the third day of classes during Interterm. Graduate students enrolled in term courses must register and make program changes before the second class meeting. Registration for special courses such as independent and directed studies is permitted for graduate and CAPA students through the tenth week of the semester. Interterm program changes may be made during the finals week of Fall Semester and during the first three days of January classes.

Summer Sessions registration and program changes may be made through the third class meeting. Students must attend the first class meeting, or they may be dropped by the instructor. Students who have been dropped by the instructor for failure to attend must formally withdraw from the course in the Registrar's Office to avoid being charged for the course and receiving a failure grade.

CAPA students register and withdraw at the CAPA office.

Residence Centers. Registration takes place during the two weeks prior to the opening of classes, and late registration extends to the end of the first week of the term. A fee is charged for late registration. Program changes are permitted during the first three weeks of the term, but only with the approval of the instructor and academic

Academic Information

advisor, verification of class attendance for the previous weeks, and payment of the program change fee.

Other SCE Degree Programs. Registration takes place at or before the first class session, and the period of extended registration ends at the second class session. In some cases late registration is permitted at the third class session, but only with the approval of the instructor and academic advisor and upon payment of the late registration fee.

Academic Resources

University Libraries. The Elvin and Betty Wilson Library, ULV's central library, contains 215,000 volumes and more than 4,500 current journal subscriptions, in print and electronic versions. It also houses special collections on the history of the University, the City of La Verne, and the Church of the Brethren.

Tables and individual carrels provide seating and study space. Microfilm and microfiche readers and video cassette players are available as well as coin-operated photocopy machines.

Reference services are provided by the professional library staff. Access to library resources beyond the Wilson Library is available through Link+ (a non-mediated interlibrary loan program) and by reciprocal borrowing privileges at several academic libraries in the area. The library has an online public access catalog as well as several electronic periodical databases.

The Law Library, located on the first floor of the new College of Law building in Ontario, has a collection of approximately 150,000 volumes and volume equivalents, primarily in print or microformat. Students may access additional resources electronically through online services, such as Lexis and Westlaw, in the library's 30-seat computer lab or via their own laptops anywhere in the College of Law through the wireless network. The expanding collection includes over 16,000 titles, consisting of a wide range of practice aids, law reviews, statutes and case law from all fifty states

and the federal level, encyclopedias, digests, citations, treatises and other research materials. The Law Library is open daily, except holidays. During exam periods extended hours are observed.

Students enrolled in off-campus programs may use the Wilson Library from a distance through personal searching of the electronic periodical database and by use of an 800 number which gives them access to books and journal articles which will be sent by next day mail.

Learning Enhancement Center. Located in the Student Resource Center, the Learning Enhancement Center (ext. 4342) serves the campus community through tutorial services, academic assistance, placement testing, and an up-to-date computer laboratory. Peer tutoring provides students with an opportunity to enhance knowledge and skills in the following academic subjects: Behavioral Sciences (Anthropology, Psychology, Sociology, including Statistics), Biology, Business and Economics, Chemistry, Computer Science, English (writing and literature), English as a Second Language, Foreign Languages, History, Mathematics, and Physics. If students need tutoring in other areas, every effort is made to find tutorial assistance. Small group seminars are conducted periodically to assist students in the areas of study skills, test preparation, learning styles, and other college success topics. Placement testing for English, Foreign Languages, and Mathematics is administered at specific dates and times throughout the year.

Instructional Technology and Research Support. This department (IT) oversees the University's Distance Learning Center, provides instructional support through the IT Center and Multimedia Services, and supports the University's research programs. Services include assistance with course development, multimedia preparations, technology ready classroom design, and instructional seminars, workshops, and tutorials.

Office of Information Technology. This Office (OIT) provides support for the University's tech-

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nology infrastructure. This support includes Applications Support, Desktop/User Support, Systems Support and Network Support. In addition, OIT provides the technical support for the campus microcomputer laboratories, which are open to students during the day, in the evening, and on the weekend.

Academic Progress

Course Load—Undergraduate. A bachelor's degree candidate must complete an average of 32 semester hours per year in order to earn his/her degree within four years. A student at the central campus normally accomplishes this by taking 12-17 semester hours each semester and 1-5 semester hours in Interterm. To be considered full time, an undergraduate must enroll in a minimum of 12 semester hours each semester and in a minimum of one semester hour during Interterm. To be considered half time, an undergraduate must enroll in a minimum of six semester hours each semester. Weekend College courses are considered part of the regular semester. During the central campus summer sessions, undergraduate students are considered full time when enrolled in eight semester hours and part time when enrolled in four semester hours.

A student wishing to enroll for a total of more than 17 semester hours at ULV and/or other institutions in the Fall and/or Spring Semester, for more than five semester hours during Interterm, or for more than 12 semester hours during the summer, must petition the Undergraduate Appeals Committee for approval. This process must be completed prior to enrollment.

For undergraduate students enrolled in accelerated 10-, 11-, and 12-week semesters, eight semester hours constitute full-time status; four semester hours constitute half-time status. For undergraduate students enrolled in eight-week semesters, six semester hours constitute full-time status, and three semester hours constitute half-time status. Approval of Center Director is required to enroll in more than the number of semester hours specified for full-time enrollment.

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

During the central campus summer sessions, graduate students are considered full time when enrolled in six semester hours and part time when enrolled in three semester hours. Students who wish to enroll in more than eight semester hours must obtain the approval of the Registrar and the appropriate dean.

Graduate students enrolled in accelerated 10-, 11-, and 12-week semesters will be considered full time for each term that they are enrolled in six semester hours, and half time for each term that they are enrolled in three semester hours. A student may enroll in more than eight semester hours only with the approval of the Center Director.

To be considered full time when enrolled in fewer than the required number of semester hours, a student must be "currently enrolled" in all courses necessary to complete his/her degree and be making normal academic progress as defined below. However, this may not qualify the student for financial aid eligibility.

Enrollment of Undergraduate Students in Graduate Courses. Undergraduate students who wish to take courses for graduate credit must be within eight semester hours of completing their bachelor's degree and may take no more than eight semester hours of graduate credit. Prior approval must be obtained from the program advisor, instructor, Registrar, and appropriate dean. All 400-level courses taken without such approval will be considered to have been taken for undergraduate credit. Undergraduates may not take 500- or 600-level courses without prior approval.

Academic Information

500- and 600-level course are not applicable toward an undergraduate degree.

Nonmatriculated Students. Undergraduates who wish to enroll as part-time students may enroll in a combined total of no more than 11 sem-ester hours in any semester and related Interterm without making formal application for admission. Students who wish to become degree candidates must submit formal application and complete the admissions process prior to completion of 12 semester hours at the University. The University cannot be held responsible for the applicability toward a degree of courses which are selected by students who have not been officially admitted and assigned academic advisors.

For the policy on nonmatriculated graduate students, see the Admissions Information section of this catalog.

Normal Academic Progress—Undergraduate. A full-time undergraduate student will be considered making normal academic progress when completing 24 semester hours per year while maintaining a 2.0 cumulative GPA; a part-time student, when completing 12 semester hours per year while maintaining a 2.0 cumulative GPA. Student class level is determined by the number of semester hours completed as follows: 0-27, freshman; 28-59, sophomore; 60-91, junior; 92 and above, senior. To maintain financial aid eligibility, students must meet satisfactory academic progress standards as described under Satisfactory Academic Progress Policy in the Financial Aid section of this catalog.

Normal Academic Progress—Graduate. Graduate students are considered to be making normal academic progress when a cumulative GPA of 3.0 or higher is maintained. Full- and part-time graduate students making normal academic progress must complete their degrees within the limits specified under Time Limitation in the Graduation Requirements—Graduate Programs section of this catalog. To maintain financial aid eligibility, students may have to meet additional

requirements as described in the Financial Aid section of this catalog.

Academic Probation. Academic probation carries a serious warning to the student that his/her scholastic record is unsatisfactory, and continued failure to improve this record will result in academic disqualification. Students on probation may also have restrictions imposed by the Deans regarding their programs of study. The following students will be placed on academic probation, with an appropriate notation made on the transcript:

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

In addition, an undergraduate student in good standing who fails to earn a 2.0 GPA in a given term will have an Academic Warning posted on the transcript and grade report for that term.

Academic standing is determined after every term for SCE students and for graduate students. For all other programs academic standing is calculated after fall and spring terms only.

Undergraduate students on academic probation must obtain a ULV GPA of 2.0 or above for each term until their cumulative ULV GPA reaches 2.0. Undergraduate students will remain on academic probation until their cumulative ULV GPA rises to 2.0 or better and will not be eligible for enrollment in the culminating activity or for commencement until academic probation is removed.

Graduate students on academic probation must obtain a GPA of 3.0 or above for each term until their cumulative GPA reaches 3.0. Graduate students will remain on academic probation until their cumulative GPA rises to 3.0 or better and will not be eligible for Advanced Standing or enrollment in the culminating activity until academic probation is removed. After reaching the cumulative 3.0 GPA, graduate students must maintain that average as a minimum until they complete their degree program.

Academic probation is distinct from financial aid probation, which is covered in the Financial Aid

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Programs section of this catalog.

Academic Disqualification. Undergraduate students on academic probation who fail to earn a 2.0 ULV GPA in any term will be academically disqualified. Graduate students on academic probation who fail to earn a 3.0 GPA in any term will be academically disqualified. Extenuating circumstances may be reviewed by the Dean of the student's college and by the Graduate Appeals Committee. Academic disqualification will be recorded on the transcript. If this status is removed, the date of reinstatement will also be recorded. Reinstated students who do not meet the conditions specified at the time of reinstatement will be academically disqualified. The Veterans Administration (in cases where students receive VA funds) or other appropriate governmental agencies will be notified when a student is academically disqualified.

Academic Renewal for Undergraduate Students. Under special circumstances a student may petition for Academic Renewal. Academic Renewal is provided for currently enrolled undergraduate students whose previous academic record was below the acceptable standard (a cumulative ULV GPA of less than 2.0) and is not reflective of their current demonstrated ability to succeed. A student may request Academic Renewal if the following conditions are met:

1. He/she is currently matriculated at ULV.
2. At least five years have elapsed since the end of the term in which the work requested for removal was taken.
3. He/she has completed 18 semester hours with a minimum GPA of 3.0, 24 semester hours with a minimum GPA of 2.5, or 30 semester hours with a minimum GPA of 2.0 at ULV since the work to be removed was completed.
4. He/she was matriculated and enrolled full time when the substandard work was completed.

Having met these conditions, a student may petition for removal of ULV degree work from the institution degree GPA by submitting a request to the appropriate Academic Dean. A student may

request the maximum of one academic year (four terms, or two semesters, interterm, and a summer session, consecutively taken) to be removed from the degree calculation. The request for Academic Renewal will be considered with supporting statements providing evidence of the following:

- a. Conditions 1-4 above have been met, and
- b. The work requested to be removed from the degree calculation is substandard and not representative of the student's current academic ability.

If the Academic Dean approves the request, "Academic Renewal" will be printed on the student's transcript and show that no work taken during the terms removed, even if satisfactory, will be applied to the Associate or Bachelor's Degree. All work will remain on the transcript to ensure a true and complete academic history, and all work, including the academic renewal terms will be included in the computation for departmental and school honors.

Academic Renewal only applies to course work completed at ULV. 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 ULV after matriculation at ULV.

Alternative Instructional Modes

Directed Study. A directed study is an approved catalog course taught independently to one student. Courses may be taken by directed study only if the course is not scheduled during the term and only with the instructor's and the department's prior approval. Directed study courses may only be taken by matriculated students in good standing. Seminars, activity courses, introductory courses in some disciplines, and courses with heavy emphasis on process rather than content may not be taken by directed study. Directed Study Forms are available from the Registrar. The forms must be signed by the instructor and the department chairperson before they are submitted with the registration form to the Registrar.

Academic Information

Undergraduates may register for a directed study only during the normal registration period; CAPA and graduate students may register for a directed study through the end of the "special course" registration period.

Independent Study. An independent study course is a course initiated and written by a student following the guidelines contained in the "Independent Study Manual" (available from the Registrar), and 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. The independent study form, included with the manual, must also be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Undergraduates may register for independent studies only during the normal registration period; CAPA and graduate students may register for them through the end of the "special course" registration period. Independent studies can be approved as 199, 299, 399, 599, or 699 courses for a maximum of four semester hours each.

Course Challenge. Most La Verne courses may be challenged, but only matriculated students may challenge them. To challenge a course, a student completes the application, and pays a fee equivalent to one semester hour when it is filed. The department chairperson assigns the instructor to give the challenge, and the student must complete the challenge within two weeks after he or she has been notified which instructor has been assigned. The student may see a list of course goals and objectives prior to challenging the course. If the student demonstrates the competencies required for successful completion of the course, the number and title of the course will be placed on the transcript with a CRD grade. If the student does not demonstrate the competencies, nothing is recorded on the transcript. A student may only challenge a course once. If a student

fails a course challenge, he or she may receive credit for the course only by enrolling in it for credit. A maximum of eight semester hours of course challenge may be counted toward fulfilling the undergraduate residency requirement.

Courses which cannot be challenged are marked **NCh** in the Courses section of this catalog. In addition, a student may not challenge any courses in which he/she has received tutoring from a ULV instructor, was formerly enrolled, or has audited formally or informally. Any student with a secondary or higher education from a country where the native language or languages of instruction are other than English may not challenge beginning or intermediate courses in those languages. Any student who has received credit for high school courses in foreign languages may not challenge those courses at ULV. In this context, two years of high school foreign language will be considered equivalent to one year of college instruction. First-year language courses may not be challenged. With respect to these limitations placed on the challenging of language courses, CLEP examinations will be regarded as challenges.

Auditing. Most courses may be audited with the permission of the instructor as long as seats are available. Students pay one-half the regular tuition, but do not receive credit. The normal registration deadlines apply, and changes from audit to grade status (or grade to audit status) must be made before the end of the tenth day of classes in any semester; the end of the third day of classes during Interterm.

Grades

Grading Policy—Undergraduate.

A 4.0 quality points per semester hour.
A- 3.7 quality points per semester hour.

Clearly stands out as excellent performance. Has unusually sharp insight into material; initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically

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and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

B+ 3.3 quality points per semester hour.
B 3.0 quality points per semester hour.
B- 2.7 quality points per semester hour.

Grasps subject matter at a level considered to be good to very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality though rarely outstanding.

C+ 2.3 quality points per semester hour.
C 2.0 quality points per semester hour.
C- 1.7 quality points per semester hour.

Demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements, and communicates orally and in writing at an acceptable level for a college student. Has a general understanding of all basic concepts.

D+ 1.3 quality points per semester hour.
D 1.0 quality points per semester hour.

Quality and quantity of work in and out of class is below average and barely acceptable.

F 0 quality points per semester hour.
Quality and quantity of work in and out of class are unacceptable.

CRD Excluded from GPA (see below).
Equivalent to C- work or better.

NCR Excluded from GPA (see below).
Equivalent to D+ work or poorer.

INC Excluded from GPA (see below).
IP Excluded from GPA (see below).

NG Excluded from GPA (see below).
W Excluded from GPA (see below).

Good grades are usually correlated with regular attendance and with assignments completed and on time. On the other hand, poor grades are often correlated with frequent absences and incomplete and/or missing assignments.

Grading Policy—Graduate. The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory per-

formance in graduate study is B (3.0). This implies that graduate students must perform at an above-average level, compared to undergraduate standards, in order to progress satisfactorily in graduate programs. It also implies that the C- and D grades are unacceptable in graduate work; therefore, there are no C- or D grades for graduate students.

A 4.0 quality points per semester hour.
A- 3.7 quality points per semester hour.

Demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication.

B+ 3.3 quality points per semester hour.
B 3.0 quality points per semester hour.
B- 2.7 quality points per semester hour.

Exhibits professional competence in the subject matter and in all written and oral communication.

C+ 2.3 quality points per semester hour.
C 2.0 quality points per semester hour.

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

F 0 quality points per semester hour.
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.

The policy for NCR, IP, INC, NG, and W grades is the same for graduates as for undergraduates.

Credit/No Credit (CRD/NCR) Grade Option. Courses taken for CRD/NCR do not affect a student's GPA. Certain courses, designated "CRD/NCR only" in the Courses section of this catalog, may only be taken CRD/NCR.

Undergraduate students are encouraged to use this grade option to explore courses outside their majors. However, no undergraduate may take more than four semester hours of CRD/NCR in any semester, elect the CRD/NCR option in a course required for a major, or apply more than 32 semester hours of ULV CRD grades toward a degree. Exceptions to these limitations are cours-

Academic Information

es listed as "CRD/NCR only."

Graduate students must take challenge exams and competency exams CRD/NCR, but they must register for a letter grade in every other course if they are in a credential or degree program unless the course is offered "CRD/NCR only."

Incomplete Grades (INC). Incompletes are authorized *only* when it is impossible for the student to complete the course because of illness or other justifiable cause and *only with a formal written petition* from the student to the professor. In completing the petition, the student contracts to complete the work specified in the petition. The completed petition must be filed prior to the last day of the term. Petitions are available from the Registrar.

Students who receive an INC in a term that ends between September 1 and January 31 must complete their courses by the following May 31. Students who receive an INC in a term that ends between February 1 and April 30 must complete their courses before the following August 31. Students who receive an INC for courses that end between May 1 and August 31 have until the following December 31 to complete their courses. INC grades not completed by the appropriate deadline will become NCR or F grades depending upon the grade option.

In Progress Grades (IP). In Progress grades are reserved for those directed studies, independent studies, field work courses, senior projects, and graduate culminating activities where the contract at the time of registration specifies a date of completion which is beyond the end of the term of registration. The intent of the IP policy is to provide for individualized study which, in its inception, requires more than the normal term or semester to complete. An IP grade will become an NCR or F, depending upon the grade option, if not cleared within one year following the term of registration.

No Grade (NG). This is a temporary grade issued by the Registrar pending receipt of the official grade from the instructor.

Withdrawal (W). A student may withdraw from courses during the first 60% of a term; a W grade will be recorded. No withdrawals are permitted in the final 40% of a term. A student who fails to officially withdraw from a registered course will receive a grade of NCR or F, depending on the grade option in the course.

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

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 the student grade reports were mailed. A central campus student dissatisfied with the instructor's response may consult with the department chairperson; an SCE student should contact the center or program director. Subsequently, appeal may be made to the appropriate dean. 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.

A student may elect to repeat a ULV course for

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the purpose of improving a grade if repeated at ULV. The student must enroll in the same ULV 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.

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

Graduation and Honors

Dean's List. The Dean's List is issued at the end of each full term to honor undergraduate students who excelled in their courses during that term. To receive this honor, a student must be full time and have a minimum GPA of 3.75. In addition, a student must have letter grades in the minimum number of units required to be full time. Students must complete all semester hours within the semester enrolled. Students who complete IP's and INC's at a later date may petition to be placed on the Dean's List retroactively.

National Honor Societies. ULV has chapters of several national honor societies including Alpha Chi (all fields), Pi Gamma Mu (Social Science), Psy Chi (Psychology), Sigma Delta Pi (Spanish), and Sigma Tau Delta (English).

Application for Graduation. Undergraduate students should file an Application for Graduation and their major contract with the Registrar two semesters or three terms prior to their anticipated completion date. Graduate students should file

their Application for Graduation when they apply for Advanced Standing. This application provides the Registrar with the information needed to prepare the diploma and to include the student's name in the list of graduates. A graduation fee is required of all students whether or not they participate in the graduation ceremony, and covers the cost of the entire process of completing the degree program.

Graduation Ceremony. ULV holds a graduation ceremony at the central campus each year in May. A candidate for graduation qualifies to participate in the commencement ceremony upon successful completion of all degree and program requirements, or when he or she has enrolled in all final courses during the semester or term which begins prior to the ceremony. A student may petition the Registrar to participate in the ceremony if he or she is within eight semester hours (for undergraduate students) or one course—not to exceed four semester hours—for graduate students of the completion of the degree and can provide evidence of an intent to register for these final courses during the summer which follows the ceremony.

Diplomas. The actual completion date of a student's degree will be noted on the official transcript. The diploma, however, will carry one of the following dates, whichever comes first after degree completion—May 31, August 31, or January 31. For graduate students, the specific title of the degree with the concentration will appear on the diploma; for undergraduate students, the degree, the major, undergraduate honors, and the concentration (if any) will appear on the diploma.

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

Cum Laude. The student who completes 36 semester hours or more at ULV, and who earns a minimum GPA of 3.6 in courses taken at the University and a minimum GPA of 3.6 in all work

Academic Information

applicable toward the bachelor's degree, will be considered for the honor of Cum Laude upon graduation.

Magna Cum Laude. The student who completes 36 semester hours or more at ULV, and who earns a minimum GPA of 3.75 in courses taken at the University and a minimum GPA of 3.75 in all work applicable toward the bachelor's degree, will be considered for the honor of Magna Cum Laude upon graduation.

Summa Cum Laude. The student who completes 60 semester hours or more at ULV, and who earns a minimum GPA of 3.85 in courses taken at the University and a minimum GPA of 3.85 in all work applicable toward the bachelor's degree, will be considered for the honor of Summa Cum Laude upon graduation.

Departmental Honors—Undergraduate.

Departmental honors are granted to undergraduate students who demonstrate a high level of achievement in their majors. Students are encouraged to work toward departmental honors; those working for them should apply to the department chairperson or academic advisor. Departmental honors will be awarded on the basis of a high-quality senior thesis/project and a minimum GPA of 3.6 in the major and 3.0 overall. All major courses, with the exception of challenges, must be taken for letter grades. These are the minimum requirements for honors; departments may add other requirements. Department honors are not printed on the diploma.



ULV Junior Adrianna Contreras views the "From the X-Ray Series" show by Jeri Lynn Eisenberg in the Carlson Gallery
Photo: Jason Cooper

RIGHTS & RESPONSIBILITIES

RIGHTS

Freedom of Access. The University of La Verne is open to all applicants qualified according to its published admissions policies and standards. Upon matriculation, each student has access to all ULV services and facilities for which he or she is qualified. Access may be denied to persons who are not ULV students.

Classroom Rights and Privileges. Instructors are expected to encourage open discussion and inquiry. Students may take reasoned exception to information offered in any course and should make judgment on matters of informed opinion.

Protection Against Improper Disclosure. Students' views, political associations, and beliefs which are confided to instructors, advisors, and counselors during the performance of their duties are confidential.

University Governance. As members of the University community, students are free individually and collectively to express their interests. As vehicles for this purpose, provisions are made for student self-government as well as for student representation on the Board of Trustees; University, college, and departmental committees; and other decision-making bodies.

Family Educational Rights and Privacy Act. ULV abides by the Family Educational Rights and Privacy Act of 1974 as amended. Students have the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they consider the outcome of the challenge to be unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. ULV's Registrar coordinates the inspec-

tion and review procedures for student education records, which include admissions, personal, academic, and financial files, and academic, cooperative education, and placement records. The Dean of Student Affairs oversees the review of records pertaining to social judicial matters. Students wishing to review their education records must make written requests to the Registrar listing the item(s) of interest. Records covered by the Act will be made available within 45 days of the request. Students may have copies of their records, at their own expense, with certain exceptions (e.g., a copy of a transcript upon which a "financial hold" has been placed or copies of transcripts from other schools). Educational records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual (except temporary substitutes); ULV security records; student health records; employment records; or alumni records. Health records may be reviewed by physicians of the students' choosing. In addition, students may not see financial information submitted by their parents, any confidential letters or recommendations to which they have waived their rights of inspection and review, or education records containing information about more than one student. In the latter case a student will be permitted access only to that part of the record which pertains to him or her.

Students who believe that their education records contain information that is inaccurate, misleading, or otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar, either in person or in writing. If the Registrar agrees with a student's requests, the appropriate records will be amended. If not, the student will be informed and may request a formal hearing. This request must be made in writing to the Registrar who will inform

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the student of the date, place, and time of the hearing before a panel selected by ULV. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of the student's choice, including attorneys, at the student's expense. Decisions of the hearing panel are final and based solely on the evidence presented at the hearing. The panel's written judgment will be delivered to all parties concerned. If the decision is in favor of the student, the education records will be corrected. If the decision is not satisfactory to the student, he or she may place with the education records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. These statements will be placed in the student's education records, maintained as part of them, and released whenever the records in question are disclosed. A student who believes that the decisions of this adjudication process were unfair or not in keeping with the Act may make a written request for assistance to ULV's President. Students who still believe that their rights have been abridged may file complaints with the US Department of Education, Washington, DC.

No one outside ULV may have access to, nor will ULV disclose, any information from a student's education record without the written consent of the student. Exceptions are ULV personnel, officials of other institutions in which the student seeks to enroll, persons or organizations providing the student's financial aid, accrediting agencies carrying out their accreditation functions, persons in compliance with a judicial order, and persons in an emergency in order to protect the health or safety of the student or other persons. Within the ULV community, only members acting in the students' educational interest, individually or collectively, are allowed access to student education records. These members include personnel from the Offices of the Vice President for Academic Affairs, the Chief Financial Officer, Registrar, Financial Aid, Admissions, and Academic Advising, as well as academic person-

nel within the limitations of their need to know.

At the discretion of ULV officials, the following directory information will be provided: student's name, major field of study, dates of attendance, and degrees and awards received. A student wishing to withhold this directory information must complete the Privacy Request Form at ULV's Registrar's Office or at their center of registration. This must be done within the first ten working days of enrollment of a semester/term. The privacy request will be valid for one calendar year.

Americans With Disabilities Act. The University policy concerning students with disabilities is available in the offices of the Deans, the Directors of the ULV Centers, and the Director of the Learning Enhancement Center.

Confidentiality and Institutional Research. ULV is committed to maintaining confidentiality. When questionnaires are circulated, social security numbers are sometimes requested, but only for purposes of connecting data to demographic and other information. Data are reported only at the group level, never by individual.

RESPONSIBILITIES

University Catalog. It is the responsibility of the student to be familiar with the information presented in this catalog and to know and observe all policies and procedures related to the program he/she is pursuing. Regulations will not be waived nor exceptions granted because a student pleads ignorance of policies or procedures. While academic advisors will assist students in every way possible, the responsibility for following all policies and meeting all requirements and deadlines rests with the student. A student is expected to satisfy the requirements of the catalog in effect at the time he or she is admitted to, and begins course work in, a degree program. However, a student may elect to graduate under the catalog in force at the time of his or her graduation provided the student complies with all requirements of the later catalog. New catalogs take effect on

Rights and Responsibilities

September 1 of the year published.

Class Attendance. Regular and prompt attendance at all University classes is required. The instructor may assign extra work, require special examinations, or refuse to grant credit for a course if the number of absences is excessive. Students should ascertain the exact policy of each faculty member at the beginning of each course. Students must attend the first class meeting or they may be unofficially dropped by the instructor, resulting in a failing grade. Only registered students, University faculty and administrators, and guests invited by the instructor may attend classes. All others will be asked to leave.

Classroom Conduct. Instructors are responsible for presenting appropriate material in courses, and students are responsible for learning this material. Although it is a student's academic performance that is evaluated in determining grades, student conduct is important in the academic setting. Enrollment in a class may be terminated due to unsatisfactory student conduct, undue disrespect toward an instructor or administrator, or academic dishonesty. Each student is responsible for maintaining standards of academic performance established for each course in which he or she is enrolled.

Academic Honesty. Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

a. All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.

b. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.

c. Deliberately supplying material to a student for purposes of plagiarism is also culpable.

When academic honesty is in question, the fol-

lowing may occur:

1. A faculty member who has clear evidence that academic honesty has been violated may take appropriate disciplinary action. Appropriate disciplinary action may include, but is not limited to, requiring the student to rewrite a paper or retake a test, giving the student an F on the assignment and/or in the course, and/or recommending expulsion. If the action includes giving a course grade of NCR or F and/or a recommendation for expulsion because of academic dishonesty, the faculty member must report the action to the Department Chair and/or Academic Dean (or to the Center/Program Director for off-campus situations).

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 Vice President for Academic Affairs (through the Center/Program Director for off-campus situations). Following due process an Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Vice President about whether academic honesty has been violated. The Vice President 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 Vice President for Academic Affairs by the Department Chair, Academic Dean, or Center/Program Director. Students receiving an F or NCR as a result of academic dishonesty will be sent a letter from the Vice President noting that a second offense will result in expulsion.

4. Expulsion for academic dishonesty will be noted on the student's transcript by the words "Expelled for Academic Dishonesty."

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College of Law students are covered by the academic dishonesty policies contained in the College of Law manual of Academic Policies and Procedures.

Behavior Standards. When students enroll at ULV, they voluntarily choose to associate with the University. ULV believes that the behavior of community members must be guided not only by American civil and criminal laws, but also by standards and expectations which serve to support and promote the values the University has come to represent and believes to be important.

The University prohibits the use, possession, distribution, or sale of alcoholic beverages, illegal drugs, firearms, explosives, fireworks, and other dangerous substances on ULV property. Any exceptions must be approved by the Dean of Student Affairs. Smoking is prohibited in all University buildings, including the residence halls. ULV has promulgated additional policies and behavior standards which apply on-campus and at sponsored academic programs and events. These include, but are not limited to, policies on Computer Abuse, Conduct, Hazing, Physical/Verbal Abuse and Harassment, Sexual Harassment/Assault, and Theft and Vandalism. Additional policies and information can be found in ULV's "Guide to Residential Life," in the "Day to Day" (ULV's traditional-age central campus student handbook), ULV's "The Disciplinary Process for Student Social Misconduct" (available in the Dean of Student Affairs Office and on the ULV website, and in other University publications. Some off-campus centers and programs publish information concerning other policies specific to their circumstances. The University reserves the right to dismiss any student without refund if the student fails to abide by ULV regulations, or when such action is deemed to be in the best interests of ULV or the student.

The University's policies, procedures, and regulations are provided to give students general notice of prohibited conduct. These policies, procedures, and regulations can be read broadly and are not designed to define misconduct in exhaust-

tive terms.

Sexual or Racial Harassment. ULV is committed to maintaining an environment free of harassment for students, faculty, and staff. Consequently, sexual or racial harassment of ULV students or employees is unacceptable and will not be tolerated. Complete information concerning harassment can be obtained from any department head or online at www.ulv.edu/hr/sec22.ans.

JUDICIAL PROCEDURES

General Principles. The University of La Verne stresses not only academic and career preparation but also values and character development. In order to preserve the quality of education, ULV expects all students to conform voluntarily to the established rules, regulations, and social orders, and to conduct themselves at all times and in all places in a manner befitting student status. ULV is not a law enforcement agency but expects all its students, whether as individuals or groups, to obey all federal, state, and local laws. Violators will not be immune from prosecution under these laws.

The primary objective of establishing disciplinary standards is to maintain an appropriate level of conduct in our academic and social community. If an institution is public, it is required to grant due process. Because ULV is a private institution, constitutional due process is not required. In all judicial proceedings regarding a student's social behavior, the student will be treated with fundamental fairness.

ULV's academic judicial procedures permit members of the University community to register complaints against individuals or groups with the academic deans, the Dean of the School of Continuing Education, or the Dean of Student Affairs, as appropriate.

Right to Judicial Review. A student who is charged with a social policy violation has the right to a judicial review prior to any action being taken. The only exception to being granted a full judicial review prior to any action being taken occurs

Rights and Responsibilities

when a student may present a continuing danger to persons or to the property of others. In this case, the student may be separated from the University immediately and then be provided a judicial review at a later date. Otherwise, a student under disciplinary action has the right to be present on campus and to attend classes until suspended or expelled.

Structure of the Social Judicial Process. Violations of ULV social behavior standards or policies are normally handled by a judicial review body under *Fundamentally Fairness* procedures. Situations requiring such action include violations of ULV's drug, alcohol, and sexual behavior policies, as well as incidents of violence threatening the safety of an employee or other members of the campus community. The judicial process for social behavior at ULV has four forms of judicial review bodies, one for resident students only and three available to all traditional-age students:

1. Hearing with the Area Coordinator—an administrative review (for resident students only).
2. Student Life Conduct Committee—a peer review hearing;
3. Judicial Board—an administrative board hearing; and
4. Administrative Review—an administrative review with one administrator such as the Associate Dean of Student Affairs, the Director of Housing and Residential Life, and the Dean of Student Affairs or appropriate program administrator.

Most central campus offenses within the traditional student body are handled by a student-run board, the Student Life Conduct committee. More serious central campus offenses go to the Judicial Board composed of faculty, staff, and students. Offenses or threats involving employees are usually handled by a separate administrative process. Students do have a right of appeal on several specific grounds for decisions by each judicial review body. The appeals process is not a "re-hearing" of the case. In most cases appeals must be submitted in writing within five working days after the hearing.

Information regarding social behavior standards and Judicial Procedures are available in the handbook on "The Disciplinary Process for Student Social Misconduct" (available in the Dean of Student Affairs Office and on the ULV Web Home Page under "Student Affairs").

Non-Traditional-Age and Graduate Programs.

The College of Law, School of Business and Global Studies (SBGS), School of Organizational Management, and School of Continuing Education (SCE) have their own judicial processes, including administrative reviews.

Appeals Procedures on Academic Matters. A student may appeal final grades, academic honesty decisions, and most policy decisions. Procedures for appealing final grades and academic honesty are contained in the Final Grades and Academic Honesty sections of this catalog. The path of appeal for grades and course requirements starts with the instructor in the course and then goes successively to the department chair (to the program chair in the SBGS; to the center/program director in SCE), the Dean of the college or school, and the Vice President for Academic Affairs. Appeals on academic honesty decisions at the central campus begin with the instructor and then may be taken in turn to the department chair (to the program chair in the SBGS), Dean, and the Vice President, except in the College of Law, where the first appeal is to the Dean. At SCE centers the first appeal is to the instructor and then to an ad hoc faculty committee convened for this purpose at the center by the director. Appeals of decisions by these committees should be directed first to the Dean of SCE and then to the Vice President. Appeals on academic policy decisions must be made to the Undergraduate or Graduate Appeals Committee.

Appeals of decisions by these committees can be made to the Dean of the college or school and to the Vice President in that order. Central campus students wishing to appeal ESL decisions should write directly to the chair of the ESL

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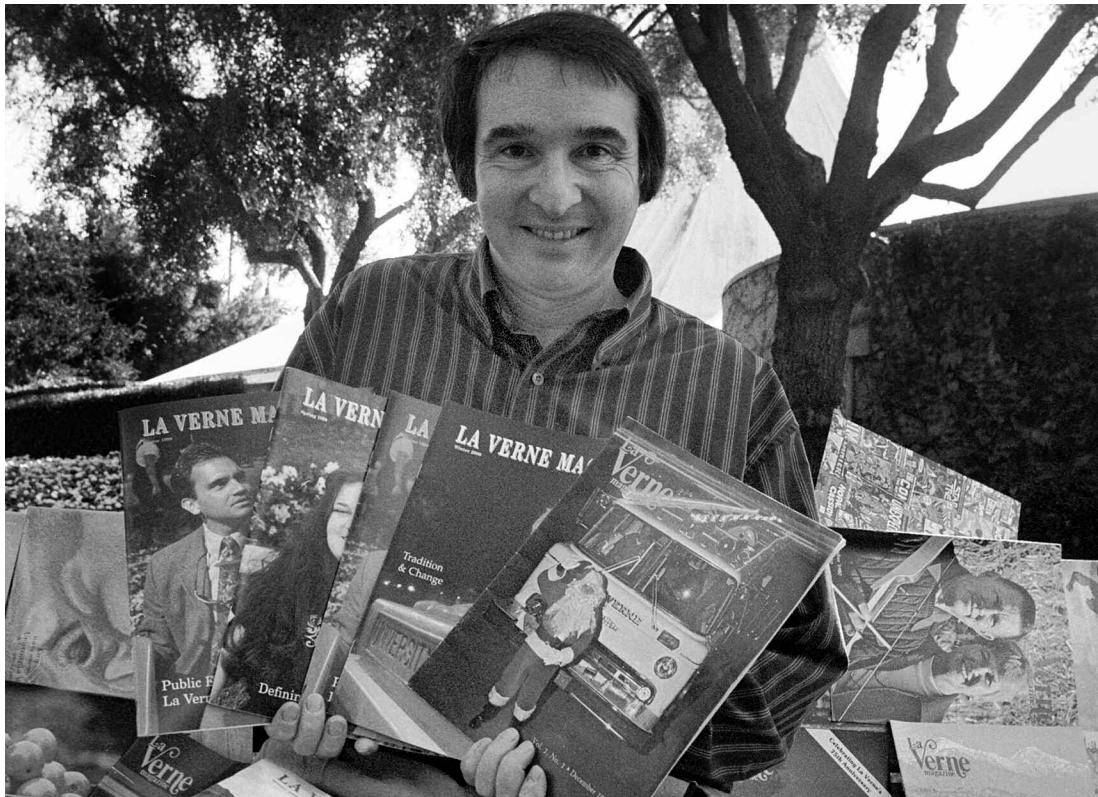
Appeals Committee.

Appeals must be made in writing, on the appropriate appeals form, to the Undergraduate or Graduate Appeals Committee. Central campus students can obtain these forms from the Registrar and Graduate Office respectively; SCE students may request them from the director or coordinator of their center or program. When certain appeals are granted, penalty/administrative fees may be assessed. All appeals must be made in a timely manner, generally within four weeks of the action or decision in question.

Appeals Procedures for Social Conduct Violations. Appeals of Student Life Conduct Committee decisions or of Judicial Board decisions must be made in writing within five working days to the

Associate Dean of Student Affairs or the Dean of Student Affairs. Appeals of decisions made by SCE directors must be made in writing to the Dean of SCE within one month after the student was notified of the decision.

Appeals by Students with Disabilities. ULV has established a set of procedures that address policy implementation for students with disabilities. Should any student desire to initiate action related to a diagnosed disability or to initiate testing for a disability, he/she should contact the Director of Services for Students With Disabilities, the Dean's office of his/her school or college, or the Director of the ULV Center where he/she studies to get a copy of the University's policies and procedures.



Professor George Keeler, advisor to La Verne Magazine.

Photo: Denisse Villalba

GRADUATION REQUIREMENTS

UNDERGRADUATE PROGRAMS

To obtain an associate or bachelor's degree from the University of La Verne, a student must complete all the appropriate residency, semester hour, and general education requirements listed below as well as specific major requirements listed in the Undergraduate Programs section of this catalog. In addition, to qualify for graduation the student must have a ULV GPA and a cumulative GPA of 2.0 or better both in the major and overall. For the purpose of fulfilling elective requirements and general education requirements other than Written English, a course in which a D-level grade was received will be counted only if the course was taken at ULV. A C- grade or better is required to fulfill the Written English general education requirement, to count toward an academic major or minor, or to advance to the next course in the ESL program.

Bachelor's Degree Programs

To receive a bachelor's degree from La Verne, a student must complete a declared major, the general education requirements, and all of the following:

1. A minimum of 128 semester hours, including all the general education requirements listed below and the appropriate major requirements listed in the Undergraduate Programs section of this catalog.
2. A minimum of 32 semester hours at La Verne for the residency requirement.
3. A minimum of 44 semester hours at the upper-division level, including a minimum of 24 in the major and 6 in general education. At least 16

semester hours at the upper-division level in the major and 6 in general education must be taken at ULV.

General Education Requirements —Bachelor's Degree Programs

Philosophy. General education at La Verne reflects the University's identity. Consequently, ULV's general education requirements aim at fulfilling 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.

Goals. Through its general education program, the University of La Verne encourages its students to do the following:

1. Become reflective about questions of meaning and values in life, and to incorporate ethical guidelines into their lives.
2. Develop an international/intercultural consciousness in which they can appreciate the contributions, the diversity, and the interdependence of the various cultures of the nation and the world.
3. Develop an understanding and appreciation of gender issues.
4. Develop a sense of community by working together with others toward serving society and environment.
5. Learn how to learn, to solve problems, and to develop an appreciation of and a commitment to lifelong learning.
6. Learn how to think critically and creatively, to live productively in a world of ambiguity, and to help effect meaningful change.
7. Develop the ability to access, analyze, synthesize, and evaluate masses of information.
8. Develop effective oral, written, and interpersonal communication skills.

General Education Requirements

9. Develop an understanding of the assumptions, the basic terminology, the fundamental concepts, and the ways of knowing of the Humanities, the Social Sciences, and the Natural Sciences.

10. Learn about the rich heritage of the past, be aware of the present, and take responsibility for the future.

11. Learn how to integrate and care for the intellectual, emotional, physical, aesthetic, and spiritual aspects of their lives.

12. Study, understand, and appreciate the interdependence of humans and their environment, and promote the sustainability of the planet.

PROGRAM OF GENERAL EDUCATION

In keeping with the above philosophy and goals, the faculty established general education requirements for the bachelor's degree that contain an interdisciplinary Core relating to ULV's Mission Statement and a series of Area Requirements introducing the traditional Liberal Arts disciplines.

CORE REQUIREMENTS:

The core consists of a cluster of common courses which all students take. It introduces students to the central values of the University as they are articulated in the Mission Statement—values-orientation, community and diversity (internationalism/interculturalism), life-long learning, and service to society:

Values and Critical Thinking. The aim of this course is to teach students how to think critically and to help them reflect on their own values as well as to think critically about the value systems of other persons, groups, and nations.

International/Intercultural Core. The aim of this tripartite requirement is to expose students to cultures and persons different from their own in order to introduce them to the increasingly complex and multicultural world. Knowledge of another language and culture is imperative for true intercul-

tural understanding. The foreign language requirement provides functional communications skills as well as an introduction to the culture. The interdisciplinary world civilizations and cultures course complements the language study by offering a broader world perspective. Finally, the international/intercultural experience personalizes the study by immersing students in an ethnic-religious-national group different from their own.

Interdisciplinary Core. The aim of this two-course requirement is to show students the interrelationships between disciplines, the associations between themes, and the holistic nature of their lives. To achieve this, both upper-division courses are team taught by faculty from two different disciplines. One of the disciplines represented in The Human Condition must be from either the Humanities or the Social Sciences; one of the disciplines in Toward a Sustainable Planet must be in the Natural Sciences.

Service Requirement. The aim of this supervised service placement is to practice ULV's Mission Statement's affirmation that "service is a primary goal of the educated person."

AREA REQUIREMENTS:

To become educated, a student needs to experience a wide range of disciplines within the Liberal Arts and to develop physical, communication, and reasoning skills. Each course in the area requirements contains the following common characteristics: the assumptions of the discipline; how the discipline approaches knowing; the basic concepts, methodology, and terminology of the discipline; the instructor's approach to the discipline; how to access information in the discipline; how to evaluate information in the discipline; and how to apply the discipline to daily life.

Humanities. Students must demonstrate a breadth of understanding in the Humanities through study in literature, philosophical/religious thought, or mass media. This study develops an

General Education Requirements

appreciation for the philosophical, aesthetic, and cultural systems that have influenced Western thought and, to a lesser degree, the major systems that affected other civilizations. Undergirding this study is an appreciation for the value systems that have infused these various cultures.

Fine Arts. Students must be exposed to the history and aesthetics of art, music, or theater as well as engaging in an artistic process. This study fosters appreciation of aesthetic form and understanding of basic theory in both the historical and the contemporary contexts, and provides the experience of artistic creation.

Social Science. Students must demonstrate a basic understanding of the economic, historical, and political forces that have impacted civilization and the conditions that have influenced human behavior, collectively and individually.

Natural Sciences. Students must demonstrate an understanding of the fundamental physical and biological principles in nature and the methodology used in applying them, as well as develop a philosophical and historical perspective of nature from the viewpoint of science. This study provides information necessary for the critical analysis of issues facing individuals and societies, with emphasis on the relationships between the human species and environment.

Mathematics. Students must show sufficient ability in algebraic formulation, basic computation, and problem-solving to understand the purpose and function of mathematics in a social context. This study enhances the student's grasp of complex systems and abstract thought processes.

English Language Skills. Students must show satisfactory proficiency in English composition, including standard grammar, usage, and rhetorical approaches. They are required to analyze effective writing and learn the process of preparing investigative, research-based papers with documentation that is intellectually honest and in

correct form. Students must also show that they can speak effectively before small groups and larger audiences.

Movement and Sports Science. Students need to learn how to make fitness a part of their lifelong activities by participating in a multifaceted fitness course. This participation provides a basis for appreciating the value of physical exercise and its relationship to lifelong social, physical, and psychological development. Intercollegiate athletic participation does not satisfy this general education requirement.

GENERAL EDUCATION REQUIREMENTS

With the exception of the College Writing and Mathematics requirements, students are encouraged to distribute their general education requirements throughout their bachelor's degree studies and to include courses at the upper division level. To fulfill the College Writing and Mathematics requirements, however, students are expected to enroll in writing and math courses each semester until the requirement is fulfilled.

For the purpose of fulfilling the requirements listed below, with the exception of the International/Intercultural Experience and the Service Learning requirements (which are one semester hour each), one "course" is defined as having a minimum of two semester hours. No course can be used to meet more than one general education requirement, with the exception of courses that have International/Intercultural Experience or Service Learning embedded into the curriculum. Courses which meet either of these requirements as well as another general education requirement, as approved by the General Education Committee, are so designated in the Courses section of this catalog.

The Foreign Language, Studio/Performance Arts, Mathematics, and English Language skills requirements can be fulfilled through certification, which does not carry course credit. Students who wish to meet a requirement through certification should contact the appropriate department for information.

General Education Requirements

CORE REQUIREMENTS

1. CORE 300 Values and Critical Thinking

2. International/Intercultural Core

- a. **Foreign Language.** Two courses in one foreign language.

Note: Acceptable courses are marked CORE2a in the Courses section of this catalog. This requirement can be fulfilled by successfully passing the placement test in a foreign language. International students can fulfill this requirement by passing ULV's English Placement Test or by completing assigned ESL courses. International students who graduated from a high school or college where the language of instruction was other than English can also fulfill this requirement by passing ENG 111. SCE students are exempt from this requirement.

- b. **World Civilizations and Cultures.** One course.

Note: Acceptable courses are marked CORE2b in the Courses section of this catalog.

c. CORE 310 International/Intercultural Experience

Note: SCE students are exempt from this requirement.

3. Interdisciplinary Core. Two courses.

- a. CORE 320 The Human Condition, and

- b. CORE 340 Toward a Sustainable Planet

Note: SCE students can fulfill this requirement by taking either CORE 320 or CORE 340.

4. CORE 305 Service Learning

Note: SCE students are exempt from this requirement.

AREA REQUIREMENTS

Humanities — Three courses from three different areas:

1. Literature
2. Philosophy or Religion
3. Mass Media
4. Interdisciplinary Humanities course

Note: Acceptable courses are marked GEHa, GEHb, GEHc, and GEHd respectively in the Courses section of this catalog. SCE students can fulfill this requirement by taking two courses in two different areas.

Fine Arts —

1. One course in the history and appreciation of art, music or theatre.

Note: Acceptable courses are marked GEFAa in the Courses section of this catalog.

2. One experiential course in art, creative writing, music, photography, or theatre, or two semesters of ballet, choral or instrumental ensemble, modern dance, or music lessons.

Note: Acceptable courses are marked GEFAb in the Courses section of this catalog. SCE students can fulfill the Fine Arts requirement by taking one course from either area.

Social Sciences — Three courses from three different areas:

1. Behavioral Sciences:
ANTH 250 Principles of Anthropology, or
PSY 101 Principles of Psychology, or
SOC 250 Principles of Sociology

Note: Acceptable courses are marked GESSa in the Courses section of this catalog.

2. History and Political Science:

- HIST 110 United States History & Cultures, or
PLSC 301 American Government and Politics

Note: Acceptable courses are marked GESSb in the Courses section of this catalog.

General Education Requirements

3. Economics:

ECBU 220 Economic Analysis I

Note: Acceptable courses are marked GESSc in the Courses section of this catalog.

4. Interdisciplinary Social Science course

Note: Acceptable courses are marked GESSd in the Courses section of this catalog.

SCE students can fulfill the Social Science requirement by taking two courses from two different areas.

Natural Sciences: Two courses.

1. One course in life science, and

2. One course in physical science.

Note: Acceptable courses are marked GELS and GEPS respectively in the Courses section of this catalog. One of the two courses must have a laboratory component. GELS and GEPS with laboratory components are marked GELS-L and GEPS-L.

Mathematics:

MATH 104 College Algebra, or

MATH 170 Mathematics in Society

Note: Acceptable courses are marked GEM in the Courses section of this catalog.

English Language Skills: Three courses:

1. ENG 110 College Writing A, and
ENG 111 College Writing B

Note: Acceptable courses are marked GEWE1 and GEWE2 respectively in the Courses section of this catalog.

2. SPCM 100 Fundamentals of Public Speaking,
or THAR 311 Oral Communication

Note: Acceptable courses are marked GESE in the Courses section of this catalog.

Movement and Sports Science:

MSS 001 Fitness for Life

SCE and Athens students are exempt from the Movement and Sports Science requirement.

ESL Requirement for Undergraduate International Students. An international student who has been accepted into an undergraduate program by demonstrating English competency as described in the Admissions section of this catalog, but who has not passed a transferrable course in English composition equivalent to English 110, must have scores on file in the Admissions Office from one of the following proficiency tests before registration for his or her first semester at ULV: the ULV English Proficiency Test, the TOEFL, the SAT, or the ACT. This includes students who are transferring from other institutions in the United States. If the test scores indicate that courses in ESL are needed, the student must enroll in the assigned course(s) in his or her first semester at La Verne and continue instruction until all required ESL courses are passed. The student may take no more than 14 semester hours per semester until the ESL requirement is complete.

The Bachelor's Degree Major. Students may choose an established departmental or interdepartmental major, or they may design a major of their own with faculty advisement and approval. A major consists of not less than 32 and not more than 48 semester hours, of which at least 24 must be upper division. No more than 16 semester hours may be required beyond this as prerequisites. One exception is the Diversified Major. Students in SCE must select a structured major and can only choose from those offered at a particular site. Concentration in a major is available in selected departments. A concentration requires a student to complete 20 semester hours of upper division work or 24 semester hours of which 16 are upper division in the emphasis area as specified by the department. Selected concentrations are listed under the program requirements. 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

General Education Requirements

major. Most central campus 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. ULV permits students to pursue a double major, but does not encourage them to do so. The minimum requirements for graduation with two bachelor's degree majors are as follows:

1. Completion of all the requirements in both majors.
2. In cases where there is no duplication of major requirements, completion of a minimum of 64 semester hours in the two fields (32 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, completion of additional upper-division electives in the fields equal to the number of overlapped courses.

Second Bachelor's Degree. A student already holding a bachelor's degree may earn an additional bachelor's degree by satisfying the requirements of that degree in residence, general education, and upper-division course work. To satisfy the residency requirement for the second bachelor's degree, a student must complete a minimum of 32 additional semester hours at ULV of which 16 must be upper division. The major, general education, and upper-division requirements in effect at the time of matriculation for the second bachelor's degree must also be completed, but courses taken for the first degree may be applied to the second.

Bachelor's Degree Minors. Students may declare a minor in a second field upon the approval of the minor field department if the student has completed 20 semester hours of upper-division work in the minor field or if the student has completed 24 semester hours in the field of which 16 are upper division. Individual depart-

ments 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 cannot be applied toward the minor. These are ULV requirements only; for credential minor requirements, contact the Education Department.

Major Requirements—Undergraduate Programs. During the student's junior year (for a central campus student) or during the third term prior to graduation (for an SCE student), he/she must prepare a major "contract" in consultation with his or her major advisor(s) or academic/program advisor. Courses accepted into the major are subject to approval by the major department. The completed contract, signed by the student and the advisor(s) or counselor, is filed with the Registrar simultaneously with the student's Application for Graduation and graduation fee. Once filed, any alteration in the contract or change in major requires the approval of the advisor(s) or counselor and written notification to the Registrar.

Associate Degree Programs

Associate degree programs are offered only at selected residence centers, in Paralegal Studies, and in EPIC. To receive an associate degree from ULV, a student must complete the following:

1. A minimum of 60 semester hours, at least 30 of which must be at the lower-division level.
2. A minimum of 18 semester hours in the major, including all the requirements listed for the A.A. or A.S. major in the Undergraduate Programs section of this catalog.
3. A minimum of 12 semester hours in the major from ULV.
4. A minimum of 18 semester hours in general education, including one course (2-4 semester hours) in fine arts, one in humanities, one in natural science, one in social science, and two in written English (one designated GEWE1 and one designated GEWE2).

GRADUATE PROGRAMS

Specific requirements for each graduate degree and credential program offered by the University of La Verne are contained in the Graduate Programs section of this catalog; policies for second master's degrees are described in the Graduate Admissions section. To qualify for a degree or credential, a student must have a cumulative GPA of 3.0 or above for all ULV course work required for the degree or credential. All transfer credit from other colleges or universities also must have a cumulative GPA of 3.0 or above.

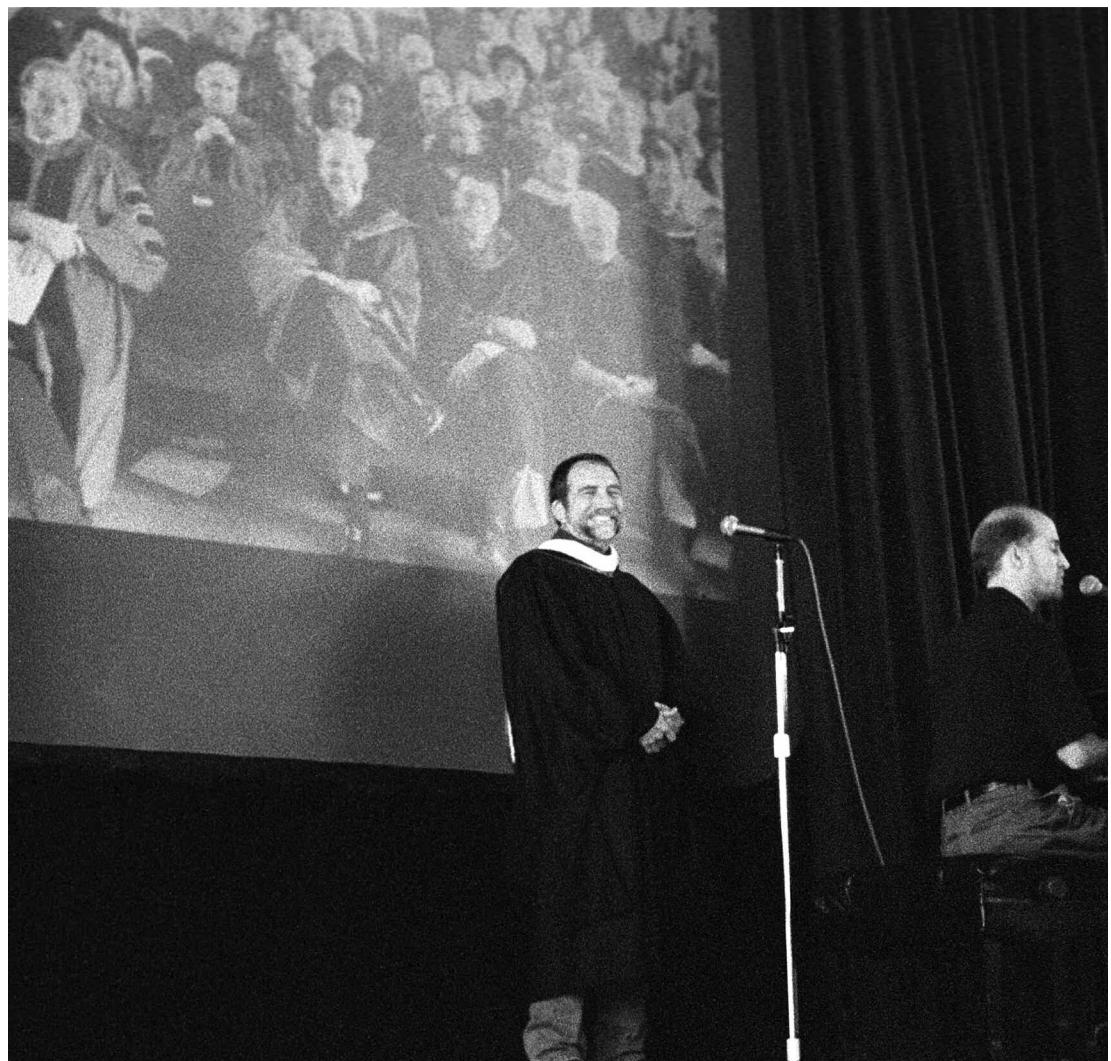
ESL Requirement for Graduate Students. An applicant admitted into a graduate program who does not possess a degree granted by an English-speaking institution where English is the primary language of instruction and of the geographical area must have either ULV English Proficiency Test scores or TOEFL scores on file in the Graduate Office/SCE before registering at ULV.

Advanced Standing—Master's Degree Programs. Master's degree candidates must receive Advanced Standing to be eligible to enroll in the culminating activity. To obtain Advanced Standing, candidates must have completed a minimum of 21 semester hours (30 semester hours in a 39-50 semester-hour program) as well as all prerequisite and ESL courses. In addition, they must

have satisfied any provisions or conditions imposed at the time of their admission to the program, fulfilled any special conditions or procedures specified by their academic departments, and attained a minimum cumulative GPA of 3.0 for all courses applicable to the degree program. To apply for Advanced Standing, students must submit an Application for Advanced Standing with the approval of their academic advisor along with an Application for Graduation (with the graduation fee) to the Graduate Office or SCE administrative center. Verification of Advanced Standing is sent to the student by the Graduate Office or the SCE Student Services Office.

Time Limitation. All requirements for the master's degree are to be completed within five years from the time of first course registration for the graduate program at ULV; all requirements for the doctorate, within eight years. Appeals for extensions of time limitations must be made in writing to the Graduate Appeals Committee.

Continuous Registration for Culminating Activity/Field Work. Students who receive an IP for 594 (Thesis), 596 (Graduate Seminar), EDUC 581/582, or EDEMT 574 (field work) and have not cleared it within one year following the end of the term or semester of registration, can extend their registration for six months with a one-semester-hour extension fee and approval of their sponsor/instructor. A maximum of four six-month extensions will be permitted within the five-year time limit for the completion of the degree.



Gary Colby, Professor of Photography, Shawn Kirchner, Assistant Professor Music, and of their audience (in projected digital photograph) at Fall Convocation 2000. *Photo: Jason Cooper*

PROGRAMS

On the pages that follow, the degree, certificate, and credential programs offered by the University of La Verne are listed with the college and department that offers them. Topical lists follow, one undergraduate and one graduate, with the page numbers indicating location in this catalog.

UNDERGRADUATE PROGRAMS

In addition to the following established programs, undergraduate students at the central campus may design their own majors in one or more departments to meet their personal interests and needs. For further information on individualized majors, please consult the appropriate department(s) or the Registrar.

Behavioral Sciences:

- Anthropology — B.S. 106
- Behavioral Sciences — B.S. 82
- Criminology — B.S. 107
- Ethnic Studies — minor 83
- Psychology — B.S. 100
- Sociology — B.S. 107

Business and Global Studies:

- Accounting — B.S., B.A. 110, 113
- Business Administration — B.S., B.A. 111, 113
- Business Finance Concentration. 111
- Business Management Concentration. 111
- E-Commerce — B.S. 93
- Economics — B.S. 111
- Information Technology Concentration. 111
- International Business & Language — B.S. 89
- Marketing — B.S. 112

Communications:

- Broadcasting — B.A. 85
- Communications — B.A. 85
- Journalism — B.A. 86
- Photojournalism Concentration 86

Computer Science/Engineering:

- Computer Science/Computer Engineering — B.S. 92
- E-Commerce — B.S. 93

Education:

- Child Development — B.S. 120
- CLAD and BCLAD 125
- Liberal Studies — B.A. 125
- Teaching Credentials 124

Fine Arts:

- Art — B.A. 81
- Art History — B.A. 81
- Creative Writing — minor. 95
- Music — B.A. 98
- Theatre — B.A. 108

General Studies:

- General Studies — A.A. 89
- Liberal Arts — B.A. 90

Health Administration:

- B.S. 132

Honors Program 89

Humanities:

- Comparative Literature — B.A. 88
- English — B.A. 87
- Philosophy — B.A. 105
- Religion — B.A. 105
- Religion and Philosophy — B.A. 106

Interdepartmental Programs:

- Environmental Biology — B.A. 83
- Environmental Management — B.A. 91
- General Studies — A.A. 89
- International Studies — B.A. 91
- Latin American Studies — minor 90
- Liberal Arts — B.A. 90
- Organizational Management — B.S. 139
- Peace Studies — minor. 90
- Social Science — B.A. 90

Legal Studies:

- Legal Studies — B.A. 138
- Paralegal Studies — Certificate 138
- Prelaw Program 99

Modern Languages:

- French — B.A. 94
- German — B.A. 94
- Spanish — B.A. 94
- International Business & Language — B.S. 89

Programs

Movement and Sports Science:

- Athletic Training — B.S. 96
- Movement & Sports Science — B.S. 95

Natural Science:

- Analytical Instrumentation — Certificate 85
- Biology — B.A./B.S. 83
- Chemistry — B.A./B.S. 84
- Environmental Biology — B.A. 88
- Environmental Chemistry — Certificate 85
- Environmental Management — B.A. 84
- Mathematics — B.A./B.S. 91
- Natural History — B.A. 84
- Physics — B.A./B.S. 92
- Predental Program 98
- Prehealth Science Programs 98
- Premedical Program 98
- Prenursing Program 99
- Solar Photochemistry and Technology — Certificate. 85

Public Administration:

- Organizational Management — B.S. 139
- Public Administration — B.S. 139

Social Science:

- European Studies Concentration 91
- History — B.A. 88
- Political Science — B.A. 88

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.

Credential Programs

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- Preliminary Administrative Services 128
- Professional Administrative Services 129
- Pupil Personnel Services 123
- Reading and Language Arts Specialist 123
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Degree and Certificate Programs

Business:

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- Master of Business Information Technology (M.B.I.T.) 118
- M.S., Business Organizational Management 118

Child Development:

- M.S., Child Development 120
- M.S., Child Life 121

Counseling:

- M.S., Marriage, Family, and Child Therapy (MFCT) 102
- M.S., Counseling (Concentration) 102
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Education:

- M.Ed., Advanced Teaching Skills 122
- M.Ed., Reading 122
- M.Ed., Special Emphasis 121
- M.S., School Counseling 123

Educational Management:

- Ed.D., Organizational Leadership 129
- M.Ed., Educational Management 128

Gerontology:

- M.S., Gerontology 135
- Certificate in Gerontology 137

Health Administration:

- Master of Health Administration (M.H.A.) 132
- Certificates in Health Services Management 133

Leadership and Management:

- M.S., Leadership and Management 130
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Psychology:

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Public Administration:

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- Master of Public Administration (M.P.A.) .. 140

COLLEGE of ARTS and SCIENCES

Dean: John Gingrich

Assistant Dean: Aghop Der-Karabetian

ART AND ART HISTORY DEPARTMENT

Chairperson: Ruth Trotter

Regular Faculty: Scarlet Arion,¹ Gary Colby, Nicholas Hadjitheodorou,¹ Keith Lord, Ruth Trotter, Andrés Zervigón. **Adjunct Faculty:** Rebecca Hamm, Damon Hitchcock,¹ Susan Hoffmann, Steven Nagler,¹ Ronald Pekar,¹ Gerald Slattum¹

¹Off-campus faculty

The Department of Art and Art History is committed to providing an environment of instruction, assistance, and exploration in which the student can develop a sound foundation of knowledge and experience in the visual arts. Harris Art Gallery and Carlson Photography Gallery offer professional and student exhibitions while providing learning opportunities in gallery and museum work.

Art — B.A.

This major gives a background in the fundamentals of the formal, technical, and theoretical concerns of the artist from both historical and contemporary perspectives. Students can prepare for a career as a professional artist, for graduate study in art, or for teaching. The student majoring in art must complete the core requirements and those from his or her selected area of concentration: Studio Art, Photography, or Design.

Core Requirements:

| | | |
|------------------------------------|----------------------------------|-----|
| ART 120 | 2-D Design | (3) |
| ART 121 | 3-D Design | (3) |
| ART 140 | Drawing Techniques and Materials | (3) |
| ART 499 | Senior Project Seminar | (4) |
| PHOT 210 | Elementary Photography | (3) |
| History of Western art courses | | (8) |
| History, non-Western art course(s) | | (3) |

Design Concentration:

| | | |
|----------------------------------|--|-----|
| ART 221 | Introduction to Stage Design & Craft | (4) |
| ART 320 | Graphic Production Processes and Design for Publications | (4) |
| ART 355 | Introduction to Web Design | (4) |
| PHOT 311 | Fundamentals of Vector Graphics | (3) |
| 300-400-level studio ART courses | | (4) |
| History of design course(s) | | (3) |

Photography Concentration:

| | | |
|----------------------------------|------------------------------------|-----|
| PHOT 311 | Fundamentals of Vector Graphics | (3) |
| PHOT 350 | Color Photography | (4) |
| PHOT 355 | Introduction to Web Design | (3) |
| PHOT 450A | Special Projects in Photography I | (4) |
| PHOT 450B | Special Projects in Photography II | (4) |
| History of photography course(s) | | (3) |

Studio Art Concentration:

| | | |
|---------------------------------------|-----------------|-----|
| ART 250 | Sculpture I | (4) |
| ART 260 | Painting | (4) |
| PHOT 310 | Digital Imaging | (3) |
| 300-400-level studio ART courses | | (8) |
| History of contemporary art course(s) | | (3) |

Art Minor

Requirements:

| | | |
|------------------------------------|----------------------------------|-----|
| ART 120 | 2-D Design, or | |
| ART 121 | 3-D Design | (3) |
| ART 140 | Drawing Materials and Techniques | (3) |
| PHOT 310 | Digital Imaging | (3) |
| 300-400-level studio ART courses | | (8) |
| History of Western art courses | | (6) |
| History, non-Western art course(s) | | (3) |

Art History — B.A.

Program Chair: Andrés Zervigón

This major provides a broad background in the histories of art, photography, and architecture. Instruction focuses on the visual skills necessary for art analysis as well as the writing and speaking skills through which this analysis is articulated. Students pursuing an art history major prepare themselves for careers in professional education in the arts, gallery and museum curating, law, urban planning, historic preservation, and other professions demanding good writing skills and critical thinking.

Core Requirements:

| | | |
|---------|---|-----|
| ART 210 | Art History Foundation: Ancient through Early Renaissance | (3) |
| ART 211 | Art History Foundation: Renaissance | |

Programs — Art History and Behavioral Sciences

| | | |
|---|------|---|
| through Contemporary | (3) | global interdependence; to study behavior scientifically through interdisciplinary, theoretical, empirical, and applied approaches in the fields of Sociology, Psychology, and Anthropology; and to develop the capacity for informed and critical processing of information and the ability to live and work effectively. Students cannot double major in Behavioral Science programs. |
| ART 390 Art History Topics | (28) | |
| ART 499 Senior Project Seminar | (4) | |
| <i>Two course from either group a or group b:</i> | | |
| <i>a. Art Studio courses:</i> | | |
| ART 120 2-D Design | (3) | |
| ART 140 Drawing Techniques and Materials | (3) | |
| ART 250 Sculpture I | (4) | |
| ART 260 Painting | (4) | |
| <i>b. Photography courses:</i> | | |
| PHOT 210 Elementary Photography | (3) | |
| PHOT 350 Color Photography | (4) | |
| PHOT 355 Introduction to Web Design | (3) | |
| PHOT 450A Special Projects in Photography I | (4) | |
| PHOT 450B Special Projects in Photography II | (4) | |

Art History Minor

Requirements:

| | |
|--|------|
| ART 210 Art History Foundation: Ancient through Early Renaissance | (3) |
| ART 211 Art History Foundation: Renaissance through Contemporary | (3) |
| ART 390 Art History Topics | (16) |
| 300-400-level studio ART courses | (3) |

BEHAVIORAL SCIENCES DIVISION

Division Coordinator: Ann Wichman

Regular Faculty: Leticia Arellano, Demetrios Carmocalias,¹ Eugenia Dallas,¹ Sharon Davis, Aghop Der-Karabetian, Michael Fakinos,¹ Glenn Gamst, Arthur Gonchar, Daphne Halkias,¹ Melissa Johnson, Valerie Jordan, Kimberly Martin, Errol Moultrie, Mary Prieto-Bayard, Roger Russell, Ann Wichman. **Adjunct Faculty:** Jean Albaum, Pamela Amor,¹ David Armstrong, Barbara Bishop,¹ Susan Carter, Richard Dana, Edward Daube,¹ Wayne Henkleman, Robert Lewis, Myrna McDonald,¹ Henry McGrath,¹ Adrian Novotny,¹ Richard Rogers, James Thompson¹

¹Off-campus faculty

The Behavioral Sciences Division consists of the Sociology/Anthropology Department, the Psychology Department, and the Behavioral Sciences Program. Its mission is to promote an understanding of human behavior as a dynamic process of personal integration and social and

Behavioral Sciences — B.S.

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

Core Requirements:

| | |
|---|-------|
| ANTH 250 Principles of Anthropology, or | |
| ANTH 330 Cultural Anthropology | (3-4) |
| PSY 250 Principles of Psychology | (3) |
| SOC 250 Principles of Sociology | (3) |
| BHV 305 Statistics | (4) |
| BHV 390 Research Methods | (4) |
| BHV 395 Computer Data Analysis | (2) |
| BHV 497 Internship | (4) |
| BHV 499 Senior Seminar/Project | (4) |

General Concentration: This concentration allows students to experience a broad range of behavioral science perspectives on human behavior. Two of the following:

| | |
|---------------------------------|-----|
| ANTH 400 Anthropological Theory | (4) |
| PSY 400 History of Psychology | (4) |
| SOC 400 Sociological Theory | (4) |

Electives: 12 semester hours from the following or substitutes approved by the advisor:

| | |
|--------------------------------|-----|
| ANTH 330 Cultural Anthropology | (4) |
| PSY 312 Abnormal Psychology | (4) |
| PSY 327 Health Psychology | (4) |
| SOC 320 Sociology of Deviance | (4) |
| SOC 340 Social Psychology | (4) |

Ethnic Studies Concentration: This concentration permits students to study contemporary U.S. multiethnic society:

| | |
|---|-----|
| BHV 320 Ethnic Relations | (4) |
| BHV 400 Theory & Research in Ethnic Studies | (4) |

Two of the following:

| | |
|-------------------------------------|-----|
| BHV 325 African-American Experience | (4) |
| BHV 326 Latino Experience | (4) |
| BHV 327 Asian-American Experience | (4) |

Programs — Behavioral Sciences and Biology

Electives: A minimum of four semester hours from the following or substitutes approved by the advisor:

| | |
|---|-----|
| ANTH 330 Cultural Anthropology | (4) |
| ANTH 331 Culture and Personality | (4) |
| ANTH 340 Language and Culture | (4) |
| BHV 325 African-American Experience | (4) |
| BHV 326 Latino Experience | (4) |
| BHV 327 Asian-American Experience | (4) |
| BHV 409 Selected Topics in Behavioral Science | (4) |
| ECBU 353 Culture and Gender Issues in Management | (4) |
| ENG 380 World War II Holocaust Literature | (4) |
| ENG 385 Multicultural Literature | (4) |
| HIST 351 History of Latin America | (4) |
| HIST 353 History of Mexico | (4) |
| HIST 363 History of Asia | (4) |
| HIST 377 History of Africa | (4) |
| SOC 313 Urban Environments | (4) |
| SOC 320 Sociology of Deviance | (4) |
| SOC 324 Social Problems | (4) |
| SPAN 386 Chicano Literature | (4) |

Behavioral Sciences Minor

Core Requirements:

| | |
|---|-----|
| ANTH 250 Principles of Anthropology,* or | |
| PSY 250 Principles of Psychology,* or | |
| SOC 250 Principles of Sociology* | (3) |
| ANTH 330 Cultural Anthropology | (4) |
| PSY 400 History of Psychology, or | |
| SOC 400 Sociological Theory, or | |
| ANTH 400 Anthropological Theory | (4) |
| PSY 309 Personality Theory and Research | (4) |
| SOC 324 Social Problems | (4) |
| ANTH, BHV, PSY, or SOC 300-400-level Elective | (4) |

Ethnic Studies Minor

Core Requirements:

| | |
|---|-----|
| ANTH 250 Principles of Anthropology,* or | |
| SOC 250 Principles of Sociology* | (3) |
| BHV 320 Ethnic Relations | (4) |
| BHV 400 Theory and Research in Ethnic Studies | (4) |

Two of the following:

| | |
|-------------------------------------|-----|
| BHV 325 African-American Experience | (4) |
| BHV 326 Latino Experience | (4) |
| BHV 327 Asian-American Experience | (4) |
| One approved 300-400-level elective | (4) |

*If student has a Behavioral Sciences Division major, another course from the Behavioral Sciences should be substituted.

BIOLOGY DEPARTMENT

Chairperson: Harvey Good

Regular Faculty: Jeff Burkhart, Harvey Good, Jay Jones, Dan Merritt, Robert Neher, Stacy Novak, Alice Tamaccio-Pappas¹. **Adjunct**

Faculty: Fredda Fox, Ron Scogin, Hayden Williams¹

¹Off-campus faculty

The Biology Department offers majors to prepare students for the health professions, teaching, environmental management, and research, and it encourages interdepartmental majors. Opportunities are available for collaborative study in special areas of staff interest. B.A. and B.S. majors are developed with the advice of the student's advisor.

Biology — B.A./B.S.

Core Requirements: 42-47 semester hours

| | |
|---|-------|
| BIOL 203 Principles of Biology | (4) |
| BIOL 204 Plant Science | (4) |
| BIOL 205 Animal Science | (4) |
| BIOL 310 Cell Biology | (3) |
| BIOL 311 Genetics | (3) |
| BIOL 312 Environmental Biology | (4) |
| BIOL 313 Developmental Biology | (4) |
| BIOL 316 Molecular Biotechnology or | |
| BIOL 314 Biochemistry | (4-5) |
| BIOL 378 Evolution/Systematics | (2) |
| BIOL 379 Research Methods and Biostatistics | (2) |
| BIOL 499 Senior Project | (2-4) |
| Senior Comprehensive Exam | (0) |
| Electives: Two BIOL courses | (6-8) |

Supportive Requirements:

| | |
|---------------------------------------|-------|
| CHEM 201, 202 General Chemistry I, II | (5,5) |
| CHEM 311, 312 Organic Chemistry I, II | (5,5) |
| MATH 201 Calculus I | (4) |
| PHYS 201, 202 General Physics I, II | (5,5) |
| NASC 370 Science Seminar | (1) |

Environmental Biology — B.A.

Program Chairperson: Harvey Good

Core Requirements: 41-43 semester hours

| | |
|--------------------------------|-----|
| BIOL 203 Principles of Biology | (4) |
| BIOL 204 Plant Science | (4) |
| BIOL 205 Animal Science | (4) |

Programs — Biology and Chemistry

| | | | | | |
|--------------------------------|------------------------------------|-------|---------------------------------------|--|-------|
| BIOL 302 | Microbiology | (4) | PHYS 201 | General Physics I | (4-5) |
| BIOL 311 | Genetics | (3) | Recommended General Education: | | |
| BIOL 312 | Environmental Biology | (4) | ECBU 172 | Mathematical Methods for Business and Economics | (4) |
| BIOL 378 | Evolution/Systematics | (2) | ECBU 220 or 221 | Economic Analysis I or II | (4) |
| BIOL 379 | Research Methods and Biostatistics | (2) | ECBU 343 | Foundations of Business Ethics | (4) |
| NASC 201 | General Geology | (4) | | | |
| CHEM 420 | Environmental Chemistry | (4) | | | |
| One BIOL extended field course | | (4) | | | |
| BIOL 499 | Senior Project | (2-4) | | | |
| Senior Comprehensive Exam | | (0) | | | |
| Electives: | Three of the following: | | | | |
| BIOL 322 | Aquatic Biology | (4) | BIOL 322 | Aquatic Biology | (4) |
| BIOL 325 | Field Biology | (2) | BIOL 325 | Field Biology | (2) |
| BIOL 327 | Mountain and Desert Biology | (4) | BIOL 326 | Natural History of Baja California | (4) |
| BIOL 328 | Environmental Management | (4) | BIOL 327 | Mountain and Desert Biology | (4) |
| BIOL 376 | Human & Environmental Toxicology | (4) | BIOL 390 | Natural History of the Tropics | (4) |
| | | | BIOL 461 | Systematics of Local Flora | (4) |

Supportive Requirements:

| | | |
|---------------|-------------------------|------|
| CHEM 201, 202 | General Chemistry I, II | (10) |
| CHEM 311 | Organic Chemistry I | (5) |
| MATH 105 | Precalculus | (4) |
| PHYS 105 | Introduction to Physics | (4) |
| NASC 370 | Science Seminar | (1) |

Environmental Management — B.A.

Program Chairperson: Sheridan Merritt

Students may specialize in the area of environmental management, a field that deals with the problems of pollution, demography, contamination, management of resources, etc. Interdepartmental majors can be arranged with the departments of Biology, Chemistry, Business and Economics, History and Political Science, and Behavioral Science.

Recommended Core Courses:

| | | |
|---------------|-----------------------------------|-------|
| BIOL 203 | Principles of Biology | (4) |
| BIOL 204 | Plant Science | (4) |
| BIOL 205 | Animal Science | (4) |
| BIOL 312 | Environmental Biology | (4) |
| BIOL 328 | Environmental Management | (4) |
| BIOL 376 | Human & Environmental Toxicology | (4) |
| BIOL 499 | Senior Project/Thesis | (2-4) |
| CHEM 201, 202 | General Chemistry I, II | (5,5) |
| CHEM 420 | Environmental Chemistry | (4) |
| ECBU 347 | The Legal Environment of Business | (4) |
| ECBU 350 | Principles of Management | (4) |
| NASC 201 | General Geology | (4) |
| NASC 370 | Science Seminar | (1) |
| PHYS 105 | Introduction to Physics or | |

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

| | | |
|----------|------------------------------------|-----|
| BIOL 322 | Aquatic Biology | (4) |
| BIOL 325 | Field Biology | (2) |
| BIOL 326 | Natural History of Baja California | (4) |
| BIOL 327 | Mountain and Desert Biology | (4) |
| BIOL 390 | Natural History of the Tropics | (4) |
| BIOL 461 | Systematics of Local Flora | (4) |

Natural History — B.A.

Program Chairperson: Robert Neher

The Natural History Major is tailored to the individual student's needs. It is similar to the Biology Major, but is less technical and more descriptive. Interested students should contact the program chairperson.

CHEMISTRY DEPARTMENT

Chairperson: Iraj Parchamazad

Regular Faculty: Jay Jones, Mark Nelson, Iraj Parchamazad. **Adjunct Faculty:** Ernest Ikenberry, Nick Vardafskis¹

¹Off-campus faculty

The Chemistry Department provides a solid theoretical- and experimental-based bachelor's program in Chemistry in preparation for graduate study in chemistry, the medical professions, and employment in chemistry-related professions. The Department strongly encourages hands-on laboratory experience with instrumentation. Ample opportunity exists for participation in research and other professional activities.

Chemistry — B.A./B.S.

Core Requirements:

| | | |
|---------------|----------------------------|-----------|
| CHEM 201, 202 | General Chemistry I, II | (5,5) |
| CHEM 230, 430 | Analytical Chemistry I, II | (4,4) |
| CHEM 311, 312 | Organic Chemistry I, II | (5,5) |
| CHEM 411, 412 | Physical Chemistry I, II | (4,4) |
| NASC 370 | Science Seminar (4 sem.) | (1,1,1,1) |

Programs — Chemistry and Communications

Electives: All of the following for the B.S.; one for the B.A.:

| | |
|-------------------------------------|-----|
| CHEM 314 Biochemistry | (5) |
| CHEM 440 Inorganic Chemistry | (4) |
| CHEM 450 Advanced Organic Chemistry | (4) |

Supportive Requirements: Students must show competency in mathematics (or MATH 201, 202), physics (PHYS 201, 202), and biology (BIOL 203 and one of the following: BIOL 204, 205, or 206.).

Culminating Requirements:

| | |
|---------------------------|-------|
| CHEM 499 Senior Project | (1-4) |
| Comprehensive Examination | (0) |

Certificate Programs in Chemistry

In addition to the traditional B.S. program, the department offers three certificates which link pure theoretical chemistry with chemical engineering: Solar Photochemistry and Technology, Environmental Chemistry, and Analytical Instrumentation. The following are the courses in the programs:

| | |
|---|-----|
| CHEM 400 Fundamentals of Electronics, Optics, and Computers | (4) |
| CHEM 401 Introduction to Scientific Principles of Chemical Engineering | (4) |
| CHEM 402 Environmental Chemistry and Technology | (4) |
| CHEM 403 Solar Photochemical and Thermal Process | (4) |
| CHEM 404 Instrumental Analysis I | (4) |
| CHEM 405 Instrumental Analysis II | (4) |
| CHEM 406 Selected Topics in Energy Technology | (4) |
| CHEM 407 Selected Topics in Environmental Technology | (4) |

Program requirements are as follows:

Solar Photochemistry and Technology

Requirements: CHEM 400, 401, 403, 405

Electives: One of the remaining four courses.

Environmental Chemistry

Requirements: CHEM 401, 402, 404, 407

Electives: One of the remaining four courses.

Analytical Instrumentation

Requirements: CHEM 400, 401, 404, 405

Electives: One of the remaining four courses.

COMMUNICATIONS DEPARTMENT

Chairperson: George Keeler

Regular Faculty: Gary Colby, George Keeler, Michael Laponis, Don Pollock.

Broadcasting — B.A.

The broadcasting program gives students a solid introduction to the entire field of broadcasting, allowing them to select emphases and internships in either television or radio. It requires a minimum of 40 semester hours.

Core Requirements:

| | |
|---|-----|
| JOUR 100 News Reporting | (3) |
| RDIO 112 Radio and TV Audio Controls and Techniques | (4) |
| RDIO/TV 166 Introduction to Mass Media | (3) |
| RDIO 220A Radio Production I | (4) |
| TV 220A Fundamentals of Video Production I | (4) |
| RDIO/TV 305 Radio and TV Newswriting and Editing | (4) |
| TV 400 Designing the Media Message | (4) |
| RDIO/TV 460 Law and the Mass Media | (3) |
| RDIO/TV 467 Ethics of Mass Media— Printed and Electronic | (3) |

Radio Emphasis: The following courses plus up to two additional semester hours in upper-division electives (depending upon the number of semester hours taken in the internship) to meet upper-division requirements in the major.

| | |
|---|-------|
| RDIO 220B Radio Production II | (4) |
| RDIO 426A,B Radio Station Operation I ,II | (2,2) |
| RDIO 497 Internship | (1-4) |
| RDIO 499 Senior Seminar | (3) |

Television Emphasis:

| | |
|---------------------------------------|-------|
| TV 220B Intermediate Video Production | (4) |
| TV 320A Advanced Video Production I | (2) |
| TV 3225 Multi-Camera TV Production | (2) |
| TV 330 Television Editing | (4) |
| TV 497 Internship | (1-4) |
| TV 499 Senior Seminar | (3) |

Communications — B.A.

The Communications Major allows the student to design a program in the mass media to fulfill individual needs. Students complete the core requirements and the area of emphasis of their

Programs — Communications

choice. The major requires a minimum of 40 semester hours of communications courses.

Core Requirements:

| | | |
|-----------|---|-----|
| JOUR 100 | News Reporting | (3) |
| JOUR 166 | Introduction to Mass Media | (3) |
| JOUR 460 | Law and the Mass Media, or | |
| JOUR 467 | Ethics of Mass Media— Printed and Electronic | (3) |
| JOUR 499 | Senior Seminar | (3) |
| PHOT 210 | Elementary Photography | (3) |
| RDIO 220A | Radio Production I | (4) |
| TV 220A | Fundamentals of Video Production I | (4) |

Multi-Media Emphasis:

| | | |
|--------------------------------------|---|-------|
| JOUR 317 | Graphic Production Processes and Design for Publications | (4) |
| JOUR 318 | Survey of Multi-Media | (4) |
| JOUR 319 | Designing Multi-Media Web Pages | (4) |
| JOUR 460 | Law and the Mass Media | (3) |
| JOUR 467 | Ethics of Mass Media— Printed and Electronic | (3) |
| JOUR 497 | Internship | (1-4) |
| Elective multi-media production work | | (4) |
| PHOT 310 | Digital Imaging | (3) |

Public Affairs/Information Emphasis:

| | | |
|-----------|---|-------|
| JOUR 220A | Newspaper Production I | (2) |
| JOUR 317 | Graphic Production Processes and Design for Publications | (4) |
| JOUR 318 | Survey of Multi-Media | (4) |
| JOUR 319 | Designing Multi-Media Web Pages | (4) |
| JOUR 325A | Magazine Production I | (2) |
| JOUR 328 | Media Sales | (3) |
| JOUR 330 | Theory and Principles of Public Relations | (3) |
| JOUR 430 | Public Relations Practices | (3) |
| JOUR 497 | Internship | (1-4) |
| PHOT 310 | Digital Imaging | (3) |

Broadcast Journalism Emphasis:

| | | |
|--------------------------------------|---|-------|
| JOUR 220A | Newspaper Production I | (2) |
| JOUR 315 | Syntax and Grammar for the Professional Writer | (4) |
| JOUR 497 | Internship | (1-4) |
| RDIO 305 | Radio and TV Newswriting and Editing | (3) |
| RDIO 306A | Radio Station Newswriting and Editing | (2) |
| TV 220B | Intermediate Video Production | (4) |
| TV 320A | Advanced Video Production | (2) |
| TV 330 | Television Editing | (2) |
| 300-400 level JOUR/RDIO/TV electives | | (4) |

Journalism — B.A.

The journalism program prepares students for careers in the news media. By following the journalism emphasis or the photojournalism concentration, students prepare for positions on newspapers and magazines as reporters, photographers, columnists, and editorial writers, or for positions in public relations. It requires a minimum of 40 semester hours.

Core Requirements:

| | | |
|----------|---|-----|
| JOUR 100 | News Reporting | (3) |
| JOUR 115 | News Editing | (2) |
| JOUR 315 | Syntax and Grammar for the Professional Writer | (4) |
| JOUR 317 | Graphic Production Processes and Design for Publications | (4) |
| JOUR 460 | Law and the Mass Media | (3) |
| JOUR 467 | Ethics of Mass Media— Printed and Electronic | (3) |
| JOUR 499 | Senior Seminar | (3) |
| PHOT 210 | Elementary Photography | (3) |
| PHOT 310 | Digital Imaging | (3) |

Journalism Emphasis:

| | | |
|-------------|---|-------|
| | Program Chairperson: George Keeler | |
| JOUR 220A,B | Newspaper Production I,II | (2,2) |
| JOUR 300 | Advanced News Reporting | (4) |
| JOUR 313 | Feature Writing | (2) |
| JOUR 325A,B | Magazine Production I, II | (2,2) |
| JOUR 497 | Internship | (1-4) |

Photojournalism Concentration:

| | | |
|-------------|--|-------|
| | Program Chairperson: Gary Colby | |
| PHOT 327A-D | Staff Photography I, II | (2,2) |
| PHOT 350 | Color Photography | (4) |
| PHOT 355 | Introduction to Web Design | (3) |
| PHOT 450A | Special Projects in Photography | (4) |
| PHOT 497 | Internship | (1-4) |
| PHOT 327C-D | Staff Photography III, IV | (2,2) |

Supportive Electives:

Programs — English

ENGLISH DEPARTMENT

Chairperson: David R. Werner

Regular Faculty: Bill Cook, Athanassis Douvris,¹ Catherine Henley Erickson, Adriane Kalfopoulou,¹ Kenneth Scambray, Don Schofield,¹ David Werner, Dorena Wright.

¹Off-campus faculty

English — B.A.

Program Chairperson: David Werner

English studies help students sharpen their understanding, enhance their enjoyment, and heighten their awareness of themselves and their changing multi-cultural world. Designed for a variety of students, including those who are seeking personal enrichment, English Studies are appropriate as preparation for careers in education, law, business, or human relations, and for graduate study in literature. The approach is through a close study of language and literature as a discourse upon and communication of human concerns and values, with emphasis as well on the distinctive imaginative and aesthetic qualities of literary texts.

To complete an English major a student must demonstrate the ability to read and analyze critically the major genres, to write clearly and coherently, to understand and use basic linguistic concepts, to employ intelligently the vocabulary of literary study, and to be able to relate major events in literary history to the world at large.

The English major requires 51 units; the Single Subject Waiver (with the addition of EDUC 412 and ENG 497 Field Experience for the Single Subject Waiver in English) requires 59 units.

Core Requirements:

| | |
|---|---------|
| ENG 270 Introduction to Language | (4) |
| ENG 275 Advanced Writing for the English Major | (4) |
| ENG 350 A,B,C,D Survey of English Literature (3 required) | (4,4,4) |
| ENG 353, 354, 355 American Literature (2 required) | (4,4) |
| One course in Shakespeare | (4) |
| ENG 499 Senior Thesis/Exam | (4) |

Electives: A minimum of 15 semester hours in upper-division ENG literature courses.

English Minor

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 | (3,3) |

English Single Subject Waiver

Core Requirements:

| | |
|--|---------|
| ENG 270 Introduction to Language | (4) |
| ENG 275 Advanced Writing for the English Major | (4) |
| ENG 350 A,B,C,D Survey of English Literature (3 required) | (4,4,4) |
| ENG 353, 354, 355 American Literature (2 required) | (4,4) |
| One course in Shakespeare | (4) |
| EDUC 412 Theories and Methods of Bilingual Education, English Language Development, and Specially Designed Academic Instruction in English | (4) |
| ENG 497 Field Experience for the Single Subject Waiver in English | (4) |
| ENG 499 Senior Thesis and Exam | (4) |

Breadth and Perspective Requirements: A minimum of 15 semester hours from the following two areas:

I—Social, Cultural, and Ethnic Diversity

| | |
|--|-----|
| ENG 336 Literature of Incarceration | (3) |
| ENG 360 Jewish Literature | (3) |
| ENG 362 North American Italian Immigration | (3) |
| ENG 380 World War II Holocaust Literature | (3) |
| ENG 383 Myth in Literature | (3) |
| ENG 385 Special Studies in American Literature | (3) |

II—Modes & Methods of Imaginative Expression

| | |
|--|---------|
| ENG 283 Film and Society | (3) |
| ENG 312 Creative Writing | (3) |
| ENG 344 Drama on Page and Stage | (3) |
| ENG 440 American Stage: Mirror of Society | (3) |
| ENG 441 Drama: Comedy and Tragedy | (3) |
| ENG 449 Study Trip to Ashland, Oregon Shakespeare Festival | (3) |
| JOUR 100 News Reporting | (4) |
| JOUR 220 A-C Newspaper Production I-III | (2,2,2) |
| JOUR 300 Advanced News Reporting | (4) |

Programs — English, History, and Political Science

| | |
|--|-------|
| JOUR 307 Editorial Writing | (4) |
| THAR 120 Theatre Production and Stagecraft | (2) |
| THAR 360 Playwriting and Screenwriting I | (3-4) |
| THAR 460 Playwriting and Screenwriting II | (3-4) |

Comparative Literature — B.A.

Program Chairpersons: Gerard Lavatori and Dorena Wright

Core Requirements:

| | |
|--|-----|
| One upper-division literature course in French, German, or Spanish | (4) |
| CMPL 390 Critical Theory: Approaches to Literature | (4) |
| CMPL 498 Senior Seminar—Comparative Literature | (4) |
| ENG 385 Special Studies in American Literature | (4) |
| One survey of English Literature | (4) |
| One survey of American Literature | (4) |
| One course in Shakespeare | (4) |
| One genre course | (4) |

Electives: A minimum of 16 semester hours of upper-division ENG, FREN, GERM, and SPAN courses involving comparative literature.

FINE ARTS DEPARTMENTS

Faculty Representative: Ruth Trotter

The University of La Verne's Fine Arts Program consists of the Departments of Art, Music, Photography, and Theatre Arts. For a complete listing of faculty and offerings, see the separate departmental and program listings in this catalog.

HISTORY AND POLITICAL SCIENCE DEPARTMENT

Chairperson: Richard Gelm

Regular Faculty: Paul Angelides,¹ Richard Gelm, John Jang, Jack Meek, Jason Neidleman, Stephen Sayles, Kamol Somvichian. **Adjunct Faculty:** Phillip Castruita,¹ Herbert Hogan, Richard McDowell, Angelo Montante,¹ John Murphy,¹ George Peppas,¹ Stephen Slakey.

¹Off-campus faculty

History — B.A.

A variety of courses are offered to allow students to develop their own interests and attain their professional objectives. Individualized majors in such areas as non-Western History and History of the West are available.

Core Requirements:

| | |
|---|-------|
| HIST 311, 312 Development of American Democracy I,II | (4,4) |
| HIST 333 Early Modern Europe, or | |
| HIST 334 Late Modern Europe | (4) |
| HIST 363 History of Asia | (4) |
| HIST 389 Study of History | (4) |
| HIST 425 Intellectual History of United States Since 1865 | (4) |
| HIST 499 Senior Seminar | (2) |

Electives: A minimum of 14 semester hours in the upper-division courses in the student's area(s) of emphasis.

History Minor

Core Requirements:

| | |
|---|-------|
| HIST 311, 312 Development of American Democracy I,II | (4,4) |
| HIST 425 Intellectual History of United States Since 1865 | (4) |

Electives: A minimum of 12 semester hours in upper-division non-US History courses.

Political Science — B.A.

A variety of courses are offered to allow students to develop their own interests and attain their professional objectives. Individualized majors in such areas as Minority Studies, Political Studies, and Urban Affairs are available.

Core Requirements:

| | |
|---|-----|
| PLSC 301 American Government and Politics | (3) |
| PLSC 351 International Relations | (4) |
| PLSC 371 Classical Political Philosophies, or | |
| PLSC 373 Modern Political Theory | (4) |
| PLSC 499 Senior Seminar | (2) |

Electives: A minimum of 28 semester hours in upper-division Political Science courses.

Political Science Minor

Core Requirements:

| | |
|---|-----|
| PLSC 301 American Government and Politics | (3) |
|---|-----|

Programs — Honors and Interdisciplinary Programs

| | | | |
|---|-----|--|-------|
| PLSC 351 International Relations | (4) | HONR 320 Interdisciplinary Seminar III | (4) |
| PLSC 373 Modern Political Theory | (4) | HONR 330 Interdisciplinary Seminar IV | (4) |
| Electives: A minimum of 13 semester hours in upper-division Political Science courses. | | HONR 370 Honors Colloquium (3 semesters minimum) | (3-8) |
| | | HONR 499 Interdisciplinary Senior Seminar (1-4) | |

HONORS PROGRAM

Program Chairperson: Andrea Labinger

For students who have demonstrated exceptional academic achievement and motivation, the ULV Honors Program offers increased opportunities for intellectual and personal growth. Participants in the Honors Program can enrich their undergraduate experience through a special Honors curriculum that emphasizes critical thinking skills and the integration of knowledge from various disciplines, through individualized attention from faculty mentors, and through community outreach activities and cultural programs.

All eligible undergraduate students, regardless of major, are invited to apply, but participation in the program is completely voluntary. Students who complete the entire program receive the designation "Honors Program Graduate" on their diplomas and transcripts. Students who complete a minimum of two Interdisciplinary Seminars and a total of at least 10 units in Honors receive the designation "Honors Program Participant" on their transcripts. Besides these benefits, students in the program also receive specialized academic advising, greater opportunities for original research and study, and additional enrichment activities, including guest lectures. They are also eligible for Honors Scholarships.

Eligibility Requirements: Entering freshmen must have a minimum high school GPA of 3.5, minimum combined SAT scores of 1100, and the recommendations of two high school instructors. Currently enrolled students and transfer students must have a minimum GPA of 3.3 and the recommendation of two instructors. Interested students who do not meet these criteria are welcome to apply. All applications are considered on an individual basis; final acceptance is determined by the Honors Program Committee.

Core Requirements:

| | |
|---------------------------------------|-----|
| HONR 300 Interdisciplinary Seminar I | (4) |
| HONR 310 Interdisciplinary Seminar II | (4) |

INTERDISCIPLINARY PROGRAMS

General Studies — A.A.

(Available only at selected locations.)

Core Requirements: A minimum of six semester hours in each of the following areas (courses used for general education requirements may also be used in the major):

Written and Spoken English (Public Speaking Optional) (Acceptable courses are marked GEWE1, GEWE2, and GESE below.)

Fine Arts

Humanities (Literature, Philosophy, Religion)

Natural Science

Social Science

International Business and Language — B.S.

Program Chairpersons: Jack McElwee and Andrea Labinger

The goals of this program are to increase students' ability to communicate with people of other cultures in a business context, to provide language students with career opportunities in international business, to enable business students to function more efficiently in a cross-cultural environment, and to make students more competent as professionals and more productive as citizens of the world. French, German, or Spanish may be chosen as the language.

Prerequisites:

| | |
|--|-----------|
| Two years of college-level French, German, or Spanish, or a passing ULV test score | (3,3,3,3) |
| ECBU 201 Fundamentals of Accounting I | (4) |
| ECBU 220 Economic Analysis I | (3) |

Core Requirements:

| | |
|---------------------------------------|-----|
| Commercial French, German, or Spanish | (4) |
| 300-level FREN, GERM, or SPAN course | (4) |
| ECBU 324 Comparative Economic Systems | (4) |
| ECBU 325 International Economics | (4) |

Programs — Interdisciplinary Programs

| | | | |
|--|-------|-----------------------------------|-------|
| ECBU 350 Principles of Management | (4) | 300-400-level HIST or PLSC course | (3-4) |
| ECBU 360 Principles of Marketing | (4) | 300-400-level Economics course | (4) |
| ECBU 466 International Marketing | (4) | 300-400-level BIOL or CHEM course | (3-4) |
| ECBU 451 International Management | (4) | LA 390 Research Methods | (3) |
| REL 305 World Religions: East, or | | LA 499 Senior Seminar/Project | (2-4) |
| REL 370 History of Christianity | (3-4) | | |
| PLSC 351 International Relations | (4) | | |
| PLSC 301 American Government and Politics (<i>international students only</i>), or | | | |
| PLSC 452 Comparative Government and Politics (<i>US students only</i>) | (3-4) | | |
| ECBU 496 Senior Seminar, or | | | |
| FREN or GERM or SPAN 499 Senior Project | (3-4) | | |

Electives: A minimum of 12 semester hours chosen with the approval of a program chairperson.

Latin American Studies Minor

Program Chairperson: Andrea Labinger

Core Requirements:

| | |
|---|-----|
| ENG 362 Contemporary Latin American Literature in Translation | (4) |
| HIST 351 History of Latin America | (4) |

Electives: A minimum of 12 semester hours if all upper division, 16 if not, selected from the following or others with permission of the chairperson:

| | |
|---|-----|
| ART 317 Latin American Art | (4) |
| BHV 326 Latino Experience | (4) |
| PLSC 363 Politics of Developing Nations | (4) |
| REL 242 Contemporary Issues in the Catholic Faith | (3) |
| SPAN 321 Hispanic Civilization and Culture II | (4) |

Liberal Arts — B.A.

Program Coordinator: Teresa Bader Hull

This major gives students the opportunity to design an individualized, interdisciplinary major centered around a focus, theme, or issue area of the student's choosing. It is ideal for students planning to pursue graduate work in disciplines which require a broad-based bachelor's degree. To view a list of courses which can be selected for core requirements, see the program coordinator.

Core Requirements:

| | |
|--|-------|
| 300-400-level Languages/Literatures course | (3-4) |
| 300-400-level REL or PHIL course | (3-4) |
| 300-400-level JOUR, RDIO, or TV course | (4) |
| 300-400-level ART, MUS, or THAR course | (3-4) |
| 300-400-level ANTH, PSY, or SOC course | (4) |

Concentration: The concentration consists of 20 semester hours, focusing on the student's theme or issue area, chosen by the student in consultation with an academic advisor.

Peace Studies Minor

Program Coordinator: Deborah Roberts

The Peace Studies interdisciplinary minor examines the process of engagement between the individual and the human and natural environments in a context that affirms mutual welfare and cooperative security.

Core Requirements:

| | |
|--|---------|
| HUM 110 Introduction to Peace Studies | (3) |
| HUM 302 Conflict Resolution and Non-Violence | (3) |
| HUM 310 Peace Studies Colloquium | (1,1,1) |
| HUM 410 Peace Studies Seminar | (3) |

Electives: A minimum of 12 semester hours approved by a Peace Studies advisor and taken concurrently with Peace Studies Colloquium.

Social Science — B.A.

Program Chairperson: Stephen Sayles

Lower-Division Requirements: A minimum of 12 semester hours of courses selected from at least three of the following fields:

| | |
|-------------------|-----------------------|
| Anthropology | History |
| Political Science | Psychology |
| Economics | Public Administration |
| Geography | Sociology |

Upper-Division Requirements: 42-44 semester hours from the above fields approved by the departments and distributed as follows:

| | |
|--|-------|
| 16 semester hours in one of the fields | (16) |
| 12 semester hours in a second field | (12) |
| 8 semester hours in a third field | (8) |
| 4 additional semester hours in one of the three fields | (4) |
| Senior Seminar/Project in the field with 16 semester hours (#1 above) | (2-4) |

INTERNATIONAL STUDIES

Programs — International Studies and Mathematics

International Studies — B.A.

Program Chairperson: John Jang

The International Studies major combines an area of study (Asia, Europe, Latin America, or the Middle East) with a strong academic core program to provide an understanding of the diverse nature of global affairs and development.

Prerequisite: Two years of a foreign language

Core Requirements:

| | |
|-----------------------------------|-------|
| ECBU 325 International Economics | (4) |
| PLSC 351 International Relations | (4) |
| REL 300 World Religions: West, or | |
| REL 305 World Religions: East | (3-4) |
| PLSC 499 Senior Seminar | (2) |

International Students only:

| | |
|---|-----|
| PLSC 301 American Government and Politics | (3) |
|---|-----|

United States students only:

| | |
|--|-----|
| PLSC 452 Comparative Government and Politics | (4) |
|--|-----|

Electives: A minimum of 20 semester hours in upper-division courses in the student's area(s) of emphasis.

European Studies Concentration (Athens campus only): This concentration examines the events, ideas, traditions, and changes that have shaped Europe from 1945 to the present. A minimum of two terms of study in a European country other than Greece in an approved program is required. An internship relevant to the student's area of emphasis is highly recommended. Internships require approval of the program chair in Athens and may be taken for up to 8 semester hours of credit.

Students in this concentration must complete the prerequisites and core requirements of the major with the exception of REL 300/305, which is not required. Instead of the electives, students must take the following:

| | |
|--|-----|
| HIST 439 Western Europe in the 20th Century | (4) |
| PLSC 453 European Government and Politics | (4) |
| PLSC 454 European Union Institutions | (4) |
| ECBU 444 The Economics of the European Union | (4) |
| Approved electives (including internship and study abroad) | (8) |

LANGUAGES AND

LITERATURES DIVISION

Chairperson: Gerard Lavatori

The University of La Verne's Languages and Literatures Division consists of the English Department, the Modern Languages Department, the Writing Program, and the ESL Program. For a complete listing of faculty and offerings, see the separate department and program listings in this catalog.

MATHEMATICS/PHYSICS/ COMPUTER SCIENCE DEPARTMENT

Chairperson: Michael Frantz

Mathematics — B.A./B.S.

Regular Faculty: Michael Frantz, Xiaoyan Liu, Rick Simon. **Adjunct Faculty:** Ann Raymond, Elaine Hemenway, James Ingersoll,¹ Gary Westfahl,¹ Rex Winters¹

¹Off-campus faculty

The mathematics program offers students preparation for graduate study, careers in teaching, scientific computing, and technology-related industry. While offering a basic grounding in the classical areas of mathematics, the curriculum emphasizes applied mathematics and its constantly evolving role in analyzing and solving problems in fields ranging from economics to aerodynamics to the environment.

Core Requirements:

| | |
|--|---------|
| MATH 201, 202, 311 Calculus I, II, III | (4,4,4) |
| MATH 320 Linear Algebra | (4) |
| MATH 361 FORTRAN, or | |
| CMPS 263 PASCAL, or | |
| CMPS 366 Programming in C, or | |
| CMPS 367 Object Oriented Programming Using C++ | (4) |

Additional Core Requirements for B.A.:

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

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

Programs — Mathematics, Physics, Computer Science/Computer Engineering

Additional Core Requirements for B.S.:

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

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

Culminating Requirement:

| | |
|--|-------|
| MATH 499 Senior Project | (1-4) |
| Comprehensive examination (consisting of a departmental exam and the GRE Mathematics Subject Exam) | (0) |

Physics — B.A./B.S.

Program Chairperson: Sarah Johnson

Regular Faculty: David Chappell, Sarah Johnson, Chris Koutsogeorgis.¹ **Adjunct Faculty:** George Arnold, C. Robert Ferguson.

¹Off-campus faculty

The physics program prepares students for teaching, industry-related occupations, and graduate study. For stronger preparation, students should consider combining a physics major with a major or minor in mathematics and/or chemistry.

Core Requirements:

| | |
|---|-----------|
| PHYS 203, 204 Engineering Physics I, II | (5,5) |
| PHYS 322 Electricity and Magnetism | (4) |
| PHYS 342 Analytical Mechanics | (4) |
| PHYS 360 Atomic and Nuclear Physics | (4) |
| PHYS 368 Quantum Mechanics | (4) |
| NASC 370 Science Seminar (4 sem.) | (1,1,1,1) |

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

Supportive Requirements:

| | |
|--|---------|
| CHEM 201 General Chemistry I | (5) |
| MATH 201, 202, 311 Calculus I, II, III | (4,4,4) |

Culminating Requirement:

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

Program Chairperson: Seta Whitby

Regular Faculty: Mohamadreza Ahmadnia, Gregory Antonopoulos,¹ Seta Whitby. **Adjunct Faculty:** Sissag Boghikian

This major requires a minimum of 48 semester hours of computer engineering, computer science, and information science courses. Students are required to complete the core requirements, one concentration, and a minimum of one elective course, as well as satisfy the supportive requirements.

Core Requirements:

| | |
|--|-----|
| CMVN 220 Digital Logic Systems | (4) |
| CMVN 280 Computer Organization | (4) |
| CMPS 366 Programming in C | (4) |
| CMPS 367 Object Oriented Language C++ | (4) |
| CMPS 368 Principles of Computer Networks, or CMPS 368B MCSE Principles of Networks, or CMPS 368C CCNA Cisco Certified Network Associate Course | (4) |
| CMPS 370 Seminar | (1) |
| CMPS 385 Data Structures | (4) |

Software Concentration:

| | |
|--------------------------------------|-------|
| CMPS 454 Automata Theory | (4) |
| CMPS 455 Compiler Design | (4) |
| CMPS 460 Operating Systems | (4) |
| CMPS 490 Database Management Systems | (4) |
| CMVN 499 Senior Project | (1-4) |

Engineering Concentration:

| | |
|---|-------|
| CMPN 150 Principles of Electronics and Computer Engineering | (4) |
| CMPN 202 Electronic Devices and Circuits | (4) |
| CMPN 330 Microprocessor Systems | (4) |
| CMPN 480 Advanced Computer Architecture | (4) |
| CMPN 499 Senior Project | (1-4) |

Information Science Concentration:

| | |
|--|-------|
| CMPS 369 Local Area Networks, or CMPS 368B MCSE Principles of Networks | (4) |
| CMPS 375 Systems Analysis and Design | (4) |
| CMPS 390 Information Systems in Organizations | (4) |
| CMPS 490 Database Management Systems | (4) |
| CMPS 499 Senior Project | (1-4) |

Electives: A minimum of one course from the following:

| | |
|---------------------------------|-----|
| CMPN 303 Integrated Electronics | (4) |
| CMPS 279 Java for E-Commerce | (4) |

Computer Science and Computer Engineering — B.S.

Programs — Computer Science and Computer Engineering

| | | | |
|---|-----|--|-----|
| CMPS 318 Publishing on the Web | (4) | CMPS 318 Publishing on the Web I | (4) |
| CMPS 362 Numerical Algorithms | (4) | CMPS 368 Principles of Computer Networks | (4) |
| CMPS 371 Assembly Language | (4) | CMPS 375 Systems Analysis and Design | (4) |
| CMPS 376 Small Talk | (4) | CMPS 392 Project Management | (4) |
| CMPS 377 Visual Basic | (4) | ECBU 350 Principles of Management | (4) |
| CMPS 379 Java | (4) | ECBU 360 Principles of Marketing | (4) |
| CMPS 380 ADA Programming Language | (4) | ECBU 370 Business Statistics | (4) |
| CMPS 392 Project Management | (4) | ECBU 416 Electronic Commerce | (4) |
| CMPS 400 Analysis of Algorithms | (4) | CMPS 390 Information Systems in Organizations, or | |
| CMPS 451 Artificial Intelligence | (4) | ECBU 410 Management Information Systems | (4) |
| CMPS 463 Computer Graphics | (4) | CMPS 490 Database Management Systems, or | |
| CMPS 465 Programming Languages | (4) | ECBU 412 Database Management Systems | (4) |
| CMPS 475 Systems Design Process | (4) | CMPS 499 Senior Project, or | |
| CMPS 480 Distributed and Web Based Computing | (4) | ECBU 499 Senior Project | (4) |
| CMPS 495 Information Systems Project | (4) | Suggested Electives: | |

Supportive Requirements:

| | | | |
|-------------------------------|-----|------------------------------|-----|
| CMPS 263 PASCAL | (4) | CMPS 369 Local Area Networks | (4) |
| MATH 201 Calculus I | (4) | ECBU 464 Marketing Research | (4) |
| MATH 327 Discrete Mathematics | (4) | | |
| PHYS 201 General Physics I | (5) | | |

| | |
|--|-----|
| <i>Additional for Software Concentration:</i> | |
| MATH 202 Calculus II | (4) |
| PHYS 202 General Physics II | (5) |
| <i>Additional for Engineering Concentration:</i> | |

| | |
|--|-----|
| CHEM 201 General Chemistry I | (5) |
| MATH 202 Calculus II | (4) |
| PHYS 202 General Physics II | (5) |
| <i>Additional for Information Science Concentration:</i> | |
| ECBU 201 Fundamentals of Accounting I | (4) |
| ECBU 221 Economic Analysis II | (4) |
| ECBU 350 Principles of Management | (4) |

E-Commerce — B.S.

Program Chairpersons: Seta Whitby and
Yehia Mortagy

This interdisciplinary program is jointly offered by the Department of Mathematics, Physics, and Computer Science and by the School of Business and Global Studies to prepare students for careers in electronic commerce.

Prerequisites:

| | |
|--|-----|
| CMPS 100 Introduction to Personal Computing | (4) |
| CMPS 110 Introduction to Computer Science and Engineering | (4) |
| ECBU 203 Financial & Managerial Accounting | (4) |
| ECBU 328 Economic Theories and Issues | (4) |
| Core Requirements: | |

| | |
|------------------------------|-----|
| CMPS 279 Java for E-Commerce | (4) |
|------------------------------|-----|

MODERN LANGUAGES DEPARTMENT

Chairperson: Gerard Lavatori

Regular Faculty: Roswitha Brooks, Elaine Drandaki,¹ Catherine Henley-Erickson, Janice Johnson, Anna Krinis,¹ Andrea Labinger, Gerard Lavatori, Linda Manney,¹ Don Schofield,¹ Karen Simopoulos,¹ Mary Skondras.¹ **Adjunct Faculty:** Diane Ayers,¹ Kristan Cavina, Lucy Corsi,¹ Sung-Won Ko, Alberta Craggett,¹ William Csellak,¹ Becky Sakellariou¹, Patricia Wangler.

¹Off-campus faculty

The foreign language and literature majors in French, German, and Spanish and the courses in Japanese aim to familiarize students with the cultural richness and diversity of the world through the intensive study of the linguistic, literary, and cultural expression of other nations. Since cultural values are best understood experientially, the study abroad program (in Ecuador, France, Germany, Japan, Mexico, and Spain) is a central component of the ULV foreign language major.

Students who complete the ULV foreign language major should demonstrate the linguistic competence and cultural sensitivity necessary to function effectively as informed world citizens in a growing number of professional fields, including

Programs — French, German, Spanish, and Writing Program

international affairs, business, teaching, and communications. The ULV undergraduate foreign language major also prepares students for graduate studies.

Honors students in Spanish are eligible for election to Sigma Delta Pi, the National Spanish Honor Society.

French — B.A.

Program Chairperson: Gerard Lavatori

Core Requirements:

| | |
|---|-------|
| ANTH 340 Language and Culture, or | |
| ENG 270 Introduction to Language | (4) |
| FREN 210, 211 Intermediate French I, II | (3,3) |
| FREN 320, 321 French Civilization and Culture I, II | (4,4) |
| FREN 330 Second Language Teaching | (3) |
| FREN 430, 431 French Literature I, II | (4,4) |
| FREN 499 Senior Project | (1-4) |

Electives: Additional upper-division French courses to complete 40 semester hours in French. Many of these may be taken abroad.

Study Abroad Requirement: French Majors must complete a year of study in France and select a curriculum which includes at least one course in French Phonetics, Linguistics, or Advanced Syntax.

Comprehensive Examination: The senior comprehensive examination tests language proficiency and reading skills.

German — B.A.

Program Chairperson: Roswitha Brooks

Prerequisites: A minimum of three years of high school German or the following:

| | |
|---------------------------------------|-------|
| GERM 100, 101 Elementary German I, II | (3,3) |
|---------------------------------------|-------|

Core Requirements:

| | |
|---|-------|
| ANTH 340 Language and Culture, or | |
| ENG 270 Introduction to Language | (4) |
| GERM 210, 211 Intermediate German I, II | (3,3) |
| GERM 320, 321 Advanced German, I, II | (4,4) |
| GERM 330 Second Language Teaching | (3) |
| GERM 430, 431 German Literature I, II | (4,4) |
| GERM 499 Senior Project | (1-4) |

Electives: Additional upper-division German courses to complete 40 semester hours in German. Many of these may be taken abroad.

Study Abroad Requirement: German majors must complete a year of study in Germany at the university level.

Comprehensive Examination: The senior comprehensive examination tests language proficiency and reading skills.

Spanish — B.A.

Program Chairperson: Andrea Labinger

Core Requirements:

| | |
|---|-------|
| ANTH 340 Language and Culture, or | |
| ENG 270 Introduction to Language | (4) |
| SPAN 210, 211 Intermediate Spanish I, II | (3,3) |
| SPAN 320, 321 Hispanic Civilization and Culture I, II | (3,3) |
| SPAN 330 Second Language Teaching | (3) |

Two of the following four:

| | |
|---|-------|
| SPAN 430, 431, 432, 433 Hispanic Readings | (4,4) |
| SPAN 499 Senior Project | (1-4) |

Electives: Additional upper-division Spanish courses to complete 40 semester hours in Spanish. Many of these may be taken abroad.

Study Abroad Requirement: Spanish Majors must supplement their ULV language course with study in a Spanish-speaking country.

Writing Program

Director: Catherine Henley-Erickson

The Writing Program is designed to ensure that clear, informed, correct writing is a viable and important cornerstone of the lifelong learning that is part of ULV's mission. The Writing Program intends to instill confidence in and appreciation of the tools of written communication, whether that communication takes the form of television scripts, novels, newspaper editorials, or e-mail.

Based on entering placement scores, students are assigned to one of three levels of writing courses: ENG 106, Communications Skills; ENG 110, College Writing A; or ENG 111, College Writing B. Students are expected to complete all assigned writing courses in sequence, enrolling in the appropriate course each semester until the writing requirement is completed. Course challenges are available for ENG 110 and ENG 111. Assistance in writing is available at the central campus through the Learning Enhancement Center; computers are available there and in the

Programs — Writing Program, ESL, and Movement and Sports Science

computer labs.

Other course offerings in writing include ENG 309, Writing Workshop, and ENG 312, Creative Writing. Central campus students interested in writing also have the opportunity to participate in *PRISM*, ULV's creative arts magazine, *La Vernacula*, the creative arts magazine in Spanish, the *Campus Times* newspaper and *La Verne Magazine*, journalism student publications, and *Entr'Acte* magazine, a theatre arts publication.

Creative Writing Minor

Core Requirements:

| | | |
|---|--|-----|
| ENG 300 | Writing for the Visual Arts or | |
| ENG 309 | Writing Workshop | (3) |
| ENG 312 | Creative Writing | (3) |
| ENG 313 | Advanced Creative Writing | (3) |
| ENG 413 | Grammar Workshop or | |
| JOUR 315 | Syntax and Grammar for the Professional Writer | (4) |
| A minimum of 7 semester hours of approved ENG electives | | (7) |

English as a Second Language Program

Director: Janice Johnson

The English as a Second Language Program is designed to assist international students in gaining the English skills necessary to successfully complete a degree at ULV. It is a part-time program for students who have been admitted into regular academic work, but who still need to improve their skills. ESL courses carry college credit and can be used to fulfill the foreign language general education requirement. While the TOEFL score grants admission, students must enroll in ESL/English courses each semester, until all courses are successfully completed. At the central campus placement criteria are as follows: TOEFL of 475-500 or EPT of 2-2.9: ESL101/101P TOEFL of 501-525 or EPT of 3-3.9: ESL103/103P TOEFL of 526-550 or EPT of 4-4.9: ESL 105/105P TOEFL of 551+ or EPT of 5.0+: ENG 110/111

Students enrolled in ESL courses may also take up to six semester hours per term of other course work with their advisor's approval.

MOVEMENT AND SPORTS

SCIENCE DEPARTMENT

Chairperson: Rex Huigens

Regular Faculty: Paul Alvarez, Julie Kline, Rex Huigens, Marilyn Oliver, Deborah Parsons, Jim Paschal, Pat Widolff, Robert Winterburn, Wendy Zwissler. **Adjunct Faculty:** Dwight Hanawalt

The Movement and Sports Science (MSS) Department offers three tracks of study within two majors. The MSS Major with an emphasis in Teaching prepares students to teach Physical Education in the State of California public school system. The Athletic Training Major prepares students to become Certified Athletic Trainers by addressing the educational and clinical competencies required to pass the National Athletic Trainers Association Board of Certification (NATABOC) exam. Students may be able to utilize the Athletic Training Major and additional special electives in partial fulfillment of prerequisites for many graduate programs in physical therapy. The MSS Major with an emphasis in General Studies is for those students not planning to enter either the teaching or the athletic training field. The Department Chairperson designs the General Studies emphasis to meet the needs of the student's alternate career choice. Each major will prepare a student for graduate study in the Movement and Sports Science field.

Movement and Sports Science — B.S.

I. Teaching Track

Prerequisite for MSS 455 and 456:

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

Core Requirements:

| | | |
|---------|---|-----|
| MSS 151 | Health and Physical Fitness Strategies | (2) |
| MSS 230 | Field Work and Foundations of Movement and Sports Science | (3) |
| MSS 250 | Introduction to Adapted Physical Education | (3) |
| MSS 323 | Scientific Principles of Movement | (3) |
| MSS 345 | Methods of Research, Assessment, and Evaluation | (3) |
| MSS 370 | Methods and Practice of Teaching Dual Sports and Aquatics | (3) |
| MSS 371 | Methods and Practice of Teaching | |

Programs — Movement and Sports Science and Athletic Training

| | | |
|---------|--|-----|
| | Individual Sports and Outdoor Education | (3) |
| MSS 372 | Methods and Practice of Teaching Team Sports and Games | (3) |
| MSS 373 | Methods and Practice of Teaching Gymnastics and Dance | (3) |
| MSS 380 | Motor Development | (3) |
| MSS 430 | Curriculum and Organization in Physical Education | (3) |
| MSS 455 | Kinesiology | (4) |
| MSS 456 | Physiology of Exercise | (4) |
| MSS 460 | Philosophy of Physical Education and Athletics | (3) |
| MSS 499 | Senior Seminar | (4) |
| | First Aid and CPR Certification | |

Electives: A minimum of 4 semester hours in MSS courses.

II. General Studies Track

Program Chairperson: Rex Huigens

Prerequisite for MSS 455 and 456:

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

Core Requirements:

| | | |
|---------|---|-----|
| MSS 151 | Health and Physical Fitness Strategies | (2) |
| MSS 230 | Field Work and Foundations of Movement and Sports Science | (3) |
| MSS 323 | Scientific Principles of Movement | (3) |
| MSS 345 | Methods of Research, Assessment, and Evaluation | (3) |
| MSS 380 | Motor Development | (3) |
| MSS 455 | Kinesiology | (4) |
| MSS 456 | Physiology of Exercise | (4) |
| MSS 499 | Senior Seminar | (4) |

Six semester hours from the following:

| | | |
|-------------|--|-----|
| MSS 002-049 | Instructional Activity Courses | |
| MSS 370 | Methods and Practice of Teaching Dual Sports and Aquatics | (3) |
| MSS 371 | Methods and Practice of Teaching Individual Sports and Outdoor Education | (3) |
| MSS 372 | Methods and Practice of Teaching Team Sports and Games | (3) |
| MSS 373 | Methods and Practice of Teaching Gymnastics and Dance | (3) |

Electives or Prescribed Courses: A minimum of 10-17 semester hours in MSS courses.

Athletic Training — B.S.

Director: Marilyn Oliver

The Athletic Training Major is currently in candidacy for accreditation by the the Commission on Accreditation of Allied Health Programs (CAAHEP). The original Athletic Training track (listed below as Track B) was designed to prepare and qualify students for the NATABOC (National Athletic Trainers Association Board of Certification) exam, through the internship route. Both the internship and the curriculum routes to NATABOC certification have been eliminated effective January 1, 2004, the sole route to certification will be through CAAHEP-accredited education programs. The Athletic Training Track B is available only to those students who will, prior to January 1, 2004, a) graduate from ULV, b) meet all eligibility requirements for the NATABOC, and c) take the NATABOC exam. All other students will be required to apply for, and be accepted into, the new Athletic Training Major.

Although candidacy status has been attained, the Athletic Training Major is not yet CAAHEP-accredited. Accreditation is anticipated during the 2002-2003 academic year. However, if accreditation is not achieved prior to 2004, graduating students will not be eligible to sit for the NATABOC exam post-bachelor degree, but would need to complete an accredited entry-level master's degree program. It is, therefore, vital that all students interested in pursuing the Athletic Training Major be advised, at entrance, by a faculty advisor in the Athletic Training Education Program and must communicate with that advisor on a regular basis.

Athletic Training Track A (CAAHEP Planning)

Admission Requirements. Admission into the Athletic Training Major is competitive and highly selective. Applicants meeting the minimum requirements listed below are not guaranteed admission into the program. Applications for fall semester admission are due by March 15. Selections will be made pending final spring semester grades. The following are the minimum requirements for admission:

1. Completion of 30 semester hours with a minimum overall GPA of 2.5.
2. Completion of MSS 235, MSS 237, and BIOL 101 or 201 with a combined minimum GPA of 2.5.

Programs — Movement and Sports Science and Athletic Training

3. 75 athletic training observation hours.
4. Physical examination by an M.D. and current immunizations as specified.
5. Completed Athletic Training Education Program (ATEP) Application Form, including signed confidentiality statement, and written essay.
6. Interview.
7. Compliance with technical standards as listed in ULV's Athletic Training Education Program Handbook.

It is possible to complete the Athletic Training Education Program in two years, if the student has completed an A.A. at a California Community College, has a minimum overall transfer GPA of 2.75, and has completed all of the following six courses with a minimum grade of 2.0: one semester courses in college biology with lab, human anatomy, and human physiology; and college courses equivalent to MSS 151, 237, and 325.

Athletic Training Core Requirements:

| | | |
|---------|--|-----|
| MSS 235 | Introduction to Athletic Training | (3) |
| MSS 237 | Techniques and Observation in Athletic Training | (2) |
| MSS 324 | Evaluation and Assessment of Athletic Injuries — Lower Extremities | (4) |
| MSS 325 | Athletic Training Practicum I | (2) |
| MSS 326 | Evaluation and Assessment of Athletic Injuries — Upper Extremities | (4) |
| MSS 327 | Athletic Training Practicum II | (2) |
| MSS 328 | Assessment and Evaluation of Head and Spinal Injuries | (4) |
| MSS 400 | Athletic Training/Team Rotations | (2) |
| MSS 410 | Exercise and Rehabilitation | (4) |
| MSS 411 | Athletic Training Practicum III | (2) |
| MSS 412 | Therapeutic Modalities | (3) |
| MSS 415 | Management and Administration in Athletic Training | (3) |
| MSS 418 | Special Topics in Athletic Training | (4) |
| MSS 455 | Athletic Training –Team Management | (2) |
| MSS 496 | Internship | (1) |

Sports Sciences Core Requirements:

| | | |
|----------|---|-----|
| BIOL 343 | Human Anatomy | (4) |
| BIOL 344 | Human Physiology | (4) |
| MSS 151 | Health and Fitness Strategies | (2) |
| MSS 323 | Scientific Principles of Movement | (3) |
| MSS 345 | Methods of Research, Assessment, and Evaluation | (3) |
| MSS 455 | Kinesiology | (4) |

| | | |
|---|------------------------|-----|
| MSS 456 | Physiology of Exercise | (4) |
| MSS 499 | Senior Seminar | (4) |
| <i>Athletic Training students are required to take MSS 001, Fitness for Life, and PSY 101, Principles of Psychology, as part of their general education requirements.</i> | | |

Athletic Training Track B

Prerequisite for MSS 455 and 456:

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

Core Requirements:

| | | |
|---|---|-----|
| BIOL 344 | Human Physiology | (4) |
| MSS 151 | Health and Physical Fitness Strategies | (2) |
| MSS 221 | Athletic Training I | (4) |
| MSS 222 | Athletic Training Field Work I | (2) |
| MSS 230 | Field Work and Foundations of Movement and Sports Science | (3) |
| MSS 321 | Athletic Training II | (4) |
| MSS 322 | Athletic Training Field Work II | (2) |
| MSS 323 | Scientific Principles of Movement | (3) |
| MSS 345 | Methods of Research, Assessment and Evaluation | (3) |
| MSS 455 | Kinesiology | (4) |
| MSS 456 | Physiology of Exercise | (4) |
| MSS 497 | Athletic Training Internship | (1) |
| MSS 499 | Senior Seminar | (4) |
| MSS 222 and 322 each includes 100 hours experience as a student trainer for athletic teams. | | |
| National Athletic Trainers Association Certification requires additional work. | | |

Movement and Sports Science Minor

Prerequisite for MSS 455 and 456:

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

Core Requirements:

| | | |
|---------|---|-----|
| MSS 151 | Health & Physical Fitness Strategies | (2) |
| MSS 230 | Field Work and Foundations of Movement and Sports Science | (3) |
| MSS 323 | Scientific Principles of Movement | (3) |
| MSS 455 | Kinesiology, or | |
| MSS 456 | Physiology of Exercise | (4) |

Electives: A minimum of 6 semester hours from MSS 370-373 Methods and Practice of Teaching courses.

MUSIC DEPARTMENT

Programs — Music, Natural Science, Photography, and Prehealth Science

Chairperson: Reed Gratz

Faculty: **Regular Faculty:** Reed Gratz, Kathleen Lamkin. **Adjunct Faculty:** Karen Clark, Robert Dominguez, Anita Hanawalt, Jonathan Rothe, Michael Ryan

The mission of the Music Department is to provide students opportunities to experience a broad spectrum of music from the Western fine art tradition, the many genres of American music, and the music of other cultures. Through the courses and performances offered by the department, students will develop an understanding of artistic expression as an essential part of life, as well as learn skills essential to musicians today. Students may choose a major or minor with a concentration in performance, history, or theory/composition.

The department has a unique relationship with the total educational experience in that students majoring in other areas are invited and encouraged to participate in all classes, ensembles, and applied lessons. Students are given the opportunity to initiate and/or continue development of their musical interests and talents.

Music — B.A.

Core Requirements:

| | |
|--|---------|
| MUS 230, 232 Theory I, II | (4,4) |
| MUS 330, 332 Theory III, IV | (4,4) |
| MUS 351, 352, 353 History and Literature of Music | (4,4,4) |
| Theory, History, or Conducting (300-400 level) | (8) |
| Applied music | (8) |
| Ensemble | (6) |
| Piano proficiency | (0) |
| Concert attendance | (0) |
| MUS 499 Senior Project/Recital | (1-4) |

Music Minor

Core Requirements:

| | |
|--|-------|
| MUS 230, 232 Theory I, II | (4,4) |
| MUS 352, 353 History & Literature of Music | (4,4) |
| Theory, History, or Conducting (330-400 level) | (4) |
| Applied music | (4) |
| Ensemble | (6) |
| Concert attendance | (0) |

NATURAL SCIENCE

DIVISION

Chairperson: Robert Neher

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

PHOTOGRAPHY DEPARTMENT

Chairperson: Gary Colby

The mission of the Photography Department is to offer study in and of the chemical and digital photographic craft as it applies to academic disciplines and documentary of the global community. Students may choose major concentrations in the Art Department or Journalism Department. Additionally, students seeking elective credit and serving avocational interests are welcome in any photography class. See the departmental listings and course descriptions for curriculum outlines and information on individual courses.

PREHEALTH SCIENCE PROGRAMS

Program Chairperson: Robert Neher

Premedical and Predental Programs. The pre-health science program meets the requirements for admission to all accredited dental and medical schools. The high school program should include biology, chemistry, physics, trigonometry, and a foreign language, such as French, German, or Russian. New prehealth science students should register with the premedical and predental committee to receive counseling during the total program and for periodic program evaluations.

The health science student is entering a difficult and demanding program, and there are many steps to take to prepare for graduate study. To begin with, a broad, well-balanced, general education background is essential. Although a pre-medical or predental student may select any col-

Programs — Prehealth Science and Prelaw Programs

lege major, he/she must complete the prescribed courses in biology, chemistry, math, physics, and English. These courses are required by most medical and dental schools, and they are essential preparation for the MCAT or DAT qualifying exams.

Competition for dental and medical school is increasingly keen, with the average GPA of those accepted at about 3.5. Other important factors in determining admission include interviews, admission test results, letters of recommendation, grade trends, extracurricular activities, intensity of the academic programs, and work experience.

Suggested Prehealth Science Program:

Freshman year:

| | |
|--|---------|
| BIOL 203 Principles of Biology | (4) |
| BIOL 204 Plant Science | (4) |
| CHEM 201, 202 General Chemistry I, II | (5,5) |
| English and Speech | (4,4,2) |
| Three electives (general education requirements) | |

Sophomore year:

| | |
|--|-------|
| BIOL 205 Animal Science | (4) |
| BIOL 311 Genetics | (4) |
| BIOL 312 Environmental Biology | (4) |
| CHEM 311, 312 Organic Chemistry I, II | (5,5) |
| MATH 201, 202 Calculus I, II | (4,4) |
| Two electives (including general education requirements) | |

Junior year:

| | |
|---|-------|
| BIOL 313 Developmental Biology | (4) |
| BIOL 314 Biochemistry | (5) |
| PHYS 201, 202 General Physics I, II | (5,5) |
| Four electives (including general education requirements) | |

Senior year:

- Fall: MCAT or DAT examination
Completion of major requirements including senior project/thesis
Completion of general education requirements.
GRE major subject examination

Prenursing Program. Requirements for admission into specific nursing programs are diverse, and specific schools should be contacted for their requirements. A recommended prenursing course includes a broad general education background, plus emphasis in the following areas: general chemistry, general biology, anatomy and

physiology, environmental biology, microbiology, biochemistry, and psychology.

Other Preprofessional Programs. Many other preprofessional programs are available, such as prepharmacy, preoptometry, prepodiatry, preventerinary, premedtech, and prephysical therapy. Since these graduate areas have specific requirements for entrance, students are urged to contact and work directly with their advisor and the graduate school of their choice.

Seven-Year Baccalaureate/Doctor of Osteopathy Program. ULV has developed a premedical ladder program with Western University of Health Sciences in Pomona, California. After three years of study at ULV, selected students may be accepted by Western University and complete their bachelor's and medical degrees simultaneously, thus earning the two degrees in seven years rather than eight.

PRELAW PROGRAM

Prelaw Advisor: Kamol Somvichian

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 legal studies, all encourage prelaw students to develop skills in analytic research, communication (both written and oral), and reading. Prelaw students may select any undergraduate major offered at ULV.

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

Six-year Baccalaureate/Juris Doctor Program.

Programs — Prelaw Programs and Psychology

Students interested in earning a bachelor's degree at ULV and a juris doctor at La Verne College of Law may be able to count their first year of law school as their senior year in college. In this way full-time students can earn a bachelor's degree in four years and a J.D. two years later. Students majoring in history, political science, public administration, or economics/business may be able to apply some courses taken in law school toward their major. Other students must complete all of their undergraduate major and general education requirements by the end of their junior year and have no more than 32 semester hours of elective credit outstanding. By the same date they must also apply to the College of Law and meet all requirements other than the completion of the bachelor's degree. Interested students should contact the prelaw advisor as soon as they arrive at ULV.

PSYCHOLOGY DEPARTMENT

Chairperson: Roger Russell

Regular Faculty: Leticia Arellano, Eugenia Dallas,¹ Aghop Der-Karabetian, Michael Fakinos,¹ Glenn Gamst, Arthur Gonchar, Daphne Halkias,¹ Valerie Jordan, Errol Moultrie, Mary Prieto-Bayard, Roger Russell.

¹Off-campus faculty

The Psychology Department offers bachelor's, master's, and doctoral programs in psychology and counseling, and oversees the ULV Counseling Center. Psychology students have the opportunity to join Psi Chi, the national honor society in Psychology.

Psychology — B.S.

Program Chairperson: Roger Russell

This major prepares students for careers in psychology and related fields. It is also offered at selected residence centers where, with advisor approval, other courses may be substituted for courses in the area of emphasis.

Courses for declaration of major:

Students may declare a major in the B.S. Psychology Program after successfully completing these courses:

| | | |
|---------|--------------------------|-----|
| PSY 101 | Principles of Psychology | (3) |
| PSY 305 | Statistics | (4) |
| PSY 395 | Computer Data Analysis | (2) |

Core Requirements:

| | | |
|---------|----------------------------|-----|
| PSY 390 | Research Methods | (4) |
| PSY 400 | History of Psychology | (3) |
| PSY 497 | Internship | (4) |
| PSY 304 | Experimental Psychology or | |
| PSY 499 | Senior Project | (4) |

Area of Emphasis:

| | | |
|--|------------------------------|-----|
| PSY 310 | Culture and Personality | (3) |
| PSY 312 | Abnormal Psychology | (3) |
| PSY 405 | Brain and Behavior | (3) |
| PSY 407 | Life-Span Development | (3) |
| <i>Two of the following lab courses:</i> | | |
| PSY 303 | Learning and Behavior Change | (4) |
| PSY 306 | Cognitive Psychology | (4) |
| PSY 308 | Social Psychology | (4) |

Electives:

A minimum of 2 of the following, one of which may be an upper division BHV course:

| | | |
|---------|--------------------------------------|-----|
| PSY 215 | Personality Theory and Research | (3) |
| PSY 315 | Psychological Testing | (3) |
| PSY 327 | Health Psychology | (3) |
| PSY 375 | Community Psychology | (3) |
| PSY 408 | Adolescent Psychology | (3) |
| PSY 429 | Counseling and Interviewing Skills | (3) |
| PSY 439 | Industrial-Organizational Psychology | (3) |
| PSY 450 | Selected Topics | (3) |

Psychology Minor

Core Requirements:

| | | |
|---------------------------|--------------------------------------|-----|
| PSY 101 | Principles of Psychology | (3) |
| PSY 303 | Learning and Behavior Change | (4) |
| PSY 307 | Child Psychology and Development, or | |
| PSY 407 | Life-Span Development | (3) |
| PSY 215 | Personality Theory and Research, or | |
| PSY 400 | History of Psychology | (3) |
| PSY 327 | Health Psychology, or | |
| PSY 458 | Stress Management | (3) |
| PSY 308 | Social Psychology or | |
| Upper division BHV course | | (4) |

MASTER'S COUNSELING PROGRAMS

The Psychology Department offers two graduate counseling programs: Marriage, Family, and Child Therapy (MFCT) at the central campus, and Counseling (with concentrations) at the central campus, at La Verne College of Athens, and in Alaska at the Elmendorf/Fort Richardson Residence Center. The admission requirements and program policies vary for both counseling programs.

Admission requirements: Some program tracks may have additional requirements:

1. Marriage, Family, and Child Therapy Program: A bachelor's degree with the following five courses: general psychology, life-span human development, abnormal psychology, research methods/experimental psychology or statistics, and one other psychology theory course.

2. Counseling (concentration in General Counseling or Higher Education Counseling): A bachelor's degree with 18 semester hours of coursework in or distributed across psychology, sociology, social work, behavioral sciences, or education that relate to counseling. The coursework must include courses in general psychology and research methods or statistics.

3. The undergraduate course work will be evaluated on an individual basis for its recency and appropriateness to selected the graduate program.

4. An overall undergraduate GPA of 3.0. Applicants with GPA under 3.0 may be considered on a provisional admission basis.

5. Applicants are strongly encouraged to have at least one year of volunteer or paid experience working with families, children, or couples.

6. Completion of a 5-7 page Statement of Purpose and Autobiography.

7. An interview with at least two Behavioral Science faculty members.

8. Completion of a psychological inventory.

9. 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.

10. A copy of a current résumé.

A student is eligible to enroll in no more than six semester hours prior to being admitted into a Counseling program.

Program Candidacy: All counseling students are admitted into the program under a precandidacy status. After the completion of 12 semester hours, all students become eligible for candidacy status and are evaluated by the department by the following criteria: GPA of 3.0 or above, a passing score on the Competency Examination (PSY 595), and demonstrated personal suitability for the counseling profession. Occasionally, students may receive a provisional candidacy status in which certain conditions must be completed before they can receive candidacy status. In some instances, students may be denied candidacy and be discontinued from the program. All students must receive candidacy status in order to complete the program.

During their coursework in the program, students continue to be evaluated for demonstrated suitability to the program and the counseling profession. Occasionally, discontinuation of a student from the program may occur, even after the conferring of candidacy status, if the student's personal or professional behavior does not continue to meet minimum professional and/or academic standards.

Personal Psychotherapy: The department believes that students entering the counseling profession benefit professionally, personally, and academically from experiencing personal psychotherapy, and believes that psychotherapy is a necessary training experience for counseling professionals. Therefore, after admission, all students enrolled in the MFCT program are required to complete a minimum of 30 hours of personal psychotherapy over a six-month period or longer in order to complete the program. Likewise, after admission, all students enrolled in the M.S., Counseling program are required to complete at least 20 hours of personal psychotherapy spread over at least six months in order to complete the program. The therapy may include individual, couple, family, or group therapy, depending on the individual student's issues and preferences. In consultation with the program chair, each student designs a psychotherapy treatment plan for department approval no later than the time of

Programs — Master's Counseling Programs

evaluation for candidacy. Students enrolled in the MFCT program may apply their psychotherapy hours towards the optional hours of experience category for California MFT licensure. Any exceptions to this policy must be approved by the department.

Competency Exam: This written exam, a part of the evaluation for candidacy, is based on PSY 510, 516, 517, and 527, and requires students to integrate and apply counseling theories, techniques, diagnosis, and ethical and legal issues.

Marriage, Family, and Child Therapy — M.S.

(Central Campus only)

Program Chairperson: Errol Moultrie

The MFCT program trains students to become therapists to meet the psychological needs of families, couples, and children in a changing society. It combines theoretical training with practical experiences to prepare students for both professional counseling careers as well as possible doctoral study. General systems theory provides the theoretical foundation for the MFCT program, and students are exposed to a range of theoretical orientations that reflect a systems perspective. In California, completion of this program fulfills all of the academic requirements of the Board of Behavioral Science for licensure in California as a Marriage and Family Therapist, as well as the academic requirements for California community college counseling and instructor positions.

Total Program: 50 semester hours

Core Courses: 20 semester hours

| | |
|--|-----|
| PSY 502 Research Methods in Counseling | (3) |
| PSY 507 Human Development | (3) |
| PSY 516 Counseling Theories & Techniques | (3) |
| PSY 517 Counseling Skills & Process | (3) |
| PSY 522 Group Counseling | (3) |
| PSY 523 Multicultural Counseling | (3) |
| PSY 527 Professionalism, Ethics, and Law in Counseling | (2) |
| PSY 595 Competency Exam | (0) |

MFCT Specialization: 25 semester hours

| | |
|-------------------------------|-----|
| PSY 506 Human Sexuality | (1) |
| PSY 509 Psychological Testing | (2) |
| PSY 518 Family Therapy | (3) |

| | |
|--|-------|
| PSY 519 Couples Therapy | (2) |
| PSY 521 Child Therapy | (2) |
| PSY 528 Substance Abuse Counseling | (2) |
| PSY 530 Violence & Abuse in Family Systems | (2) |
| PSY 534 Psychopharmacology | (2) |
| PSY 580, 581 Supervised Fieldwork in Marriage, Family, & Child Therapy I, II | (3,3) |

| | |
|------------------------------------|-------|
| Electives: 3 semester hours | |
| PSY 590 Selected Topics | (1-2) |

| | |
|---|-----|
| Culminating Activity: 2 semester hours | |
| PSY 594 Thesis, or | |
| PSY 596 Graduate Seminar | (2) |

Counseling (Concentration) — M.S.

Program Chairperson: Errol Moultrie

Athens Coordinator: Daphne Halkias

This program is designed for students who are pursuing training two professional areas of counseling: Higher Education Counseling and General Counseling. These concentrations will prepare students for career opportunities in human services, community colleges, universities, and other settings involving counseling expertise. In California, completion of this program does not fulfill the educational requirements for licensure as a Marriage and Family Therapist. Only the General Counseling concentration is available at the Athens campus.

Total Program:

Higher Education Counseling: 40 semester hours

General Counseling: 33 semester hours

Core Courses: 20 semester hours

| | |
|--|-----|
| PSY 502 Research Methods in Counseling | (3) |
| PSY 507 Human Development | (3) |
| PSY 516 Counseling Theories & Techniques | (3) |
| PSY 517 Counseling Skills & Process | (3) |
| PSY 522 Group Counseling | (3) |
| PSY 523 Cross-Cultural Relationships | (3) |
| PSY 527 Professionalism, Ethics, and Law in Counseling | (2) |
| PSY 595 Competency Exam | (0) |

Higher Education Counseling Concentration:

18-19 semester hours (including electives)

| | |
|------------------------------------|-------|
| PSY 505 Educational Assessment, or | |
| PSY 509 Psychological Testing | (2-3) |
| PSY 510 Applied Personality Theory | (2) |
| PSY 514 Career Development | (3) |

Programs — Master's Counseling Programs and Psy.D.

| | |
|---|-------|
| PSY 515 Higher Education Counseling | (2) |
| PSY 528 Substance Abuse Counseling | (2) |
| PSY 582 Supervised Fieldwork in Counseling | (3) |
| <i>3-4 semester hours of the following electives:</i> | |
| PSY 590 Selected Topics | (1-2) |

General Counseling Concentration:

| | |
|---|-------|
| 11-12 semester hours (including electives) | |
| PSY 509 Psychological Testing | (3) |
| PSY 512 Clinical Psychopathology | (3) |
| PSY 528 Substance Abuse Counseling | (2) |
| PSY 582 Supervised Fieldwork in Counseling | (3) |
| <i>3-4 semester hours of the following electives:</i> | |
| PSY 590 Selected Topics in Counseling | (1-2) |

Culminating Activity: 2 semester hours

| | |
|--------------------------|-----|
| PSY 594 Thesis, or | |
| PSY 596 Graduate Seminar | (2) |

Doctor of Psychology — Psy.D.

Clinical–Community Psychology

Program Chairperson: Valerie B. Jordan

Director of Clinical Training: Gloria Morrow

This doctoral program builds upon ULV's well-established tradition of community service and prepares its graduates to function competently and responsibly in a multicultural and pluralistic society. It is anchored in a clinical-community-ecological perspective emphasizing that human behavior is understood best within the context of interactional systems that are multi-level, multi-dimensional, and multi-directional. Its core mission is to train clinician-scholars who will think critically, apply their knowledge diligently, and practice ethically and compassionately, not only reactively as providers of traditional clinical services but also proactively as agents of social change.

The program is secular in orientation and is designed to be completed in five years of full-time study, at least four of which must be in residence. It develops competence in the scientific foundations of psychology, clinical-community professional areas of practice, research methods, and data analysis. It includes an empirical dissertation as well as clinical training, the latter of which consists of clinical practica and an internship. The practica occur during Years 2 and 3 of the program, and consist of a total of 900 hours of training at two different sites. The dissertation

proposal is designed during Year 3 and completed during Year 4, prior to the clinical internship. The clinical internship in Year 5 consists of 1500 clinical hours and can be completed either during one year of full-time training or in two years of half-time training. The internship meets the predoctoral licensure requirements in California. The program is designed to meet the criteria for pursuing eventual accreditation by the American Psychological Association.

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

1. **Academic preparation.** Official transcripts documenting receipt of a bachelor's degree from a regionally-accredited institution of higher learning with a minimum GPA of 3.25. Although an undergraduate major in psychology is not required, all applicants must have completed at least 18 hours of psychology distributed across the following core areas: introductory psychology, statistics, experimental psychology or research methods, physiological psychology, and abnormal psychology. In addition, one course from among the following is required: history and systems, social psychology, human development, theories of personality, and clinical or community psychology. Applicants with graduate degrees must submit transcripts showing these degrees and documenting a minimum graduate GPA of 3.5.

2. **Three letters of recommendation** from individuals who are sufficiently familiar with the applicant's academic and/or clinical or field work to provide a valid and objective assessment of the applicant's potential to function competently as a professional psychologist.

3. **A statement of purpose**, not to exceed 500 words, addressing the applicant's reasons for pursuing doctoral work in clinical-community psychology.

4. **An autobiographical statement**, not to exceed 1000 words, addressing ways in which life experiences have influenced the decision to pursue doctoral studies in professional psychology.

5. **A current curriculum vitae.**

Transfer Credit. Individuals with graduate-level coursework may petition for a maximum of 30 transfer credits. *Transfer credit will not be awarded for prior clinical experience or practicum work.*

Programs — Psy.D.

Program Progress, Doctoral Candidacy, and the Clinical Competency Examination. Individuals are admitted into the program as precandidates. To be eligible to apply for doctoral candidacy, precandidates must *at a minimum* (a) complete 58 semester hours of course work in the program, (b) complete 300 clinical practicum hours, and (c) pass the Year 2 Comprehensive Examination. Evaluation for candidacy normally occurs in the fall of the third year of the program.

To apply for an internship, a candidate must pass the Year 3 Clinical Competency Examination. All students must earn candidacy status and pass the Year 3 Clinical Competency Examination in order to complete the program. Dismissal of a student may occur even after the conferring of candidacy and passing the Clinical Competency Examination if the student's personal or professional behavior do not continue to meet required standards for the profession.

M.S. in Psychology. An M.S. in Psychology will be awarded at the completion of the second year of the Psy.D. program (58 semester hours for students entering the program with a bachelor's degree; at least 45 semester hours for students entering with transfer credit) to students in academic good standing who have successfully completed PSY 635, PSY 636, and the Year 2 Comprehensive Examination (taken in the summer of the second year of the program). This degree is intended only as an en route degree toward the completion of the Psy.D., not as a terminal master's degree.

Personal Psychotherapy Requirement. The capacity for objective self-awareness and an appreciation of the psychotherapeutic process are important aspects of an individual's development as a clinician. The Psy.D. program encourages this process by requiring that all students complete a minimum of 40 hours of personal psychotherapy during the course of their enrollment. Although the Psychology Department maintains a referral network of practitioners who are willing to work with students at reduced fees, it is the responsibility of the individual student to meet the cost of his or her personal psychotherapy.

Licensure. Courses in the Psy.D. curriculum are consistent with the educational requirements for licensure in the State of California. However, because licensure requirements vary among states, students interested in practicing outside of California are encouraged to consult the licensing boards in the states where they intend to practice.

Total Program: 120 semester hours

I. Scientific Foundations of Psychology:

34 semester hours

| | |
|---|-------|
| A. <i>Biological Bases of Behavior</i> | |
| PSY 604 Biological Bases of Behavior | (2) |
| PSY 634 Psychopharmacology | (2) |
| B. <i>Cognitive/Affective Bases of Behavior</i> | |
| PSY 638 Advanced Learning and Memory | (2) |
| C. <i>Social Basis of Behavior</i> | |
| PSY 601 Current Social Issues | (2) |
| PSY 639 Advanced Social Psychology | (2) |
| D. <i>Individual Differences</i> | |
| PSY 607 Advanced Human Development | (2) |
| PSY 609 Personality Theory and Research | (2) |
| E. <i>History and Systems</i> | |
| PSY 637 Advanced History and Systems | (2) |
| F. <i>Research Methods</i> | |
| PSY 603 Introduction to Dissertation | |
| Research | (1) |
| PSY 605, 606 Advanced Statistics I, II | (3,3) |
| PSY 640 Research Methods in Clinical-Community Psychology | (3) |
| PSY 641 Advanced Qualitative Research | (1) |
| PSY 642 Dissertation Seminar: Proposal | (1) |
| PSY 663, 664 Dissertation I, II | (3,3) |

II. Clinical-Community Specialization:

71 semester hours

| | |
|--|-------|
| A. <i>Theoretical Foundations</i> | |
| PSY 600 Community Psychology I: Theory | (3) |
| PSY 602 Community Psychology II: | |
| Interventions | (3) |
| PSY 612 Advanced Psychopathology | (3) |
| PSY 617 Professional Issues and Ethics | (2) |
| PSY 623 Multicultural Competency I: Theory | |
| and Research | (2) |
| B. <i>Psychological Assessment</i> | |
| PSY 608A,B Cognitive and Intellectual | |
| Assessment I, II | (2,2) |
| PSY 628, 629 Personality Assessment I,II | (3,3) |
| PSY 649 Full Battery Assessment | (3) |
| C. <i>Clinical Interventions</i> | |
| PSY 614 Clinical Skills and Interviewing | |

Programs — Psy.D., Religion, and Philosophy

| | |
|--|-----------|
| Techniques | (2) |
| PSY 615 Fundamentals of Psychotherapy | (3) |
| PSY 624 Multicultural Competency II: Clinical Applications | (2) |
| PSY 645, 646 Advanced Psychotherapy I,II | (3,3) |
| PSY 647 Advanced Group Psychotherapy | (3) |
| PSY 648 Psychological Disorders of Children and Adolescents | (2) |
| PSY 650 Advanced Family Psychology | (2) |
| PSY 651 Substance Abuse: Detection and Treatment(1) | |
| PSY 652 Child Abuse: Detection and Treatment | (1) |
| PSY 653 Advanced Human Sexuality <i>D. Supervised Clinical Experience</i> | (1) |
| PSY 635, 636, 655, 656 Clinical-Community Practicum I,II,III,IV | (2,2,2,2) |
| PSY 670, 671 Advanced Professional Development I, II | (2,2) |
| <i>E. Clinical Internship</i> | |
| PSY 680A,B or 681A,B Clinical-Community Internship I, II | (5,5) |
| III. Electives: 15 semester hours | |
| PSY 690 Selected Topics in Clinical-Community Psychology | (1-3) |

RELIGION & PHILOSOPHY DEPARTMENT

Chairperson: Dan Campana

Regular Faculty: Dan Campana, John Gingrich,
Jonathan Reed, Richard Rose. **Adjunct Faculty:**
Foster Craggett,¹ Marshall Osman, Deborah
Roberts

¹Off-campus faculty

Consistent with ULV's church-related origins and values orientation, the Religion/Philosophy Department offers bachelor of arts degrees in Religion, Philosophy, and Religion/Philosophy. A minor is also available in Religion or Philosophy.

Religion courses offer the opportunity to explore religion and religious values in a critical, Christian context. Philosophy courses challenge students to look seriously at the philosophical traditions which have helped to shape our world views. In all courses emphasis is upon clear 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. These courses are offered in Pasadena and central Los Angeles in the evenings and on Saturdays. For further information see the "Special Programs" section of this catalog.

Religion — B.A.

Prerequisite:

REL 100 Introduction to Religion (3)

Core Requirements:

| | |
|---|-------|
| REL 220 Survey of Old Testament/Hebrew Scriptures, or | |
| REL 323 Old Testament/Hebrew Scriptures in Historical Context | (3-4) |
| REL 230 Survey of the New Testament, or | |
| REL 332 New Testament in Historical Context | (3-4) |
| REL 305 World Religions: East | (4) |
| REL 348 Formative Thinkers of 20th Century Theologies, or | |
| REL 349 Contemporary Themes in Christian Thought | (4) |
| REL 370 History of Christianity | (4) |
| PHIL 351 Philosophy of Religion | (4) |
| <i>One of the following two:</i> | |
| a. REL 490 Senior Seminar | (3) |
| REL 499 Senior Project | (4) |
| b. REL 445 Seminar in Western Theology and African-American World View | (4) |

Electives: A minimum of 8 semester hours in upper-division REL and PHIL courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

Philosophy — B.A.

Prerequisites:

PHIL 110 Introduction to Philosophy (3)
CORE 300 Values and Critical Thinking (3)

Core Requirements:

| | |
|---|-----|
| PHIL 230 Introduction to Ethics | (3) |
| PHIL 321 History of Ancient and Medieval Philosophy | (4) |
| PHIL 322 History of Modern and Contemporary Philosophy | (4) |
| PHIL 351 Philosophy of Religion | (4) |
| PHIL 399 Independent Study on a | |

Programs — Religion, Philosophy, and Anthropology

| | |
|-------------------------------|-----|
| Selected Major Philosopher | (4) |
| PHIL 490 Senior Seminar | (3) |
| PHIL 499 Senior Project | (4) |
| REL 305 World Religions: East | (4) |

Electives: A minimum of 8 semester hours in upper-division REL and PHIL courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

Religion/Philosophy — B.A.

Prerequisites:

| | |
|---|-----|
| PHIL 110 Introduction to Philosophy, or | (3) |
| REL 100 Introduction to Religion | (4) |
| REL 305 World Religions: East | |

Core Requirements:

| | |
|---|-----|
| CORE 300 Values and Critical Thinking | (3) |
| PHIL 321 History of Ancient and Medieval Philosophy | (4) |
| PHIL 322 History of Modern and Contemporary Philosophy | (4) |
| PHIL 351 Philosophy of Religion | (4) |
| REL 220 Survey of the Old Testament/ Hebrew Scriptures | (3) |
| REL 230 Survey of the New Testament | (3) |
| REL 370 History of Christianity | (4) |
| REL 348 Formative Thinkers of 20th Century Theologies, or | |
| REL 349 Contemporary Themes in Christian Thought | (4) |
| PHIL 490 or REL 490 Senior Seminar | (3) |
| PHIL 499 or REL 499 Senior Project | (4) |

Electives: A minimum of 8 semester hours in upper-division REL and PHIL courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

Religion Minor

Core Requirements:

| | |
|--|-----|
| REL 100 Introduction to Religion | (3) |
| REL 220 Survey of the Old Testament/ Hebrew Scriptures, or | |
| REL 230 Survey of the New Testament | (3) |

Electives: A minimum of 18 semester hours of upper-division REL courses. PHIL 351 may be substituted for one of these courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

Philosophy Minor

Core Requirements:

| | |
|---------------------------------------|-----|
| PHIL 110 Introduction to Philosophy | (3) |
| CORE 300 Values and Critical Thinking | (3) |

Electives: A minimum of 18 semester hours of upper-division PHIL courses. REL 305 may be substituted for one of these courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

SOCIOLOGY/ANTHROPOLOGY DEPARTMENT

Chairperson: Sharon K. Davis

Regular Faculty: Demetrios Carmocalias,¹ Sharon K. Davis, Kimberly Martin, Ann Wichman.

¹Off-campus faculty

The mission of the Department is to provide education in the fields of sociology, criminology, and anthropology consonant with the mission of the University. The department is committed to providing a liberal arts education with high standards of excellence using a humanistic, interdisciplinary approach which integrates theory, research, and practice. Sociology and Criminology majors have the opportunity to join Alpha Kappa Delta, the national honor society for these disciplines.

Anthropology — B.S.

Core Requirements:

| | |
|-------------------------------------|------------|
| ANTH 499 Senior Seminar/Project, or | |
| ANTH 499 Senior Seminar and | |
| ANTH 499 Senior Project | (4 or 2,2) |
| BHV 305 Statistics | (4) |
| BHV 390 Research Methods | (4) |
| BHV 395 Computer Data Analysis | (2) |
| BHV 497 Internship | (4) |
| One SOC course | (3-4) |

Area of Emphasis:

| | |
|-------------------------------------|-----|
| ANTH 330 Cultural Anthropology | (4) |
| ANTH 340 Language and Culture | (4) |
| ANTH 350 Human Adaptation | (4) |
| ANTH 360 Anthropological Archeology | (4) |
| ANTH 400 Anthropological Theory | (4) |

Electives:

| | |
|-------------------------------|-------|
| Two approved elective courses | (6-8) |
|-------------------------------|-------|

Programs — Anthropology, Criminology, and Sociology

Anthropology Minor

| | |
|-------------------------------------|-------|
| ANTH 330 Cultural Anthropology | (4) |
| ANTH 400 Anthropological Theory | (4) |
| Approved electives | (3-8) |
| <i>Two of the following:</i> | |
| ANTH 340 Language and Culture | (4) |
| ANTH 350 Human Adaptation | (4) |
| ANTH 360 Anthropological Archeology | (4) |

Criminology — B.S.

This major is designed for students planning careers in law or criminal justice, or working with problem youth. It is also offered at selected residence centers where, with advisor approval, other courses may be substituted for those in the Area of Emphasis.

Core Requirements:

| | |
|---------------------------------|-------|
| One ANTH course | (3-4) |
| BHV 305 Statistics | (4) |
| BHV 390 Research Methods | (4) |
| BHV 395 Computer Data Analysis | (2) |
| BHV 497 Internship | (4) |
| BHV 499 Senior Seminar/Project | (4) |
| SOC 250 Principles of Sociology | (3) |

Area of Emphasis:

| | |
|-------------------------------------|-----|
| SOC 321 Juvenile Delinquency | (4) |
| SOC 322 Introduction to Criminology | (4) |
| SOC 326 Criminal Justice System | (4) |
| SOC 329 Correctional Systems | (4) |

Electives: Two of the following:

| | |
|--|-------|
| BHV 320 Ethnic Relations | (4) |
| BHV 482 Family Violence and Abuse | (4) |
| SOC 307 Sociology of the Family | (4) |
| SOC 313 Urban Environments | (4) |
| SOC 320 Sociology of Deviance | (4) |
| SOC 324 Social Problems | (4) |
| PSY 312 Abnormal Psychology | (4) |
| SOC, BHV, or ANTH course(s) approved by the academic advisor | (3-4) |

Criminology Minor

Core Requirements:

| | |
|---|-----|
| SOC 250 Principles of Sociology | (3) |
| SOC 320 Sociology of Deviance | (4) |
| SOC 321 Juvenile Delinquency | (4) |
| SOC 322 Introduction to Criminology | (4) |
| SOC 326 Criminal Justice System | (4) |
| ANTH, BHV, PSY, or SOC 300-400-level Elective | (4) |

Sociology — B.S.

This major is designed for students planning careers working with people, groups, their creations, and their issues. It is also offered at selected residence centers where other courses may be substituted, with advisor approval, for those in the area of emphasis.

Core Requirements:

| | |
|---------------------------------|-------|
| One ANTH course | (3-4) |
| BHV 305 Statistics | (4) |
| BHV 390 Research Methods | (4) |
| BHV 395 Computer Data Analysis | (2) |
| BHV 497 Internship | (4) |
| BHV 499 Senior Seminar/Project | (4) |
| SOC 250 Principles of Sociology | (3) |

Area of Emphasis:

| | |
|-------------------------------|-----|
| SOC 320 Sociology of Deviance | (4) |
| SOC 324 Social Problems | (4) |
| SOC 400 Sociological Theory | (4) |
| SOC 340 Social Psychology | (4) |

Electives: Two of the following:

| | |
|--|-------|
| BHV 320 Ethnic Relations | (4) |
| SOC 304 Mass Communication, Public Opinion, and Propaganda | (4) |
| SOC 307 Sociology of the Family | (4) |
| SOC 311 World Religions: East | (4) |
| SOC 313 Urban Environments | (4) |
| SOC 321 Juvenile Delinquency | (4) |
| SOC 322 Introduction to Criminology | (4) |
| SOC, BHV, or ANTH course(s) approved by the academic advisor | (3-4) |

Sociology Minor

Core Requirements:

| | |
|---|-----|
| SOC 250 Principles of Sociology* | (3) |
| SOC 307 Sociology of the Family, or | |
| SOC 340 Social Psychology | (4) |
| SOC 320 Sociology of Deviance | (4) |
| SOC 324 Social Problems, or | |
| SOC 400 Sociological Theory | (4) |
| BHV 320 Ethnic Relations, or | |
| SOC 313 Urban Environments , or | |
| SOC 350 Introduction to Human Services | (4) |
| ANTH, BHV, PSY, or SOC 300-400-level Elective | (4) |

*If student has a Behavioral Sciences Division major, another course from the Behavioral Sciences should be substituted.

Programs — Speech Communication and Theatre Arts

SPEECH COMMUNICATION DEPARTMENT

Chairperson: Jeanne Flora

Regular Faculty: Jeanne Flora, Ian Lising.

Adjunct Faculty: Robert Rivera

The Speech Communication Department offers coursework emphasizing communication in a variety of nonmediated contexts: interpersonal, rhetorical, and intercultural. Coursework prepares students for careers that demand good communication skills, such as law, education, business, human resources, and graduate study in communication. In addition, students of any major are invited to join the University of La Verne forensics team. The team participates on a national and international level.

THEATRE ARTS DEPARTMENT

Chairperson: David Flaten

Regular Faculty: David Flaten, Steven Kent.

Adjunct Faculty: Jane Dibbell, Georgij Paro, Elizabeth Pietrzak.

The mission of the Theatre Arts Department is, through contact with theatre as participant or audience, to celebrate and reflect upon the values that enrich life, to increase awareness of dynamic human interrelationships and of different cultures and world views, and to encourage students and the community to view and use ULV theatre as a resource where ideas may be explored creatively and find physical form.

To this end, the department offers an experiential, production-oriented program with a variety of performance and academic courses. Through the Institute for Conscious Acting, the department

regularly sponsors projects and special workshops with visiting theatre professionals. The Theatre Arts program is designed for majors with various career goals as well as non-major participants. Along with providing a thorough background in dramatic literature and theatre history, the program encourages the student to develop an emphasis in one or more special areas such as performance, directing or design, through electives and directed study courses. Theatre Arts majors may also link their studies with courses from other disciplines.

Theatre — B.A.

Prerequisites:

| | |
|---|-------|
| THAR 200 Introduction to Theatre | (4) |
| THAR 215 Rehearsal and Performance | (1,1) |
| THAR 233 Introduction to Stage Design & Craft | (4) |

Core Requirements: A minimum of 45 semester hours:

| | |
|---|-------|
| THAR 210 Acting Studio II | (3) |
| THAR 355 Directing Studio I | (4) |
| THAR 380 Theatre Seminar | (1,1) |
| THAR 445 Masters of the Drama (2 sems.) | (4,4) |
| THAR 480, 481 Theatre History I, II | (4,4) |
| Electives approved by advisor | (11) |
| Dramatic Lit. (THAR 340 recommended) | (4) |
| THAR 499 Senior Project/Exam | (1-4) |

Theatre Arts Minor

Core Requirements: A minimum of 28 semester hours:

| | |
|-------------------------------|-------|
| THAR 210 Acting Studio II | (3) |
| THAR 355 Directing Studio I | (4) |
| THAR 380 Theatre Seminar | (1,1) |
| THAR 445 Masters of the Drama | (4) |
| THAR 480 Theatre History I or | |
| THAR 481 Theatre History II | (4) |
| Electives approved by advisor | (8) |
| THAR 499 Senior Project/Exam | (1-4) |

SCHOOL of BUSINESS and GLOBAL STUDIES

Dean: Verne Orr

Assistant Dean: Barbara L. Jefferson

Regular Faculty: Spyridon Athanassiadis,¹ Robert Brody,¹ Janis Dietz, Demetrius Gasparis,¹ Abe Helou, Eileen Hoesly,¹ Anthony Ioannidis, Ahmed Ispahani, David Kung, Panos Lorentziades,¹ Alkis Magdalinos,¹ Jack McElwee, Renee Miller, Yehia Mortagy, Claudio Muñoz, Jesse Overall,¹ Gonyung Park, Emile Pilafidis, Rizk Rizkala,¹ Richard Simpson, Rita Thakur, Iacovos Tsalicoglou,¹ Stylianos Vournas,¹ Julius Walecki.

Adjunct Faculty: Hassan Bakhtari,¹ Keith Ball,¹ Edward Barker, Frederick Beck, George Bednar,¹ Tim Bettner,¹ Edwin Boyd,¹ Julie Brown,¹ James Callahan,¹ James Chambers,¹ Theodore Coussis,¹ Henry Custer,¹ Linda Dell'Osso, Linda DeLong, Leonard Doherty,¹ Harold Dyck, Diane Ervin,¹ Lawrence Evans,¹ David Faul,¹ Charles Fishburn,¹ Roger Fritch,¹ Roy Goines,¹ Neil Goodwin, Michael Gurantz,¹ Luther Guynes,¹ Kathleen Harbottle,¹ Andrew Hedekin,¹ Wayne Hill,¹ Robert Joyce,¹ Nelly Kazman,¹ Jesse Keith,¹ Edward Kelly, James Kirgan,¹ John Landon,¹ William Lieberman,¹ Donald Lyon,¹ Jack Martin,¹ Andrea Mays-Griffith,¹ Neville Marzwell, William McKee,¹ William McTomney,¹ Michael Milchiker,¹ James Mimikos,¹ Richard Okada,¹ Clark Popp,¹ James Quigle,¹ David Rambow,¹ James Reiner,¹ Victor Ritter, Elizabeth Rowan,¹ Mark Sabet, Robert Schenck,¹ Lewis Sears,¹ Richard Sherman,¹ Kendall Simmonds,¹ Alan Smith,¹ Michael Smith,¹ Reginald Sobczak,¹ Theodore Spatisano,¹ Terry Stimson,¹ David Stowers,¹ Patrick Stluka, John Stupar,¹ John Timko,¹ Tore Tjersland,¹ Raymon Torres,¹ Leonard Trosino,¹ Robert Trodella,¹ Kent Troxel,¹ Weston Van Loon, Della Welch, John Zawoysky¹

¹Off-campus faculty

The mission of the School of Business and Global Studies (SBGS) is to provide students an educational experience that exposes them to a body of theory, research, and application that will develop conceptual abilities and application skills to meet

the needs of the current and future business environment.

In support of this, the SBGS is committed to providing a curriculum to our students that:

- is relevant to today's multicultured, transnational business environment;
- focuses on the development of ethics and values that leads to actions that enrich the human condition;
- integrates information technology and concepts as decision tools of a modern organization and enhances the student's capability to succeed in a changing future environment through lifelong learning.

The SBGS offers undergraduate majors in Accounting, Business Administration, Economics, E-Commerce, and Marketing, with concentrations in Business Economics, Business Finance, Business Management, Information Technology, International Business, and Marketing. Minors in Business Administration, Economics, Human Resources Management, and Marketing are available for non-SBGS majors. At the graduate level, SBGS offers the Master of Business Administration (M.B.A.), Master of Business Information Technology, and a Master of Science in Business Organizational Management. Concentrations in Accounting, Finance, Health Services Management, Information Technology, International Business, Management and Leadership, Managed Care, Management, Marketing, Supply Chain Management, and Telecommunications are available. Graduate academic certificates are available in the areas of concentration.

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. Business students also are strongly encouraged to study abroad to broaden their horizons while earning degree credit.

CENTRAL CAMPUS & ATHENS UNDERGRADUATE PROGRAMS

Undergraduate students at the central campus and in Athens may choose to major in Accounting, Business Administration, Marketing, or Economics. Those majoring in Business

Programs — Business and Global Studies

Administration may chose from concentrations in Business Economics, Business Economics and Global Studies, Business Finance, Business Management, Information Technology, International Business, or Marketing. Not all concentrations are available in Athens. Central campus students may also select the interdepartmental major, International Business and Language. Students not majoring in the School of Business and Global Studies may choose to minor in Business Administration, Economics, Human Resources Management, or Marketing. All students are expected to be proficient, in word processing, spreadsheets, electronic communications, and information retrieval on the Internet.

Accounting — B.S.

Program Chairpersons: Renee Miller and Claudio Muñoz

The Accounting Program develops an understanding of the enterprise's primary information system. It builds on the conceptual, analytical and communication skills necessary to succeed in the business world. It prepares students for careers in all areas of accounting, including the necessary preparations and qualifications for professional examination.

Prerequisites: The following must be completed before enrolling in 300- or 400-level ECBU courses in all majors except International Business and Language:

| | | |
|---------------|---|-------|
| ENG 111 | College Writing B | (3) |
| ECBU 172 | Mathematical Methods for Business and Economics | (4) |
| ECBU 201 | Fundamentals of Accounting I | (4) |
| ECBU 202 | Fundamentals of Accounting II | (4) |
| ECBU 220, 221 | Economic Analysis I, II | (3,3) |

Core Business Requirements:

| | | |
|----------|--------------------------------|-----|
| ECBU 330 | Business Finance | (4) |
| ECBU 347 | Legal Environment of Business | (4) |
| ECBU 350 | Principles of Management | (4) |
| ECBU 360 | Principles of Marketing | (4) |
| ECBU 370 | Business Statistics | (4) |
| ECBU 372 | Quantitative Business Methods | (4) |
| ECBU 410 | Management Information Systems | (4) |
| ECBU 496 | Business Seminar | (4) |

Core Accounting Requirements:

| | | |
|---------------|-------------------------------|-------|
| ECBU 301, 302 | Intermediate Accounting I, II | (4,4) |
|---------------|-------------------------------|-------|

| | | |
|----------|---------------------|-----|
| ECBU 307 | Cost Accounting | (4) |
| ECBU 308 | Federal Taxation I | (4) |
| ECBU 401 | Auditing | (4) |
| ECBU 402 | Advanced Accounting | (4) |

Concentrations: Accounting students may pursue a concentration listed under the B.S., Business Administration by satisfying all the requirements of the B.S., Accounting and of the concentration.

Business Administration — B.S.

Program Chairperson: Rita Thakur

This major's objective is to prepare students for successful careers in business enterprise. It looks closely at creating and maintaining desirable internal environments and the relationship between them and the external environment in successful business enterprises. The philosophy and ethics of business as well as human values are stressed.

Prerequisites: Same as for Accounting — B.S.

Core Requirements:

| | | |
|----------|-----------------------------------|-----|
| ECBU 330 | Business Finance | (4) |
| ECBU 347 | The Legal Environment of Business | (4) |
| ECBU 350 | Principles of Management | (4) |
| ECBU 360 | Principles of Marketing | (4) |
| ECBU 370 | Business Statistics | (4) |
| ECBU 372 | Quantitative Business Methods | (4) |
| ECBU 410 | Management Information Systems | (4) |
| ECBU 496 | Business Seminar | (4) |

Athens only:

| | | |
|----------|----------------------------|-----|
| ECBU 455 | Human Resources Management | (4) |
|----------|----------------------------|-----|

Electives or Concentration:

Four 300-400-level ECBU courses (4,4,4,4) or one of the following concentrations:

Business Economics Concentration: This concentration focuses on economic theories and their applications in the business world. It requires ECBU 220, ECBU 221, and a minimum of 18 semester hours from the following:

| | | |
|----------|--|-----|
| ECBU 320 | Intermediate Macroeconomics | (4) |
| ECBU 321 | Intermediate Microeconomics | (4) |
| ECBU 322 | Current Economic Problems and Opportunities | (4) |
| ECBU 323 | Money and Banking | (4) |
| ECBU 324 | Comparative Economic Systems | (4) |
| ECBU 325 | International Economics | (4) |
| ECBU 327 | Public Finance and Fiscal Policy | (4) |

Programs — Business and Global Studies

ECBU 345 Personal Finance (3)

Business Finance Concentration: This concentration focuses on the role of finance in the corporate environment. It also looks at corporate and personal investments, the basic principles and techniques of valuing financial instruments, and methods of managing risk. It requires the following courses:

ECBU 323 Money and Banking (4)

ECBU 330 Business Finance (4)

ECBU 331 Managerial Finance (4)

ECBU 431 Investments: Security Analysis and Portfolio Management (4)

One of the following:

ECBU 430 Speculative Securities—Options and Futures (4)

ECBU 432 Financial Institutions (4)

ECBU 436 International Finance (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. It requires the following courses:

ECBU 350 Principles of Management (4)

ECBU 355 Organizational Behavior in Business (4)

ECBU 356 Introduction to Organizational Theory (4)

ECBU 455 Human Resources Management (4)

One of the following:

ECBU 451 International Management (4)

ECBU 353 Culture and Gender Issues in Management (4)

ECBU 440 Entrepreneurship (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. It requires the following courses:

ECBU 410 Management Information Systems (4)

ECBU 411 Management Support Systems, or

CMPS 475 Systems Design Process (4)

ECBU 412 Database Management Systems, or

CMPS 490 Database Management Systems (4)

ECBU 413 Business Telecommunications, or

CMPS 368 Principles of Computer Networks, or
CMPS 369 Local Area Networks (4)
ECBU 416 Electronic Commerce (4)
(programming recommended)

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

ECBU 350 Principles of Management (4)

ECBU 325 International Economics (4)

ECBU 366 International Marketing (4)

ECBU 436 International Finance (4)

ECBU 451 International Management (4)

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

ECBU 360 Principles of Marketing (4)

ECBU 461 Marketing Management (4)

ECBU 365 Consumer Behavior or

ECBU 368 Promotional Management (4)

ECBU 466 International Marketing (4)

300-400-level ECBU course in Marketing (4)

Economics — B.S.

Program Chairperson: Ahmed Ispahani

Economics examines the difficult choices that society, business enterprises, 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 and markets and behaviors that will maximize profits.

Prerequisites:

ECBU 172 Mathematical Methods for Business and Economics (4)

ECBU 220, 221 Economic Analysis I, II (4,4)

Main Campus students must also complete the following before enrolling in 300- or 400-level ECBU courses:

ECBU 201 Fundamentals of Accounting I (4)

ECBU 202 Fundamentals of Accounting II (4)

ENG 111 College Writing B (3)

Programs — Business and Global Studies

Core Requirements:

| | | |
|----------|-------------------------------|-----|
| ECBU 320 | Intermediate Macroeconomics | (4) |
| ECBU 321 | Intermediate Microeconomics | (4) |
| ECBU 323 | Money and Banking | (4) |
| ECBU 370 | Business Statistics | (4) |
| ECBU 372 | Quantitative Business Methods | (4) |
| ECBU 499 | Senior Project | (4) |

Additional Requirements for Main Campus students:

| | | |
|--|----------------------------------|-----|
| ECBU 327 | Public Finance and Fiscal Policy | (4) |
| ECBU 410 | Management Information Systems | (4) |
| 12 additional semester hours in ECBU courses | | |

Additional Requirements for Athens students:

| | | |
|----------|---|-----|
| ECBU 371 | Econometrics | (4) |
| ECBU 390 | Research Methods for Business and Economics | (4) |

Two of the following:

| | | |
|----------|----------------------------------|-----|
| ECBU 325 | International Economics | (4) |
| ECBU 326 | Development of Economic Thought | (4) |
| ECBU 327 | Public Finance and Fiscal Policy | (4) |
| ECBU 329 | Theories in Economic Development | (4) |

Two of the following:

| | | |
|----------|------------------------------|-----|
| ECBU 322 | Current Economic Problems | (4) |
| ECBU 324 | Comparative Economic Systems | (4) |

| | | |
|----------|---|-----|
| ECBU 443 | The European Union: Institutions and Policies | (4) |
| ECBU 444 | The Economics of the European Union | (4) |

12 semester hours from the following:

| | | |
|----------|------------------------------------|-----|
| ECBU 330 | Business Finance | (4) |
| ECBU 420 | Analysis of Contemporary Economics | (4) |

| | | |
|----------|---|-----|
| ECBU 431 | Investments: Security Analysis and Portfolio Management | (4) |
| ECBU 432 | Financial Institutions | (4) |

| | | |
|----------|--------------------------------------|-----|
| ECBU 436 | International Finance | (4) |
| ECBU 498 | Internship in Economics and Business | (4) |

E-Commerce — B.S.

Program Chairpersons: Seta Whitby and
Rita Thakur

This interdisciplinary program is jointly offered with the Department of Mathematics, Physics, and Computer Science. The program is described in that department's catalog section.

Marketing — B.S.

Program Chairperson: Janis Dietz

Marketing is the process of developing products and services for consumers and industrial users and delivering them in an efficient manner beneficial to both the producer and the user. This process must be conducted from a global perspective, including consideration of both customer and competitor. This program covers all aspects of marketing, from product and service development to delivery to the customer and post-purchase relations.

Prerequisites: Same as for Accounting — B.S.

Core Business Requirements:

| | | |
|----------|-----------------------------------|-----|
| ECBU 330 | Business Finance | (4) |
| ECBU 347 | The Legal Environment of Business | (4) |
| ECBU 350 | Principles of Management | (4) |
| ECBU 360 | Principles of Marketing | (4) |
| ECBU 370 | Business Statistics | (4) |
| ECBU 372 | Quantitative Business Methods | (4) |
| ECBU 410 | Management Information Systems | (4) |
| ECBU 496 | Business Seminar | (4) |

Marketing Requirements:

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

Three of the following:

| | | |
|----------|-------------------------|-----|
| ECBU 365 | Consumer Behavior | (4) |
| ECBU 368 | Promotional Management | (4) |
| ECBU 461 | Marketing Management | (4) |
| ECBU 466 | International Marketing | (4) |

Electives: A minimum of 8 upper-division semester hours in marketing.

SCHOOL OF CONTINUING EDUCATION (including CAPA) UNDERGRADUATE PROGRAMS

Undergraduate students enrolled through the School of Continuing Education (SCE) 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.

Programs — Business and Global Studies

Program Chairpersons: Renee Miller and Claudio Muñoz

Prerequisites:

| | |
|--|-----|
| ECBU 201 Fundamentals of Accounting I | (4) |
| ECBU 202 Fundamentals of Accounting II | (4) |
| ECBU 328 Economic Theories and Issues | (4) |

Core Business Requirements:

| | |
|--|-----|
| ECBU 330 Business Finance | (4) |
| ECBU 347 The Legal Environment of Business | (4) |
| ECBU 350 Principles of Management | (4) |
| ECBU 360 Principles of Marketing | (4) |
| ECBU 370 Business Statistics | (4) |
| ECBU 374 Applied Quantitative Analysis | (4) |
| ECBU 410 Management Information Systems | (4) |
| ECBU 496 Business Seminar | (4) |

Core Accounting Requirements:

| | |
|---|-------|
| ECBU 301, 302 Intermediate Accounting I, II | (4,4) |
| ECBU 307 Cost Accounting | (4) |
| ECBU 308 Federal Taxation I | (4) |
| ECBU 401 Auditing | (4) |
| ECBU 402 Advanced Accounting | (4) |

Business Administration — B.A.

(Available only at selected SCE centers.)

Program Chairperson: Rita Thakur

Prerequisites:

| | |
|--|-----|
| ECBU 203 Financial & Managerial Accounting | (4) |
| ECBU 328 Economic Theories and Issues | (4) |

Core Business Requirements:

| | |
|--|-----|
| ECBU 330 Business Finance | (4) |
| ECBU 347 The Legal Environment of Business | (4) |
| ECBU 350 Principles of Management | (4) |
| ECBU 360 Principles of Marketing | (4) |
| ECBU 370 Business Statistics | (4) |
| ECBU 374 Applied Quantitative Analysis | (4) |
| ECBU 410 Management Information Systems | (4) |
| ECBU 496 Business Seminar | (4) |

Electives: A minimum of 12 semester hours of upper-division ECBU courses.

Concentrations: All concentrations listed under the B.S., Business Administration at the central campus are available through CAPA.

Minors are suitable for students planning careers in any field where a knowledge of business would enhance their career opportunities, such as journalism, behavioral science, law, and government. A minimum of 24 units is required. Minors are not available to students majoring in the School of Business and Global Studies.

Business Administration Minor

This minor is designed to give the student a broad based introduction to all the major functions of a business enterprise (i.e., accounting, economics, finance, management, and marketing).

Prerequisites: Proficiency in computer spreadsheets before ECBU 201 and proficiency in descriptive statistics before ECBU 330.

Required Business Courses:

| | |
|--|-------|
| ECBU 203 Financial & Managerial Accounting | (4) |
| ECBU 220 Economics I, or | |
| ECBU 328 Economic Theories and Issues | (3-4) |
| ECBU 330 Business Finance | (4) |
| ECBU 350 Principles of Management | (4) |
| ECBU 360 Principles of Marketing | (4) |
| 300-400-level elective in Business Admin. | (4) |

Economics Minor

The Economics minor is designed to provide students with a broad-based introduction to the methods and techniques of economic analysis.

Required Business Courses:

| | |
|--|-------|
| ECBU 220, 221 Economics Analysis I, II | (3,3) |
|--|-------|

Four of the following:

| | |
|---|-----|
| ECBU 320 Intermediate Macroeconomics | (4) |
| ECBU 321 Intermediate Microeconomics | (4) |
| ECBU 322 Current Economic Problems and Opportunities | (4) |
| ECBU 323 Money and Banking | (4) |
| ECBU 324 Comparative Economic Systems | (4) |
| ECBU 325 International Economics | (4) |
| ECBU 327 Public Finance and Fiscal Policy | (4) |
| ECBU 341 International Business | (4) |

Human Resources Management Minor

This minor provides an overall view of the role and function of human resources management and its importance to the success of business enterprise.

MINORS

Programs — Business and Global Studies

Required Business Courses:

| | |
|--|-----|
| ECBU 350 Principles of Management | (4) |
| ECBU 355 Organizational Behavior in Business | (4) |
| ECBU 455 Human Resources Management | (4) |
| <i>Two of the following:</i> | |
| ECBU 341 International Business | (4) |
| ECBU 353 Culture and Gender Issues in Management | (4) |
| ECBU 354 Communications in Organizations | (4) |
| ECBU 356 Introduction to Organizational Theory | (4) |
| ECBU 358 Small Business Administration | (4) |
| ECBU 453 Industrial Relations | (4) |
| ECBU 451 International Management | (4) |

Marketing Minor

This minor provides a broad-based introduction to the role and function of marketing in business.

Required Business Courses:

| | |
|--|-----------|
| ECBU 360 Principles of Marketing | (4) |
| 16 semester hours of marketing courses | (4,4,4,4) |

GRADUATE PROGRAMS IN BUSINESS

Graduate business programs at ULV are designed for individuals with proven academic background and work experience along with high probability of success in graduate study and in subsequent teaching, research, or professional careers. All applications are reviewed carefully, based on the following criteria:

1. A bachelor's degree from a regionally accredited college or university.
2. A minimum GPA of 3.0 in the last 60 semester hours of undergraduate work including no lower than a C grade in all prerequisite courses. Applicants with lower GPA's will be considered on a provisional basis and may be required to submit GMAT scores. The GRE may be substituted for the GMAT.
3. Two positive letters of recommendation, especially from business instructors or employers.
4. A current résumé and personal statement of purpose.

Students without a degree from an English-speaking institution, where English is the primary language of instruction and of the geographic

area, must establish minimal proficiency in English by accomplishing *one* of the following: TOEFL score of 550 or more, 400 verbal GRE, satisfactory completion of ULV's English proficiency test, or satisfactory completion of prerequisite courses at ULV as indicated by a placement examination.

All students are expected to be proficient, in word processing, spreadsheets, electronic communications, and information retrieval on the Internet.

M.B.A. Preparatory Program

Program Chairperson: Ibrahim Helou

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

Master of Business Administration

Program Chairperson: Ibrahim Helou

The M.B.A. provides a strong foundation in the traditional areas of business administration, the interrelationships among the various functional business disciplines, and a broad exposure to the contemporary skills of management. Emphasis is on the development of skills necessary to manage in a critical, rational, and effective manner within the complex global environment. The program does not require work experience or an undergraduate degree in business administration.

Students with professional experience and/or an undergraduate degree in business are also eligible.

Prerequisites: 0-18 semester hours

Prerequisite knowledge in the areas of the courses listed below (ECBU 500 A-F) is required to enter this program. The determination of needed prerequisite knowledge is based on a review of each student's undergraduate coursework and professional work experience. The foundation courses (ECBU 500 A-F) provide any prerequisite knowledge and tools needed to study business at the graduate level. If needed, they should be among the first courses completed.

ECBU 500A Accounting Fundamentals (4)

ECBU 500B Economics for Decision Making (4)

Programs — Business and Global Studies

| | |
|---|-----|
| ECBU 500C Quantitative and Statistical Analysis | (4) |
| ECBU 500D Business Finance | (2) |
| ECBU 500E Business Management | (2) |
| ECBU 500F Business Marketing | (2) |

Total Program: 36 semester hours

Core Courses: 24 semester hours

| | |
|--|-----|
| ECBU 503 Accounting Information for Decision-Making | (3) |
| ECBU 510 Management of Information Technology | (3) |
| ECBU 525 Economics of the Firm | (3) |
| ECBU 530 Financial Management | (3) |
| ECBU 551 Seminar in Organization Theory and Behavior | (3) |
| ECBU 560 Seminar in Marketing Management | (3) |
| ECBU 575 Analysis of Business Operations | (3) |
| ECBU 581 Managing in a Global Economy | (3) |

Concentrations/Electives: 9 semester hours

Students may complete one of the concentrations listed after the M.B.A., Experienced Professionals, or they may select 9 semester hours of electives from a selection of 500-level ECBU courses.

Culminating Activity: 3 semester hours

| | |
|------------------------------------|-----|
| ECBU 596 Graduate Business Seminar | (3) |
|------------------------------------|-----|

Master of Business Administration for Experienced Professionals

Program Chairperson: Ibrahim Helou

This M.B.A. is a broad, integrated program designed primarily for adult professionals with a minimum of three years' experience and with or without undergraduate business degrees. Capitalizing on the educational diversity of students, the core courses provide for broad professional development in business administration. These courses develop an increased understanding of the role of professional managers and their responsibilities within the firm and society in our global economy. They also promote the role of organizations in our global economy.

Prerequisite: A minimum of three years' full-time professional experience.

Program Expectations: Entering students are expected to be able to utilize word processing, spreadsheet, electronic communications, and information retrieval on Internet; to have access to

a personal computer; to be able to apply algebra and other mathematical skills for solving economic and business problems; and to possess good oral and written communication skills. The University offers courses to assist students in obtaining the necessary competencies.

Total Program: 33 semester hours

Foundation Courses: 0-12 semester hours

| | |
|---|-----|
| ECBU 500A Accounting Fundamentals | (4) |
| ECBU 500B Economics for Decision Making | (4) |
| ECBU 500C Quantitative and Statistical Analysis | (4) |

Foundation courses can be waived, if the following equivalent undergraduate courses were completed at a regionally accredited college or university with a grade of C or higher within the past seven years: Financial Accounting and Managerial Accounting for ECBU 500A; Microeconomics and Macroeconomics for ECBU 500B; Business Statistics for ECBU 500C.

Core Courses: 12 semester hours

| | |
|--|-----|
| ECBU 520 Seminar in Economics | (3) |
| ECBU 535 Financial Analysis | (3) |
| ECBU 565 Marketing in a Global Economy | (3) |
| ECBU 555 Current Issues in Management Practice, or | |
| ECBU 581 Managing in a Global Economy | (3) |

Professional Focus Area and Concentrations:
(18 semester hours)

Each student can select a set of courses that addresses his or her career needs. Courses can be selected from a list of preapproved 500-level ECBU courses (other than foundation courses). Concentrations require a minimum of four courses (12 semester hours) that may include required core courses in the same discipline.

Culminating Activity: 3 semester hours

| | |
|------------------------------------|-----|
| ECBU 596 Graduate Business Seminar | (3) |
|------------------------------------|-----|

Professional Focus Area and Concentrations for the M.B.A. and M.B.A., Experienced Professionals:

Accounting Concentration:

| | |
|---|-------|
| ECBU 501, 502 Corporate Accounting and Reporting I,II | (3,3) |
|---|-------|

A minimum of two of the following:

| | |
|---|-----|
| ECBU 503 Accounting Information for Decision-Making | (3) |
|---|-----|

Programs — Business and Global Studies

| | | | |
|--|--|-----|--|
| ECBU 505 | Accounting for Specialized Accounting Entities | (3) | Management and Leadership Concentration: ECBU 586 Leadership for the Future (3) <i>A minimum of three of the following:</i> |
| ECBU 506 | Auditing Standards and Practices | (3) | ECBU 540 Innovation and Entrepreneurship (3) |
| ECBU 507 | Government and Nonprofit Accounting | (3) | ECBU 543 Ethics in Organizations and Society (3) |
| ECBU 508 | Federal Taxation Concepts and Practices | (3) | ECBU 551 Seminar in Organization Theory and Behavior (3) |
| Finance Concentration: | | | |
| ECBU 530 | Financial Management, or | (3) | ECBU 555 Current Issues in Management Practice (3) |
| ECBU 535 | Financial Analysis | (3) | ECBU 556 Comparative International Management (3) |
| <i>A minimum of three of the following:</i> | | | |
| ECBU 531 | Investment and Portfolio Analysis | (3) | ECBU 581 Managing in a Global Economy (3) |
| ECBU 532 | Management of Financial Institutions | (3) | ECBU 584 Managerial Negotiations (3) |
| ECBU 533 | Investment Banking | (3) | ECBU 585 Strategies in Change Management (3) |
| ECBU 534 | Entrepreneurial Finance | (3) | ECBU 588 Power and Politics in Organizations (3) |
| ECBU 535 | Financial Analysis | (3) | Marketing Concentration: |
| ECBU 536 | International Financial Management | (3) | ECBU 560 Seminar in Marketing Management, or |
| ECBU 537 | International Financial Markets and Institutions | (3) | ECBU 565 Marketing in a Global Economy (3) |
| ECBU 538 | Financial Strategy and Policy | (3) | <i>A minimum of three of the following:</i> |
| Information Technology Concentration: | | | |
| <i>A minimum of four of the following:</i> | | | |
| ECBU 510 | Management of Information Technology | (3) | ECBU 561 Seminar in Consumer Behavior (3) |
| ECBU 511 | Management Support Systems | (3) | ECBU 563 Marketing Channels/Distribution (3) |
| ECBU 512 | Integrated Data Management | (3) | ECBU 564 Marketing Intelligence (3) |
| ECBU 513 | Information Networks | (3) | ECBU 565 Marketing in a Global Economy (3) |
| ECBU 515 | Systems Planning and Implementation | (3) | ECBU 566 International Marketing Management (3) |
| ECBU 516 | Electronic Commerce | (3) | ECBU 567 Service Sector Marketing (3) |
| ECBU 517 | Law and Technology | (3) | ECBU 568 Marketing Communications (3) |
| International Business Concentration: | | | |
| <i>A minimum of four of the following:</i> | | | |
| ECBU 516 | Electronic Commerce | (3) | ECBU 569 Strategic Marketing (3) |
| ECBU 536 | International Financial Management | (3) | Supply Chain Management Concentration: |
| ECBU 556 | Comparative International Management | (3) | ECBU 575 Analysis of Business Operations (3) |
| ECBU 566 | International Marketing Management | (3) | ECBU 576 Supply Chain Management and Strategy (3) |
| ECBU 581 | Managing in a Global Economy | (3) | <i>A minimum of two of the following:</i> |
| ECBU 584 | Managerial Negotiations | (3) | ECBU 510 Management of Information Technology (3) |
| | | | ECBU 511 Management Support Systems (3) |
| | | | ECBU 512 Integrated Data Management (3) |
| | | | ECBU 513 Information Networks (3) |
| | | | ECBU 515 Systems Planning and Implementation (3) |
| | | | ECBU 516 Electronic Commerce (3) |
| | | | ECBU 517 Law and Technology (3) |
| | | | ECBU 563 Marketing Channels/Distribution (3) |

Programs — Business and Global Studies

Master of Business Administration With a Concentration in Managed Care

Program Chairperson: Ibrahim Helou

This program is designed to provide the health services professional with the knowledge and skills to manage in the dynamic managed care environment, including analytical and quantitative methods to negotiate and monitor contract compliance and quality indicators; financial and accounting principles to determine contract risk, rates, and revenue optimization strategies; oral and written communication tools to maintain positive working relationships among peers, providers, and management; and techniques to lead in a critical, rational, and effective manner.

Total Program: 33 semester hours

M.B.A. Foundation Courses: Same as for M.B.A., Experienced Professionals

M.B.A. Core Courses: 15 semester hours

| | |
|--|-----|
| ECBU 520 Seminar in Economics | (3) |
| ECBU 535 Financial Analysis | (3) |
| ECBU 565 Marketing in a Global Economy | (3) |
| ECBU 555 Current Issues in Management Practice, or | |
| ECBU 581 Managing in a Global Economy | (3) |
| One 500-level ECBU course with approval | (3) |

Managed Care Requirements: 15 semester hours

| | |
|--|-----|
| HSM 580 Economics of Managed Care | (3) |
| HSM 581 Managing Managed Care | (3) |
| HSM 582 Policy Issues in Managed Care | (3) |
| HSM 583 Marketing and Business Development (3) | |

One of the following:

| | |
|---|-----|
| HSM 501 Recent Trends and Issues in Health Services | (3) |
| HSM 533 Mergers and Acquisitions | (3) |
| HSM 571 Management of Clinical and Financial Information | (3) |
| HSM 572 Management of Decision Support Systems and Networks | (3) |
| HSM 584 Globalization of Managed Care | (3) |
| HSM 585 Complementary Medicine in Managed Care | (3) |
| HSM 598 Fieldwork/Internship | (3) |

Culminating Activity: 3 semester hours

| | |
|------------------------------------|-----|
| ECBU 596 Graduate Business Seminar | (3) |
|------------------------------------|-----|

Master of Business Administration With a Concentration in Health Services Management

Program Chairperson: Ibrahim Helou

This concentration provides skills needed for a managerial career in hospitals, medical education centers, health service organizations, government agencies, consulting firms, and private industry. In addition to core courses in business administration, elective courses focus on the key role healthcare administrators must play in cost containment, continuous improvement in the quality of care, and increasing access to services.

Admission by the Health Services Management Department is required before enrollment. Applicants should possess a minimum of one year professional healthcare experience, either clinical or through employment in a health-related industry.

Total Program: 33 semester hours

M.B.A. Foundation Courses: Same as for M.B.A., Experienced Professionals

M.B.A. Core Courses: 15 semester hours
Same as for M.B.A. with a concentration in Managed Care.

HSM Concentration: 15 semester hours

| | |
|--|-----|
| HSM 501 Recent Trends and Issues in Health Services | (3) |
| HSM 590 Economics of Managed Care | (3) |
| <i>Three of the following:</i> | |
| HSM 510 Management of Information Systems | (3) |
| HSM 520 Strategic and Tactical Planning in HSOs | (3) |
| HSM 533 Mergers and Acquisitions | (3) |
| HSM 534 Program Evaluation | (3) |
| HSM 540 Legal Issues in Health Services Organizations | (3) |
| HSM 555 Ethical Issues in Health Services | (3) |
| HSM 569 Managing Change and Conflict | (3) |
| HSM 571 Management of Clinical and Financial Information | (3) |
| HSM 581 Managing Managed Care | (3) |
| HSM 583 Marketing & Business Development | (3) |
| HSM 598 Field Work/Internship | (3) |

Culminating Activity: 3 semester hours

| | |
|------------------------------------|-----|
| ECBU 596 Graduate Business Seminar | (3) |
|------------------------------------|-----|

Programs — Business and Global Studies

Master of Business Administration for Experienced Professionals With a Concentration in Telecommunications

(Available only at the Athens Campus.)

With the convergence of telecommunications, computing, and consumer electronics, the classic telecommunications market has become ever more multidimensional and dynamic. This M.B.A. examines this ongoing complex transformation.

Total Program: 36 semester hours

Core Courses: 15 semester hours

| | | |
|----------|---|-----|
| ECBU 503 | Accounting Information for Decision-Making | (3) |
| ECBU 530 | Financial Management | (3) |
| ECBU 551 | Seminar in Organization Theory and Behavior | (3) |
| ECBU 560 | Seminar in Marketing Management | (3) |
| ECBU 575 | Business Analysis | (3) |

Concentration: 18 semester hours

| | | |
|----------|---|-----|
| ECBU 515 | Systems Planning and Implementation | (3) |
| ECBU 516 | Electronic Commerce | (3) |
| ECBU 538 | Financial Strategy and Policy | (3) |
| ECBU 557 | Production and Operations Management | (3) |
| ECBU 593 | Variable Topics: Emerging Communications Technologies | (3) |
| ECBU 593 | Variable Topics: Applied Research in Telecommunications | (3) |

Culminating Activity: 3 semester hours

| | | |
|----------|---------------------------|-----|
| ECBU 596 | Graduate Business Seminar | (3) |
|----------|---------------------------|-----|

Master of Business Information Technology (M.B.I.T.)

Program Chairperson: Ibrahim Helou

This degree provides a practical, career oriented education for graduates of business and other disciplines who wish to move into the Information Technology (IT) industry. It caters to professionals who wish to enhance their knowledge and skills in the design of information systems.

Total Program: 36 semester hours

Foundation Courses: Same as for M.B.A.

| | | |
|------------------------------|--|-----|
| Core Courses: | 30 semester hours | |
| ECBU 503 | Accounting Information for Decision-Making | (3) |
| ECBU 510 | Management of Information Technology | (3) |
| ECBU 512 | Integrated Data Management | (3) |
| ECBU 513 | Information Networks | (3) |
| ECBU 515 | Systems Planning and Implementation | (3) |
| ECBU 516 | Electronic Commerce | (3) |
| ECBU 555 | Current Issues in Management Practice, or | |
| ECBU 581 | Managing in a Global Economy | (3) |
| ECBU 560 | Seminar in Marketing Management, or | |
| ECBU 565 | Marketing in a Global Economy | (3) |
| ECBU 575 | Analysis of Business Operations | (3) |
| ECBU 593 | Variable Topics [C++] | (3) |
| Electives: | 3 semester hours | |
| | Information technology elective | (3) |
| Culminating Activity: | 3 semester hours | |
| ECBU 596I | Graduate IT Seminar | (3) |

Business Organizational Management — M.S.

(Available only at selected Residence Centers)

Program Chairperson: Ibrahim Helou

This program is designed for working professionals seeking a management career in for-profit or not-for-profit organizations. It focuses on organizational dynamics and the human element in business management. Students will develop an understanding of the role of professional managers in their organizations, including the interdependence of the firm, society, and the global economy.

MBOM courses are available only to students admitted to or applying for the M.S. in Business Organizational Management. MBOM courses are not interchangeable with ECBU courses.

Prerequisites: Applicants must have a minimum of three years of work experience in a responsible position within an organization. Entering students are expected to be able to utilize word processing, spreadsheet, electronic communications, and information retrieval on Internet; to have access to a personal computer; to be able to apply algebra and other mathematical skills for solving economic and business problems; and to possess good

Programs — Business and Global Studies

oral and written communication skills.

Total Program: 36 semester hours

Core Courses: 12 semester hours

MBOM 501 Accounting for Managers (3)

MBOM 502 Budgeting & Financial Management (3)

MBOM 503 Theories & Issues in Economics (3)

MBOM 504 Organization Theory & Analysis (3)

Electives or Concentration: 21 semester hours

A minimum of seven MBOM courses, four of which can be used to satisfy the requirements for a concentration.

Culminating Activity: 3 semester hours

MBOM 596 Graduate Business Seminar (3)

Human Resource Management and Development Concentration:

This concentration focuses on employee management and development. It provides the student with a broad background in the theory and application of methods for maximizing employee productivity and fostering employee personal and professional growth. This concentration is appropriate for students pursuing a managerial role in Human Resource Management or Development and for managers whose responsibilities are primarily related to the management of people.

MBOM 530 Managing the Human Resource (3)

MBOM 534 Training and Human Resource Development (3)

Two of the following:

MBOM 532 Managing Diversity in the Workplace (3)

MBOM 550 Seminar in Organizational Behavior (3)

MBOM 552 Human Behavior and Motivation (3)

MBOM 569 Managing Change in a Dynamic Environment (3)

MBOM 545 Industrial Relations for Managers (3)

MBOM 546 Managerial Negotiations (3)

Information Technology Concentration.

A minimum of four of the following:

MBOM 510 Information Systems for Managers (3)

MBOM 511 Management Support Systems (3)

MBOM 512 Integrated Data Management (3)

MBOM 513 Information Network (3)

MBOM 515 Systems Planning and Implementation (3)
MBOM 516 Electronic Commerce (3)
MBOM 517 Law and Technology (3)

Business Organizational Management with Concentration in Health Services Management — M.S.

Program Chairperson: Ibrahim Helou

The elective courses in this concentration focus on the key roles which health services managers play in cost containment, continuous quality improvement, and the expanded access to services in integrated health systems. Candidates for this program should possess a minimum of three years of current experience in the health services field.

Total Program: 39 semester hours

Core Courses: 12 semester hours

Same as in the M.S., Business Organizational Management.

HSM Requirements: 15 semester hours

HSM 501 Recent Trends and Issues in Health Services (3)

HSM 580 Economics of Managed Care (3)

Three of the following:

HSM 520 Strategic and Tactical Planning in HSOs (3)

HSM 523 Management of Organizational Innovation (3)

HSM 590 Mergers and Acquisitions (3)

HSM 534 Program Evaluation (3)

HSM 540 Legal Issues in HSOs (3)

HSM 555 Ethical Issues in Health Services (3)

HSM 583 Marketing and Business Development (3)

HSM 590 Selected Topics (3)

HSM 598 Fieldwork/Internship (3)

General Electives: 9 semester hours

A minimum of 9 semester hours selected from MBOM courses.

Culminating Activity: 3 semester hours

MBOM 596 Graduate Business Seminar (3)

SCHOOL of EDUCATION and ORGANIZATIONAL LEADERSHIP

Dean: Leonard Pellicer

EDUCATION DEPARTMENT

Chairperson: Thomas McGuire

Regular Faculty: Robert Burns, Lee Canter, Yvonne Davis, James Dunne, Anita Flemington, Robert Hansen, Thomas McGuire, Carol Morecki-Oberg, Barbara Nicoll, Jan Pilgreen, Lisa Porter, Margaret Redman, John Roseman, Emily Shoemaker, Lynn Stanton-Riggs, Pat Taylor, Robert Wakeling, Nancy Walker, Leslie Young.

Adjunct Faculty: John Bartelt,¹ Francesca Bero,¹ Paul Carr,¹ Wayne Carter,¹ Christy Cleveland,¹ Nancy Dunn,¹ Thomas Gemma,¹ Gregory Giuliano,¹ Barbara Glazer,¹ Delores Gonzales, William Hughes,¹ Joseph Laponis, Jean Laub,¹ Clark Lewis,¹ Julia Linfesty, Matthew McCann, Hugh McGowan, Ben Miles,¹ Candy Miller,¹ Norman Miller,¹ George Montgomery,¹ Gail Moore, Gary Moore,¹ Mary Morris,¹ Lee Negri,¹ Sallie Phillips,¹ Ann Raymond, Miles Richmond,¹ Thomas Riley,¹ Marie Robinet,¹ Susan Sheldon,¹ Neil Stone,¹ Joel Tankenson,¹ Barry Turner¹, Irene Valos¹, Teresa Viles,¹ Loretta Whitson¹

¹Off-campus faculty

CHILD DEVELOPMENT PROGRAM

Child Development — B.S.

Program Chairperson: Barbara Nicoll

The Child Development Major is designed for students planning careers in early childhood education in public or private schools and/or social service agencies. The program focuses on studies of the growth and development of children in relation to the family, school, and community. The Child Development Major is designed as a complete four-year program at La Verne, but it also complements community college programs in Early Childhood Education. Community college students are encouraged to apply, as their course-

work is fully transferable to our program. The degree requires a minimum of 44 semester hours in the major of which at least 24 must be at the upper-division level.

Core Requirements:

| | | |
|-----------|--|-----|
| EDUC 251 | Curriculum Development for Early Childhood Education | (3) |
| EDUC 253 | Child, Family, and Community | (3) |
| EDUC 350 | Child Psychology & Development | (4) |
| EDUC 354F | Child Observation/Practicum | (4) |
| EDUC 454F | Early Childhood Teaching | (4) |
| EDUC 499 | Senior Project | (4) |

Elective Requirements: A minimum of 24 semester hours from the following:

| | | |
|-----------|---|-----|
| EDUC 252 | Early Childhood Environments | (3) |
| EDUC 417 | Literature for Children and Adolescents | (3) |
| EDUC 445 | Supervision and Communication in Early Childhood Education | (3) |
| EDUC 451 | Infant Group Care and Curriculum | (3) |
| EDUC 452 | Parenting for Early Childhood Educators | (3) |
| EDUC 453A | Supervision and Administration of Programs for Young Children | (3) |
| EDUC 453B | Advanced Supervision and Administration of Programs for Young Children | (3) |
| MATH 489 | Developmental Mathematics | (4) |
| EDUC 412 | Theories and Methods of Bilingual Education, English Language Development and Specially Designed Academic Instruction | (4) |
| EDUC 415M | Teaching of Reading, Multiple Subject | (4) |
| SPED 457 | Identification and Remediation of Special Needs Children | (3) |

Specialization: A minimum of 6 semester hours in one of the following: infant care, bilingual/bicultural, home school relations, or language and literacy.

Child Development — M.S.

Program Chairperson: Barbara Nicoll

This program is intended for those professionals and supervisors in the field of child development who wish to increase their understanding of the physical, intellectual, and emotional development of children. It emphasizes the study of children

Programs — Education: Child Development and M.Ed.

and the theories and issues concerned with growth and development. This degree will enable a student to qualify to teach in a California community college.

Prerequisites: A bachelor's degree from an accredited college or university that includes the following courses: Child Psychology, Early Childhood Curriculum, Practicum or Field Work, Identification and Remediation of the Exceptional Child, and courses in child development, nutrition, and human development.

Total Program: 33 semester hours

Core Courses: 9 semester hours

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

Area of Concentration: 15 semester hours

| | | |
|-----------|--|-----|
| EDUC 518 | Language, Reading, and Concept Development | (3) |
| EDUC 550 | Human Development | (3) |
| EDUC 554F | Advanced Child Development Field Work | (3) |
| EDUC 559 | Developmental Curriculum | (3) |
| EDUC 595 | Special Topics | (3) |

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

Culminating Activity: 3 semester hours

| | | |
|----------|------------------|-----|
| EDUC 596 | Graduate Seminar | (3) |
|----------|------------------|-----|

Child Life — M.S.

Program Chairperson: Leslie Young

This program prepares individuals for careers working with children, from birth through adolescence, who are hospitalized or placed in medical facilities because of illness, injury, or disabling handicaps. The duties of the child life specialist include helping to minimize the stress and anxiety for children in medical facilities, helping children maintain their relationships with parents and families, providing opportunities for children to retain their independence and self-esteem, and working with other health care professionals charged with the care of children.

Total Program: 36 semester hours

Core Courses: 9 semester hours

| | | |
|----------|------------------------|-----|
| EDUC 503 | Educational Psychology | (3) |
| EDUC 504 | Methods of Research | (3) |

SPED 457 Identification and Remediation of the Exceptional Child (3)

Area of Concentration: 24 semester hours

EDUC 450 Child Life Administration (3)

EDUC 450H Effects of Disease and Injuries on Hospitalized Children (3)

EDUC 450M Helping Children Cope in the Health Care and Medical Setting (3)

EDUC 450S Developmental Process of Grieving (3)

EDUC 450T Play Techniques and Pediatrics (3)

EDUC 452 Parenting for Early Childhood Educators (3)

EDUC 553F Child Life Field Work III (3)

EDUC 553P Child Life Field Work IV (3)

If any of the above courses were taken as part of an undergraduate program, students should choose substitutes with approval of the program chairperson.

Culminating Activity: 3 semester hours

| | | |
|----------|------------------|-----|
| EDUC 596 | Graduate Seminar | (3) |
|----------|------------------|-----|

Child Life Specialist — Certificate

This program prepares individuals for careers working with medically fragile and hospitalized children from birth through adolescence. The Child Life Specialist is a professional who strives to minimize the stress and anxiety that children and adolescents experience while undergoing medical treatment. This is accomplished through varied interventions, including therapeutic play, maintenance of relationships with parents and families, and the provision of opportunities for children to retain their independence and self-esteem. The Certificate can be acquired as part of the M.S., Child Development/Child Life. A student who completes 24 semester hours of Child Life courses is eligible for ULV's Child Life Specialist Certificate.

MASTER OF EDUCATION PROGRAM

Program Chairperson: Thomas McGuire

Education (Special Emphasis) — M.Ed.

This program is designed for students wishing to develop their own programs to meet special needs. It is practical in nature and culminates in a project or paper structured to help teachers improve their instructional and leadership abilities.

Programs — Education: M.Ed. and Reading

Total Program: 33 semester hours

Core Courses: 9 semester hours

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

Area of Concentration: 21 semester hours

Selected from established courses and independent studies.

Culminating Activity: 3 semester hours

| | |
|---------------------------|-----|
| EDUC 594 Thesis, or | |
| EDUC 596 Graduate Seminar | (3) |

Teaching Credential/Master of Education Program. The Multiple Subject or Single Subject Teaching Credential may be earned as part of the

M.Ed., Education (Special Emphasis). See the Education Department Chairperson for information.

Education: Advanced Teaching Skills — M.Ed.

This program is designed to provide classroom teachers the opportunity to develop greater understanding of student needs and characteristics, curriculum and instructional decision-making, and collaborative peer interaction.

Total Program: 33 semester hours

Core Courses: 9 semester hours

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

Area of Concentration: 21 semester hours

Seven of the following:

| | |
|--|-------|
| BHV 482 Family Violence and Abuse | (3) |
| EDUC 545 Dynamics of Human Interaction | (3) |
| EDUC 550 Human Development | (3) |
| EDUC 558 Behavior Intervention Strategies | (3) |
| EDUC 561 Cultural Diversity | (4) |
| EDUC 588 Curriculum Development and Instructional Technology | (3) |
| EDUC 590 Issues in Teaching | (3) |
| EDUC 599 Independent Study | (2-3) |

Culminating Activity: 3 semester hours

| | |
|---------------------------|-----|
| EDUC 594 Thesis, or | |
| EDUC 596 Graduate Seminar | (3) |

Reading — M.Ed.

Program Chairperson: James Dunne

Director of Reading: Janice Pilgreen

This program is designed for professional educators who wish to increase their effectiveness in areas of reading, as classroom teachers, reading specialists, or administrators. The program may be taken concurrently with the California Commission-approved program leading to the Reading and Language Arts Specialist Credential.

Admission Requirement: Persons with less than a 3.0 GPA may be required to submit a Miller Analogies Test score to be considered for provisional admission.

Total Program: 37 semester hours

Core Courses: 34 semester hours

| | |
|--|-----|
| EDUC 501 Educational Assessment | (3) |
| EDUC 504 Methods of Research | (3) |
| RDG 510 Literacy Instruction & Methodology | (3) |
| RDG 514 Literacy Assessment & Diagnosis | (3) |
| RDG 516 Individualization of Literacy Instruction | (3) |
| RDG 517 Literature and Literacy | (3) |
| RDG 518 Concept Development and Language Acquisition | (3) |
| RDG 520 Advanced Methods and Materials | (4) |
| RDG 525 Reading Research, Theory, and Practice | (3) |
| RDG 525F Supervised Fieldwork Experience | (2) |
| RDG 530 Reading Specialist Leadership | (4) |

Culminating Activity: 3 semester hours

| | |
|---------------------------|-----|
| EDUC 596 Graduate Seminar | (3) |
|---------------------------|-----|

Reading Certificate

Program Chairperson: Janice Pilgreen

This program may be taken separately or concurrently with a Reading and Language Arts Specialist Credential and/or M.Ed. (Approval by the California Commission on Teacher Credentialing is pending.)

Prerequisites:

1. Completion of a California state-approved Teaching of Reading course or a passing grade on the Praxis Teaching of Reading (10200) exam.

2. Possession of a preliminary or clear teaching credential (multiple or single subject) issued by the California Commission on Teacher

Programs — Education: Reading and School Counseling

Credentialing. (An Emergency Permit does not fulfill the requirement.

3. Verification of at least one year of successful full-time teaching experience.

Total Program: 15 semester hours

| | |
|--|-----|
| RDG 510 Literacy Instruction & Methodology | (3) |
| RDG 514 Literacy Assessment & Diagnosis | (3) |
| RDG 516 Individualization of Literacy Instruction | (3) |
| RDG 517 Literature and Literacy | (3) |
| RDG 518 Concept Development and Language Acquisition | (3) |

Reading and Language Arts Specialist Credential

Program Chairperson: Janice Pilgreen

This program may be taken separately or concurrently with an M.Ed. (Approval by the California Commission on Teacher Credentialing is pending.)

Prerequisites:

1. Completion of a California state-approved Teaching of Reading course or a passing grade on the Praxis Teaching of Reading (10200) exam.
2. 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.
3. Verification of at least one year of successful full-time teaching experience.

Other Program Requirements:

1. A passing score on the Reading and Language Arts Specialist Exam.
2. A minimum of three years of successful full-time teaching verified through documentation.

Total Program: 34 semester hours

| | |
|--|-----|
| EDUC 501 Educational Assessment | (3) |
| EDUC 504 Methods of Research | (3) |
| RDG 510 Literacy Instruction & Methodology | (3) |
| RDG 514 Literacy Assessment & Diagnosis | (3) |
| RDG 516 Individualization of Literacy Instruction | (3) |
| RDG 517 Literature and Literacy | (3) |
| RDG 518 Concept Development and Language Acquisition | (3) |
| RDG 520 Advanced Methods and Materials | (4) |

| | |
|--|-----|
| RDG 525 Reading Research, Theory, and Practice | (3) |
| RDG 525F Supervised Fieldwork Experience | (2) |
| RDG 530 Reading Specialist Leadership | (4) |

SCHOOL COUNSELING PROGRAM

Program Chairperson: Robert Hansen

School Counseling — M.S.; Pupil Personnel Services Credential

This program prepares qualified students to become professional school counselors and has been approved by the California Commission on Teacher Credentialing to recommend qualified candidates for the Pupil Personnel Services Credential with Advanced Specialization in School Counseling. Students desiring *only* a master's degree, in consultation with the program chairperson, may make some substitutions in the required courses. Students desiring *only* the Pupil Personnel Services Credential may delete EDUC 504, Methods of Research, and the culminating activity.

Admission Requirements: ULV's graduate admission requirements and the following:

1. A GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above for any graduate work.
2. (a) A bachelor's degree in one of the behavioral sciences or (b) A valid teaching credential with a minimum of one year of full-time classroom teaching experience or (c) successful course work or experience demonstrating basic knowledge in the areas of general psychology, human learning and development, and human behavior.
3. A statement of purpose outlining reasons for seeking admission together with an autobiography.
4. Applicants without prior teaching experience are strongly encouraged to have at least one year of experience working with children or adolescents. This experience should be described in the statement of purpose and autobiography.
5. Three letters of reference addressing the applicant's potential as a school counselor, including one from the immediate supervisor.
6. An interview with the program chair or designee.
7. For applicants seeking the Pupil Personnel

Programs — Education: School Counseling and Teacher Education

Services Credential, CBEST score card and pass card (prior to registration for EDUC 582).

Additional Requirements:

1. Demonstrated personal suitability for the school counseling profession before entering EDUC 581.
2. A Certificate of Clearance or a valid California Teaching Credential before registration for EDUC 581.

Total Program: 33 semester hours (credential only); 37 semester hours (M.S. only); 39 semester hours (for credential and M.S.).

Area of Concentration: 33 semester hours

| | | |
|----------|--|-----|
| EDUC 501 | Educational Assessment | (3) |
| EDUC 543 | School Guidance Seminar | (3) |
| EDUC 546 | Introduction to School Counseling | (3) |
| EDUC 549 | School Counseling Theories | (3) |
| EDUC 550 | Human Development | (3) |
| EDUC 565 | Career Development | (3) |
| EDUC 571 | Individual Counseling Skills | (3) |
| EDUC 572 | Group Counseling Skills | (3) |
| EDUC 573 | Counseling Diverse Populations | (3) |
| EDUC 574 | Facilitating/Consultation Skills | (3) |
| EDUC 580 | Supervised Field Experience—Level I—Master's only candidate or | |
| EDUC 581 | Supervised Field Experience—Level I—PPS candidates only | (1) |
| EDUC 582 | Supervised Field Experience—Level II—PPS candidates only | (2) |

Culminating Activity: 6 semester hours

| | | |
|----------|---------------------|-----|
| EDUC 504 | Methods of Research | (3) |
| EDUC 594 | Thesis, or | |
| EDUC 596 | Graduate Seminar | (3) |

TEACHER EDUCATION PROGRAM

Program Chairperson: Margaret Redman

The Teacher Educational Program at the University of La Verne emphasizes learning skills and humanistic approaches to teaching. It is designed to meet the requirements of multiple subject and single subject CLAD certification for the State of California. Students interested in obtaining a teaching credential should seek counseling through the Education Office (Barkley Building, ext. 4626), and must apply for the program prior to enrolling in classes. Out of state credentials are evaluated on an individual basis.

Admission Requirements:

- Application and personal interview
- CBEST score card and pass card
- Transcripts indicating 90 semester hours or more toward B.A./B.S. at time of application.
- Subject Matter Competence completed in a state approved program with a minimum GPA of 3.0 in the major¹ and 2.75 overall or by passing the appropriate state mandated examination(s):
 - MSAT (Multiple Subjects Assessment for Teachers) for the Multiple Subjects Credential
 - SSAT (Single Subject Assessment for Teaching) and Praxis Test for Single Subject Credential
 - US Constitution course or passing test score
 - Speech course or verification
 - Course in Child Psychology and Development (birth through adolescence) completed within the previous five years.
 - 6 college semester hours or 9 quarter hours of a second language with at least a C average, or three years of high school language coursework with a B average, or verified language competence as outlined in the CLAD Certificate Test Booklet.
 - Internet access capability

¹Candidates with low undergraduate GPA's who have completed a subject matter competence program may appeal to waive the state mandated examination(s) if they maintain a 3.5 GPA in ULV's Teacher Preparation Program.

Coursework Taken Prior to Student Teaching:

| | | |
|-----------|---|-----|
| EDUC 405 | Diversity, Interaction, and the Learning Process | (3) |
| EDUC 405P | Directed Teaching—Practicum I | (1) |
| EDUC 407 | Computers in Education | (4) |
| EDUC 408 | Teaching Strategies | (3) |
| EDUC 408P | Directed Teaching—Practicum III | (1) |
| EDUC 408S | Teaching in the Content Areas—Single Subject | (3) |
| EDUC 412 | Theories and Methods of Education for Linguistically Diverse Students | (4) |
| EDUC 415A | Literacy, Assessment, and Methodology—Multiple Subject I | (4) |
| EDUC 415B | Literacy, Assessment, and Methodology—Multiple Subject II | (3) |
| EDUC 415S | Literacy, Assessment, and Methodology—Single Subject | (4) |

Admission to Student Teaching (EDUC 409):

- Certificate of Clearance (includes fingerprinting)
- GPA of 3.0 or better in pre-student teaching

Programs — Teacher Education

- courses
- B or better grade in each pre-student teaching practicum experience
- Health Examination
- Demonstration of personal characteristics necessary for teaching (as outlined by ULV's Department of Education)
- Accepted by the Teacher Education Program faculty

Student Teaching Academic Requirement:

EDUC 409 Directed Teaching—Single or Multiple Subject (9)

Preliminary Credential Application Requirements—CLAD or BCLAD: To apply for a CLAD or BCLAD Preliminary Credential, candidates must have done the following:

- Maintained a GPA of 3.0 or better in EDUC classes
- Received a B or better in EDUC 409
- Completed a bachelor's degree from a regionally accredited college or university
- Completed fieldwork or teaching experience with students from at least two age and ability levels during the program
- Completed an "Application for Credential" packet
- Passed the RICA (Multiple Subject only)

Professional Clear Credential Requirements:

Candidates must apply for the Professional Clear Credential within five years after receiving the Preliminary Credential. The following work must be completed:

- A fifth year of study (including all post-baccalaureate teacher education courses) (28)
EDUC 420 Sex, Drugs, and Health Education (2)
SPED 457 Identification and Remediation of the Exceptional Child (3)
EDUC 588 Curriculum Development and Instructional Technology (3)
CPR course, B level (infant, child, and adult)

Bilingual Cross Cultural, Language, and Academic Development (BCLAD) Emphasis (Spanish).

Program Chairperson: Anita Flemington
The requirements of the single or multiple subject BCLAD Emphasis teaching credential are the same as for the CLAD Emphasis teaching credential except that, in the BCLAD, Spanish language

proficiency equivalent to or higher than test six for BCLAD and EDUC 413 must be completed prior to student teaching.

EDUC 413 Methodology for Primary Language Instruction in a Bilingual Environment (Spanish) (4)

Teaching Credential/Master of Education Program. The Multiple Subject or Single Subject Teaching Credential may be earned as part of the M.Ed., Education (Special Emphasis). See the Education Department Chairperson for information.

Cross-Cultural, Language, and Academic Development (CLAD) Certificate

This program is designed for credentialed teachers who wish to acquire the Cross-Cultural, Language, and Academic Development (CLAD) certificate. Applicants must possess a valid California Teaching Credential.

- Required courses:** 12 semester hours
EDUC 412 Theories and Methods of Bilingual Education, English Language Development, and Specially Designed Academic Instruction in English (4)
EDUC 419 Language and Literacy Development in English Language Learners (4)
EDUC 561 Cultural Diversity (4)

Liberal Studies — B.A.

Program Director: Lisa Porter

This major is required of candidates for the Multiple Subject Teaching Credential and is subject to regulations prepared by the California Commission on Teacher Credentialing. Students are required to take core requirements (which subsume the general education requirements) and a subject area of emphasis. Each emphasis consists of 16-20 semester hours specified by the emphasis department, including a culminating activity. Other courses may substitute for required courses upon departmental approval.

Core Requirements:

English

- ENG 110, 111 College Writing A, B (3,3)
ENG 250 Introduction to Literature, or
ENG 336 Literature of Incarceration, or

Programs — Teacher Education

| | | |
|--------------------------|---|--|
| ENG 350 A or B or C or D | Survey of English Literature I or II or III or IV, or | |
| ENG 353 or 354 or 355 | American Literature I or II or III, or | |
| ENG 383 | Myth in Literature, or | |
| ENG 385 | Special Studies in American Literature, or | |
| LIT 362 | Contemporary Latin American Literature in Translation, or | |
| LIT 363 | German Literature in Translation, or | |
| LIT 365 | French Literature in Translation, or | |
| LIT 386 | Chicano Literature (3-4) | |
| ENG 413 | Grammar Workshop (4) | |
| ENG 480 | Literature for Children and Adolescents (4) | |
| SPCM 201 | Fundamentals of Public Speaking, or | |
| THAR 311 | Oral Communication (2) | |

Humanities

| | | |
|----------|---|--|
| ART 210 | Art History Foundation: Ancient through Early Renaissance, or | |
| ART 211 | Art History Foundation: Renaissance through Contemporary, or | |
| ART 390 | Art History Selected Topics, or | |
| MUS 100 | Music History and Appreciation, or | |
| MUS 354 | Music and the Stage, or | |
| MUS 355 | Jazz History, or | |
| MUS 359 | World Music, or | |
| MUS 361 | Survey of Rock Music (2-4) | |
| ART 472 | Art for the Elementary Teacher (3) | |
| ECBU 343 | Foundations of Business Ethics (3) | |
| MUS 481 | Music in the Elementary School (2) | |
| PHIL 110 | Issues in Philosophy, or | |
| PHIL 230 | Introduction to Ethics (3) | |
| THAR 370 | Children's Theatre, or | |
| THAR 470 | Creative Drama for Teachers (2 or 4) | |

Social Science

| | | |
|-----------------|--|--|
| ANTH 250 | Principles of Anthropology, or | |
| ANTH 330 | Cultural Anthropology, or | |
| BHV 320 | Ethnic Relations, or | |
| PSY 101 | Principles of Psychology, or | |
| PSY 200 | Psychology of Adjustment, or | |
| SOC 250 | Principles of Sociology, or | |
| SOC 324 | Social Issues (3-4) | |
| GEOG 201 | Introduction to Geography (4) | |
| HIST 101 or 102 | World Civilizations I or II (3) | |
| HIST 110 | United States History and Cultures (3) | |
| MSS 001 | Fitness for Life (1) | |
| MSS 002-099 | Instructional Activity Course (1) | |
| MSS 330 | Physical Education | |

| | |
|--|-----|
| for Elementary School Teachers | (4) |
| PSY 307 Child Psychology and Development | (4) |

Mathematics and Science

| | | |
|----------------|--|--|
| BIOL 101, 101L | Life Science: The Human Environment, or | |
| BIOL 201, 201L | General Biology I (4-5) | |
| CMPS 100 | Introduction to Personal Computing, or | |
| CMPS 110 | Introduction to Computer Science and Engineering, or | |
| ECBU 310 | Computer Applications in Business (4) | |
| MATH 104 | College Algebra, or | |
| MATH 105 | Precalculus, or | |
| MATH 170 | Mathematics in Society, or | |
| MATH 210 | Introduction to Computer Utilization (4) | |
| MATH 489 | Developmental Mathematics (4) | |
| NASC 102, 102L | Physical Science: The Human Environment (3,1) | |

Areas of Emphasis: One of the following:

Art Emphasis:

| | | |
|--|------------------|--|
| ART 340 | Life Drawing, or | |
| ART 350 | Sculpture II, or | |
| ART 370 | Painting II (4) | |
| Upper division history of art: Western | (4) | |
| Upper division history of art: Non-Western | (4) | |

Biology Emphasis:

| | | |
|--------------------------------|-----------------------------|--|
| BIOL 201, 202 | General Biology I, II (5,5) | |
| CHEM 201 | General Chemistry I (5) | |
| <i>Three of the following:</i> | | |
| BIOL 311 | Genetics (4) | |
| BIOL 312 | Environmental Biology (4) | |
| BIOL 313 | Developmental Biology (4) | |
| BIOL 343 | Human Anatomy (4) | |
| BIOL 344 | Human Physiology (4) | |

Child Development Emphasis:

| | | |
|-----------|---|--|
| EDUC 445 | Personal Communication for Teachers of Young Children (3) | |
| EDUC 451 | Infant Group Care and Curriculum, or | |
| EDUC 452 | Parenting for Early Childhood Educators (3) | |
| EDUC 453A | Supervision and Administration of Programs for Young Children (3) | |
| EDUC 454F | Early Childhood Teaching (4) | |

Communications Emphasis:

| | | |
|--------------------------------|-----------------------------------|--|
| JOUR 166 | Introduction to the Mass Media or | |
| JOUR 100 | News Reporting (4) | |
| <i>Three of the following:</i> | | |

Programs — Teacher Education

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|-------------|---|-----|------------------------------------|--|---------|
| JOUR 315 | Syntax and Grammar for the Professional Writer | (4) | HIST 464 | Chinese Communism | (4) |
| JOUR 317 | Graphic Production Processes and Design for Publications | (4) | Human Development Emphasis: | | |
| JOUR 328 | Media Sales | (4) | BHV 320 | Ethnic Relations, or | |
| JOUR 330 | Theory and Principles of Public Relations | (4) | PSY 303 | Learning and Behavior Change, or | |
| JOUR 397 | Communications Field Work | (4) | PSY 407 | Life Span Development | (4) |
| JOUR 430 | Public Relations Methods | (4) | PSY 308 | Social Psychology, or | |
| JOUR 460 | Law and the Mass Media | (4) | SOC 324 | Social Issues | (4) |
| JOUR 465 | History of the Mass Media | (4) | ANTH 330 | Cultural Anthropology, or | |
| JOUR 467 | Ethics of the Mass Media | (4) | PSY 306 | Cognitive Psychology, or | |
| RDIO/TV 305 | Radio and TV Newswriting and Editing | (4) | SOC 307 | Sociology of the Family | (4) |
| RDIO/TV 400 | Designing the Media Message | (3) | | | |
| TV 351 | Playwriting and Screenwriting I | (4) | Mathematics Emphasis: | | |
| | | | MATH 201 | Calculus I | (4) |
| | | | | <i>Three of the following:</i> | |
| | | | CMPS 366 | Programming in C | (4) |
| | | | MATH 327 | Discrete Mathematics | (4) |
| | | | MATH 351 | Probability | (4) |
| | | | MATH 482 | History of Mathematics | (4) |
| | | | | | |
| | Creative Writing Emphasis: | | Music Emphasis: | | |
| ENG 210 | Writing Workshop | (3) | MUS 230 | Theory I | (4) |
| ENG 300 | Writing for the Visual Arts | (3) | | <i>A minimum of 12 semester hours:</i> | |
| ENG 312 | Creative Writing | (3) | MUS 330 | Theory III | (4) |
| ENG 313 | Advanced Creative Writing | (4) | MUS 332 | Theory IV | (4) |
| | <i>A minimum of 3 semester hours:</i> | | MUS 351 | and/or 352 and/or 353 History and Literature of Music | (4,4,4) |
| ENG 316 | Playwriting and Screenwriting I | (4) | MUS 354 | Music and the Stage | (3) |
| ENG 399 | Independent Study: <i>Prism</i> | (1) | MUS 355 | Jazz History | (3) |
| ENG 399 | Independent Study: <i>La Vernacula</i> | (1) | MUS 356 | Music of Women Composers and Performers | (3) |
| | | | MUS 358 | American Music | (3) |
| | | | MUS 359 | World Music | (3) |
| | | | MUS 362 | Music of Latin America | (3) |
| | | | | | |
| | English Emphasis: | | Peace Studies Emphasis: | | |
| | Upper division multicultural literature course | | HUM 110 | Introduction to Peace Studies | (3) |
| | Upper division English literature survey course | | HUM 302 | Conflict Resolution and Non-Violence | (3) |
| | Upper division American literature survey course | | | <i>A minimum of 9 semester hours:</i> | |
| | An additional multicultural literature class, or | | ANTH 330 | Cultural Anthropology | (4) |
| | A genre class, or | | BHV 311 | Sexuality and Gender Issues | (4) |
| | A thematic class | | BHV 320 | Ethnic Relations | (4) |
| | | | BHV 481 | Management of Anger and Conflict | (3) |
| | | | BIOL 374 | Science and Society | (4) |
| | | | ENG 336 | Literature of Incarceration | (4) |
| | | | ENG 490 | Journey in Literature | (4) |
| | | | PLSC 301 | American Government and Politics | (3) |
| | | | PLSC 351 | International Relations | (4) |
| | | | PLSC 451 | International Law and Politics | (4) |
| | | | REL 345 | Female Psyche and Spirit in the Christian Tradition | (4) |

Programs — Teacher Education and Organizational Leadership

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| REL 360 Religion and Violence | (4) |
| REL 361 Religion and Ecology | (4) |

Political Science Emphasis:

| | |
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| PLSC 301 American Government and Politics | (3) |
| PLSC 320 Political Behavior | (4) |
| PLSC 321 Political Parties & Interest Groups | (4) |
| PLSC 351 International Relations | (3) |
| PLSC 373 Modern Political Theory | (4) |
| PLSC 407 Constitutional Law | (4) |
| PLSC 410 Congress and the Presidency | (4) |
| PLSC 451 International Law & Organizations | (4) |
| PLSC 452 Comparative Government & Politics | (4) |

Movement and Sports Science Emphasis:

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|--|-----|
| MSS 323 Scientific Principles of Movement | (3) |
| MSS 372 Methods and Practice of Teaching Team Sports and Games | (3) |
| MSS 373 Methods and Practice of Teaching Gymnastics and Dance | (3) |
| MSS 380 Motor Development | (3) |

Theatre Arts Emphasis:

| | |
|--|-----|
| THAR 315 Performance Interterm | (4) |
| THAR 355 Directing Studio | (4) |
| THAR 370 Children's Theatre | (4) |
| <i>Prerequisite for Theatre Arts Emphasis:</i> | |
| THAR 470 Creative Drama for Teachers | (2) |

World Literature Emphasis:

| | |
|--|-----|
| <i>A minimum of 12 semester hours:</i> | |
| ENG 382 Major Authors: Black Writers | (4) |
| ENG 383 Myth in Literature | (4) |
| ENG 385 Special Studies in American Literature | (4) |
| ENG 447 Masters of the Drama | (4) |
| FREN 365 French Literature in Translation | (4) |
| GERM 363 German Literature in Translation | (4) |
| SPAN 362 Contemporary Latin American Literature in Translation | (4) |
| SPAN 386 Chicano Literature | (4) |

Culminating Activity:

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|---|-----|
| EDUC 499D Culminating Experience for Diversified Majors | (4) |
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Entrance Requirement for Credential Program:

- Completion of the US Constitution requirement by passing PLSC 301 or the Constitution examination.
- 3.0 GPA in major.
- Overall 2.75 GPA.

ORGANIZATIONAL LEADERSHIP DEPARTMENT

Chairperson: Barbara Poling

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

Program Chairperson: Barbara Poling

Regular Faculty: Robert Hansen. **Adjunct Faculty:** Juline Behrens,¹ William Brod, Martha Evans, Richard Loveall,¹ Billie Kinsinger,¹ John McKillip,¹ Richard Tauer¹

¹Off-campus faculty

The California Commission on Teacher Credentialing has approved this program for granting administrative credentials. Students who successfully complete the program requirements will obtain a Master of Education (M.Ed.) in Educational Management and the Preliminary Administrative Services Credential. This credential is the first level of a two-tiered credential enacted into law in 1982. The second level, the Professional Services Credential, is obtained with additional specialized course work and administrative experience.

Students have two options in the program:

1. To obtain both the M.Ed. and the Preliminary Administrative Services Credential (33 semester hours total).
2. To obtain the Preliminary Administrative Services Credential only (24 semester hours total).

An Administrative Internship credential is available with permission of the program chair. Candidate must be fully matriculated in the Preliminary Administrative Services Credential and meet University and CTC Administrative Internship Credential requirements prior to being recommended for the Internship Credential.

Admission Requirements: In addition to University admission requirements, the following are required:

1. A minimum of two years of full-time experience in one or more of the following areas: teaching, pupil personnel services, health or librarian services. (Three years' full-time experience is

Programs — Organizational Leadership

needed for credential application.)

2. Possession of a valid California credential in the areas listed above.
3. Verification of having taken the CBEST if working toward the credential.

Total Program: 33 semester hours

Core Courses: 6 semester hours

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

Area of Concentration: 24 semester hours

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| EDMT 570 | Curriculum, Instruction, and Assessment | (3) |
| EDMT 571 | Human Resource Administration | (3) |
| EDMT 572 | Educational Leadership | (3) |
| EDMT 573 | Contemporary Issues in California Schools | (3) |
| EDMT 574 | Field Experience | (3) |
| EDMT 576 | Organizational Management and School/Community Collaboration | (3) |
| EDMT 577 | Fiscal Resource Management and Policy Development | (3) |
| EDMT 578 | School Law | (3) |

Culminating Activity: 3 semester hours

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| EDUC 596 | Graduate Seminar | (3) |
|----------|------------------|-----|

Professional Administrative Services Credential

Program Chairperson: Barbara Poling

Adjunct Faculty: Michael Barkhurst, Janeane Dimpel, Ronald Hockwalt

The Professional Administrative Services Credential is the second level of the two-tiered credential requirements enacted into law in 1982. This credential may be taken in conjunction with the Ed.D. program in Educational Leadership, or it may be pursued as a separate program. The courses in the credential program relate directly to the five thematic principles established by the Credentialing Commission: organizational and cultural environment; dynamics of strategic issues management; ethical and reflective leadership; evaluation, analysis, and development of public policy; and management of information systems and human and fiscal resources. The California Commission on Teacher Credentialing has approved this program for granting the administrative credential.

Admission Requirements: In addition to the University requirements, the following are required:

1. A valid Preliminary Administrative Services Credential (Tier 1).
2. Employment in a full-time public or private school administrative position.

Total Program: 24 semester hours

Induction: 2 semester hours

| | | |
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| EDMT 659 | Organizational Induction | (2) |
|----------|--------------------------|-----|

Direct Instruction Courses: 12 semester hours

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|----------|---|-----|
| EDMT 660 | Social and Political Dynamics | (3) |
| EDMT 661 | Development and Assessment of Curriculum Programs and Instructional Practices | (3) |
| EDMT 662 | Management of Human and Material Resources | (3) |
| EDMT 663 | Organizational Theory, Planning, and Management | (3) |

Field Experience: 8 semester hours minimum

| | | |
|-----------|---|-----|
| EDMT 660F | Field Experience in Social and Political Dynamics | (2) |
| EDMT 661F | Field Experience in Development & Assessment of Curriculum, Programs, & Instructional Practices | (2) |
| EDMT 662F | Field Experience in Management of Human & Material Resources | (2) |
| EDMT 663F | Field Experience in Organization Planning and Management | (2) |

Assessment: 2 semester hours

| | | |
|----------|-------------------------|-----|
| EDMT 664 | Professional Assessment | (2) |
|----------|-------------------------|-----|

Electives: A maximum of 8 semester hours of activities that have been approved by the California Commission on Teacher Credentialing may be substituted for field experiences.

Organizational Leadership — Ed.D.

Program Chairperson: Barbara Poling

Regular Faculty: William Bearley, John Glaser, Thomas Harvey, Don Hayes, Larry Kemper, Larry Machi, Steve Morgan, Barbara Peterson, Barbara Poling, Carol Roberts, Emanuel Scrofani, Jerry Young. **Adjunct Faculty:** Patricia Clark-White, Ronald Hockwalt, Keith Larick, Loretta Rahmani

This program is designed for the practicing administrator who wishes to pursue advanced study while continuing a professional career. Its primary

Programs — Organizational Leadership

focus is the application of management theory to the processes and practices of educational administration. The day-to-day and long-range problems facing administrators serve as case studies for individual and group activities. Theory is tested in the field by students, thereby validating both theoretical and practical competencies.

Prerequisites: Applicants must possess an earned master's degree or equivalent and have maintained a GPA of 3.0 or better in all work leading to the degree. They must also possess the following characteristics:

1. Academic capability to complete the requirements of doctoral studies.
2. Demonstrated ability as an educational manager.
3. Opportunity to apply theory on the job.
4. Potential of making significant contributions to the field of education as a practicing administrator.

Admission: Applicants will be evaluated by the departmental admissions committee using the following measures: undergraduate performance, graduate performance, performance on the GRE (Aptitude Section) or the Miller Analogies Test, and letters of recommendation. A personal interview with the departmental admissions committee may be required. The department seeks a profile of the total student and will balance all of these measures.

Total Program: 54 semester hours

The program requires a minimum time commitment of three years with at least nine semester hours each semester. In addition to participation in geographic clusters each semester, candidates meet in eight-day seminars each January and July at the central campus.

Management Theme Courses: 36 semester hours

Fall Semester 2001

EDMT 675 Executive Leadership (3)

EDMT 677 Decision Making (3)

Spring Semester 2002

EDMT 678 Human Resource Development (3)

EDMT 694 Educational Resource Management (3)

Fall Semester 2002

EDMT 674 Educational Change (3)

EDMT 679 Planning and Educational Futures (3)

Spring Semester 2003

EDMT 695 Innovation (3)
EDMT 696 Evaluation (3)

Fall Semester 2004

EDMT 681 Communication Theory (3)

EDMT 682 Conflict Management (3)

Spring Semester 2005

EDMT 680 Organizational Theory (3)

EDMT 683 Organizational Development (3)

Research Courses: (18 semester hours)

Fall Semester (every year)

EDMT 684 Applied Research Methods (3)

EDMT 687 Introduction to Dissertation Research I (3)

EDMT 698A Dissertation in Educational Management I (3)

Spring Semester (every year)

EDMT 686 Statistics for Educational Managers (3)

EDMT 688 Introduction to Dissertation Research II (3)

EDMT 698B Dissertation in Educational Management II (3)

Leadership and Management — M.S.

Program Chairperson: Carol Sawyer

Regular Faculty: Tom Harvey, Paul Nelson, **Adjunct Faculty:** Bennett Monyé

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 customize the balance of the coursework with either a focused concentration of four electives or a more generalized program of study, selecting from 15 different electives. The capstone course, built upon three required research courses, results in the research, writing, and presentation of either a thesis or an applied research project. The MSLM program is a networked and mutually supportive community of learners. New students are required to participate in an orientation and are expected to develop mastery of Internet research. Applicants must interview with the program chairperson.

Total Program: 36 semester hours

Core Courses: 15 semester hours

Programs — Organizational Leadership

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|----------|---------------------------------|-----|----------|---|-----|
| MGMT 500 | Management: Theory and Practice | (3) | MGMT 523 | Organizational Theory and Development | (3) |
| MGMT 520 | Leadership: Theory and Practice | (3) | MGMT 525 | Management of Diversity | (3) |
| MGMT 521 | Ethics and Decision-Making | (3) | MGMT 556 | Building Partnerships; Creating Coalitions | (3) |
| MGMT 522 | Human Resource Management | (3) | MGMT 569 | Conflict Management and Organizational Change | (3) |
| MGMT 570 | Career and Self Assessment | (1) | MGMT 582 | Managing Groups and Teams | (3) |
| MGMT 571 | Innovation in Organizations | (1) | | | |
| MGMT 572 | Information Technology | (1) | | | |

Research Sequence: 7 semester hours

| | | |
|----------|--|-----|
| MGMT 581 | Research Seminar | (1) |
| MGMT 585 | Organizational Research I (Methods) | (3) |
| MGMT 588 | Organizational Research II (Statistics) | (3) |

Electives or Concentrations: 12 semester hours

Four courses selected from the following and those included in the concentrations, or completion of one of the concentrations.

| | | |
|----------|---|-----|
| MGMT 590 | Selected Topics in Leadership and Management | (3) |
| MGMT 598 | Organizational Internship | (3) |
| MGMT 599 | Graduate Independent Study | (3) |

Human Resource Management Concentration:

| | | |
|----------|---|-----|
| MGMT 525 | Management of Diversity | (3) |
| MGMT 526 | Training and Development | (3) |
| MGMT 554 | Negotiations and Collective Bargaining | (3) |
| MGMT 558 | Resource Management in the Social Sector | (3) |
| MGMT 580 | Principles of Effective Communication | (3) |

Nonprofit Management Concentration:

| | | |
|----------|---|-----|
| MGMT 524 | Strategic Planning and Resource Management | (3) |
| MGMT 556 | Building Partnerships; Creating Coalitions | (3) |
| MGMT 557 | Program Planning and Evaluation | (3) |
| MGMT 558 | Resource Management in the Social Sector | (3) |
| MGMT 563 | Strategic Marketing | (3) |

Organizational Development Concentration:

| | | |
|----------|--|-----|
| MGMT 523 | Organizational Theory and Development | (3) |
| MGMT 525 | Management of Diversity | (3) |
| MGMT 556 | Building Partnerships; Creating Coalitions | (3) |
| MGMT 569 | Conflict Management and Organizational Change | (3) |
| MGMT 582 | Managing Groups and Teams | (3) |

Strategic Management Concentration:

| | | |
|----------|--|-----|
| MGMT 524 | Strategic Planning and Resource Management | (3) |
| MGMT 557 | Program Planning and Evaluation | (3) |
| MGMT 563 | Strategic Marketing | (3) |
| MGMT 569 | Conflict Management and Organizational Change | (3) |
| MGMT 580 | Principles of Effective Communication | (3) |

Culminating Activity: 2 semester hours

| | | |
|----------|------------------|-----|
| MGMT 594 | Thesis, or | |
| MGMT 596 | Graduate Seminar | (2) |

Certificate in NonProfit Management

Requirements: 18 semester hours

| | | |
|----------|---|-----|
| MGMT 500 | Management: Theory and Practice | (3) |
| MGMT 520 | Leadership: Theory and Practice | (3) |
| MGMT 556 | Building Partnerships; Creating Coalitions | (3) |
| MGMT 557 | Program Planning and Evaluation | (3) |
| MGMT 558 | Resource Management in the Social Sector | (3) |

One of the following:

| | | |
|----------|---|-----|
| MGMT 524 | Strategic Planning and Resource Management | (3) |
| MGMT 563 | Strategic Marketing | (3) |

SCHOOL of PUBLIC AFFAIRS AND HEALTH ADMINISTRATION

Coordinating Dean: Jack Meek

HEALTH SERVICES MANAGEMENT & GERONTOLOGY DEPARTMENT

Chairperson: Joan Branin

Regular Faculty: Kent Badger, Joan Branin, C. Marti Day, Suzanne Holmes. **Adjunct Faculty:** Anthony Armada,¹ Lois Blackmore,¹ David Donner,¹ Terrell Ford,¹ William Giwertz,¹ Deborah Hagar,¹ Ronald Hale,¹ Richard Harder,¹ Thomas Hazerian,¹ Jack Lazarre,¹ Larry Pilcher,¹ Penelope Ward¹

¹Off-campus faculty

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.

Program Chairperson: Kent Badger

Core Requirements: HSM 403 must be taken prior to HSM 430.

| | | |
|---------|--|-----|
| HSM 401 | Principles of Leadership and Management in Health Services | (4) |
| HSM 403 | Accounting in HSOs | (4) |
| HSM 410 | Quantitative and Qualitative Decision-Making in HSOs | (4) |
| HSM 430 | Financial Management in HSOs | (4) |
| HSM 435 | Economics of Health Services | (4) |
| HSM 471 | Statistics | (4) |
| HSM 480 | Communications in Management | (4) |
| HSM 496 | Senior Seminar: Culminating Program Summary | (4) |

Electives: A minimum of 12 semester hours from

the following:

| | | |
|---------|---|-----|
| HSM 302 | Sociology of Medicine | (4) |
| HSM 340 | Legal Issues in HSO Management | (4) |
| HSM 355 | Ethics in Health Services Management | (4) |
| HSM 365 | Human Resources Management | (4) |
| HSM 368 | Culture and Gender Issues in Management | (4) |
| HSM 369 | Managing Change in HSOs | (4) |
| HSM 376 | Planning and Marketing of Health Services | (4) |
| HSM 381 | Introduction to Managed Care | (4) |

Master of Health Administration — M.H.A.

Program Chairperson: Joan J. Branin

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: Experience in health services and a bachelor's degree in business, science, or liberal arts. One course in statistics is required prior to 595; one course in accounting, prior to 502 or 532 or 533; and one course in computer literacy prior to 510. HSM 593 and HSM 594 meet these prerequisites.

| | | |
|---------|---|-----|
| HSM 593 | Accounting for Healthcare Decision-Making | (3) |
| HSM 594 | Statistical Decision-Making in HSOs | (3) |

Total program: 36 semester hours

Core Requirements: 24 semester hours

| | | |
|---------|---|-----|
| HSM 500 | Managing and Leading in Health Services Organizations | (3) |
| HSM 501 | Recent Trends and Issues in Health Services | (3) |
| HSM 502 | Financial and Cost Analysis | (3) |
| HSM 503 | Healthcare Economics or | |
| HSM 504 | Organizational Communications | (3) |
| HSM 595 | Organizational Research Methods | (3) |
| HSM 596 | Graduate Seminar | (3) |
| HSM 597 | MHA Professional Seminar | (3) |
| MC 580 | Economics of Managed Care | (3) |

Management Concentration: 12 semester hours

Programs — Health Services Management & Gerontology

| | | | |
|--|-------|------------------------------|-------|
| from the following: | | | |
| HSM 510 Management of Information Systems | (3) | HSM 540 Legal Issues in HSOs | (3) |
| HSM 520 Strategic and Tactical Planning in HSOs | (3) | HSM 590 Selected Topics | (1-3) |
| HSM 523 Management of Organizational Innovation | (3) | HSM 598 Fieldwork/Internship | (3) |
| HSM 531 Organization Theory & Development | (3) | MC 581 Managing Managed Care | (3) |
| HSM 540 Legal Issues in HSOs | (3) | | |
| HSM 555 Ethical Issues in Health Services | (3) | | |
| HSM 562 Human Resource Management in HSOs | (3) | | |
| HSM 590 Selected Topics | (1-3) | | |
| HSM 598 Fieldwork/Internship | (3) | | |
| MC 583 Marketing and Business Development | (3) | | |
| | | | |
| Human Resource Management Concentration: | | | |
| 12 semester hours from the following: | | | |
| HSM 533 Mergers and Acquisitions | (3) | | |
| HSM 531 Organizational Theory and Development | (3) | | |
| HSM 540 Legal Issues in HSOs | (3) | | |
| HSM 555 Ethical Issues in Health Services | (3) | | |
| HSM 562 Human Resource Management in HSOs | (3) | | |
| HSM 569 Managing Change and Conflict | (3) | | |
| HSM 590 Selected Topics | (1-3) | | |
| HSM 598 Fieldwork/Internship | (3) | | |
| | | | |
| Marketing and Business Development Concentration: | | | |
| 12 semester hours from the following: | | | |
| HSM 520 Strategic and Tactical Planning in HSOs | (3) | | |
| HSM 523 Management of Organizational Innovation | (3) | | |
| HSM 532 Budgeting and Cost Control | (3) | | |
| HSM 534 Program Evaluation | (3) | | |
| HSM 540 Legal Issues in HSOs | (3) | | |
| HSM 590 Selected Topics | (1-3) | | |
| HSM 598 Fieldwork/Internship | (3) | | |
| MC 583 Marketing and Business Development | (3) | | |
| | | | |
| Financial Management Concentration: | | | |
| 12 semester hours from the following: | | | |
| HSM 510 Management of Information Systems | (3) | | |
| HSM 520 Strategic and Tactical Planning in HSOs | (3) | | |
| HSM 532 Budgeting and Cost Control | (3) | | |
| HSM 533 Mergers and Acquisitions | (3) | | |

Healthcare Information Management Concentration: 12 semester hours from the following:

| | |
|---|-------|
| HIM 570 Theories of Information Management | (3) |
| HIM 571 Management of Clinical and Financial Information | (3) |
| HIM 572 Management of Decision Support Systems and Networks | (3) |
| HIM 573 Program Development | (3) |
| HIM 574 Legal and Ethical Issues in Information Management | (3) |
| HSM 590 Selected Topics | (1-3) |
| HSM 598 Fieldwork/Internship | (3) |

Certificate in Health Services Management

Requirements: 18 semester hours

| | |
|---|-------|
| HSM 500 Managing and Leading in Health Services Organizations | (3) |
| HSM 501 Recent Trends and Issues in Health Services | (3) |
| HSM 502 Financial and Cost Analysis | (3) |
| HSM 520 Strategic and Tactical Planning in HSOs | (3) |
| HSM 590 Selected Topics | (1-3) |
| HSM 598 Fieldwork/Internship or any other HSM course | (3) |
| MC 580 Economics of Managed Care | (3) |

Certificate in Human Resources Management

Requirements: 18 semester hours

| | |
|---|-------|
| HSM 500 Managing and Leading in Health Services Organizations | (3) |
| HSM 501 Recent Trends and Issues in Health Services | (3) |
| HSM 533 Mergers and Acquisitions | (3) |
| HSM 562 Human Resource Management in HSOs | (3) |
| HSM 569 Managing Change and Conflict | (3) |
| HSM 590 Selected Topics | (1-3) |
| HSM 598 Fieldwork/Internship or any other HSM course | (3) |

Programs — Health Services Management & Gerontology

Certificate in Health Services Marketing & Business Development

Requirements: 18 semester hours

| | |
|--|-------|
| HSM 501 Recent Trends and Issues in Health Services | (3) |
| HSM 520 Strategic and Tactical Planning in HSOs | (3) |
| HSM 523 Management of Organizational Innovation | (3) |
| HSM 532 Budgeting and Cost Control | (3) |
| HSM 590 Selected Topics | (1-3) |
| HSM 598 Fieldwork/Internship or any other HSM course | (3) |
| MC 583 Marketing and Business Development | (3) |

Certificate in Health Services Financial Management

Requirements: 18 semester hours

| | |
|--|-------|
| HSM 510 Management of Information Systems | (3) |
| HSM 520 Strategic and Tactical Planning in HSOs | (3) |
| HSM 532 Budgeting and Cost Control | (3) |
| HSM 533 Mergers and Acquisitions | (3) |
| HSM 590 Selected Topics | (1-3) |
| HSM 598 Fieldwork/Internship or any other HSM course | (3) |
| MC 581 Managing Managed Care | (3) |

GRADUATE PROGRAM IN MANAGED CARE

Program Chairperson: Suzanne C. Holmes

Master of Health Administration—Concentration in Managed Care

This concentration is designed to provide health services professionals with the knowledge and skills to manage in today's managed care environment, particularly methods to negotiate and monitor contract compliance and quality indicators, financial and accounting principles to determine risk, rates and revenue optimization strategies, and communication tools for positive relationships among peers, providers, and management.

Prerequisites: Same as for Master of Health Administration

Total Program: 36 semester hours

Core Courses: 24 semester hours

| | |
|--|-----|
| HSM 500 Managing and Leading Health Services Organizations | (3) |
| HSM 501 Recent Trends and Issues in Health Services | (3) |
| HSM 502 Financial and Cost Analysis | (3) |
| HSM 503 Healthcare Economics or MC 580 Economics of Managed Care | (3) |
| HSM 504 Organizational Communications | (3) |
| HSM 595 Organizational Research Methods | (3) |
| HSM 596 Graduate Seminar | (3) |
| HSM 597 MHA Professional Seminar | (3) |

Managed Care Concentration: 12 semester hours from the following:

| | |
|---|-----|
| HSM 598 Fieldwork/Internship | (3) |
| MC 580 Economics of Managed Care | (3) |
| MC 581 Managing Managed Care | (3) |
| MC 582 Policy Issues in Managed Care | (3) |
| MC 583 Marketing & Business Development | (3) |
| MC 584 Globalization of Managed Care | (3) |
| MC 585 Complementary Medicine in Managed Care | (3) |

Certificate in Managed Care

Requirements: 18 semester hours

| | |
|---|-----|
| HSM 501 Recent Trends and Issues in Health Services | (3) |
| MC 580 Economics of Managed Care | (3) |
| MC 581 Managing Managed Care | (3) |
| MC 582 Policy Issues in Managed Care | (3) |
| MC 583 Marketing and Business Development | (3) |

One of the following:

| | |
|--|-----|
| MC 584 Globalization of Managed Care | (3) |
| MC 585 Complementary Medicine in Managed Care | (3) |
| HSM 598 Fieldwork/Internship or any other HSM or MC course | (3) |

Programs — Health Services Management & Gerontology

GRADUATE PROGRAM IN HEALTHCARE INFORMATION MANAGEMENT

Program Chairperson: Suzanne C. Holmes

Master of Health Administration— Concentration in Healthcare Information Management

This concentration is designed for health services professionals interested in gaining an understanding of information technology, the management of clinical and financial information, and the utilization of integrated decision support systems within and across the health care industry.

Prerequisites: Same as for Master of Health Administration

Total program: 36 semester hours

Core Courses: 24 semester hours

Same as for M.H.A., Concentration in Managed Care

Healthcare Information Management

Concentration: 12 semester hours from the following:

| | | |
|---------|---|-------|
| HIM 570 | Theories of Information Management | (3) |
| HIM 571 | Management of Clinical and Financial Information | (3) |
| HIM 572 | Management of Decision Support Systems and Networks | (3) |
| HIM 573 | Program Development | (3) |
| HIM 574 | Legal and Ethical Issues in Information Management | (3) |
| HIM 575 | Systems Planning & Implementation | (3) |
| HIM 590 | Selected Topics | (1-3) |
| HSM 598 | Fieldwork/Internship | (3) |

Certificate in Healthcare Information Management

Requirements: 18 semester hours

| | | |
|---------|--|-----|
| HSM 501 | Recent Trends and Issues in Health Services | (3) |
| HSM 598 | Fieldwork/Internship or any other HIM course | (3) |
| HIM 570 | Theories of Information Management | (3) |

| | | |
|---------|---|-------|
| HIM 571 | Management of Clinical and Financial Information | (3) |
| HIM 572 | Management of Decision Support Systems and Networks | (3) |
| HIM 574 | Legal and Ethical Issues in Information Management | (3) |
| HIM 590 | Selected Topics | (1-3) |

GRADUATE PROGRAM IN GERONTOLOGY

Program Chairperson: Joan Branin

The graduate program in Gerontology is multidisciplinary and views the training of gerontology specialists from an integrative and developmental perspective. The master's degree program requires 36 semester hours, either entirely in gerontology, or 12 semester hours in core gerontology courses and a 24-semester-hour concentration in Business Administration, Counseling, Gerontology Administration, Health Services Management, or Public Administration. The certificate program requires 18 semester hours: 12 are core courses in gerontology, and the remaining 6 are selected from any of the four concentrations. The prerequisites for all programs are a bachelor's degree from a regionally accredited institution, with a minimum GPA of 3.0.

Gerontology with Concentration in Gerontology Administration — M.S.

Total Program: 36 semester hours

Core Courses: 12 semester hours

| | | |
|----------|--|-----|
| GERO 500 | Psychology of Aging | (3) |
| GERO 501 | Professional, Legal, and Ethical Issues in Gerontology | (3) |
| GERO 502 | Social/Cultural Aspects of Aging | (3) |
| GERO 503 | Physiology of Aging | (3) |

Concentration: 18 semester hours

| | | |
|----------|---------------------------------|-----|
| GERO 598 | Internship/Fieldwork | (3) |
| HSM 595 | Organizational Research Methods | (3) |

Four of the following:

| | | |
|----------|---|-----|
| GERO 504 | Long-Term Care Administration | (3) |
| GERO 505 | Fitness and Activities in Later Life | (3) |
| GERO 506 | Housing Alternatives for the Elderly | (3) |
| GERO 507 | Organization and Management of Older Adult Services | (3) |
| GERO 508 | Economics of Aging | (3) |

Programs — Health Services Management & Gerontology

| | | | | | |
|----------|------------------------------------|-----|----------|----------------------------------|-------|
| GERO 509 | Geriatric Case Management | (3) | GERO 577 | Caregiving & Caregiver Resources | (1) |
| GERO 510 | Marketing Services for the Elderly | (3) | GERO 578 | Spirituality and Aging | (1) |
| GERO 511 | Social Policy, Health, and Aging | (3) | GERO 579 | Aging and Biography | (1) |
| GERO 512 | Managing Senior Services | (3) | GERO 590 | Selected Topics in Gerontology | (1-3) |
| GERO 513 | Legal & Financial Issues in Aging | (3) | GERO 599 | Independent Study | (1-3) |

Electives: 3 semester hours

Any of the required or elective courses in the other M.S. Gerontology concentrations listed.

Culminating Activity: 3 semester hours

GERO 596 Graduate Seminar (3)

Gerontology with Concentration in Business Administration — M.S.

Program Specialist: Ibrahim Helou

The Business Administration concentration is designed for professionals and managers who want to combine a knowledge of gerontology with the skills of business and management to prepare for administrative, managerial, or entrepreneurial roles in public or private sector organizations which employ gerontology specialists.

Total Program: 36 semester hours

Core Courses: Same as Gerontology, M.S., listed above

Concentration: 24 semester hours

ECBU 520 Seminar in Economics (3)

ECBU 535 Financial Analysis (3)

ECBU 555 Current Issues in Management Practice (3)

ECBU 565 Marketing in a Global Economy (3)

GERO 598 Internship/Fieldwork (3)

HSM 595 Organizational Research Methods (3)

Three semester hours from the following:

ECBU 510 Management of Information Technology (3)

ECBU 540 Innovation and Entrepreneurship (3)

ECBU 566 International Marketing Management (3)

ECBU 585 Strategies in Change Management (3)

GERO 570 Grant Writing (1)

GERO 571 Cognitively Impaired Adults (1)

GERO 572 Death, Dying, and Bereavement (1)

GERO 573 Legal & Financial Issues in Aging (1)

GERO 576 Careers in Gerontology (1)

GERO 577 Caregiving & Caregiver Resources (1)

GERO 578 Spirituality and Aging (1)

GERO 579 Aging and Biography (1)

GERO 590 Selected Topics in Gerontology (1-3)

GERO 599 Independent Study (1-3)

Culminating Activity: 3 semester hours

GERO 596 Graduate Seminar (3)

Gerontology with Concentration in Counseling — M.S.

Program Specialist: Valerie Jordan

The Counseling concentration is designed for professionals who are direct providers of clinical services, case managers, and counselors and administrators in mental health and human services agencies who work with older adults, the elderly, their families, and caregivers.

Total Program: 36 semester hours

Core Courses: Same as Gerontology, M.S., listed above

Concentration: 24 semester hours

GERO 598 Internship/Fieldwork (3)

HSM 595 Organizational Research Methods (3)

PSY 507 Human Development (3)

PSY 512 Clinical Psychopathology (3)

PSY 523 Cross-Cultural Relationships (3)

PSY 527 Professionalism, Ethics, & Law in Counseling (3)

Three semester hours from the following:

PSY 522 Counseling for Groups (3)

BHV 482 Family Violence and Abuse (3)

PSY 590 Selected Topics in Counseling (3)

GERO 570 Grant Writing (1)

GERO 571 Cognitively Impaired Adults (1)

GERO 572 Death, Dying, and Bereavement (1)

GERO 573 Legal & Financial Issues in Aging (1)

GERO 576 Careers in Gerontology (1)

GERO 577 Caregiving & Caregiver Resources (1)

GERO 578 Spirituality and Aging (1)

GERO 579 Aging and Biography (1)

GERO 590 Selected Topics in Gerontology (1-3)

GERO 599 Independent Study (1-3)

Culminating Activity: 3 semester hours

GERO 596 Graduate Seminar (3)

Programs — Health Services Management & Gerontology

Gerontology with Concentration in Health Services Management — M.S.

Program Specialist: Joan Branin

The Health Services Management concentration is designed for professionals and managers in hospitals, long-term care facilities, senior living facilities, home health agencies, hospices, and other health care providers who wish to develop the knowledge and skills necessary for effective management of health services organizations providing services for the elderly.

Total Program: 36 semester hours

Core Courses: Same as Gerontology, M.S., listed above

Concentration: 24 semester hours

| | |
|---|-----|
| GERO 598 Internship/Fieldwork | (3) |
| HSM 500 Managing Organizations, or | |
| HSM 501 Recent Trends and Issues in Health Services | (3) |
| HSM 502 Financial and Cost Analysis | (3) |
| HSM 503 Healthcare Economics | (3) |
| HSM 583 Marketing & Business Development | (3) |
| HSM 595 Organizational Research Methods | (3) |

Three semester hours from the following:

| | |
|---|-------|
| GERO 570 Grant Writing | (1) |
| GERO 571 Cognitively Impaired Adults | (1) |
| GERO 572 Death, Dying, and Bereavement | (1) |
| GERO 573 Legal & Financial Issues in Aging | (1) |
| GERO 576 Careers in Gerontology | (1) |
| GERO 577 Caregiving & Caregiver Resources | (1) |
| GERO 578 Spirituality and Aging | (1) |
| GERO 579 Aging and Biography | (1) |
| GERO 590 Selected Topics in Gerontology | (1-3) |
| GERO 599 Independent Study | (1-3) |
| HSM 504 Organizational Communications | (3) |
| HSM 520 Strategic and Tactical Planning in HSOs | (3) |
| HSM 540 Legal Issues in HSOs | (3) |
| MC 580 Economics of Managed Care | (3) |

Culminating Activity: 3 semester hours
GERO 596 Graduate Seminar (3)

Gerontology with Concentration in Public Administration — M.S.

Program Specialist: Marilyn Ditty

The Public Administration concentration is designed for professionals and managers employed by government and community-based agencies and public and nonprofit corporations who desire to develop management and leadership skills and knowledge in gerontology.

Total Program: 36 semester hours

Core Courses: Same as Gerontology, M.S., listed above

Concentration: 24 semester hours

| | |
|--|-------|
| GERO 598 Internship/Field Work | (3) |
| HSM 595 Organizational Research Methods | (3) |
| PADM 500 Human Resource Management in Public Organizations | (3) |
| PADM 531 Organizational Theory | (3) |
| PADM 533 Policy Formation and Analysis | (3) |
| PADM 555 Ethics and Decision Making in Public Management | (3) |
| <i>Three semester hours from the following:</i> | |
| PADM 532 Introduction to Public Administration | (3) |
| PADM 583 Managing Groups and Coalitions | (3) |
| GERO 570 Grant Writing | (1) |
| GERO 571 Cognitively Impaired Adults | (1) |
| GERO 572 Death, Dying, and Bereavement | (1) |
| GERO 573 Legal & Financial Issues in Aging | (1) |
| GERO 576 Careers in Gerontology | (1) |
| GERO 577 Caregiving & Caregiver Resources | (1) |
| GERO 578 Spirituality and Aging | (1) |
| GERO 579 Aging and Biography | (1) |
| GERO 590 Selected Topics in Gerontology | (1-3) |
| GERO 599 Independent Study | (1-3) |

Culminating Activity: 3 semester hours

GERO 596 Graduate Seminar (3)

Certificate in Gerontology

Program Chairperson: Joan Branin

This multidisciplinary, graduate-level certificate is designed for professionals who want to specialize or broaden their knowledge in gerontology. The admission requirements are the same as for M.S., Gerontology. The certificate program requires 18 semester hours: 12 are core courses in Gerontol-

Programs — Legal Studies

ogy, and the remaining 6 are selected from any of the five M.S., Gerontology Concentrations. Courses completed in the certificate with a grade of B or higher may be transferred to the M.S., Gerontology program with the approval of the program chair.

LEGAL STUDIES DEPARTMENT

Program Chairperson: Vitonio San Juan

Regular Faculty: Patricia Adongo. **Adjunct Faculty:** Nancy Golden, Vitonio San Juan, Anthony Sgherzi.

This program 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, or legal assistants, work under the supervision of an attorney or perform work for which an attorney is responsible. This program does not prepare students to practice law. Persons interested in the Certificate in Paralegal Studies should contact the Legal Studies Program; those interested in the bachelor's degree may contact the Office of Admissions, CAPA, or the Legal Studies Program. In both programs LS 301 must be taken first; LS 304, second. They may be taken concurrently and with other courses. A grade of C or better in each is required for the student to continue. Writing is an integral part of each paralegal course.

Legal Studies — B.S.

Transfer courses are accepted into this program, but majors must take a minimum of 16 semester hours of upper-division LS courses from ULV. Students should complete ENG 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.

Core Requirements:

| | | |
|--------|---------------------------------------|-----|
| LS 301 | American Legal Studies | (3) |
| LS 304 | Legal Research and Writing | (4) |
| LS 307 | Legal Ethics and Investigation Skills | (3) |
| LS 311 | Law Office Computer Applications | (3) |
| LS 365 | Litigation I | (4) |
| LS 368 | Litigation II | (4) |
| LS 380 | Torts | (3) |
| LS 390 | Contracts | (3) |
| LS 499 | Senior Project | (3) |

Electives: Five of the following:

| | | |
|--------|-------------------------------------|-----|
| LS 321 | Family Law | (3) |
| LS 328 | Property & Real Estate Transactions | (3) |
| LS 330 | Business Organizations | (3) |
| LS 331 | Bankruptcy | (3) |
| LS 340 | Selected Topics | (3) |
| LS 350 | Wills, Trusts, and Probate | (3) |
| LS 370 | Criminal Law and Procedures | (3) |
| LS 498 | Paralegal Internship | (3) |

Certificate in Paralegal Studies

Prerequisites: A bachelor's degree or 60 semester hours (including a minimum of 18 in general education) from a regionally accredited college. The general education must include at least three semester hours in college-level English composition and 15 units 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.

Core Requirements:

Same as the Core Requirements for the B.S., Legal Studies. The certificate requires a total of 33 semester hours, including electives.

Electives: A minimum of three semester hours in other LS courses.

Programs — Public Administration

PUBLIC ADMINISTRATION DEPARTMENT

Chairperson: Jack W. Meek

The Department of Public Administration offers five programs designed primarily for the working professional in the public, healthcare, and service sectors. The department's goal is to provide a strong academic foundation in theory, tools, and techniques that enhance student confidence and competence in leadership, management, and communication. Coursework combines theory with applications emphasizing relevancy and currency. Students in these programs have multidisciplinary and multicultural backgrounds enhancing inquiry and application.

Organizational Management — B.S.

Program Chairperson: Janat Yousof

Regular Faculty: Ray Garubo, Keeok Park, Keith Schildt, Janat Yousof

The mission of the BSOM program is to improve management, organizational, and interpersonal skills while earning a bachelor's degree. The program is constructed in two parts. The core requirements stress general management, organizational, and interpersonal skills critical in a constantly changing environment, with a focus on immediate application in the work setting, and include an opportunity for student research. The second part of the program is a wide range of electives from a variety of disciplines which allow the student great flexibility to choose those courses which best suit his or her career path either for breadth or for depth.

Core Requirements:

| | | |
|----------|---|-----|
| MGMT 300 | Management Practicum | (4) |
| MGMT 360 | Financial Management and Budgeting | (4) |
| MGMT 368 | Culture and Gender Issues in Management | (4) |
| MGMT 388 | Statistics | (4) |
| MGMT 390 | Research Methods | (4) |
| MGMT 439 | Organizational Behavior: Theory and Application | (4) |
| MGMT 499 | Senior Seminar/Project | (4) |

Electives: Three additional courses for a total of

40 semester hours in the major. For breadth, one course from each area; for depth, a minimum of two from one of the areas.

Area 1: Interpersonal & Organizational Behavior

| | | |
|----------|---------------------------------|-----|
| BHV 320 | Ethnic Relations | (4) |
| ECBU 346 | Business Communication, or | |
| MGMT 480 | Communications in Management | (4) |
| ECBU 354 | Communications in Organizations | (4) |
| MGMT 458 | Stress Management | (4) |
| PSY 303 | Learning and Behavior Change | (4) |
| PSY 407 | Life-Span Development | (4) |
| SOC 340 | Social Psychology | (4) |

Area 2: Resource Management

| | | |
|----------|-----------------------------------|-----|
| ECBU 410 | Management Information Systems | (4) |
| ECBU 411 | Management Support Systems | (4) |
| ECBU 455 | Human Resources Management, or | |
| MGMT 350 | Managing Human Resources | (4) |
| MGMT 310 | Computer Applications in Business | (4) |
| MGMT 469 | Management of Change & Conflict | (4) |

Area 3: Organizational Contexts

| | | |
|----------|---|-----|
| ECBU 328 | Economic Theories and Issues | (4) |
| ECBU 343 | Foundations of Business Ethics, or | |
| PADM 333 | Ethics and Social Responsibility | (4) |
| ECBU 347 | The Legal Environment of Business | (4) |
| MGMT 313 | Urban Environments | (4) |
| PADM 320 | Federalism and the Administrative State | (4) |
| PLSC 301 | American Government & Politics | (4) |

PUBLIC ADMINISTRATION PROGRAM

Public Administration — B.S.

Program Chairperson: Suzanne Beaumaster

Regular Faculty: Suzanne Beaumaster, Ray Garubo, Keith Schildt. **Adjunct Faculty:** Susan Lomeli

The bachelor's degree in Public Administration is an academic and professional degree program offering basic coursework in the theories as well as the operations and procedures of public management. Students will be exposed to the theories and practices involved in program, resources, and political management. Experience in applying these skills will be gained through class participation, special projects, and applied research.

Core Requirements:

| | | |
|----------|---------------------------------------|-----|
| PADM 320 | Federalism & the Administrative State | (4) |
|----------|---------------------------------------|-----|

Programs — Public Administration

| | | | | | |
|----------|---|-----|----------|---|-----|
| PADM 332 | Public Administration | (4) | PADM 533 | Policy Formation and Analysis | (3) |
| PADM 333 | Ethics and Social Responsibility | (4) | PADM 537 | Regionalization and Intergovernmental Relations | (3) |
| PADM 368 | Culture and Gender Issues in Management | (4) | PADM 555 | Ethics and Decision-Making in Public Management | (3) |
| PADM 388 | Statistics | (4) | PADM 561 | Administrative Law | (3) |
| PADM 439 | Organizational Behavior: Theory and Application | (4) | PADM 581 | Comparative Public Administration | (3) |
| PADM 469 | Management of Change and Conflict | (4) | PADM 583 | Managing Groups and Coalitions | (3) |
| PADM 470 | Administrative Processes | (4) | PADM 588 | Statistics | (3) |
| PADM 480 | Communications in Management | (4) | PADM 589 | Research Methods | (3) |
| PADM 489 | Research Methodology in Government | (4) | PADM 596 | Graduate Seminar | (3) |
| PADM 499 | Senior Seminar/Project | (4) | | | |

Master of Public Administration

Program Chairperson: Raymond Garubo

Regular Faculty: Suzanne Beaumaster, Ray Garubo, Jack Meek, Keeok Park, Keith Schildt, Janat Yousof

Leadership in public service is the foundation for courses in this degree program. Students will acquire an understanding of professional leadership and build their leadership skills in ethical and efficient management of public and public-served organizations. The theoretically based curriculum prepares preservice and inservice students to understand human behavior and motivation, quantitative analysis of data, knowledge of complex organizational functioning, policy making and change, and the influence of culture and diversity on organizations and management. PADM 532 must be taken within the first 12 semester hours of coursework.

Admission: In addition to ULV's graduate admission requirements, applicants must have a GPA of at least 2.75 in the last 60 semester hours of undergraduate work and complete a personal interview. Applicants with a bachelor's degree from a non-English speaking institution, must possess a score of at least 570 on the TOEFL.

Total Program: 39 semester hours minimum

Core Courses:

| | | |
|----------|---|-----|
| PADM 500 | Human Resource Management in Public Organizations | (3) |
| PADM 531 | Organizational Theory | (3) |
| PADM 532 | Introduction to Public Administration | (3) |
| PADM 534 | Management of Public Funds | (3) |

City Management Emphasis: In addition to the required courses included in the M.P.A., a minimum of four (8 semester hours) of the following:

| | | |
|----------|--------------------------------------|-----|
| PADM 591 | Administrative Operations | (2) |
| PADM 592 | Community Services | (2) |
| PADM 593 | Environmental Planning | (2) |
| PADM 594 | Managing Intergovernmental Relations | (2) |
| PADM 595 | Municipal Development | (2) |
| PADM 597 | Special Projects | (2) |

Doctor of Public Administration

Program Chairperson: Keeok Park

Regular Faculty: Kent Badger, Suzanne Beaumaster, Raymond Garubo, Jack Meek, Keeok Park, Keith Schildt, Janat Yousof. **Adjunct Faculty:**

Marilyn Ditty, Susan Lomeli, Stuart Mandell, Bennett Monyé.

The Doctor of Public Administration is designed to develop scholarly practitioners as leaders committed to improving the quality of life and environmental sustainability of the Southern California region. Students learn to consciously integrate and apply current theoretical, moral, and institutional perspectives that contribute to the disciplined analysis and professional resolution of administrative problems. Students take coursework in clusters offered near their places of work and in intensive seminars held on the central campus. They take a prescribed sequence of courses which are instructed and coordinated by a full-time department faculty member teamed with a practitioner adjunct faculty member.

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

Programs — Public Administration

and must be working in an organization with permission and support from supervisors to conduct applied studies as required in their coursework. Students who are not employed may meet this requirement through a three-year internship (paid or unpaid) with organizations approved by the faculty.

Admission: Applicants are evaluated on undergraduate G.P.A.; graduate GPA; G.R.E. (Aptitude Section), Miller Analogies Test, or GMAT scores; letters of recommendation; and a personal interview. The department balances all of these measures in making decision on admission.

Total Program: 54 semester hours minimum
The program requires a minimum time commitment of three years with at least nine semester hours each semester. In addition to participation in cluster sessions each semester, all students meet together in nine days of weekend seminars at the central campus. Students are required to produce a dissertation of publishable quality.

Theme courses: 36 semester hours

Fall Semester 2001

| | |
|--|-----|
| PADM 675 Executive Leadership | (3) |
| PADM 677 Administrative Decision Making and Ethics | (3) |

Spring Semester 2002

| | |
|------------------------------------|-----|
| PADM 650 Fiscal Administration | (3) |
| PADM 651 Human Resource Management | (3) |

Fall Semester 2002

| | |
|-----------------------------|-----|
| PADM 671 Program Evaluation | (3) |
| PADM 672 Policy Analysis | (3) |

Spring Semester 2003

| | |
|--|-----|
| PADM 673 Strategic Management | (3) |
| PADM 678 Information Resource Management | (3) |

Fall Semester 2003

| | |
|--|-----|
| PADM 674 Organizational Change and Development | (3) |
| PADM 682 Conflict Management | (3) |

Spring Semester 2004

| | |
|---|-----|
| PADM 620 Organizational Theory & Design | (3) |
| PADM 622 Political Systems & Environments | (3) |

Research Courses: 18 semester hours

Summer

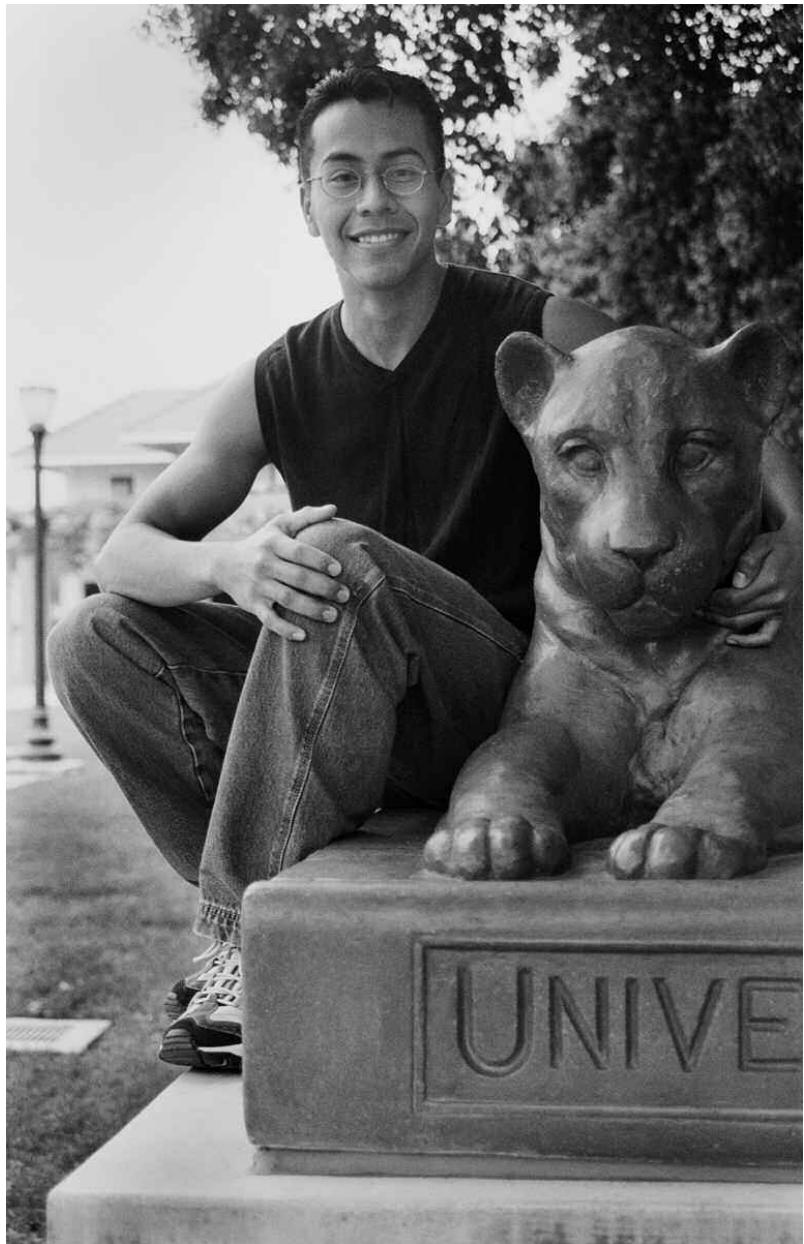
| | |
|--|-----|
| PADM 690 Public Administration Foundations | (3) |
| PADM 692 Statistics | (3) |

| | |
|------------------------|-----|
| PADM 697A Dissertation | (3) |
|------------------------|-----|

Spring

| | |
|-----------------------------------|-----|
| PADM 691 Research Methods | (3) |
| PADM 695 Applied Research Methods | (3) |

| | |
|--------------------------|-----|
| PADM 696 Selected Topics | (3) |
| PADM 697B Dissertation | (3) |



Associated Student Federation President Mario Guerrero with the University of La Verne Leopard
Photo: Lauren Wooding

COURSES

GENERAL INFORMATION ON COURSES

Course Numbering System:

| | |
|---------|---|
| 001 | Precollege |
| 002-099 | Activity and survey courses — lower division |
| 100-199 | Elementary and survey courses — lower division |
| 200-299 | Intermediate courses and courses introductory to a discipline |
| 300-399 | Advanced level, upper-division courses applicable to bachelor's degree programs |
| 400-499 | Advanced level, upper-division courses applicable to bachelor's degree programs and introductory graduate-level courses |
| 500-699 | Graduate level courses applicable to advanced degree programs and credential programs |
| 700-799 | In-service courses, graduate level, not to be used for degree credit |

ULV courses can be designated by three digits or by three digits and a letter. The common letters used in course designations are A,B,C,D with sequences, F with field work, G with selected graduate courses, L with laboratories, P with practicums, S with seminars, and W with workshops. Other letters have been used as needed to provide course numbers and do not have significance in defining the courses. Most 700-level courses are described in program brochures and are not found in this catalog.

Course Value. The semester hour value of each course is listed in parenthesis after the course title. The standard value for undergraduate courses is 4 semester hours; for general education and for graduate courses, 3 semester hours.

Certain undergraduate courses are offered for 3 semester hours at selected sites and for 4 semester hours at others. These courses cover the same material, demand the same prerequisites, and fulfill the same requirements as the courses with the same titles offered for 4 or 5 semester hours of credit. The value for such courses is listed as (3*-4) or (3*-5), but they can be taken for 3 hours only at locations where they are scheduled for 3 hours. Everywhere else they must be taken for the higher value.

Course Department Notation. Some courses are cross-listed in two or more academic departments. Students should confer with their advisors regarding the department in which they should register.

Course Location. Most courses are available on and off campus. Where a course is offered only at one location, the location is listed followed by "only." Hence, "Athens only" in a course listing means the course is only offered at the Athens Residence Center. "ECBCS only" means that the course is only offered at the Ecumenical Center for Black Church Studies. Courses that are offered only at off-campus sites are marked with an asterisk (*).

Course Frequency. Some courses are offered every semester at most locations; most are offered less frequently. Consult program and site directors for specific schedules. Courses that are only offered by directed study are listed as "Directed study only."

General Education. Courses that may be used to fulfill general education requirements are marked as follows:

Courses — General Education Symbols and California Articulation Numbers

| Requirement | Symbol | |
|--|--------|--|
| College Writing A | GEWE1 | Anthropology CAN ANTH 2 and CAN ANTH 4: GESSa. |
| College Writing B | GEWE2 | |
| Fine Arts — History and Appreciation | GEFAa | Art CAN ART 1-CAN ART 5: GEFAa. |
| Fine Arts — Studio and Performance | GEFAb | CAN ART 6, CAN ART 8, CAN ART 10, CAN ART 12, CAN ART 14, CAN ART 16, CAN ART 18, and CAN ART 20: GEFAb. |
| Foreign Language | CORE2a | |
| Humanities — Literature | GEHa | Biology CAN BIOL 2, CAN BIOL 4, CAN BIOL 6: GELS-L. |
| Humanities — Philosophy/Religion | GEHb | |
| Humanities — Mass Media | GEHc | Chemistry CAN CHEM 1-CAN CHEM 9: GEPS-L. |
| Humanities — Interdisciplinary | GEHd | |
| Life Science (non-laboratory) | GELS | Economics CAN ECON 2 and CAN ECON 4. GESSc. |
| Life Science with laboratory | GELS-L | |
| Science laboratory component | GEL | English CAN ENGL 1 and CAN ENGL 2: GEWE1. |
| Mathematics | GEM | CAN ENGL 3, CAN ENGL 4, and CAN ENGL 5: GEWE2. |
| Physical Education—Activity | GEPE | CAN ENGL 6: GEFAb. |
| Physical Education—Fitness | GEPE1 | CAN ENGL 7-CAN ENGL 11, CAN ENGL 13- CAN ENGL 18, CAN ENGL 20, and CAN ENGL 22: GEHa. |
| Physical Science (non-laboratory) | GEPS | |
| Physical Science with laboratory | GEPS-L | Geology CAN GEOL 2: GEPS-L. |
| Social Sciences — Behavioral Sciences | GESSa | |
| Social Sciences — History/Political Sci. | GESSb | History CAN HIST 1-CAN HIST 5: CAN HIST 7-CAN HIST 11: GESSb. |
| Social Sciences — Economics | GESSc | |
| Social Sciences — Interdisciplinary | GESSd | Humanities CAN HUM 1-CAN HUM 5: GEHd. |
| Speech/Oral Communication | GESE | |
| World Civilizations and Cultures | CORE2b | Mathematics CAN MATH 10, CAN MATH 16-CAN MATH 23, and CAN MATH 29-CAN MATH 33: GEM. |
| Course Challenges. The majority of courses are challengeable. Those that are not are marked NCh. | | |
| California Articulation Numbers. The California Articulation Number (CAN) System provides a cross-reference “CAN number” for certain lower-division introductory courses commonly taught at California colleges and universities. Most CAN courses will be accepted in transfer by ULV. The CAN courses listed below will fulfill the ULV general education requirements noted with them provided that the CAN courses carry at least three quarter hours or two semester hours of credit. Certain CAN courses may be used to fulfill specific requirements in ULV majors with the approval of the major department. Potential transfer students to ULV should consult the catalog of the college they are currently attending to determine the CAN numbers of their courses. | | Philosophy CAN PHIL 2, CAN PHIL 4, and CAN PHIL 6- CAN PHIL 11: GEHb. |
| | | Physics CAN PHYS 1-CAN PHYS 5 and CAN PHYS 7- CAN PHYS 15: GEPS-L. |
| | | Psychology CAN PSY 1-CAN PSY 5: GESSa. |
| | | Political Science CAN GOVT 2: GESSb. |
| | | Sociology CAN SOC 2 and CAN SOC 4: GESSa. |
| | | Speech Communications CAN SPCH 2, CAN SPCH 4, and CAN SPCH 6: GESE. |

Courses — Descriptions: Common Courses and Anthropology (ANTH)

Theatre Arts

CAN DRAM 2 and CAN DRAM 4: **GEFAa.**
CAN DRAM 6, CAN DRAM 8, and
CAN DRAM 16: **GEFAb.**

COURSE DESCRIPTIONS

The course descriptions listed are supplemented by a file of course syllabi in the Office of the Academic Vice President. Cross-listed courses are listed in every department in which they are cross-listed but only described in one department. All cross-listings are noted by the word "Also" followed by the cross-listed course number.

COURSES COMMON TO MANY DEPARTMENTS

The following course numbers are available in most departments. The common descriptions are listed here:

199, 299, 399, 599, 699 Independent Study (1-4). Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan as directed in the Independent Study Manual is required. Offered in every department at appropriate levels.

499 Senior Seminar/Project/Thesis/Exam-/Recital (1-4). Culminating activity required by majors in all departments. Papers/theses/projects researched, prepared, and written under the guidance of a faculty member. Comprehensive exams or recitals required in some departments. Academically, students must be in Good Standing to enroll in 499. **NCh.**

Anthropology (ANTH)

250 Exploring Diversity Through Anthropology (3-4*). Explores human biological and cultural diversity through a variety of anthropological perspectives and issues. **GESSa.**

330 Cultural Anthropology (3*-4). Examines traditional and industrialized cultures, focusing on ethnographic methodology and cross-cultural analysis. Emphasizes conceptualization and adaptation through social, economic, political, and religious systems. **CORE2b. GESSa.**

331 Culture and Personality (3*-4). See PSY 310. **GESDd.**

340 Language and Culture (3*-4). Explores the relationship between language and culture in cross-cultural context, including comparative and historical linguistics, ethnolinguistics, and sociolinguistics. Prereq.: ENG 111. **GESDd.**

350 Human Adaptation (3*-4). Studies human evolution and human population biology. Covers human acclimatization and environmental adaptation through genetic, anatomical, and physiological change and through the interaction of culture and biology. Prereq.: ENG 111. **GESDd.**

360 Anthropological Archeology (4). Studies archeological methods and theoretical approaches to understanding human societies through analysis of material remains. Includes ethnoarcheology, experimental archeology, and an overview of archeological evidence for cultural evolution. **CORE2b.**

364 Cultural Resource Management (4). Addresses philosophical, ethical, and practical aspects of cultural resource management, including history, laws, and procedures. Also PADM 364. **NCh.**

365 Archeology Practicum (3). Provides hands-on training in archeological methods. Covers techniques and applications of survey, excavation, and laboratory work. May be taken twice for credit. **NCh.**

400 Anthropological Theory (4). Covers major theoretical models, including neo-evolutionism, functionalism, psychological anthropology, cultural materialism, cultural ecology, ethno-science, cognitive models, and evolutionary psychology. Prereq.: ANTH 250 or ANTH 330.

409 Selected Topics in Anthropology (1-4). May be repeated once with a different topic.

Courses — Art (ART)

Art (ART)

100 Art Experience (3-4*). Provides students with an aesthetic orientation toward the arts. **GEFAb. NCh.**

120 2-D Design (3-4*). Introduces basic design structure, concepts, and process. Explores origins and applications of two-dimensional design. **GEFAb. NCh.**

121 3-D Design (3). Covers basic elements of 3-dimensional design in the studio. **GEFAb. NCh.**

130 Ceramics (3-4*). Beginning and advanced exploratory work in glaze, decoration, and forms. Emphasizes development of student's creativity. **GEFAb. NCh.**

140 Drawing Techniques and Materials (3 or 4*). Various approaches to drawing, utilizing traditional and contemporary artist's materials and subject matter. **GEFAb. NCh.**

210 Art History Foundation: Ancient through Early Renaissance (3). Surveys art history from antiquity through the early Renaissance. Covers major monuments and basic tools of visual analysis.

211 Art History Foundation: Renaissance through Contemporary (3). Surveys art history from the Renaissance through today. Covers major monuments and basic tools of visual analysis.

221 Introduction to Stage Design and Craft (4). See THAR 233. Also TV 233. **GEFAb. NCh.**

225 Mixed Media (4)*. Explores possibilities of art using "mixed media" from a variety of sources. Athens only. **GEFAb. NCh.**

250 Sculpture I (3-4). Introduces the materials and techniques of sculpture. Explores spatial and aesthetic issues as well as technical possibilities. **GEFAb. NCh.**

260 Painting (4). Explores painting methods in a variety of media which may include acrylic, gouache, and oil. May be taken twice for credit. Athens only. Prereq.: ART 140 or ART 100. **GEFAb. NCh.**

300 Writing for the Visual Arts (3). Emphasizes the development of writing skills applied to

art analysis, art criticism, and art education for art majors. Prereq.: ENG 111. Also ENG 300, JOUR 310. **GEFAa.**

311 Fundamentals of Vector Graphics (3). See PHOT 311. Prereq.: ART 140. **NCh.**

314 Greek Architecture (4)*. Architecture of Greece from Minoan times to present. Athens only. **GEFAa.**

316 History of Asian Art (3). Surveys the art and architecture of India, Southeast Asia, China, Korea, and Japan. **GEFAa.**

317 Latin American Art (4). Explores issues in Latin American art from antiquity to the most contemporary work. Also SPAN317. **GEFAa.**

318 Art and Myth(4)*. Studies ancient to modern art works to explore origins of world view, ideas, patterns of behavior, belief, and visualization. Athens only. **GEFAa.**

320 Graphic Production Processes and Design for Publications (4). See JOUR 317.

322 Commercial Art Techniques (4). Studies elements of layout, design, and a variety of commercial art illustration techniques.

326 Introduction to Advertising Design (4). Examines basic principles of graphic design. Emphasizes acquiring skills, knowledge, and creative development of design solutions. Also JOUR 326. **GEFAb.**

340 Life Drawing I (3*-4). Human figure as subject. Emphasizes structural anatomy. May be taken twice for credit. Prereq.: ART 140. **GEFAb. NCh.**

343 Life Drawing II (4). Continuation of 340. Prereq.: ART 340. **GEFAb. NCh.**

350 Sculpture II (4). Continuation of 150. **GEFAb.**

355 Introduction to Web Design (3). See PHOT 355.

360 Watercolor Painting (4). Techniques and materials of watercolor painting applied to still life, landscapes, abstraction. **GEFAb. NCh.**

370 Painting II (4). Advanced painting. Emphasizes painting as a contemporary art form. May be taken twice for credit. **GEFAb. NCh.**

371 Culture and the Arts (4)*. Studies problems concerning nature of art, aesthetic experience, and function of the artist. Also PHIL 332. **GEHb. GEFAa.**

Courses — Art (ART) and Behavioral Science (BHV)

374 Modern Paris: Image, Text, and Reality (1-4). Explores modern Paris and its representations in French art and literature of the 19th and 20th Centuries. Visits medieval sites. Includes readings to reveal romantic and surrealist Paris. Also FREN 374. GEHd. NCh.

378 Jesus in Art and Film (4). See REL 378. GEHb. GEFAa.

380 Contemporary Art Seminar (4). Advanced seminar on contemporary art. Also deals with practical concerns of an art career. Artist's studio visits. Portfolio development. GEFAa.

390 Art History Selected Topics (4). Provides in-depth art-historical investigation beyond the survey level. Topics cover specific periods, specific media, or aesthetic categories. GEFAa.

410 History of Byzantine Art (4).* Studies art and architecture of the Byzantine Empire. Visits to local churches and museums. Athens only. GEFAa.

460 Oil Painting (3*-4). Techniques and materials of oil painting applied to still life, landscapes, and abstraction. GEFAb. NCh.

472 Art for the Elementary Teacher (3-4*). See EDUC 432.

racial, ethnic, and subcultural divisions, and explores cognition, emotion, and identity issues. Focuses on U.S. minority groups. CORE2b.

325 African-American Experience (4). Examines African-American experience in US society, including heritage, history, culture, and political movements.

326 Latino Experience (3*-4). Examines Latino experience in US society, including heritage, history, culture, and political movements of a variety of Latino groups.

327 Asian-American Experience (4). Examines Asian-American experience in US society, including heritage, history, culture, and political movements of a variety of Asian-American groups.

328 Native American Experience (4). Examines the Native American experience in US society, including history, culture, and political movements. NCh.

345 Theatre as Political and Cultural Expression (4). Surveys major theoretical orientations in social problems of Latin America. Includes writing and producing a play. Also THAR 345. NCh.

350 Aging, Death, and Dying (4). Examines human aging, death, and dying from perspective of current sociological, psychological, and cross-cultural concepts.

390 Research Methods (3*- 4). Methodology and research design in the behavioral sciences, including qualitative and quantitative methods. Prereq.: BHV 305 strongly recommended.

390L Computer-Statistical Applications for the Behavioral Sciences (1). Same as 395.

395 Computer Data Analysis (1-2). Teaches basics of computer programs in the Statistical Package for Social Science (SPSS). Emphasizes descriptive and inferential statistics in analyzing behavioral science data. Prereq.: BHV 305. Also PSY 395.

400 Theory and Research in Ethnic Studies (4). Analyzes interpersonal, social, structural, and process models from psychology, sociology, anthropology, and ethnic studies for their usefulness in understanding particular ethnic experiences and US multicultural society as a whole. Prereqs.: BHV 320 and 325 or 326 or 327.

Behavioral Science (BHV)

305 Statistics (3*-4). Introduces basic concepts and applications of descriptive and inferential statistics. Also PSY 305. GEM for SCE students only.

309 Contemporary Hellenic Society (3-4).* See SOC 309. Athens only. CORE2b for non-Greek students only. NCh.

311 Sexuality and Gender Issues (3*-4). Explores human sexuality and gender issues from the perspective of biology, psychology, sociology, and anthropology. Includes cross-cultural comparisons.

313 Women's Experience in America (4). Examines the experience of women in US society from the perspectives of Anthropology, Psychology, and Sociology. NCh.

320 Ethnic Relations (3*-4). Provides historical, theoretical, and empirical bases for understanding diversity in society. Addresses cultural,

Courses — Behavioral Science (BHV) and Biology (BIOL)

409 Selected Topics in Behavioral Science (1-4). Special topics from the behavioral sciences. May be repeated with different topics.

481 Management of Anger and Conflict (3). Dynamics of stress and anger in human interactions. Emphasizes understanding of these dynamics and acquisition of specific skills to transform angry encounters into problem-solving approaches to human interactions.

482 Family Violence and Abuse (3-4*). Establishes a historical context for domestic violence. Examines spouse battering, child abuse, incest, and other forms of physical violence and psychological assault.

497 Internship (1-4). Applies behavioral science theoretical principles and methods under supervision of working professionals. For majors in the behavioral sciences. Prereq.: Junior or senior standing and instructor approval. Also PSY 497. NCh.

499 Senior Seminar/Project (3*-4). Prereqs.: BHV 305, 390. Prereq. or Coreq.: BHV 395 (395 may be waived in off-campus programs).

Biology (BIOL)

101 Life Science: The Human Environment (3). Examines the world from the perspective of science. Includes data from biology and environmental studies. **GELS.**

101L Life Science: The Human Environment Lab (1). Coreq.: BIOL 101. **GEL.**

110 Health Science (3)*. Provides basic knowledge for healthful living: general health values for mental and emotional health, nutrition, substance abuse, disease, physical fitness, and other positive health aspects. EPIC only.

201 General Biology I (3 or 5).* Environmental and behavioral biology, classification and evolutionary adaptations of plants and animals. Includes lab and field work. Required of Biology Majors, premedical, predental, and prenursing students. Lab included. **GELS-L.**

202 General Biology II (3 or 5).* Cellular and molecular biology, physiology, and genetics. Includes lab and field work. Required of Biology Majors, premedical, predental, and prenursing students. **GELS-L.**

203 Principles of Biology (4). Covers biological concepts. Emphasizes fundamental principles and processes and the interplay of structures and processes at the molecular, cellular, genetic, and evolutionary levels. Lab included. **GELS-L.**

204 Plant Science (4). Introduces plant biology. Focuses on diversity, growth, development, evolution, ecology, structure and function, and phylogenetic relationships. Lab included. Prereq.: BIOL 203. **GELS-L.**

205 Animal Science (4). Introduces animal biology. Focuses on diversity, growth, development, behavior, ecology, evolution, structure and function, and phylogenetic relationships. Lab included. Prereq.: BIOL 203. **GELS-L.**

220 Natural History of California (3*-4). Emphasizes geological and geographical characteristics, and adaptive strategies of plants and animals for survival in their respective habitats. Lab included. **GELS-L.**

302 Microbiology (4). General study of microorganisms with attention to practical importance of bacteria, yeasts, and molds and the laboratory methods involved in handling, isolating, and identifying unknowns. Lab included. Prereq.: a semester of college biology.

310 Cell Biology (3). Structure and function of cellular organelles, cellular metabolism, gene expression, and regulation. Historical and experimental emphasis. Prereqs.: BIOL 203, 204, 205.

311 Genetics (3). Plant and animal meiosis, mitosis, and fertilization, and their relation to the principles of heredity and mutation. Prereqs.: BIOL 203, 204.

312 Environmental Biology (4). The balance of forces which operates to maintain stability within the ecosphere. Methods of preserving natural resources through education, research, and public action. Lab included. Prereq.: a year of college biology.

313 Developmental Biology (4). Embryonic development in various organisms. Mechanisms underlying fertilization, differentiation, induction, and teratogenesis. Lab included. Prereq.: a year of college biology.

314 Biochemistry (5). See CHEM 314.

315 Advanced Biochemistry (4). See CHEM 315.

Courses — Biology (BIOL)

316 Molecular Biotechnology (4). Introduces modern biotechnological techniques. Includes gene cloning and sequencing, restriction analysis, PCR, Southern analysis, and genetic manipulation of DNA. Lab included. Prereqs.: BIOL 203, 204, 205; CHEM 201, 202; junior standing.

322 Aquatic Biology (4). Ecological study of fresh-water, estuarine, and marine systems. Effects of thermal, chemical, and radioactive pollutants in aquatic ecosystems. Lab included. Prereq.: a semester of college biology.

325 Field Biology (2). Types, behavior patterns, population dynamics, and ecological interactions of selected organisms in lab and in field. Lab included.

326 Natural History of Baja California (4). Ecological study of intertidal and inshore organisms. Field study in deserts and along the Pacific and Gulf Coasts of Baja California and Mexico. Lab included. Prereqs.: a semester of college biology and instructor's approval. NCh.

327 Mountain and Desert Biology (4). Comparative survey of flora, fauna, and geography of mountain and desert biomes. Dynamics of community organizations, and effect of man and his responsibility to these changing environments. Lab and field trips. included. Prereq.: a semester of college biology or instructor's approval.

328 Environmental Management (4). Covers environmental laws and regulations, natural resource conservation and utilization, pollution prevention, environmental health, urban and land-use planning. Prereqs.: BIOL 203, 204, 205, 312.

333 Animal Physiology (4). Study of animal organ and tissue functions. Prereq.: a year of college biology. Lab included.

334 Ornithology (Birds) (4). Systematic, distributional, behavioral, and ecological study of shore, fall migratory, and canyon birds of Southern California. Lab included. Prereqs.: a semester of college biology and instructor's approval. GELS-L.

335 Entomology (4). Studies local arthropods, insect collecting, mounting techniques, identification, physiology, and control. Creation of personal collection required. Lab and field work included. Prereq.: a semester of college biology.

336 Invertebrate Zoology and Parasitology (4). Examines taxonomy, morphology, and natural history of invertebrates (excluding insects) and host-parasite relationships, including parasitic diseases. Includes lab and field work. Prereq.: a semester of college biology.

342 Anatomy and Physiology (4)*. Human anatomy and elementary physiology for non-science majors. Lab included. Prereq.: a semester of college biology. EPIC only.

343 Human Anatomy (4). Integrated study of the gross and microscopic anatomy of the human body. Lab included. Prereq.: a semester of college biology.

344 Human Physiology (4). Studies human body function. Emphasizes homeostasis. Lab included. Prereq.: a semester of college biology. BIOL 343 recommended.

345 Immunology (2). Emphasizes experimental foundations influencing immunology. Covers antigen-antibody interactions, immunity mechanisms, cellular and transplant immunology, molecular biology, and antibody diversity. Prereq.: a year of college biology.

346 Molecular Basis of Disease (4), Examines mechanisms of genetic, bacterial, viral, and prion diseases, and individual diseases such as cystic fibrosis, AIDS, Scrapie, and cholera. Prereqs.: BIOL 203, 205; CHEM 201, 202.

361 Plant Physiology (4). Principles of plant physiology, as applied to photosynthesis, mineral absorption and utilization, water relations, translocation, respiration, metabolism, and the role of plant hormones in control of growth and development. Lab included. Prereqs.: BIOL 203, 204; a semester of college chemistry.

372 Investigating Biofeedback Systems (4). Basic human biofeedback systems. Theoretical and practical applications of biofeedback. CRD/NCR for non-BIOL majors.

374 Science and Society (3*-4). Examines some of the challenges that recent developments in science and technology pose to society. GELS. NCh.

376 Human and Environmental Toxicology (4). Covers principles and mechanisms of toxicology. Emphasizes agents likely to be encountered in industry and the environment. Includes pathol-

Courses — Biology (BIOL) and Chemistry (CHEM)

ogy, toxicity determination, dose response, hazard and risk assessment, and transfer and transformation of toxins in the environment. Prereqs.: a semester of college biology and a semester of college chemistry. Organic chemistry recommended.

377 Biotechnology, Society, and the Environment (4).* Introduces basic concepts of genetic engineering and studies the implications of biotechnology in agriculture, medicine, industry, and the environment. Athens only.

378 Evolution (2). Examines the historical, philosophical, and conceptual bases of evolutionary principles and processes. Prereqs.: BIOL 203, 204, 205, 311.

379 Research Methods and Biostatistics (2). Introduces research methods. Includes hypothesis development, experimental design, data analysis, presentation, and the use, interpretation, and presentation of descriptive and inferential statistics. Prereqs.: BIOL 203, 204, 205.

390 Natural History of the Tropics (4). Studies natural history of a tropical habitat. Also includes flora, fauna, geology, and history. Lab and field course. NCh.

441 Nutrition (2). Family and institutional food planning and health programs. Emphasizes nutritional needs, holistic health, and diet. Also EDUC 422. NCh.

443 Histology (4). Function and microscopic structure of tissues. Emphasizes four basic tissue types, their embryonic development, and their physiology within organ systems. Lab included. Prereq.: a year of college biology.

461 Systematics of Local Flora (4). Principles underlying biological nomenclature and taxonomy with emphasis on field and lab identification of local vascular plants. Lab included. Prereq.: a year of college biology.

Chemistry (CHEM)

103 Introduction to Chemistry (3). For students with limited background in chemistry to prepare them to continue study in chemistry and science. GEPS.

103L Introduction to Chemistry Lab (1). CRD/NCR only. GEL.

201 General Chemistry I (5). Beginning course for science and prehealth science students. Chemical calculations, atomic and molecular structure, chemical and physical properties, and chemical bonding theories. Lab involves quantitative chemical relationships. Prereq.: High school chemistry or instructor's approval. GEPS-L.

202 General Chemistry II (5). Continuation of 201. Thermochemistry, chemical equilibrium and kinetics, acid-base properties, electrochemistry, etc. Lab involves qualitative chemical analysis. Prereq.: CHEM 201 or instructor's approval. GEPS-L.

230 Analytical Chemistry I (4). Introduces analytical chemistry by means of gravimetric, volumetric, and instrumental analyses. Lab techniques of analysis and chemical calculations. Prereqs.: CHEM 201, 202.

280 Topics in Modern Chemistry (3-4*). Selected topics of current interest in chemistry and biochemistry. Emphasizes problems of social significance, such as antibiotics, pesticides, drugs, food additives, and pollution. GEPS.

303 Energy Issues (3-4*). See NASC 303. Also PHYS 303. GEPS.

311 Organic Chemistry I (5). Synthesis, structure, reactivity, reaction mechanisms, and organic spectroscopy. Lab includes synthesis and organic analysis, using separations. IR, NMR Spectra. Prereq.: CHEM 201 and 202 or instructor's approval.

312 Organic Chemistry II (5). Continuation of 311. Includes introductory molecular orbital calculations and Woodward Hoffmann rules.

314 Biochemistry (5). Introduces cellular metabolism and gene expression. Includes biological macromolecules, enzymes, glycolysis, Kreb's cycle, oxidative phosphorylation, photosynthesis, DNA replication, transcription, and transla-

Courses — Chemistry (CHEM) and Chinese (CHN)

tion. Lab included. Prereqs.: BIOL 203; CHEM 201, 202. Also BIOL 314.

315 Advanced Biochemistry (4). Focuses on the chemistry, thermodynamics, reaction mechanisms, and regulation of metabolic pathways, including glycolysis, respiration, photosynthesis, and metabolism of glucose, fatty acids, amino acids, nucleotides, and hemes. Individual research projects required. Prereq.: CHEM 314. Also BIOL 315.

395 World Industrial Chemistry (4). Covers worldwide aspects of the chemical industry. Focuses on comparative studies, including economic, technological, and environmental considerations. Includes field trips. **GEPS-L.**

400 Fundamentals of Electronics, Optics, and Computers (4). Reviews basic electronics, optics, and computer fundamentals associated with chemical instrumentation. Certificate Program.

401 Introduction to Scientific Principles of Chemical Engineering (4). Introduces basic material and energy balances, heat and mass transfer, applied thermodynamics and kinetics, and similar subjects which bridge pure and applied science. Certificate Program.

402 Environmental Chemistry and Technology (4). Reviews principles of environmental chemistry and technology including environmental analysis (EPA and other methods). Certificate Program.

403 Solar Photochemical and Thermal Processes (4). Covers theoretical aspects of photochemical and photophysical systems and their industrial application especially using solar radiation. Discusses chemical methods of converting solar energy. Certificate Program.

404 Instrumental Analysis I (4). Covers theory and use of separation analysis methods. Trains students to use these instruments. Includes GC, GC-MS-DS, HPLC, GPC. Certificate Program.

405 Instrumental Analysis II (4). Covers theory and use of spectroscopic analysis methods. Trains students to use spectrometers. Includes NMR, and CW and FT systems. Certificate Program.

406 Selected Topics in Energy Technology (4). Covers selected topics in conventional and

innovative energy technology. Certificate Program.

407 Selected Topics in Environmental Technology (4). Covers selected topics in environmental assessment and management. Certificate Program.

411 Physical Chemistry I (4). Laws of thermodynamics as applied to physicochemical systems. Introduces statistical mechanics. Chemical dynamics including molecular kinetic theory and chemical kinetics. Prereqs.: CHEM 201, 202; PHYS 201, 202; MATH 201, 202.

412 Physical Chemistry II (4). Introduces quantum mechanics, symmetry, group theory, atomic and molecular structure, and chemical bonding. Prereq.: CHEM 411.

420 Environmental Chemistry (4). Deals with the theory and technology of the environmental chemistry of air, soil, and water. Covers water and waste water treatment and specific technologies for assessing and dealing with heavy metals, organics, and radioactive pollutants. Includes Lab in standard EPA and other methods using GC, GC-MS, HPLC, and societal impact of pollution. Prereq.: CHEM 201, 202.

430 Instrumental Methods of Analysis (4). Surveys modern instrumental methods of analysis. Analytical and spectroscopy labs. Prereqs.: CHEM 202, 230, 311.

440 Inorganic Chemistry (4). Chemistry of the elements and their compounds. Relation of structure and bonding to chemical reactivity. Prereqs.: CHEM 201, 202.

450 Advanced Organic Chemistry (4). Selected topics, such as physical organic, reaction mechanisms, and stereochemistry. Prereqs.: CHEM 311, 312.

Chinese (CHN)

100 Elementary Chinese I (3). Develops basic skills in listening, speaking, reading, and writing Mandarin Chinese. **CORE2a. NCh.**

101 Elementary Chinese II (3) Continuation of CHIN 100. **CORE2a. NCh.**

Comparative Literature (CMPL)

390 Critical Theory: Approaches to Literature (4). Applies various critical approaches to selected literature, including original works in English and in translation. Prereq.: ENG 111. NCh.

498 Senior Seminar—Comparative Literature (4). A culminating experience focusing on a literary period, movement, genre, or theme in the literatures of at least two languages. Prereq.: ENG 111 and senior standing. NCh.

Computer Engineering (CMPN)

150 Principles of Electronics and Computer Engineering (4). Introduction to electronics and computers for engineering majors. Active and passive electronic devices. Analog and digital electronic circuit principles. Magnetism. Electrical machines. Electromechanical devices. Lab included. Coreqs.: MATH 201; PHYS 201. NCh.

202 Electronic Devices and Circuits (4). Bipolar and field effect transistor theory. Audio and RF circuit design and analysis. Bias stabilization techniques. Operational amplifiers. Lab included. Prereq.: MATH 201; CMPN 150. NCh.

220 Digital Logic Systems (4). Combinational system design using MSI, LSI, TTL, and CMOS integrated circuits. Sequential circuit design. Sequencers; RAM units. Arithmetic logic units and register transfer operations. Lab included. Prereq.: CMPS 110. NCh.

280 Computer Organization (4). Registers and arithmetic logic units. Control unit. Memory unit. I/O systems. Instruction set fundamentals and addressing modes. Lab included. Prereq.: CMPN 220. NCh.

303 Integrated Electronics (4). Monolithic diodes, FETs, and transistors. Current mirrors. Voltage reference sources and their integration. Differential amplifiers. Class A, B, and AB output stages. Saturated state switching. TTL, ECL, and CMOS switching. A/D and D/A converters. Lab included. Prereq.: MATH 201; CMPN 202. NCh.

330 Microprocessor Systems (4). Studies of 16-bit microprocessors. Architecture, addressing modes, assembly language programming, input and output. Simple analog and digital interfaces. Hardware and software debugging aids. Lab included. Prereq.: CMPS 366. NCh.

450 Peripherals and Communication Protocols (4). Computer peripherals: VDU, keyboard, mouse, joystick, workstations, etc. Bus protocols: VME, multibus, Q-bus, S-100, etc. Peripherals and bus interfacing. Networking. Transmission lines under pulse excitation. Lab included. Prereqs.: CMPN 280, 330. NCh.

480 Advanced Computer Architecture (4). System design with bit slice processors. Trends in microprogramming. High speed arithmetic processors. Pipelined and multiprocessor systems. Performance evaluation techniques. Lab included. Prereq.: CMPS 366. NCh.

Computer Science (CMPS)

100 Introduction to Personal Computing (3*-4). Emphasizes practical knowledge of computers for everyday use. Includes terminology, programming commands, peripherals, word processing, database programs, and accounting software. Lab included.

110 Introduction to Computer Science and Engineering (4). Basic functional units and components of a computer system. Software engineering and application programming through problem analysis, design, documentation, implementation, and evaluation. Lab included. NCh.

263 PASCAL (4). PASCAL language. Algorithm development. Structured programming. Procedures and Functions. Recursion. File management. Lab included. Also MATH 263. NCh.

279 Java for E-Commerce (4). Covers the principles of object-oriented programming language using Java. Includes classes, methods, graphical user interface (GUI), multimedia and Java database connectivity (JDBC). Lab included. Prereqs.: CMPS 100, 110. NCh.

318 Publishing on the Web I (4). See ECBU 318. NCh.

Courses — Computer Science (CMPS)

362 Numerical Algorithms (4). Solution of linear and polynomial equations. Solution of ordinary and partial differential equations. Iterative methods, interpolation, and approximation. Lab included. Prereqs.: MATH 202; CMPS 366 or MATH 361. Also MATH 362. **NCh.**

366 Programming in C (4). Syntax, Data types. Operations and expressions. Functions. Formatted I/O. Files. Data structures. Lab included. Prereq.: CMPS 263. **NCh.**

367 Object Oriented Programming Using C++ (4). Object-oriented programming. Basic concepts, operators, functions, development of inheritance. Polymorphisms and their implementation via virtual functions, abstract base classes, and pure virtual functions. Lab included. Prereq.: CMPS 366. **NCh.**

368 Principles of Computer Networks (4). Analyzes the mode of operation and the various interface standards and protocols associated with data networks. Reviews ISO/OSI standards, packet and circuit switched data networks, ISDN, local and wide area networks. Lab included. **NCh.**

368B MCSE Principles of Networks (4). Covers topics involved with certification as a Microsoft Certified System Engineer (MCSE), including networking technologies, Windows NT 4.0, TCP/IP, Microsoft Windows 2000 server, network, director, security, and upgrading. **NCh.**

368C CCNA Cisco Certified Network Associate Course (4). Covers concepts, commands, and practice required to configure Cisco switches and routers in multi-protocol networks.

369 Local Area Networks (4). Covers LAN, server, client/server, and wireless technology; standardization; operating systems; commercial LAN products; inter-networking devices and protocols; metropolitan area networks; vendor specific solutions; LAN administration. Lab included. Prereq.: CMPS 368. **NCh.**

369B MCSE Local Area Networks (4). Prepares students for MCSE exams. **NCh.**

370 Seminar (1). Discussion of new and innovative topics in computer science, computer engineering, and information systems. **NCh.**

371 Assembly Language (4). Covers structure and principles of assembler operation; macro

programming and use of assembly language in high level languages. Prereq.: CMPS 266; CMPN 280. **NCh.**

375 Systems Analysis and Design (4). Examines the information systems life cycle in relation to systems analysis. Presents current tools and techniques of systems analysis in data flow diagrams, data dictionaries, transform descriptions, data bases descriptions, prototyping, etc. Lab included. Prereq.: CMPS 390. **NCh.**

376 Small Talk (4). Introduces object oriented software development using Small Talk language. Covers class, encapsulation, inheritance, polymorphism, concepts of collections, and GUI design. Lab included. Prereq.: CMPS 367. **NCh.**

377 Visual BASIC (4) Covers basic concepts of object oriented programming languages, problem solving, programming logic, data files, arrays, and design techniques of an event-driven language. Lab included. Prereq.: CMPS 263. **NCh.**

379 Java (4). Covers basic concepts of object oriented programming; Java and OOP classes, packages, and inheritance; and requirements for building a fully functional Java program. Lab included. Prereq.: CMPS 367. **NCh.**

380 ADA Programming Language (4). Explores ADA programming and modern software development. Includes data types, control structures, packages, generics, exceptions, and concurrent programming. Lab included. Prereq.: CMPS 263. **NCh.**

385 Data Structures (4). Algorithms and data structures. Arrays. Lists. Stacks and queues. Tree structures. Searching and sorting algorithms. Files. Lab included. Prereq.: CMPS 367. **NCh.**

390 Information Systems in Organizations (4). Explains concepts of systems and information, integration of these into organizational structure, and basic tools and techniques for representing systems. Lab included. **NCh.**

392 Project Management (4). Presents project types from public, business, engineering, and information science fields. Includes selecting, initiating, operating, and managing projects. Lab included. Prereq.: CMPS 375. Also ECBU 375. **NCh.**

Courses — Computer Science (CMPS) and CORE General Education

400 Analysis of Algorithms (4). Principles of algorithm design. Complexity of sorting algorithms. Combinational and graph algorithms. Cryptology and string matching. Linear programming and FFT algorithms. Lab included. Prereq.: CMPS 366; MATH 327. **NCh.**

451 Artificial Intelligence (4). Representation of knowledge and control strategies. Searching. Predicate calculus. Automata theorem proving. LISP, PROLOG, VP Expert, etc. Lab included. Prereqs.: CMPS 366; MATH 327. **NCh.**

454 Automata Theory (4). Includes finite and infinite languages, Context-free and non-context-free languages, pushdown automata, and Turing machines. Prereqs.: CMPS 366; MATH 327. **NCh.**

455 Compiler Design (4). Introduces compilers. Finite automata and lexical analysis. Parsers. Error detection and recovery. Case studies. Lab included. Prereq.: CMPS 385, 454. **NCh.**

460 Operating Systems (4). Evolution of operating systems. CPU scheduling. File systems. Memory management. Device management. Protection. Multiprocessing and time sharing. Case studies: CP/M, UNIX, and VMS. Lab included. Prereq.: CMPS 385. **NCh.**

463 Computer Graphics (4). Fundamentals of programming for computer graphics. Covers interactive graphics, animation, color, and three dimensional modeling. Lab included. Prereq.: CMPS 366. MATH 201. **NCh.**

465 Programming Languages (4). Language syntax and semantics. Data types and operations. Sequence control. Introduction to translation. Lab included. Prereqs.: CMPS 367; MATH 327. **NCh.**

475 Systems Design Process (4). Integrates computer technology, systems analysis, systems design, and organizational behavior to aid in designing decision-support systems. Lab included. Prereq.: 375. Coreq.: 368. **NCh.**

480 Distributed and Web Based Computing (3-4). Covers design and analysis of distributed systems. Focuses on object-oriented client/server Internet environments. Prereqs.: CMPS 280, 367, 368, 379. **NCh.**

490 Database Management Systems (4). Design, analysis, and implementation of computerized database systems. Lab included. Prereq.: CMPS 375. **NCh.**

495 Information Systems Projects (4). This capstone course uses projects to integrate all concepts regarding information system development from previous courses. Lab included. Prereqs.: CMPS 475, 490. **NCh.**

Core General Education (CORE)

300 Values and Critical Thinking (3-4*). Guides students to critically evaluate their own values and the value systems of other persons, groups, and nations through readings, discussions, and written critiques. Prereq.: ENG 111. **NCh.**

305 Service Learning (1). 25 hours of supervised service placement, 16 hours of seminar discussions, and written reflections on the placement. May be repeated up to three times for credit. May not be taken as a directed study. CRD/NCR. Letter grade for Athens only. **NCh.**

310 International/Intercultural Experience (1). 15 hours of activities with an ethnic/religious/national community different from the student's own, 12 hours of seminar discussions, and written reflections of the experience. May be repeated up to three times for credit. May not be taken as a directed study. **NCh.**

320 The Human Condition (3-4*). Team-taught, interdisciplinary examination exploring the interrelationships between disciplines, the associations between themes, and the holistic nature of life. Based in either the Humanities or the Social Sciences and including one other Arts, Science, or professional discipline. May be repeated for credit with different topics. A student wishing to repeat this course to improve the grade must appeal for approval prior to registration. Prereq.: ENG 111. **NCh.**

340 Toward a Sustainable Planet (3-4*). Same as 320 except based in the Natural Sciences. Prereq.: ENG 111; junior standing; one GELS course. **NCh.**

Economics/Business & Global Studies (ECBU)

140 Introduction to Business and Economics (3-4*). Concepts, principles, and issues in business and economical nature of business organization, management, and objectives. **GESSc.**

172 Mathematical Methods for Business and Economics (3*-4). Explores selected topics in analytic geometry and calculus. Develops applied mathematics as employed in business for the modeling, analysis, and solution of real problems and data sets. Prereq.: MATH 102 or passing score on placement examination. Also MATH 172. **GEM.**

201 Fundamentals of Accounting I (3*-4). Introduces financial accounting. Emphasizes measuring, reporting, and analyzing financial activity. Covers the accounting cycle, accounting for assets, liabilities, equity, revenues, expenses, and financial statements. Prereq.: MATH 104 recommended.

202 Fundamentals of Accounting II (3*-4). Continues 201 and introduces managerial accounting. Covers corporate accounting, financial statement analysis, managerial/cost concepts, job-order and process costing, CVP relationships, and budgeting. Prereq.: ECU 201.

203 Financial and Managerial Accounting (4). Emphasizes the nature and purpose of financial statements and the uses of accounting information for planning, control, and decision-making.

220 Economic Analysis I (3-4*). Macroeconomics. Systems of economic organization covering allocation of resources, distribution of income, price stability, and economic growth. **GESSc.**

221 Economic Analysis II (3-4*). Microeconomics. Concepts and tools of economic analysis. Theory of prices and production in different market structures. Price mechanism, organized labor and collective bargaining; international trade and finance. **GESSc.**

301 Intermediate Accounting I (3*-4). Examines theoretical foundation of US corporation financial accounting and reporting. Discusses GAAP relating to the conceptual framework of

financial reporting, asset valuation, and financial statement preparation. Prereq.: ECU 202. **NCh.**

302 Intermediate Accounting II (3*-4). Continues ECU 301. Includes liabilities, stockholders' equity, income recognition, income taxes, pensions, leases, EPS, and additional reporting requirements. Prereq.: ECU 301. **NCh.**

305 Fund Accounting (3*-4). Studies accounting for governmental and other not-for-profit entities. Emphasizes federal, state, and local governments, hospitals, universities, and voluntary health and welfare organizations. Prereq.: ECU 202. **NCh.**

307 Cost Accounting (3*-4). Studies cost/management accounting theory and application, job order and process cost systems, C-V-P analysis and cost behavior, standard costing, cost allocation, and budgeting. Prereqs.: ECU 202, and ECU 172 or 374. **NCh.**

308 Federal Taxation I (4). Studies the IRC as it applies to the taxation of individuals. Covers federal tax rules and regulations, research methods, and IRS forms and schedules. Prereq.: ECU 202. **NCh.**

309 Federal Taxation II (4). Studies the IRC as it applies to the taxation of corporations, partnerships, estates, and trusts. Covers federal tax rules and regulations, research methods, and IRS forms and schedules. Prereq.: ECU 308. **NCh.**

310 Computer Applications in Business (3*-4). Examines application of computer systems to provide information for decision-making. Also MGMT 310. **NCh.**

310L Computer Applications in Business Lab (1).* Coreq.: 310 when taken for 3 semester hours.

318 Publishing on the Web I (4). Covers design and development of web pages, including HTML, CGI scripts, Java applets, and multimedia. Stresses human-centered design principles. Also CMPS 318. **NCh.**

320 Intermediate Macroeconomics (3*-4). Aggregate income, employment, and price level. Interrelation between monetary system and government finance. Classical, Keynesian, and recent contributions. Prereq.: ECU 220.

321 Intermediate Microeconomics (4). Theory of prices in product and factor markets.

Courses — Economics/Business & Global Studies (ECBU)

Firm and industry under various market structures; general equilibrium; classical through contemporary contributions. Prereq.: ECBU 221.

322 Current Economic Problems and Opportunities (3*-4). Contemporary domestic and international economic issues as viewed by leading scholars and commentators. **GESSc. NCh.**

323 Money and Banking (3*-4). US banking system including problems of money and prices, organization and function of commercial banks, financial institutions, Federal Reserve System, monetary standards, credits, and current trends.

324 Comparative Economic Systems (4). Classical and contemporary economic philosophies: capitalism, Marxism, socialism, and communism. Mechanics, implications, and outcomes of different economic systems. **GESSc. GESSd.**

325 International Economics (3*-4). Theories and policies of balance of payments, rates of exchange, tariffs, quotas, exchange controls, state trading, and international cartels. **GESSc.**

326 Development of Economic Thought (4). Economic theories, philosophies, and postulations of the mercantilist, physiocratic, classical, socialist, marginalist, and institutionalist schools. **GESSc.**

327 Public Finance and Fiscal Policy (4). Economics of public sector. Government taxation, expenditure, budgeting, borrowing, and debt management. Intergovernmental fiscal relations; effects of fiscal policy on national economy. Prereq.: ECBU 220. Also PADM 334.

328 Economic Theories and Issues (3*-4). Economic principles that can assist management in long-term and short-term decision-making. **GESSc.**

330 Business Finance (3*-4). Surveys corporate finance. The financial function and its relation to other decision-making areas. Theory and techniques in acquisition and allocation of financial resources from an internal management perspective. Prereqs.: Spreadsheet proficiency and ECBU 202, 221, or 328. Coreq.: ECBU 370.

330M Business Finance. (4).* Same as 330 but taught in Mexico.

331 Managerial Finance (3*-4). Concentrates on the role of a financial manager in making decisions regarding capital budgeting, capital structure, dividend policy, and mergers and acquisitions. Prereq.: ECBU 330.

341 International Business (3*-4). Overview and analysis of opportunities, challenges, problems, and mechanics of conducting business across national boundaries. **GESSc.**

342W Career Planning and Development (1). Development of personal study plan. Conference-style activity with group discussion.

343 Foundations of Business Ethics (3-4*). Fundamental concepts underlying individual value systems as applied to practical issues of running a business or organization. **GEHb. NCh.**

345 Personal Finance (3-4*). Introduces personal financial planning. Covers career planning, budgeting, personal and mortgage debt, investments, insurance, taxation, and retirement planning. **GESSc. NCh.**

346 Business Communication (3*-4). Covers written theory and practice in business and professional writing. Includes business letters, memos, reports, research project, and media techniques. Prereq.: ENG 110. **GEWE2** for SCE students only.

347 The Legal Environment of Business (3*-4). Critical examination of selected federal rules and regulations which affect operations of business.

350 Principles of Management (3*-4). Functions of organization and administration; how management selects objectives, plans, organizes essential activities, and influences employees. Prereq.: ENG 111. **GESSc. NCh.**

353 Culture and Gender Issues in Management (3*-4). See HSM 368. Also MGMT 368, PADM 368. **CORE2b. NCh.**

354 Communications in Organizations (3*-4). Covers managerial communication, communication theories and methodologies, personal communication, formal presentation, nonverbal communication, and total communication process. Prereq.: ECBU 350. **GESE. NCh.**

355 Organizational Behavior in Business (3*-4). Theories and practices of organizations,

Courses — Economics/Business & Global Studies (ECBU)

communication, motivation, leadership; resistance to change; group dynamics in business. Prereq.: ECBU 350.

356 Introduction to Organizational Theory

(3*-4). Organizational theory and how different environments affect internal organizational strategy, planning, structure, and other processes. Prereq.: ECBU 350.

360 Principles of Marketing (3*-4).

Basic marketing concepts, principles, practices, activities, and institutions. Environmental forces and marketing interaction with other areas of business. Prereq.: ECBU 220 or 328.

360M Principles of Marketing (4).* Same as 360 but taught in Mexico.

361 Media Sales (3). See RDIO 328. Also JOUR/TV 328.

362 Principles of Retailing (3*-4). Studies retail stores, emphasizing problems of store managers and executives. Considerations of location, buying, personnel, promotion, inventory turnover, and control methods in retailing. Prereq.: ECBU 360.

363 Industrial Marketing (4). Strategies in planning for marketing goods and services to industrial, governmental, and commercial markets. Changing industry and market structure. Analyzes industrial demand. Prereq.: ECBU 360.

364 Sports Marketing (4). Examines the marketing of goods and services in the sports industry. Includes discussion and case studies of both spectator and participation sports. Prereq.: ECBU 360. Also MSS 364. **NCh.**

365 Consumer Behavior (3*-4). Consumer behavior and attitudes to marketing management decisions. Includes advertising, product policy, product development, marketing research, and pricing. Prereq.: ECBU 360.

366 Professional Selling Skills (4). Examines the theory and practice of personal selling within the context of relationship marketing.

368 Promotional Management (4). Theoretical foundations, applications, and current practices in the management of the advertising, personal selling, public relations, and sales promotion elements. Prereq.: ECBU 360. **NCh.**

370 Business Statistics (3*-4). Descriptive data interpretation, elementary laws of probability,

and inferential parametric statistics using applications approach. Linear and multivariate regression techniques. Prereq.: ECBU 172. **GEM** for SCE students only.

371 Econometrics (4).* Construction, testing, and estimation of the single equation econometric model. Least squares estimation, partial and multiple correlation, and specification analysis. Prereqs.: ECBU 220, 221; MATH 201.

372 Quantitative Business Methods (3*-4). Applies management science techniques such as decision analysis, inventory management, linear programming, model building, optimization, and queuing theory to the solution of significant business problems. Prereq.: ECBU 172.

373 Mathematical Analysis for Managers (3*-4). Topics in finite mathematics and calculus useful for analysis in finance, economics, and management. **GEM** for Vandenberg only.

374 Applied Quantitative Analysis (3*-4). Surveys applied quantitative techniques that underlie effective managerial decisions. Emphasizes operations research techniques such as decision analysis and linear programming to decision-making.

375 Project Management (4). See CMPS 392. **NCh.**

390 Research Methods in Business and Economics (3-4).* Covers research design and qualitative and quantitative research methods in business and economics. Athens only. **NCh.**

401 Auditing (4). Introduces the attest function of the internal and external auditor. Includes planning the engagement, internal control structure, obtaining evidence, applying audit procedures, report preparation, and GAAS interpretations. Prereqs.: ECBU 302, 370. **NCh.**

402 Advanced Accounting (4). This terminal course in accounting examines partnerships, business combinations and consolidations, fund accounting, bankruptcy, international reporting, segment and interim reporting and ethical issues. Prereq.: ECBU 302. **NCh.**

410 Management Information Systems (3*-4). Information systems viewed from needs of management. Data processing, collection, storage, updating, and retrieval. Design and implementation of systems. Prereq.: Computer proficiency. **GESSc.**

Courses — Economics/Business & Global Studies (ECBU)

411 Management Support Systems (4).

Covers the utilization of information technology to improve the effectiveness of management decision-making in business. Includes Decision Support Systems (DSS), Group Decision Support Systems (GDSS), Executive Information Systems (EIS), Expert Systems (ES), and Artificial Neural Networks (ANN). Prereq.: ECBU 410.

412 Database Management Systems (3*-4).

Examines the management of data within business organizations. Includes design and implementation of computerized databases, data administration, data independence, integrity, privacy, and access. Prereq.: ECBU 410.

413 Business Telecommunications (4).

Covers voice and data communications for organizations, local and global. Includes concepts and techniques of network-based systems, communication alternatives, requirement analysis, and capacity planning. Prereq.: ECBU 410.

414 Computers for Business Applications (2).*

Concentrated study in basic computer applications for business to meet prerequisite for M.B.A. program.

416 Electronic Commerce (4). Examines the role of information technology in business commerce. Includes network options, inter- vs. intra-organization commerce, transactional security, payment systems, and legal issues. Prereq.: ECBU 410. NCh.

420 Analysis of Contemporary Economics (4).

Consumer demand, productive resources, technology, government policies, and environmental policies. Relates managerial economics to product selection, production methods, pricing, and promotional strategies. Prereq.: ECBU 220.

429 Theories in Economic Development (4).

Analysis of economic development in developed and/or developing countries and trends toward regional economic integration. Prereqs.: ECBU 220, 221.

430 Speculative Securities—Options and Futures (4).

Introduces the management of portfolios using options in financial markets. Discusses stock index, debt, and foreign currency options, and forward and futures contracts. Prereq.: ECBU 431.

431 Investments: Security Analysis and Portfolio Management (3*-4). Provides tools for analyzing stocks, bonds, options, and future contracts and for determining their appropriateness for a given portfolio. Prereq.: ECBU 331, 323.

432 Financial Institutions (3*-4). Provides an overview of the structure of the American financial institutions industry. Explores its effect on the management of financial institutions. Emphasizes asset liability management of commercial banks. Prereq.: ECBU 431.

436 International Finance (4). Examines the determinants of exchange rates and the risks peculiar to multinational organizations. Emphasizes understanding the role of foreign markets on financial decisions, especially for multinational corporations. Prereq.: ECBU 330.

440 Entrepreneurship (3*-4). Studies all important facets of entrepreneurship and venture management: entrepreneurial process, skills and attributes of entrepreneurs, mobilization and organization of resources, business and marketing, plans, and capitalization. Prereqs.: ECBU 330, 350, 360.

443 The European Union: Institutions and Policies (4).* See PLSC 443.

444 The Economics of the European Union (4).* Introduces the theory of economic integration and evaluates the common policies of the European Union. Athens only. Prereqs.: ECBU 220, 221.

449 Current Global Topics in Business (4). Reviews and analyzes contemporary domestic and international business issues as viewed by leading scholars and practitioners. Prereq.: ECBU 350.

451 International Management (4). Covers issues facing domestic and multinational managers. Includes the impact of culture on management processes, business structure, personnel, communication, leadership, strategic planning, and risk management. Prereq.: ECBU 350.

452 Government Contracts and Negotiations (3*-4). Essential ideas in government contract management and administration. Contract proposals and performance by business firms. Prereq.: ECBU 350.

Courses — Economics/Business & Global Studies (ECBU)

453 Industrial Relations (3*-4). Concepts of labor-management relations; developments in unionism; collective bargaining; grievance resolution; survey of labor law and federal regulations. Prereq.: ECBU 350 or graduate standing.

454 Contract Management and Administration (3*-4). Essential legal and managerial aspects such as agreement, consideration, intent of parties, damages, contract proposals, and contract administration. Prereq.: ECBU 350 or graduate standing.

455 Human Resources Management (3*-4). Management techniques and policies. Executive development, appraisal of performance, discipline, and formulation of use of incentives. Prereq.: ECBU 350.

456 Production and Operations Management (3*-4). Production management in various types of industries, problems of production design, planning, procurement, analysis of current measurement techniques, and production control. Prereq.: ECBU 350.

458 Stress Management (3*-4). See PSY 458. Also MGMT 458.

461 Marketing Management (3*-4). Managing the marketing function, including development and implementation of the marketing mix, and development of tactical and strategic marketing plans. Prereq.: ECBU 360. NCh.

462 Sales Management (4).* Sales needs, potentials, and results, and development of sales forecasts. Sales organization concepts and management of sales function. Prereq.: ECBU 360.

464 Marketing Research (3*-4). Studies the formalized means of obtaining, analyzing and interpreting information to be used by marketing managers in making decisions. Prereqs.: ECBU 360, 370. NCh.

466 International Marketing (4). Foreign market potentials; marketing mechanisms across national boundaries; adaptations of markets to nations with different cultural, economic, legal, and political characteristics. Prereq.: ECBU 360.

467 Service Marketing (4). Applies marketing concepts and practices to service organizations. Prereq.: ECBU 360.

469 Management of Change and Conflict (3*-4). See PADM 469. Also MGMT 469.

493 Variable Topics (3*-4). Provides group study of a selected topic, specified in advance. May be repeated with different topics. Prereq.: ECBU 202. NCh.

496 Business Seminar (3*-4). Capstone course which provides students a forum in which to review and apply business theories and applications which have been learned. Prereq.: all core requirements in the major. NCh.

498 Internship in Economics and Business (1-4). Student internship in a business firm. Student report required relating business firm experience to appropriate academic doctrines. Prereq.: senior standing. May be taken for up to 8 semester hours, but for no more than 4 hours in any given term.

498M Internship in Economics and Business (1-4).* Same as 498 but taught in Mexico. Prereq.: junior or senior standing.

500A Accounting Fundamentals (4). Covers management decision-making through financial and managerial accounting.

500B Economics for Decision-Making (4). Provides the framework for rational economic decision-making from both macroeconomic and microeconomic perspectives.

500C Quantitative and Statistical Analysis (4). Examines application of selected topics from descriptive and inferential statistics to managerial decision-making. Includes regression analysis and model building, optimization and rates of change, and elements of financial mathematics.

500D Business Finance (2). Introduces business finance. Emphasizes tools used in decision-making.

500E Business Management (2). Covers essential concepts, principles, and functions of management, as well as managerial roles, skills, and decision-making in business organizations.

500F Business Marketing (2). Defines marketing principles within the framework of global economics and contemporary business practice. Covers marketing concept-driven integration of the marketing mix from a relationships perspective.

500I Foundations of Business Communications I (4). Works to overcome English deficiencies of international students in oral, written, and presentation skills. NCh.

Courses — Economics/Business & Global Studies (ECBU)

500J Foundations of Business Communications II (4). Continuation of ECBU 500I. Prereq.: ECBU 500I or TOEFL of 520. NCh.

501 Corporate Accounting and Reporting I (3). Covers fundamentals of financial accounting for students entering the M.B.A./Accounting concentration with no recent accounting intermediate coursework. Prereq.: ECBU 500A. NCh.

502 Corporate Accounting and Reporting II (3). Examines financial accounting principles and statement preparation for corporations, including disclosure requirements. Examines the theoretical framework of accounting, emphasizing real-world examples. Prereq.: ECBU 501. NCh.

503 Accounting Information for Decision Making (3). Studies advanced topics and current issues in management accounting, stressing managerial decision-making. Utilizes case studies, computer simulations, research projects, and presentations. Prereq.: ECBU 500A. NCh.

505 Accounting for Specialized Entities (3). Explores specialized accounting entities such as affiliated companies, multi-national enterprises, and partnerships. Emphasizes business combinations and consolidated financial statements. Prereq.: ECBU 502. NCh.

506 Auditing Standards and Practices (3). Examines the audit process, professional standards, and the auditor's report. Utilizes case studies that highlight important issues and problems in both public accounting and internal auditing. Prereq.: ECBU 502. NCh.

507 Government and Nonprofit Accounting (3). Covers accounting principles and practices in governmental and other nonprofit entities, such as healthcare organizations and colleges/universities. Prereq.: ECBU 502. NCh.

508 Federal Taxation Concepts and Practices (3). Examines selected concepts contained in IRS rules and regulations. Emphasizes taxation of the individual. Introduces basics of corporate tax. Prereq.: ECBU 500A. NCh.

510 Management of Information Technology (3). Examines the role and responsibilities of management in planning, developing, and using MIS. Uses analysis of case studies and design of projects in computer information systems development. Prereq.: microcomputer proficiency. NCh.

511 Management Support Systems (3). Addresses the role of management support systems in decision-making within organizations. Includes decision support systems, expert systems, and neural networks. NCh.

512 Integrated Data Management (3). Addresses topical issues and methodologies regarding the management of information/data within organizations, including organizational issues, data interdependence, integrity, security, and access. NCh.

513 Information Networks (3). Includes network architectures, distributed networks, technology options, capacity planning, and implementation. NCh.

515 Systems Planning and Implementation (3). Covers strategizing, planning, developing, and implementing information systems in organizations. NCh.

516 E-Business (3). Addresses the role of information technology in business commerce. Includes proprietary vs. ubiquitous networks, internet vs. intranet, transactional security, and impact on various industries. NCh.

517 Law and Technology (3). Studies business transacted on the Internet. Focuses on legal impact and implications for management. NCh.

520 Seminar in Economics (3). Analyzes current economic policies and effects on individual firms and the economy. Studies selected current economic issues. Prereq.: ECBU 500B. NCh.

525 Economics of the Firm (3). Application of economic theory and analysis to business problems related to resource acquisition and allocation. Demand and cost analyses, pricing decisions, financial management and control, and business expansion. Prereq.: ECBU 500B. NCh.

530 Financial Management (3). Theories and practice underlying the financial manager's decision-making process. Explores capital investment analysis, capital structure decisions, capital costs, dividend policy, leasing, and acquisitions through case studies and computerized models. Prereqs.: ECBU 500C, 500D, 503. NCh.

531 Investment and Portfolio Analysis (3). Explores environment of investing, investment vehicles, portfolio construction, and goal setting in developing investment strategies. Considers

Courses — Economics/Business & Global Studies (ECBU)

accounting, statistics, and financial management techniques. Prereq.: ECBU 530 or 535. NCh.

532 Management of Financial Institutions (3). Examines structure of US financial institutions industry, and its effect on the management of banks and financial institutions. Prereq.: ECBU 530 or 535. NCh.

533 Investment Banking (3). Analyzes functions and activities of investment banking. Emphasizes legal responsibility and valuation techniques. Prereq.: ECBU 530 or 535. NCh.

534 Entrepreneurial Finance (3). Introduces small business finance fundamentals, emphasizing unique issues. Covers essential principles of small business finance and focuses on specific issues such as sources of capital. Prereq.: ECBU 530 or 535. NCh.

535 Financial Analysis (3). Emphasizes finance principles and techniques in managing financial resources in business organizations. Prereq.: ECBU 500A, 500C. NCh.

536 International Financial Management (3).* Explores international corporate financial management. Covers capital markets, international trade theory, capital budgeting, foreign exchange theory and practice, and transfer pricing. Prereq.: ECBU 530 or 535.. NCh.

537 International Financial Markets and Institutions (3). Examines structure of international financial markets and the role of financial institutions. Prereq.: ECBU 530 or 535. NCh.

538 Financial Strategy and Policy (3). Analyzes the role of finance in overall corporate strategy. Emphasizes policies and strategies for maximizing shareholders' wealth. May be taken twice. Prereq.: ECBU 530 or 535. NCh.

540 Innovation and Entrepreneurship (3). Examines dynamics of entrepreneurship. Includes creative principles, emergent markets, and start-up financing and operations. Prereqs.: ECBU 535, 565. NCh.

543 Ethics in Organizations and Society (3). Considers important issues in building ethical organizations. Critically examines individual and group ethical behaviors, rules of conduct, and the resulting managerial implications. NCh.

546 International Business and Society (3).* Explores relationships between businesses and

their environment in the international context. Studies socially responsible activity, particularly for multinationals in developing nations, and management strategies which produce long-term benefits for both business and society. NCh.

547 Legal Issues in Business (3). Studies current issues in the legal environment of business organizations, including managerial implications in employment, safety, advertising, product design and liability, and contracts. NCh.

551 Seminar in Organization Theory and Behavior (3). Examines behavioral and structural factors influencing organizations and systems. Reviews organizational dynamics and interpersonal processes. NCh.

553 Seminar in Management (3). Presents an integrative program of practical management decision-making. Emphasizes roles and dynamics of internal environment as they pertain to structure and resource conversion efforts in organizations. Prereq.: ECBU 500E or 555. NCh.

555 Current Issues in Management Practice (3). Emphasizes processes by which human and non-human resources are mobilized, organized, and utilized to achieve organizational objectives and goals. NCh.

556 International Comparative Management (3). Comparative study of the philosophy and practice of management in various parts of the world. Emphasizes transferability of management styles among nations. NCh.

557 Production and Operations Management (3). Focuses on quantitative methods, forecasting, resource allocation, decision theory, capacity planning, project management, inventory management, and quality control. Prereq.: ECBU 510, 574. NCh.

558 Project Management (3). Covers planning, scheduling, resource allocation, coordination and control of project activities using networks, critical path analysis, resource leveling, and cost expediting. Case analysis. Prereq.: ECBU 557. NCh.

560 Seminar in Marketing Management (3). Use of marketing mix by firm for consumer and industrial products. Product development, pricing strategies, promotion, and distribution techniques. Prereq.: ECBU 500F, 503. NCh.

Courses — Economics/Business & Global Studies (ECBU)

561 Seminar in Consumer Behavior (3).

Theoretical models of consumer behavior from behavioral and practical marketing aspects. Prereq.: ECBU 560 or 565. **NCh.**

563 Marketing Channels/Distribution (3).

Covers design, development, and relationships between channel members for sustaining competitive advantage through product distribution in a global market. Prereq.: ECBU 560 or 565. **NCh.**

564 Marketing Intelligence (3).

Examines the marketing intelligence acquisition process and the role of marketing research in organizations. Prereq.: ECBU 560 or 565. **NCh.**

565 Marketing in a Global Economy (3).

Developing and using strategic marketing for maximizing the long-range effectiveness and growth of the business. Prereqs.: ECBU 500A, 500C. **NCh.**

566 International Marketing Management (3).

Studies marketing in the world marketplace. Emphasizes the impact of culture and environment on business marketing, and the problems of competing in worldwide markets. Prereq.: ECBU 560 or 565. **NCh.**

567 Service Sector Marketing (3).

Develops understanding of customer expectations of services. Studies designing and managing service operations systems matching those expectations. Prereq.: ECBU 560 or 565. **NCh.**

568 Marketing Communications (3).

Develops a management perspective of advertising and promotion. Examines budgeting and both effective and ineffective advertising design. Prereq.: ECBU 560 or 565. **NCh.**

569 Strategic Marketing (3). Studies a successful marketing effort designed from organizational goals and objectives. Emphasizes the symbiotic relationship between marketing and other organizational functions. Utilizes participative case studies. Prereqs.: ECBU 530, 560. **NCh.**

574 Applied Statistics (3). Advanced treatment of probability and statistics including non-parametric statistics. Use in business problem-solving through case studies. Prereq.: ECBU 500C. **NCh.**

575 Analysis of Business Operations (3).

Introduces fundamental concepts of problem-solving in a business organization, utilizing various

types of quantitative methods and techniques. Prereq.: 500C. **NCh.**

576 Supply Chain Management and Strategy (3). Covers fundamentals of supply chains management, including sourcing and supplier management information and electronic mediated environment. Prereq.: 500C. **NCh.**

581 Managing in a Global Economy (3).

Integrated approach to common challenges of global competitiveness. Roles and relationships of businesses and governments and their ideological assumptions. Managing a firm's comparative advantages and disadvantages in international trade and competition. **NCh.**

584 Managerial Negotiations (3). Examines the theory and processes of negotiation and the spectrum of negotiation problems and situations facing managers through role-playing and case analysis. **NCh.**

585 Strategies in Change Management (3). Examines managerial strategies to successfully compete in an environment of rapid change, uncertainty, and intense global competition. Explores how to succeed through core competencies, ability, and positive change. **NCh.**

586 Leadership for the Future (3). Explores the future of leadership, examines leadership styles of leaders and managers worldwide, and studies new leadership styles **NCh.**

588 Power and Politics in Organizations (3). Examines types, use, and abuse of power, its role in organizational politics, expectations of leaders, and social responsibility of managers and organizations. **NCh.**

593 Variable Topics (3). Group study of a selected topic. May be repeated with different topics if approved by chairperson or dean. **NCh.**

594 Thesis (2). Includes an original investigation conducted under the direction of a three-member committee. Prereq.: approval of program chairperson, department, and Graduate Office. CRD/NCR only.

596 Graduate Business Seminar (3). Culminating activity that integrates knowledge from different functional areas of business. Emphasizes application of academic learning to "real world" situations. Prereq.: advanced standing. **NCh.**

Courses — Economics/Business & Global Studies (ECBU) and Education (EDUC)

596I Graduate IT Seminar (3). Integrates the core IT courses by emphasizing IT functions and technologies and their role in enterprises. **NCh.**

598 Internship in Business (1-3). Internships in business firms. Applies academic principles to real-world situations. CRD/NCR only. **NCh.**

Education (EDUC)

250 Child Growth and Life-Span Development (3). Human development—cognitive, emotional, physical, and social—from conception through old age. Emphasizes relationships between the child and the school, family, and community. (Does not satisfy teacher education program requirement.)

251 Curriculum Development for Early Childhood Education (3). Overview of types of curricula and various techniques used to develop and implement programs for young children.

252 Early Childhood Environments (3). Reviews appropriate environments for young children, including health and safety issues.

253 Child, Family, and Community (3). Examines relationships of growing child to family, school, community, and society by studying culture, support groups, safety, family structure, and social policy.

350 Child Psychology and Development (4). Physical, cognitive, social, and emotional development of the child from infancy through early adolescence. Also PSY 307. Prereq.: ENG 111. **NCh.**

354F Child Observation/Practicum (4). Practical experience for the child development student, which includes observing and participating in an environment that serves young children.

355F Child Life Field Work I (4). Practical experience as a child life specialist in a hospital setting. **NCh.**

405 Diversity, Interaction, and the Learning Process (3). Introduces teaching and human relations skills. Emphasizes issues of diversity. For students desiring to enter the teaching profession. **NCh.**

405P Directed Teaching—Practicum I (1). Student interacts with designees from two cultural

groups for a total of 30 hours. Quantitative evaluation. **NCh.**

406 Professional Skills and Competencies (3). Human development and specific understandings and skills related to classroom teaching experience. Prereq.: EDUC 405. **NCh.**

406P Directed Teaching—Practicum II (1). Skills in interacting with and instructing students in a regular classroom. **NCh.**

407 Computers in Education (4). Uses computer-based technology to enhance professional productivity and increase engaged learning opportunities for students. Requires 15 hours of fieldwork. **NCh.**

408 Teaching Strategies (3). Emphasizes diverse methods and planning for teaching. Experienced teachers demonstrate methods; students practice, demonstrate, and evaluate them. Analyzes class management models. **NCh.**

408P Directed Teaching—Practicum III (1). 30-hour teaching experience, including development and teaching of a 10-lesson unit. **NCh.**

408S Teaching in the Content Areas—Single Subject (3). Emphasizes specific strategies for single subject candidates. Requires 20 hours of fieldwork. Includes developing and teaching a 5-lesson unit for diverse ability groups. **NCh.**

409 Supervised Teaching—Single or Multiple Subject (9). Supervised teaching in public schools, complemented by conferences and seminars with supervising teacher and University supervisor. Prereqs.: EDUC 405, 406, 407, 408, and 415M for Multiple Subject; 405, 406, 407, 408, and 415S for Single Subject. **NCh.**

412 Theories and Methods of Education for Linguistically Diverse Students (4). Provides candidates with specific understandings and skills related to classroom teaching with emphasis on ELD and SDAIE. Requires 30 hours of fieldwork. **NCh.**

413 Methodology for Primary Language Instruction (Spanish) in a Bilingual Environment (4). Develops competence in primary language instruction and assessment. Focuses on culture of the Americas, including origins and characteristics of Spanish-speaking students. Requires 30 hours of fieldwork in a bilingual Spanish classroom. **NCh.**

Courses — Education (EDUC)

415A Literacy, Assessment, and Methodology—Multiple Subject I (4). Covers philosophy, methods, and materials for teaching beginning literacy skills. Examines assessment and instruction in a “balanced literacy” program; offers opportunities for classroom observation and participation. Requires 30 hours of field work. Prereqs.: EDUC 405, 412. NCh.

415B Literacy, Assessment, and Methodology—Multiple Subject II (3). Studies language and literacy processes. Offers strategies to assess and foster abilities to become proficient speakers, listeners, readers, and writers. Prereq.: EDUC 415A. NCh.

415M Teaching of Reading for Multiple Subject Candidates (4). Examines reading and writing processes; methods and materials for teaching elementary and middle school reading and writing; literacy development; assessment; and instruction. Requires 30 hours of fieldwork. Prereq.: departmental permission. NCh.

415S Literacy, Assessment, and Methodology—Single Subject (4). Covers philosophy, methods, and materials for teaching content area literacy skills. Examines assessment and instruction strategy; offers opportunities for classroom observation and participation. Requires 30 hours of field work. NCh.

417 Literature for Children and Adolescents (4). Studies authors and illustrators of children’s books. Evaluates literature used in classrooms. Creative activities through literature. Required for elementary credential. Also ENG 480. Prereq.: Junior standing. NCh.

420 Sex, Drugs, and Health Education (2). Drugs, Sex Education, and other aspects of health related to health education. Meets health requirement for Ryan Teaching Credential.

422 Nutrition (2). See BIOL 441. NCh.

430 Music in the Elementary School (2). See MUS 481.

432 Art for the Elementary Teacher (3-4*). Teaching art skills and artistic awareness by personal involvement in the exploration of the various media. Also ART 472.

433 Creative Drama for Teachers (2). See THAR 470.

444 Adolescent Development and Education (1). Explores physical, social, and cognitive

changes in adolescents, including potential developmental problems. Analyzes relevant biological and environmental issues.

445 Supervision and Communication in Early Childhood Education (3). Examines supervision and communication on an experiential basis. Includes supervising techniques, skill development, communications, leadership, and ethics in early childhood programs. NCh.

450 Child Life Administration (3). Skills for administration and organization of child life programs in hospitals and other medical care settings. Prereqs.: EDUC 450M, 450T, 450H. EDUC 354F may be coreq. NCh.

450H Effects of Disease and Injuries on Hospitalized Children (3). Effects of disease and/or injuries on physical, emotional, and social needs of hospitalized children. Includes anatomy, physiology, and medical terminology. Prereq. or coreq.: EDUC 450M. NCh.

450M Helping Children Cope in the Health Care and Medical Setting (3). Provides information regarding the social, emotional, and physical effects of hospitalization on children and their families. Includes basic medical terminology and charting, and role of the child life specialist. NCh.

450S Developmental Issues of Grieving (3). Examines concepts of loss, grief, and death. Includes interventions with families.

450T Play Techniques and Pediatrics (3). Play techniques and pediatric information. Role of child development specialist working with children under stress and in hospitals. NCh.

451 Infant Group Care and Curriculum (3). Reviews history and current methods of infant group care through interactive learning experiences. Fulfills education requirements of California Infant Regulations for child care providers and administrators. Prereq.: a course in child psychology.

452 Parenting for Early Childhood Educators (3). Describes psychological theory behind parenting approaches. Analyzes cross-cultural parenting styles, single parenting, step-parenting, and other current issues. For parent educators.

453A Supervision and Administration of Programs for Young Children (3). Assists the administrator of programs for young children in

Courses — Education (EDUC)

the organization, administration, and evaluation of programs currently in operation. NCh.

453B Advanced Supervision and Administration of Programs for Young Children (4). Reviews local and state regulations pertaining to supervision of programs for young children, both private and public, and presents federal regulations. Covers complex budget and center management and grant writing. Prereqs.: junior standing, experience in a childcare center, and lower-division child development courses.

454F Early Childhood Teaching (4). Student teaching experience. Includes curriculum planning and presentation and classroom management. NCh.

455F Child Life Field Work II (4). Comprehensive field work experience for the child life specialist in a hospital setting. NCh.

499D Culminating Experience for Diversified Majors (4). Integrates content and processes from the disciplines with selected issues/themes relevant to elementary education. Includes 30 hours of field-work. NCh.

501 Educational Assessment (3). Presents principles of assessing student educational accomplishment (qualitative and quantitative), including construction and evaluation of educational and psychological assessment instruments. Includes work with measurement tools. Also PSY 505.

503 Educational Psychology (3). Theories of the learning process. Relationships of learning to teaching. Writings of modern critics of education reviewed in relationship to learning theory. Also PSY 501.

504 Methods of Research (3). Criteria for evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey of methods employed in research, critiques, and assigned projects.

505 Foundations of Education (3).* Examines historical, philosophical, political, economic, legal, and social foundations of US education. For Athens M.Ed., Special Emphasis students only. Athens only.

510 Advanced Reading Methodology (3). Covers advanced reading methodology. Translates theory and assessment into instructional practice. Includes reading center/clinic visitations

and conference attendance. Prereq.: B.A. or B.S NCh.

511 Current Practices in Curriculum Development (2).* Contemporary educational trends related to elementary and secondary school curriculum. Students will design and implement curriculum project. Athens only.

512 Principles and Models of Instruction (3). Framework for identifying and analyzing components of basic instructional models. Source of models and related teaching strategies.

513 Evaluation of Teaching, Learning, and Curriculum (3).* Methods of evaluating teaching and learning, systems of providing feedback, and laws regarding teacher evaluation. Techniques of appraising teacher evaluation and effectiveness of instructional materials. Athens only.

514 Diagnosis, Prescription, and Individualization (2). Diagnosis and referral, instruments measuring reading, and other learning areas and prescription. Emphasizes assessment tools and design of learning experiences to develop skills in reading. Coreq.: EDUC 514F.

514F Field Experience: Diagnosis (2). Coreq.: EDUC 514. CRD/NCR only.

515 The Reading Process: Theory and Application (3). Advanced study of selection, use, and evaluation of materials and methods for teaching reading. Coreq.: EDUC 515F.

515F Field Experience: Reading Process (2). Coreq.: EDUC 515. CRD/NCR only.

517F Advanced Field Experience: Reading (3). Demonstrates student's assimilation of theory and practice. Involves tutoring at a different age level, attendance at professional conferences, and evaluation of reading/learning centers. NCh.

518 Language, Reading, and Concept Development (3). Examines (L1) and second (L2) language acquisition and their relationships to concept formation. NCh.

519 Language and Literacy Development for English Language Learners (4). Examines primary (L1) and second (L2) language acquisition and their relationships to concept formation. For students enrolled in the CLAD Certificate program only. NCh.

543 School Guidance Seminar (3). Provides overall perspective of school counseling.

Courses — Education (EDUC)

Emphasizes organizing, managing, and evaluating school guidance programs; developing appropriate program delivery systems; identifying community resources; legal mandates; and professional ethics.

545 Dynamics of Human Interaction (3). Studies human behavior, the students' own interpersonal style, and verbal and non-verbal communication in an experiential setting. **NCh.**

546 Introduction to School Counseling (3). Introduces school counseling. Emphasizes theories and practices appropriate to school counseling, helping relationships, individual and group counseling skills, and legal and ethical issues. **NCh.**

549 School Counseling Theories (3). Examines theories of counseling that form the foundation for the work of the school counselor.

550 Human Development (3). See PSY 507.

552 Teacher Involvement with Small Groups, Individuals, Parents, and the Community (3). Acquaints teachers with current concepts regarding their involvement with individual students, groups, and parents. **NCh.**

553F Child Life Field Work III (3). Field work for the Child Life Specialist in the hospital setting.

553P Child Life Field Work IV (3). Advanced specialization for the child life specialist in a hospital setting. Emphasizes development of administrative skills. **NCh.**

554F Advanced Child Development Field Work (3). Advanced specialization field experience.

554X Field Work in Early Childhood Education: A Cross-Cultural Experience (3). Supervised field experience with children and adults representing cross-cultural settings. **NCh.**

559 Developmental Curriculum (3). Studies curriculum design which meets California State Department of Education Guidelines for developmental curriculum. Emphasizes active involvement of children. Covers developmental theories as foundation for developmental curriculum.

560 Cross-Cultural Relationships (3). Examines culture, prejudice, and cross-cultural communication. Develops skills related to effective cross-cultural communication and counseling in an educational setting. **NCh.**

561 Cultural Diversity (4). Examines culture and how cultures interact, cultural diversity, and

how educators provide culturally responsive instruction. For students enrolled in the CLAD Certificate program only. **NCh.**

565 Career Development (3). Introduces theories, methods, assessment instruments, and materials for career guidance of individuals of all ages. Includes experience with selected career assessment instruments and materials. Also PSY 514.

571 Individual Counseling Skills (3). Introduces individual and group microcounseling skills. Emphasizes individual counseling. Coreq.: EDUC 546. **NCh.**

572 Group Counseling Skills (3). Continues 571. Emphasizes group process, crises intervention strategies, and conflict resolution. Prereq.: EDUC 571. **NCh.**

573 Counseling Diverse Populations (3). Continues 572. Emphasizes culturally different. Prereq.: EDUC 572. **NCh.**

574 Facilitating/Consultation Skills (3). Continues 573. Emphasizes family systems theory; skills in addressing violence, conflict resolution, and management; classroom behavior and management; and student discipline. Prereq.: EDUC 573. **NCh.**

580 Supervised Field Work—Master's only candidates (1). Supervised field professional experience (150 clock hours) in both school and community settings. Emphasizes human assessment, counseling services, program coordination and supervision, consultation, and legal and ethical issues. Clock hours do not count toward PPS Credential. Prereq.: EDUC 571, 572. CRD/NCR only. **NCh.**

581 Supervised Field Experience—Level I—PPS candidates only (1). Supervised professional experience (150 clock hours) in both school and community settings. Emphasizes human assessment, counseling services, program coordination and supervision, consultation, and legal and ethical issues. Prereq.: EDUC 571, 572. CRD/NCR only. **NCh.**

582 Supervised Field Experience—Level II—PPS candidates only (2). Continuation of 581 (300 clock hours). Prereq.: EDUC 581. CRD/NCR only. **NCh.**

584 Introduction to Computers in Education

Courses — Education (EDUC) and Educational Management (EDMT)

(4). Introduces microcomputers and their use in education. Includes computer literacy and computer applications for education which meet state of California criteria for recommending clear teaching credentials.

585 Stress Management for Educators (3).* Discusses the management of stress and its effects on educators. Includes physiological and psychological application of stress management. Athens only.

587 Advanced Computer Educational Applications (4). Provides candidates opportunities to use computer-based technology and advanced software to create flexible, learner-centered, community-engaged educational environments.

588 Curriculum Development and Instructional Technology (3). Explores curriculum design, development, implementation, and evaluation, and the use of advanced teaching strategies and technology to enhance the curriculum.

590 Issues in Teaching (3). Explores such current issues as cultural values, teaching decisions, learning styles, instructional strategies, supervision, and public policy. **NCh.**

594 Thesis (3). Includes an original investigation conducted under the direction of a three-member committee. Prereq.: approval of program chair, department, and Graduate Office. CRD/NCR only.

595 Special Topics (3). Special topics of current interest in education, including theory, practice, and research. **NCh.**

596 Graduate Seminar (3). Culminating activity for the master's program. Includes preparation, presentation, discussion, and evaluation of research papers researched and written by each student. May not be taken as a directed study. CRD/NCR only. **NCh.**

Educational Management (EDMT)

570 Curriculum, Instruction, and Assessment (3). Studies curriculum design, implementation, and evaluation of instructional programs, assessment of student progress, and the uses of technology for instructional and administrative purposes.

571 Human Resource Administration (3). Covers selection, supervision, and evaluation of personnel, along with negotiations, conflict resolution, and employer-employee relationships. Strategies for efficient utilization of staff talent and time also are discussed.

572 Educational Leadership (3). Examines theoretical assumptions of management with emphasis on analysis of leadership, leadership styles, self-assessment and articulation of a vision consistent with a well-developed educational philosophy.

573 Contemporary Issues in California Schools (3). Covers changing demographics in California and issues related to meeting educational needs of students in California school systems.

574 Field Experience (3). Includes intensive experiences, both in the day-to-day functions of administrators and in longer term policy design and implementation.

576 Organizational Management and School-Community Collaboration (3). Studies the principles and practices of public school management, development of a management point of view for leadership and community involvement in the safe and productive operations of public schools.

577 Fiscal Resource Management and Policy Development (3). Emphasizes the relationship among public policy, governance, and schooling, as well as management of fiscal resources and business services in California public education.

578 School Law (3). Emphasizes legal aspects of public education, with special emphasis on California.

659 Organizational Induction (2). Assists administrator/leaders to understand their role in their organization. Develops a professional growth action plan.

660 Social and Political Dynamics (3). Discusses social and political forces which impact public education, federal and state legal structures, and parent and other community input and participation in school activities and outcomes.

660F Field Experience in Social and Political Dynamics (2). Individualized field experi-

Courses — Educational Management (EDMT)

ence addressing competencies included in EDMT 660. Prereq. or coreq.: EDMT 660. NCh.

661 Development and Assessment of Curriculum Programs and Instructional Practices

(3). Studies strategies to design, manage, and evaluate educational programs and instructional practices; current and future trends in education; leadership role and strategies; and program and personnel evaluation.

661F Field Experience in Development and Assessment of Curriculum Programs and Instructional Practices (2).

Individualized field experience addressing competencies included in EDMT 661. Prereq. or coreq.: EDMT 661. NCh.

662 Management of Human and Material Resources (3).

Studies the management of resources available to educational organizations, both human and material. Discusses staff development; short- and long-term planning for staff, buildings, equipment, and supplies; school district funding and budgeting; and business support services.

662F Field Experience in Management of Human and Material Resources (2).

Individualized field experience addressing competencies included in EDMT 662. Prereq. or coreq.: EDMT 662. NCh.

663 Organizational Theory, Planning, and Management (3).

Studies theory and functions of human organizations in the U.S. Includes theories, strategies, and skills for structuring and leading groups in a variety of settings.

663F Field Experience in Organizational Theory, Planning, and Management (2).

Individualized field experience addressing competencies included in EDMT 663. Prereq. or coreq.: EDMT 663. NCh.

664 Professional Assessment (2).

Assesses the student's completion of the PASC program requirements. Completed during the final PASC semester by an instructor, the district mentor, and the candidate. Prereq.: EDMT 659. CRD/NCR. NCh.

674 Educational Change (3).

Analyzes strategies for creating change in organizations. Examines resistance to change, institutionalization, and effective previous changes.

675 Executive Leadership (3). Introduces leadership theories, concepts, styles, and evaluation practices. Includes individual student assessments and action plans for personal growth.

677 Decision Making (3).

Introduces theories, models, strategies, and techniques of decision making and problem solving in educational organizations and groups.

678 Human Resource Development (3).

Explores personal alternative career paths and prepares for leadership in ways of developing personnel in their career paths.

679 Planning and Educational Futures (3).

Focuses on futures forecasting techniques and applications. Uses strategic planning methods to develop policies and procedures leading to desired goals.

680 Organizational Theory (3).

Covers elements of organizational theory, including systems theory, roles, satisfaction, and structure.

681 Communication Theory (3).

Covers interpersonal, small group, intergroup, and public communications, and techniques for management of meetings and collaborative problem solving.

682 Conflict Management (3).

Provides a conceptual base for analyzing conflict and studies approaches for managing or resolving conflict.

683 Organizational Development (3).

Connects theory, strategies, and techniques, drawing from organization development, organization design, and human resource management. Studies assessment, diagnosis, and intervention techniques.

684 Applied Research Methods (3).

Provides knowledge and skills in designing research studies in natural settings. Emphasizes kinds of research design, sampling, instrumentation, and problem analysis.

686 Statistics for Educational Managers (3).

Provides knowledge, skills, and processes in using descriptive and inferential statistical tools and techniques in analyzing data and resolving research problems.

687 Introduction to Dissertation Research I (3).

Culminating experience in the educational research and statistics sequence for students contemplating a doctoral dissertation. Develops skills in the evaluation of educational research.

Courses — Educational Management (EDMT) and English (ENG)

688 Introduction to Dissertation Research II

(3). Prepares doctoral students for advancement to candidacy. Culminates in the Dissertation Seminar in July. Continues EDMT 687.

689 Introduction to Dissertation Research III

(3). Assists returning students to improve their dissertation proposal.

694 Educational Resource Management (3).

Studies the educational executive in the effective and efficient management of human, physical, and financial resources. Addresses the importance of time, both personal and organizational.

695 Innovation (3). Explores the role of information as a critical resource. Introduces theories, strategies, and techniques to determine information requirements and to design effective information systems.

696 Evaluation (3). Examines evaluation processes and systems as they relate to decision making in organizations. Gives attention to total organization evaluation.

698AB Dissertation in Educational Management I, II (3,3). Creates a dissertation, under the guidance of a dissertation committee, demonstrating scholarship skills in writing, reasoning, and interrelating theory and practice. The dissertation is defended in a public oral exam.

English (ENG)

106 Communication Skills (3-4*). Cultivation of writing skills. Students assigned to 106 must earn credit in the course as prerequisite to ENG 110. CRD/NCR only. NCh.

110 College Writing A (3-4*). Expository writing in major rhetorical forms, generally based on analytical reading in various disciplines and intended to sharpen communication skills required for college work and later use. GEWE1.

111 College Writing B (3-4*). Further expository writing with particular emphasis on methods of research and effective use of source materials. Should be completed before junior year. Prereq.: ENG 110. GEWE2.

240 Introduction to Drama (3-4*). The elements of the play as evidenced in a variety of major dramas. GEHa.

250 Introduction to Literature (3-4*).

Emphasizes elements of fiction, poetry, and drama in a wide selection of authors. Prereq.: ENG 110. GEHa.

270 Introduction to Language (3*-4).

General characteristics of human communication; fundamentals of phonetics, phonemics, morphology, syntax, and semantics; language change and language variation. Prereq.: ENG 110.

275 Advanced Writing for the English Major

(4). Provides guided practice in composition appropriate to study in literature as a discipline. Includes study of exposition and modes of discourse. Prereq.: ENG 111.

280 Science Fiction (3-4*). Examines the impact of technology on human values and civilization through a study of imaginative, future-oriented fiction. GEHa.

281 Survey of Old Testament/Hebrew Scriptures (3-4*). See REL 220. GEHa. GEHb.

283 Film and Society (3-4*). History of cinema from Porter to the present. Focuses on cinematic form, social context , and major genres. GEFAa. NCh.

300 Writing for the Visual Arts (3). See ART 300. Also JOUR 310. GEFAa.

309 Writing Workshop (3-4*). Sharpens skills developed in 110 and 111: organization, grammar, punctuation, and style. Prereqs.: ENG 111.

310 Advanced Writing (3-4).* Designed to develop proficiency in academic prose, personal prose, and professional writing, such as resumes, letters, and applications. Athens only. GEWE2 for SCE students only. NCh.

312 Creative Writing (3-4*). Workshop in the writing of fiction, poetry, and plays. GEFAb. NCh.

313 Advanced Creative Writing (3-4).* Continuation of 312. Emphasizes works of modern poets and authors. Athens and EPIC only. GEFAb.

315 Desktop Publishing for Theatre (1-2). See THAR 365. GEFAb.

316 Playwriting and Screenwriting I (4). See THAR 360. Also RDIO/TV 351. GEFAa. GEFAb. NCh.

334 Literature By and About Women (4).* Novels, short stories, essays, and poems by 20th-

Courses — English (ENG)

century British and American women. Major themes: women's quests for identity and responsibility in a changing world. Athens only. **GEHa.**

336 Literature of Incarceration (3-4*). Studies literature written by and about those who are incarcerated. Emphasizes development of a critique of the prison as individual and social metaphor. Prereq.: ENG 111. **GEHa.**

340 Shakespeare (3*-4). Representative plays selected from the histories, tragedies, comedies, and tragicomedies. Also THAR 340. Prereq.: ENG 111. **GEHa.**

342 American Plays (3*-4). Studies representative American plays to show the characteristics of US national drama, such as ethnicity, selfhood, and social justice. Prereq.: ENG 111. **GEHa.**

344 Drama on Page and on Stage (4). Includes reading and discussion of plays at theaters, supplementary dramatic readings and criticism, and attendance at appropriate productions. May be repeated with different topics. Also THAR 300. Prereq.: ENG 111. **GEHa.**

350A Survey of English Literature I: to 1640 (4). Development of the various literary genres, with special attention to tendencies and movements in social, political, and philosophical contexts. Prereq.: ENG 111. **GEHa.**

350B Survey of English Literature II: 1640-1798 (4). Continuation of 350A. Prereq.: ENG 111. **GEHa.**

350C Survey of English Literature III: 1798-1890 (4). Continuation of 350B. Prereq.: ENG 111. **GEHa.**

350D Survey of English Literature IV: 20th Century (3*-4). Continuation of 350C. Prereq.: ENG 111. **GEHa.**

353 American Literature I: From Exploration to the Gilded Age (3*-4). American multicultural fiction, poetry, narratives, autobiography, and essay by such writers as Columbus, Bradford, Rolandson, Edwards, Franklin, Wheatley, Emerson, Fuller, Douglas, Brown, and Twain. Prereq.: ENG 111. **GEHa.**

354 American Literature II: From the 1890s to World War II (3*-4). Continuation of 353. The 20th century: e.g., James, Cather, Moore, H. D. Eliot, Frost, Cullen, Williams, O'Neill, Eliot, Hughes, Fitzgerald, and Wright. Prereq.: ENG 111.

GEHa.

355 American Literature III: from World War II to the Present (4). Continuation of 354. Includes Saroyan, O'Connor, Williams, Baldwin, Creeley, Roethke, Levertov, and Morrison. Prereq.: ENG 111. **GEHa.**

360 Jewish Literature (3). Presents fiction, poetry, and drama of Jews to understand the evolution of Jews in many lands and languages. Prereq.: ENG 111. **GEHa. NCh.**

362 North America Italian Literature (3). Studies the North American Italian Experience in fiction, poetry, and autobiography. Prereq.: ENG 111. **GEHa.**

364 Modern Greek Literature in Translation (4).* Works of major 20th-century Greek writers. Athens only. **GEHa.**

380 World War II Holocaust Literature (3-4*). The European agony and its aftermath in writings about ghettos and concentration camps. Includes perpetrators, victims, resisters, and rescuers. Prereq.: ENG 111. **GEHa. NCh.**

381 Fantasy in Fiction (4).* Forms of fantasy from simple tales to sophisticated novels. Emphasizes literary merit and mythic qualities. Athens only. **GEHa.**

382 Major Authors (3-4). Intensive study of individual major authors concentrating on historical milieu and literary chronology. Prereq.: ENG 111. **GEHa.**

383 Myth in Literature (3-4*). Myth as a way of seeing and understanding the world, and as an expression of lasting human concerns through literature from the folk tale and epic to science fiction. Prereq.: ENG 110. **GEHa.**

384 Classical Themes in Modern Literature (4).* Major themes from classical Greek myth and literature as they reappear in fiction, drama, and poetry of the 20th century. Athens only. **GEHa.**

385 Special Studies in American Literature (3-4*). Focuses on specific areas that reflect the experience of being ethnic and American: African-American, Asian-American, Latino, or Native American literature. Prereq.: ENG 111. **GEHa.**

388 Male and Female: Themes in Literature (3* or 4). Explores the development of female and male roles in literature—origins, symbols, and liter-

Courses — English (ENG)

ary references. Considers both social and literary metaphors. Prereq.: ENG 111. GEHa.

403 U.S. Language and Culture I (4). Provides background in US culture, business language, and writing for the M.B.A. curriculum. Prereq.: Bachelor's degree and TOEFL score. NCh.

405 US Language and Culture II (4). Continuation of 403. Prepares pre-MBA international students for entry into the MBA program. Improves language proficiency and understanding of American business. Prereq.: ENG 403 or EPT placement.

409 Special Projects (2-4). Special projects in grammar and/or literature. May be repeated with different topics.

413 Grammar Workshop (4). Emphasizes sentence parts and parts of speech. Designed to help teachers and prospective teachers understand English grammar. For Diversified Majors. Prereqs.: ENG 111. NCh.

421 Modern Poetry in English (3*-4). Multicultural poetry including Yeats, Auden, Hughes, Eliot, Williams, Frost, Moore, Ginsberg, Reed, Levine, Mazziotti, Soto, and others. GEHa.

430 Recent American Fiction (3*-4). American multicultural fiction including Ellison, Vonnegut, Morrison, Bellow, Owen, Saroyan, Tan, Cisneros, Sanford, Mirabelli, and others. Prereq.: ENG 111. GEHa.

431 Modern British Fiction (4). Short stories and novels by Joyce, Woolf, Lawrence, Waugh, Greene, Burgess, and others. Prereq.: ENG 111. GEHa.

433 Detective Fiction (3*-4). Origins and development of detective literature. Major currents from Poe and Doyle through Sayers, Christie, and Hammett. Views the detective as purveyor of social mores. Prereq.: ENG 111. GEHa.

434A The American Novel, 1800-1900 (3*-4). American multicultural narrative including Cooper, Hawthorne, Brown, Melville, Jacobs, Twain, and others. Prereq.: ENG 111. GEHa.

434B The American Novel, 1900-1945 (3*-4). Multicultural fiction including Chopin, Dreiser, Rölvaag, Fitzgerald, Cather, Sanford, DiDonato, Steinbeck, Wright, and others. Prereq.: ENG 111. GEHa.

435A Novel Masterpieces I (4). Several major classics of fiction such as works by Austen, Eliot, and Dostoevsky. Prereq.: ENG 111.

GEHa. NCh.

435B Novel Masterpieces II (4). Several major classics of fiction such as works by Dickens, Flaubert, and Tolstoy. Prereq.: ENG 111. GEHa. NCh.

440 The American Stage—Mirror of Society (4). Studies plays that reflect America regionally, ethnically, spiritually, and aesthetically. Also THAR 440. Prereq.: Eng 111. GEHa. GEFAa.

441 Drama: Comedy and Tragedy (3-4*). Readings in drama to discover how playwrights from the Greeks to the present have dealt with continuing concerns of life and theatrical presentation. Also THAR 441. Prereq.: Eng 111. GEHa. GEFAa. NCh.

442 Shakespeare and His Contemporaries (4). Major works from Shakespeare, Marlowe, Jonson, and others for their own merit and as a reflection of the English Renaissance. Also THAR 442. Prereq.: Eng 111. GEHa.

443 Twentieth-Century Drama (4). Playwrights since Ibsen, with special attention to Shaw, Pirandello, O'Neill, Brecht, Miller, Becket, Anouilh, Ionesco, and Albee. Also THAR 443. Prereq.: Eng 111. GEHa. NCh.

447 Masters of the Drama (4). See THAR 445. GEFAa. GEHa. NCh.

449 Study Trip to Ashland, Oregon Shakespeare Festival (2-4). Includes reading and discussion of plays at Ashland and attendance at their productions. May be taken twice for credit. Also THAR 400. GEHa. NCh.

480 Literature for Children and Adolescents (4). See EDUC 417. NCh.

497 Field Experience for the Single Subject Major in English (4). Develops a theoretical framework for English teaching based on field work in a local high school English classroom.

498 Diversified Major Seminar: English Emphasis (4). Written and oral exercises covering the chief skills and knowledge needed for teaching English in elementary school. Required for Diversified Major. Prereqs.: ENG 110, 111.

English as a Second Language

Courses — English as a Second Language (ESL) and French (FREN) (ESL)

101 Language Development I (3-4*). Focuses on integrated development of linguistic skills including listening, speaking, reading, and writing. Coreq.: ESL 101P. **CORE2a.** NCh.

101P Practicum (3-4*). Extended practice in written and spoken communication. Coreq.: ESL 101. **CORE2a.** NCh.

102 Writing I (3-4)*. Designed to improve basic writing skills necessary for college work. Focuses on grammar and writing short papers. Includes lab. **CORE2a.** NCh. Athens only.

103 Language Development II (3-4*). A continuation of 101. Prereqs.: ESL 101, 101P. **CORE2a.** NCh.

103P Practicum (3-4*). Extended practice in written and spoken communication. Coreq.: ESL 103. **CORE2a.** NCh.

104 Writing II (4)*. Focuses on essay form and style. Prereq.: ESL 102. **CORE2a.** NCh. Athens only.

105 Communication Skills in ESL (3-4*). A continuation of 103. Fulfils ENG 106 requirement for non-native speakers of English. Prereq.: ESL 103. Coreq.: ESL 105P. **CORE2a.** NCh.

105P Communication Skills in ESL — Practicum (3-4*). Extended practice in written and spoken communication. Coreq.: ESL 105. Prereq.: ESL 103. **CORE2a.** NCh.

301 Writing and Study Skills for International Graduate Students (3). Provides training in writing research papers, essays, essay examinations, note-taking, outlining, and library use. **NCh.**

302 Special Topics in Graduate Writing (3). Addresses writing requirements of specific academic disciplines as needed. **NCh.**

330 Second Language Teaching (3). Introduces contemporary pedagogy and research in foreign language education and an integrative approach to modern language instruction. Prereqs.: ENG 111 and one 200-level foreign language. Also FREN, GERM, SPAN 330. **NCh.**

100 Elementary French I (3-4*). Basic skills with focus on conversation and simple reading for students with little or no previous French. Introduces French culture. Includes language lab. **CORE2a.** NCh.

101 Elementary French II (3-4*). Continues and expands skills developed in 100. **CORE2a.** NCh.

210 Intermediate French I (3-4*). Review of grammar, reading of French texts, conversations on materials read, collateral reading.

211 Intermediate French II (3-4*). Continues and expands skills developed in 210.

320 French Civilization and Culture I (4). Major characteristics of French civilization. History of ideas, political institutions, and social traditions. Prereq.: FREN 210. **NCh.**

321 French Civilization and Culture II (4). Continuation of 320. Includes French and Francophone civilization. **NCh.**

330 Second Language Teaching (3). See ESL 330. Also GERM/SPAN 330. **NCh.**

365 French Literature in Translation (4). Studies a major theme, topic, or evolution in French or Francophone literature. Discussions and readings in English. Prereq.: ENG 111. Also LIT 365. **GEHa.** NCh.

374 Modern Paris: Image, Text, and Reality (1-4). See ART 374. **GEHd.** NCh.

400 French Internship (1-4). Supervised work experience at a company where French is spoken. Prereq.: FREN 320 or 321. **NCh.**

420 Commercial French (4). Practical approach to business French. Includes advanced grammar and spelling review, business-related vocabulary, letter-writing, and appropriate readings. Prereq.: FREN 211. Offered infrequently.

430 French Literature I (3*-4). Directed studies in French culture and literature. Prereq.: FREN 210, 211. May be repeated once. **GEHa.** NCh.

431 French Literature II (4). Continuation of 430. May be repeated once. **GEHa.** NCh.

French (FREN)

General Studies (GNST)

100 University 100 (1). Discusses self-explo-

Courses — General Studies (GNST), Geography (GEOG), and German (GERM)

ration, goal-setting, study skills. Interaction in a small group setting. Required for all central-campus freshmen and transfer students with under 30 credits. CRD/NCR only. **NCh.**

110 Learning Seminar (1). Studies skills essential in college. Includes time management, note-taking, reading and study techniques, test-taking skills, problem-solving and decision-making skills, organizational techniques, and coping strategies.

200 Career/Life Planning (2). Develops skills and provides experiences in decision-making, skills identification, and values clarification. Development of career/life plans. **NCh.**

210 Information Power: An Introduction to Research Skills for College and Life (1). Presents concepts applicable to basic research in all academic disciplines. Develops information literacy skills. Prereq.: ENG 111. **NCh.**

230 Peer Counseling Techniques (1). Covers theories and techniques of peer tutoring for ULV tutors. Explores issues of diversity, communication, the tutor's role, adult learning theories, and group dynamics. May be taken twice for credit. CRD/NCR only. **NCh.**

300 Liberal Arts Colloquium/College Experience (1-3).* Explores topics in liberal arts. May be repeated five times for credit. EPIC only.

330 Advanced Peer Counseling Techniques (1). Explores issues and skills relevant to ULV tutors. Develops tutors' expertise in communication, handling difficult tutoring scenarios, tutoring special populations, learning theory, and group dynamics. May be taken twice for credit. CRD/NCR only. **NCh.**

with focus on conversation and simple reading for students with little or no previous German. Class meetings, language lab, and reading sessions. **CORE2a. NCh.**

101 Elementary German II (3). Continues and expands skills developed in 100. Prereq.: GERM 100. **CORE2a. NCh.**

210 Intermediate German I (3). Review and progression to improve basic skills for students with previous German study. Increased conversation and readings. Grammar, culture and literature, and reading sessions.

211 Intermediate German II (3). Continues and expands skills developed in 210.

320 Advanced German I (4). 20th-century German literature. Conducted in German. **GEHa. NCh.**

321 Advanced German II (4). Continuation of 320. **GEHa. NCh.**

330 Second Language Teaching (3). See ESL 330. Also FREN/SPAN 330. **NCh.**

363 Contemporary German Literature in English Translation (4). Analyzes 20th century German writers. Prereq.: ENG 111. Also LIT 363. **GEHa. NCh.**

400 German Internship (1-4). Supervised work experience at a company where German is spoken. Prereq.: GERM 320 or 321. **NCh.**

430 German Literature I (4). Structured according to interests of students. German literature covered by independent study. **GEHa. NCh.**

431 German Literature II (4). Continuation of 430. **GEHa. NCh.**

Geography (GEOG)

201 Introduction to Geography (3* or 4). Introduces physical, cultural, and economic geography, and demography. **GESsd.**

202 Field Methods in Geography (3). Provides field experience beyond GEOG 201. Prereq.: GEOG 201.

German (GERM)

100 Elementary German I (3). Basic skills

Gerontology (GERO)

500 Psychology of Aging (3). Explores the

Courses — Gerontology (GERO)

main theories and developmental tasks of adulthood and older life with emphasis on the changes in perceptual, intellectual, cognitive, and personality characteristics. NCh.

501 Professional, Legal, and Ethical Issues in Gerontology (3). Reviews the state of professional gerontology, emphasizing theory and research, ethics, public policy, legal issues, elder abuse, and careers in gerontology. NCh.

502 Social/Cultural Aspects of Aging (3). Examines social, cultural, spiritual, and gender influences on aging among minorities and ethnic groups in the context of social structures, institutions, and interventions. NCh.

503 Physiology of Aging (3). Reviews normal physiological changes in aging across the body systems and the aging body's ability to adapt. NCh.

504 Long-Term Care Administration (3). Develops knowledge and skills in the effective management of long-term care services for the elderly and their caregivers.

505 Fitness and Activities in Later Life (3). Explores the influence of physical activity, nutrition, social interaction, and other health behaviors on the quality of life of older adults.

506 Housing Alternatives for the Elderly (3). Explores housing alternatives and environmental adaptations to accommodate the elderly, including the frail and impaired.

507 Organization and Management of Older Adult Services (3). Examines the organization and management of older adult services.

508 Economics of Aging (3). Explores the economic and retirement issues facing the growing aging population.

509 Geriatric Case Management (3). Explores physical, psychological, and social factors that contribute to the maintenance of the frail elderly in the community.

510 Marketing Services for the Elderly (3). Explores principles and techniques of developing, marketing, and managing services for the elderly.

511 Social Policy, Health, and Aging (3). Explores the social policies and legislative issues surrounding health and aging.

512 Managing Senior Services (3). Examines the theories, principles, and skills involved in the management of community-based organi-

zations serving older adults.

513 Legal and Financial Issues in Aging (3). Examines legal and financial issues of aging and providing care for the elderly.

570 Grant Writing (1). Provides in-depth knowledge, technical skills, and strategies for successful grant writing.

571 Cognitively Impaired Adults (1). Examines geriatric assessment methods, care of cognitively impaired adults, and community-based resources and programs.

572 Death, Dying, and Bereavement (1). Explores the medical, religious, legal, ethical, cultural, and psychological issues surrounding the end of life.

573 Legal and Financial Issues in Aging (1). Examines the legal and financial issues of aging and elderly care.

576 Careers in Gerontology (1). Examines the diverse career paths available in the field of gerontology.

577 Caregiving and Caregiver Resources (1). Examines caregiving and community resources for the caregiving of older adults.

578 Spirituality and Aging (1). Examines the aging process as viewed by various religious traditions and the role of spirituality in the lives of older adults.

579 Aging and Biography (1). Examines autobiographical techniques for elderly authors and their families.

590 Selected Topics in Gerontology (1-3). Offers selected topics of current interest and importance in gerontology. May be repeated twice for credit with different topics.

596 Graduate Seminar (3). Culminating activity for master's program. May not be taken for directed study. Prereq.: HSM 589 or PADM 589 or PSY 502. CRD/NCR only. NCh.

598 Internship/Fieldwork (3). Participation in and observation of activities of an organization concerned with gerontology. Minimum 60 contact hours. Prereq.: Completion of GERO core courses or program chair approval. NCh.

Greek (GREK)

(Available only at the Athens campus.)

Courses — Greek (GREK), Health Information Management (HIM), & Health Services Management

100 Elementary Modern Greek I (4).* Basic skills, conversation, reading, and grammar. Class meetings and reading/conversation sessions. **CORE2a.** NCh.

101 Elementary Modern Greek II (4).* Continues and expands skills developed in 100. Emphasizes conversation. **CORE2a.** NCh.

210 Intermediate Modern Greek I (4).* Advanced grammar, composition, and oral discussion. Readings from contemporary Greek writers. Prereq.: GREK 101.

211 Intermediate Modern Greek II (4).* Continues and expands skills developed in 210.

320 Greek Civilization and Culture (4).* Social, political, and historical traditions of modern Greece as exemplified in selected Greek literature. Prereq.: GREK 210 or instructor approval. GEHa.

Health Information Management (HIM)

515 Medical and System Terminology (1). Covers medical and system terminology required for electronic medical record.

570 Theories of Information Management (3). Reviews information management theories and discusses unique healthcare concerns, such as patient confidentiality, record ownership, provider autonomy, and informed consent.

571 Management of Clinical and Financial Information (3). Analyzes the needs, components, and applications of clinical and financial information management systems. Reviews choice criteria for system development, implementation, and integration to meet regulatory requirements.

572 Management of Decision Support Systems and Networks (3). Analyzes decision support systems and networks, their components and linkages, to provide and integrate information to match patient acuity and levels of care.

573 Program Development (3). Examines program development and the use of quantitative and qualitative decision-making methodologies in

healthcare information management.

574 Legal and Ethical Issues in Information Management (3). Analyzes legal and ethical issues involved in healthcare information management.

575 Systems Planning and Implementation (3). Examines strategic planning methodologies critical to healthcare information systems. Analyzes system configuration, linkages, and implementation and control strategies.

578 Recent Trends in Health Information Management (1). Covers regulations, ethics, strategies, systems changes, and other issues involved in information management of patient records. Analyzes their effects on provider and customer. NCh.

579 E-Health (1). Analyzes opportunities and threats associated with business on the internet.

590 Selected Topics (1-3). Presents contemporary issues in health information management. Course may be retaken once with different topics.

596 Graduate Seminar (3). Culminating activity for M.S., Health Informatics. Prereqs.: HSM 595; advanced standing. CRD/NCR only. NCh.

597 MSHI Professional Seminar (3). Culminating course. Prereq.: HIM 596. NCh.

Health Services Management (HSM)

302 Sociology of Medicine (4). Analyzes the cultural, historical, and societal influences on medicine and health services delivery.

340 Legal Issues in HSO Management (4). Reviews basic legal issues in health services management, including legal constraints and governmental regulations, liability, negligence, confidentiality, and patient rights.

355 Ethics in Health Services Management (4). Reviews ethics relating to major social, economic, political, and regulatory issues and to biomedical advances. Discusses organizational decision-making and ethics committees. GEHb.

365 Human Resources Management (4). Reviews theories, function, and skills of personnel management and organizational development in

Courses — Health Services Management (HSM)

health service organizations.

368 Culture and Gender Issues in Management (4). Analyzes constraints and opportunities in managing a diverse work force. Reviews career goal development. Also MGMT 368, PADM 368, ECBU 353. **CORE2b. NCh.**

369 Managing Change in HSOs (4). Examines operational, structural, process, and human dynamic components of organizational change.

376 Planning and Marketing of Health Services (4). Discusses business concepts of marketing as they apply to health services management, strategic planning, promotion, public relations, and business development, and reviews the roles and responsibilities of the healthcare marketer.

381 Introduction to Managed Care (4). Introduces history and evolution of managed care; reviews participants, structures, payment mechanisms, and operations; and includes contracting, demand management processes, and quality assurance.

401 Principles of Leadership and Management in Health Services (4). Relates principles of management and leadership theory to operations of health service organizations in highly dynamic environments.

403 Accounting in HSOs (4). Covers financial and managerial accounting theory and principles for non-accounting majors.

410 Quantitative and Qualitative Decision-Making in HSOs (4). A practicum that provides quantitative methodologies for dealing with issues of forecasting, resource allocation, project and program management, and quality improvement. Prereq.: HSM 471.

430 Financial Management in HSOs (4). Covers principles and perspectives of healthcare finance including budgeting, revenue sources, cost analysis, and current asset management for profit and not-for-profit sectors. Prereq.: HSM 403.

435 Economics of Health Services (4). Examines microeconomic and macroeconomic theory and concepts with application to health service organizations and healthcare delivery systems.

471 Statistics (4). Presents basic concepts of

descriptive and inferential statistics and their application in various professional academic areas.

480 Communications in Management (4). Enhances verbal, nonverbal, and written communications. Explores professional and interpersonal dialog, group communications, and processes. Includes managerial writing and public speaking. Also MGMT/PADM 480. **GEWE2** for SCE students only.

491 Introduction to Managed Care (4). Includes the history and evolution of managed care and reviews participants, structures, payment mechanisms, and operations of managed care arrangements. **NCh.**

496 Senior Seminar: Culminating Program Summary (4). Summarizes basic theory and issues from all courses offered in B.S., Health Services Management. Includes a major analytical paper. **NCh.**

500 Managing and Leading in Health Services Organizations (3). Examines contemporary management theory relative to creating and sustaining effective and efficient health service organizations.

501 Recent Trends and Issues in Health Services (3). Reviews current environmental, political, social, economic, and organizational trends and issues and their effects on providers, payors, and consumers.

502 Financial and Cost Analysis (3). Covers principles and perspectives of financial and cost management of profit and not-for-profit health services organizations. Prereq.: HSM 433.

503 Healthcare Economics (3). Analyzes economic issues that relate to and impact access, quality, and delivery of health services in public and private sectors. Emphasizes administrative challenges and innovation.

504 Organizational Communications (3). Covers advanced communication skills for improved managerial writing and speaking. Theory integrated with practice.

510 Management of Information Systems (3). Views information systems from the needs of management. Includes data collection, storage, updating, and retrieval of information and the design and implementation of information sys-

Courses — Health Services Management (HSM) and History (HIST)

tems. Prereq.: A computer literacy course.

520 Strategic and Tactical Planning in HSOs (3). Examines planning for short- and long-range growth and change. Relates departmental and organizational operations and service to vision, mission, goals, and objectives.

523 Management of Organizational Innovation (3). Covers theory and practice of innovation management for enhancing organizational capacity for change and renewal.

531 Organizational Theory and Development (3). Reviews organizational behavior and theory as an interdisciplinary approach to understanding health service organizations.

532 Budgeting and Cost Control (3). Examines principles and perspectives of budgeting and cost control for profit and not-for-profit health services organizations. Prereq.: HSM 403.

533 Mergers and Acquisitions (3). Examines strategic elements of capitalization, practice valuation, managed care contracts, management of operating expenses, forecasting income streams, performance reporting, joint venture and merger analysis, and debt and equity markets. Prereq.: 430 or 530.

534 Program Evaluation in Health Services (3). Presents methodologies, concepts, and current issues in program evaluation research. Prereq.: One course in statistics.

540 Legal Issues in HSOs (3). Covers legal theories, issues, and government regulations as they pertain to health services management. Includes tort, fraud, and abuse, corporate compliance, managed care, and restraint of trade.

555 Ethical Issues in Health Services (3). Encompasses the philosophy, impact of technological advances, and the consequent ethical issues involving decision-making. Includes establishing ethics committees. NCh.

562 Human Resource Management in HSOs (3). Examines key human resource managerial issues and systems including planning, staffing, education and training, organizational development, corporate compliance, and labor relations.

569 Managing Change and Conflict (3). Planning for change; the nature and sources of environmental and organizational conflict; strate-

gies for change and conflict resolution.

590 Selected Topics (1-3). Presents contemporary issues in healthcare management. Course may be retaken once with different topics.

593 Accounting for Healthcare Decision-Making (3). Covers financial and managerial accounting theory and concepts for decision-making in health services management.

594 Statistical Decision-Making in HSOs (3). Covers basic descriptive and inferential statistics and their application to managerial decision-making in health services management.

595 Organizational Research Methods (3). Surveys the nature of scientific inquiry, research design, program evaluation, and data analysis. Prereq.: HSM 471. NCh.

596 Graduate Seminar (3). Culminating activity for the Master of Health Administration. Includes presentation, discussion, and evaluation of research papers researched and written by each student. May not be taken as a directed study. CRD/NCR only. NCh.

597 MHA Professional Seminar (3). Culminating course. Builds upon individual expertise and relates this to peers and professional community in health services administration. Letter grade only. Prereq.: HSM 596. NCh.

598 Field Work/Internship (3). Participation in and observation of activities of a healthcare agency, institution, or other organization concerned with health delivery. Option A: 100 hours. Option B: 400 hours Administrator in Training (AIT).

History (HIST)

101 World Civilizations I (3 or 4*). Survey of Western, Asian, African, and Latin American civilizations to 1715. Emphasizes their similarities and differences. CORE2b.

102 World Civilizations II (3 or 4*). Survey of Western, Asian, African, and Latin American civilizations since 1715. Emphasizes their similarities and differences as they respond to such forces as nationalism, industrialism, and democracy. CORE2b.

110 United States History and Cultures (3 or 4*). Political, economic, social, and cultural history of the United States from colonial times to

Courses — History (HIST)

present. GESSb. CORE2b.

110A United States History to 1877 (3).*
First half of 110. GESSb.

110B United States History from 1877 (3).*
Second half of 110. GESSb.

311 Development of American Democracy I (3*-4). Origins, growth, and development of American ideas of democracy, and impact of recent economic and international forces upon these ideas. GESSb.

312 Development of American Democracy II (3*-4). Continuation of 311. GESSb.

316 History of California (3*-4). Economic, social, political, and cultural history of California.

320 History of the Constitution (4). Historic-political background of the American Constitution and its present meaning.

323 History of the Civil War (3*-4). Examines the origins and conduct of the US Civil War and its aftermath through Reconstruction with emphasis on slavery and emancipation.

330 Ancient History (4). History of Western man through the Roman period. Emphasizes Hebrew, Greek, and Roman cultures.

332 Medieval Europe (4). European cultural, intellectual, political, and economic history from the fall of Rome to the Italian Renaissance.

333 Renaissance and Reformation (3*-4). Provides economic, political, and social analysis of early modern European societies. CORE2b.

334 Late Modern Europe (3*-4). European society under the impact of emerging democracy and the “industrial revolution.” CORE2b.

336 French Revolution and Napoleon (4). Analyzes the economy, politics, and society of the Revolutionary and Napoleonic era (1785-1815) and its legacy.

351 History of Latin America (3*-4). Latin American peoples from their Indian and Iberian origins. Emphasizes Argentina, Brazil, Chile, and Mexico. CORE2b.

353 History of Mexico (4). Political, economic, and social development of Mexico from its Pre-Columbian origins to contemporary times.

363 History of Asia (3*-4). Eastern civilization from its origins to present. Emphasizes China, India, Japan, and the Hindu and Chinese

influence on Southeast Asia. CORE2b.

370A History of Middle East to 1798 (3*-4). Middle East history from ancient times, particularly since the rise of Islam to the decline of the Ottoman Empire. CORE2b for SCE students only.

370B History of Middle East, 1800 to Present (3*-4). Middle East history since the Napoleonic invasion of Egypt in 1798. CORE2b for SCE students only.

371 History of the Holy Land (4). See REL 317. GEHb.

377 History of Africa (4). African history with emphasis on developments in the 19th and 20th centuries.

389 Study of History (3*-4). Basic course in historiography. Philosophy and history from ancient times to present. Examines the writing of history with emphasis on major historians of Western world.

409 Topics in History and Political Science (3-4). Selected topics in history and/or political science relating to current issues and/or special fields of study. May be repeated once with a different topic. Also PLSC 409.

412 The American West (3* or 4). Examines the development of the Trans-Mississippi West since 1800. Emphasizes political, economic, social, and cultural forces.

413 United States Since World War II (3*-4). Social, economic, and political analysis of contemporary US history.

425 Intellectual History of United States Since 1865 (3*-4). Social, economic, and philosophical ideas since Civil War. Emphasizes impact of industrialism on American thought. GEHb.

430 History of Athens and Environs (4).* Athens and its environs from prehistoric times through the Turkish occupation. Emphasizes classical and Hellenistic eras. Athens only.

431 History of Minoan and Mycenaean Greece (4).* Preclassical Greece: Peloponnesus and Crete, 3000-700 BC. Athens only.

432 History of Early Aegean Civilization (4).* Aegean littoral, 3000-700 BC. Athens only.

433 History of Classical and Hellenistic Greece (4).* Greek history from the preclassical period through the expansion under Alexander the

Courses — History (HIST), Honors (HONR), and Humanities (HUM)

Great. Athens only.

434 Modern Greek History (4).* Modern Greece from fall of Constantinople to present. Emphasizes nationalism, irredentism, and factionalism. Athens only.

437 Seminar in American Foreign Policy (4). See PLSC 471.

438 British Empire and the Commonwealth (4). English history after 1485, surveying significant social, political, and economic developments affecting growth of empire and character of Commonwealth lands.

439 Western Europe in the 20th Century (3* or 4). Recent events and problems in historical setting. **CORE2b**.

440 Terrorism: Political Violence in the Modern World Since 1789 (4) Introduces the history and philosophy of political violence. Includes anarchists, Marxists, fascists, and Islamic fundamentalists. Prereq.: junior standing or instructor approval. Also PLSC 440. **NCh**.

445 History of Russia (4). Russian and Soviet history. Emphasizes Russian political tradition, economic systems and developments, and behavior in foreign relations.

460 Modernization of Asia (3*-4). Contemporary educational, industrial, political, and social developments of Japan, Korea, Taiwan, and Hong Kong. **CORE2b** for SCE students only.

462 History of Modern Japan (4). Japan since the Meiji Restoration. Emphasizes industrialization, military and overseas expansion, reconstruction since 1945, and contemporary Asian relations. **CORE2b** for SCE students only.

464 Chinese Communism (4). Communist movement in China from beginning to present. Emphasizes origins, the rise of Mao, Civil War, Great Proletarian Cultural Revolution, and current external activities. Also PLSC 464.

two academic areas. Provides opportunities for original research and investigation. Fulfills general education requirements in one of the two academic areas. For letter grade only. May be repeated with different topics. **NCh**.

310 Interdisciplinary Seminar II (4). Same as 300. For letter grade only. May be repeated with different topics. **NCh**.

320 Interdisciplinary Seminar III (4). Same as 300. For letter grade only. May be repeated with different topics. **NCh**.

330 Interdisciplinary Seminar IV (4). Same as 300. For letter grade only. May be repeated with different topics. **NCh**.

370 Honors Colloquium (1). Explores contemporary issues through discussions organized around the collective participation in campus and off-campus events. For Honors students only. May be taken a maximum of 8 times for credit. For letter grade only. **GEHd. NCh**.

499 Interdisciplinary Senior Seminar (1-4). Culminating Honors Program course. Prereqs.: completion of all other Honors requirements. For letter grade only. **NCh**.

Humanities (HUM)

100 Quest for Values (3*-4). Introduces the humanities disciplines and the question of human values. **GEHd**.

101 American Traditions and Challenges (3-4).* Introduces selected milestones of literature, politics, and ethics in American history. Interdisciplinary. **GEHd**.

107 Chinese Language and Culture (4).* Introduces Chinese language and culture. **GEHd**.

110 Introduction to Peace Studies (3). Introduces critical concepts, methods, and challenges facing those who aspire to create peace. **GEHd**.

270A-Z Humanities Seminar/Tour (1).* Weekend seminar/tour analyzing selected special topics. May be repeated with different topics. No more than four semester hours may be applied where appropriate toward **GEHd** or major requirements.

270G The Kea Experience

Honors (HONR)

300 Interdisciplinary Seminar I (4). In-depth, team-taught, interdisciplinary course, combining

Courses — Humanities (HUM), Japanese (JAPN), and Journalism (JOUR)

- 270H The Greek Island Experience**
- 270I The Northern Greece Experience**
- 270J The Peloponnese Experience**
- 290 Art and Theatre in Southern California (3-4).*** Studies art and theatre in museums and theatres of Southern California. Field trips. Includes a hands-on art project inspired by museum/theatre visits. **GEFAa** or **GEFAb** for SCE students only. **GEHd.**
- 300 Experiencing British Life and Culture (4).** Study trip to England. Focuses on cultural/historical activities. **GEHd.**
- 301 Greek Culture (4).*** Introduces art, drama, philosophy, literature, and music of Greece. Includes survival-level Modern Greek. Coreq.: one semester in Greece. **GEHd.**
- 302 Conflict Resolution and Non-Violence (3).** Combines hands-on experience of conflict resolution methods and skills with an in-depth study of voices of non-violence: Mahatma Gandhi, Martin Luther King, Jr., and Cesar Chavez.
- 310 Peace Studies Colloquium (1).** Taken concurrently with any Peace Studies elective, this course discusses issues relating to the concepts of peace, conflict, violence, human rights, and justice.
- 320 Mexico Study Experience: Historical, Cultural, and Political Awareness (3).** Mexican life, politics, and culture. Taught in Mexico. **GEHd.**
- 350 England, Scotland, and Ireland: A Literary Investigation (4).** Explores themes in modern England, Scotland, and Ireland, utilizing history, literature, and film. **GEHd. NCh.**
- 410 Peace Studies Seminar (3).** Prepares and presents a project based on a student's area of concentration, as a culminating project for the Peace Studies Minor.
- 101 Beginning Japanese II (3).** Continues and expands skills acquired in 100. Lab. **CORE2a. NCh.**
- 210 Intermediate Japanese I (3).** Includes conversation and reading. Prereq.: JAPN 101. **NCh.**
- 211 Intermediate Japanese II (3).** Continuation of 210. Prereq.: JAPN 210. **NCh.**
- 320 Advanced Japanese Grammar and Conversation I (4).** Involves advanced conversation, reading, and writing. Prereq.: JAPN 211.
- 321 Advanced Japanese Grammar and Conversation II (4).** Continues JAPN 320. Expands acquired skills. Prereq.: JAPN 320.

Journalism (JOUR)

- 100 News Reporting (3).** Fundamentals of news writing and reporting. Methods of gathering and writing information for the news. Functions and responsibility of the Fourth Estate. Prereq.: typing desirable. **GEHc.**
- 115 News Editing (2).** Copyreading, headline writing, page makeup, and picture cropping and sizing. Learning to use a style guide. Prereq. or coreq.: JOUR 100.
- 166 Introduction to Mass Media (3).** See RDIO 166. Also TV 166. **GEHc.**
- 175 Interviewing for Mass Media (2).** Interviewing techniques including reporting for the printed media, press conferences, and conducting interviews on radio and television. Use of microphone. Also RDIO/TV 175.
- 220A-C Newspaper Production I-III (2,2,2).** Work on college newspaper. Includes writing, layout, copyreading, headline writing, and proofreading. Prereqs.: JOUR 100 and ability to type, or instructor's approval. **NCh.**

261 Careers in Communications Media (2). Analyzes positions on magazines and newspapers, public relations, advertising, broadcasting, photojournalism, teaching, radio, and television. Also RDIO/TV 261. **NCh.**

300 Advanced News Reporting (4). Interpretive and investigative reporting. In-depth interviews. Instruction and practice in writing news stories and features. Prereqs.: JOUR 100 and

Japanese (JAPN)

100 Beginning Japanese I (3). Includes basic listening, speaking, and writing in Japanese. Introduces Japanese culture. Lab. **CORE2a. NCh.**

Courses — Journalism (JOUR)

ability to type.

305 Radio and TV Newswriting and Editing (3). See RDIO 305. Also TV 305.

307 Editorial Writing (2). Writing editorials and columns for mass media. Experience on campus newspaper, magazine, radio, and television. Prereq.: JOUR 100. Also RDIO/TV 307.

310 Writing for the Visual Arts (3). See ART 300. Also ENG 300. GEFAa.

313 Feature Writing (2). Strengthens writing techniques for feature stories. Includes advanced interviewing and reporting techniques. Prereq.: JOUR 100.

315 Syntax and Grammar for the Professional Writer (4). English grammar, spelling, punctuation, capitalization, and usage needed by the professional writer.

317 Graphic Production Processes and Design for Publications (4). Principles of graphic design and production techniques for printed media. Practical design experience in display ads, poster and magazine layout, brochures, logos, types, and letterheads. Also ART 320.

318 Survey of Multi-Media (4). Examines impact of digital news media on modern communication and critically evaluates digital media content and design. Students create various projects using an array of software. Also RDIO/TV 318.

319 Designing Multi-Media Web Pages (4). Utilizes software to produce dynamic, multi-media web pages. Prepares students to work professionally in web design. Prereq: JOUR 318. Also RDIO/TV 319.

320A-C Newspaper Production IV-VI (2,2,2). Work on college newspaper as editor, assistant editor, columnist, etc. Journalism majors. Prereq.: JOUR 220C. NCh.

325A-C Magazine Production I-III (2,2,2). Work on *La Verne Magazine*, a magazine for the City of La Verne produced by ULV students. Prereqs.: JOUR 220A and ability to type or instructor's approval. NCh.

326 Introduction to Advertising Design (4). See ART 326. GEFAb.

328 Media Sales (3). See RDIO 328. Also TV

328, ECBU 361.

330 Theory and Principles of Public Relations (3). Techniques used and purposes of public relations for industry, business, educational institutions, public agencies, and other organizations. Prereq.: JOUR 100.

397 Communications Fieldwork (4). Group fieldwork with individualized projects. Also TV 397.

408 Selected Topics in Communications (1-4). Selected topics in specialty areas of communications in response to student needs and faculty interests. May be repeated with different topics a maximum of three times. Also RDIO/TV 408. NCh.

425A-C Magazine Production IV-VI (2,2,2). Working on *La Verne Magazine* in editorial capacity. Prereq.: JOUR 325A or instructor's approval. NCh.

430 Public Relations Methods (3). Instruction and practical experience in public relations for different businesses and organizations. Prereqs.: JOUR 330 and ability to type. NCh.

460 Law and the Mass Media (3). Legal and governmental rules and regulations that apply to mass media. Study of current cases. Prereq.: JOUR 100 desirable. Also RDIO/TV 460.

465 History of Mass Media—Printed and Electronic (4). Development of the mass media. Current methods of collecting and reporting news and expressing editorial opinion. Also RDIO/TV 465.

467 Ethics of Mass Media—Printed and Electronic (3). Current ethical standards, procedures, and problems in printed and electronic media. Also RDIO/TV 467. NCh.

497 Internship (1-4). Supervised work experience in student's major area. Prereqs.: portfolio and résumé.

Legal Studies (LS)

301 American Legal Studies (3). Covers the American legal system, its participants, and paralegal careers. Introduces basic legal concepts, areas of law, ethical obligations, and the drafting of

Courses — Legal Studies (LS) and Liberal Arts (LA)

basic legal documents.

304 Legal Research and Writing (4). Introduces legal analysis and research methods for federal and state statutes and case law, using digests, encyclopedias, and other resources. Students read and brief court decisions and draft memoranda. Prereq.: LS 301; ENG 110.

307 Legal Ethics and Investigation Skills (3). Covers duties and responsibilities of attorneys and paralegals toward clients, public, courts, other attorneys, and paralegals; discipline of legal profession. Includes interviewing and investigation skills. Prereq.: LS 304.

311 Law Office Computer Applications (3). Introduces law-office specific computer programs, such as time-keeping, calendaring, and case management, as well as word processing, spreadsheet, and database systems. Includes computer-assisted research. Prereq.: LS 304.

321 Family Law (3). Covers marriage and marriage dissolution, including property rights, support, custody, and litigation. Examines guardianship and non-marital relationships. Prereq.: LS 304.

328 Property and Real Estate Transactions (3). Examines property and title, transfer of title, acquisition and financing of real property, purchase agreements, escrows, and landlord/tenant rights and duties. Prereq.: LS 304.

330 Business Organizations (3). Examines the nature, creation, and effect of the agency relationship; formation of partnerships and sole proprietorships. Focuses on characteristics and formation of corporations. Prereq.: LS 304.

331 Bankruptcy (3). Examines debtor's and creditor's rights, petitions, creditor claims, motions, stays, exemptions, and lien avoidance. Includes petition preparation. Prereq.: LS 304.

340 Special Topics (3). Special topics in Legal Studies. May be repeated with different topics. Prereq.: LS 304. NCh.

350 Wills, Trusts, and Probate (3). Covers wills, trusts, and how they affect the transmission of family wealth; planning for property distribution and care of persons and assets after death; probate proceedings; and transfer of wealth without probate. Prereq.: LS 304.

365 Litigation I (4). Covers civil litigation from

investigation to discovery, including jurisdiction, standing, evidence, and court rules, and the drafting of complaints, answers, and other documents. Prereq.: LS 304.

368 Litigation II (4). Covers civil litigation from discovery through trial and post-trial actions, including motions, points and authorities, summary judgment, and collection of judgments. Prereq.: LS 365.

370 Criminal Law and Procedures (3). Examines crimes, defenses, procedural aspects in the criminal justice system, evidence rules, and rules to suppress evidence. Prereq.: LS 304.

380 Torts (3). Studies tort law; bases of civil liability for harm caused another, including intentional torts, negligence, product liability, invasion of privacy, defamation, and misrepresentation. Covers personal injury litigation and insurance issues. Prereq.: LS 304.

390 Contracts (3). Covers general principles of contract, including formation, breach, defenses, and remedies. Includes Uniform Commercial Code's effect on contract rights; drafting and reviewing contracts; litigation issues. Prereq.: LS 304.

498 Paralegal Internship (3). Internship in a legal environment performing work normally performed by paralegals. Examines law office or department culture, legal ethics, and career goals. Prereqs.: 8 LS courses including LS 365, 368.

Liberal Arts (LA)

390 Research Methods Across the Disciplines (3). Examines and utilizes research methods in the sciences, social sciences, and humanities.

Literature (LIT)

361 Mexican Literature in Translation (4). See SPAN 361.

362 Contemporary Latin American Literature in Translation (4). See SPAN 362.

363 Contemporary German Literature in

Courses — Literature (LIT), Managed Care (MC), and Management (MGMT)

English Translation (4). See GERM 363.

365 French Literature in English Translation (4). See FREN 365.

375 Modern Asian Literature in Translation (4). Surveys 20th-Century Asian literature in English translation. Emphasizes major Indian, Chinese, and Japanese writers. Prereq.: ENG 111. GEHa. NCh.

386 Chicano Literature (4). See SPAN 386.

Managed Care (MC)

580 Economics of Managed Care (3). Analyzes the managed care delivery system model within an economic, historic, legal, and organizational context.

581 Managing Managed Care (3). Analyzes managing in a managed care environment. Includes financial and operational issues of capitation and other reimbursement mechanisms, medical group formation and valuation, risk assessment, and negotiating strategies. NCh.

582 Policy Issues in Managed Care (3). Examines legal, governmental, and ethical issues relating to managed care, including policy formation, and public initiatives, as well as financial and epidemiologic indicators.

583 Marketing and Business Development (3). Covers principles of health services marketing, business development, managed care contract negotiation and maximization, and financial analysis and modeling of alternative strategies.

584 Globalization of Managed Care (3). Examines financial and care management of managed care and their applicability to global healthcare systems.

585 Complementary Medicine in Managed Care (3). Covers nature and role of complementary medicine in the managed care environment.

Management (MGMT)

300 Management Practicum (4). Experiential course: organization theory, behavior, communication, decision-making, planning, motivation, leadership, change, group behavior, and specific management innovations. Simulations, role playing, and in-class problem-solving. NCh.

310 Computer Applications in Business (4). See ECBU 310.

313 Urban Environments (3*-4). See SOC 313. Also PADM 313. CORE2b.

333 Ethics and Social Responsibility (4). See PADM 333. GEHb.

350 Managing Human Resources (4). Examines human resource management. Compares public, private, and third-sector management. Includes motivation, leadership, decision-making, and productivity. Also PADM 350.

360 Financial Management and Budgeting (4). Integrates management practices and processes of financial planning, budgeting, accounting, and decision making.

368 Culture and Gender Issues in Management (4). See HSM 368. Also ECBU 353, PAM 368. CORE2b. NCh.

388 Statistics (3*-4). Introduces basic concepts and applications of descriptive and inferential statistics. Also PADM 388. GEM for SCE students only.

390 Research Methods (4). Methodology and research design in management, including qualitative and quantitative methods.

430 Financial Management of Service Institutions (4). See HSM 430.

436 Policy-Making Process (4). See PADM 436.

439 Organizational Behavior: Theory and Application (4). See PADM 439

458 Stress Management (4). See PSY 458. Also ECBU 458.

469 Management of Change and Conflict (4). See PADM 469. Also ECBU 469.

480 Communications in Management (3*-4). See HSM 480. Also PADM 480. GEWE2 for SCE students only. NCh.

490 Special Topics (4). See PADM 490.

500 Management: Theory and Practice (3). Considers the activities and responsibilities of contemporary managers in complex organizations; integrates theory and practice.

520 Leadership: Theory and Practice (3). Covers contemporary theories, principles, and practices of leadership. Focuses on the elements of leadership related to follower motivation, development, and achievement. Evaluates leadership

Courses — Management (MGMT)

styles, and explores leadership techniques.

521 Ethics and Decision-Making (3). Covers theories and practice of managerial decision-making and problem-solving. Explores decision-making styles and techniques applied to operational problems, tactical decisions, and strategic opportunities.

522 Human Resource Management (3). Studies theory and practice of human resources management. Includes functions, responsibilities, and activities of a human resources manager.

523 Organizational Theory and Development (3). Explores psychological and developmental underpinnings of organizations. Presents theory, psychology, and organizational development.

524 Strategic Planning and Resource Management (3). Covers the integration of strategic planning, resource management, financial management, and budgeting. Focuses on methodologies for integrating long-term strategy with short-term programs, projects, and plans.

525 Management of Diversity (3). Covers management issues involved in multicultural organizations, including valuing diversity, relationship building, communicating across cultures, and managing people of different genders, races, and cultures.

526 Training and Development (3). Encompasses adult learning theory, needs assessment, instructional design, materials development, delivery techniques, and evaluation of training programs.

554 Negotiations and Collective Bargaining (3). Reviews history of labor relations, behavior and techniques, and future role of collective bargaining and negotiation. Includes interest-based bargaining and attention to public and private sector environments.

556 Building Partnerships; Creating Coalitions (3). Develops awareness and skills in organizational analysis and the ability to create alliances based on mutual goals.

557 Program Planning and Evaluation (3). Provides approaches to creating, sustaining, enhancing, and evaluating program delivery to strengthen organizational effectiveness.

558 Resource Management in the Social Sector (3). Builds awareness and skills in the areas of multiple funding sources, grantsmanship,

volunteer management, and legal implications for nonprofit organizations.

563 Strategic Marketing (3). Includes creation and development of services and products. Emphasizes decision making, implementation, and marketing research.

569 Conflict Management and Organizational Change (3). Examines nature and sources of environmental and organizational conflict, conflict resolution strategies, change theory, change implementation methodologies, and private/public/third sector conflict/change.

570 Career and Self Assessment (1). Explores values, personality theory, and goal setting foundational to graduate study, academic success, and managerial effectiveness.

571 Innovation in Organizations (1). Builds understanding and skills for creatively addressing organizational problem solving.

572 Information Technology (1). Explores technological and behavioral challenges of information system design and implementation. Emphasizes implications for management.

580 Principles of Effective Communication (3). Examines theory and practice of professional communication in organizations, emphasizing managerial effectiveness. Includes public speaking, interviewing and assessment techniques, communications, feedback, and corporate culture.

581 Research Seminar (1). Explores potential research topics and appropriate research methodologies; first in a four-course research sequence that builds a foundation for the culminating activity. NCh.

582 Managing Groups and Teams (3). Studies group dynamics, group interaction, group discussion formats, and team building. Includes the theory and practice of managing various types of organizational teams.

585 Organizational Research I: Methods (3). Surveys methodological, qualitative, and quantitative procedures used to study organizations.

588 Organizational Research II: Statistics (3). Surveys descriptive and inferential statistics used in the study of organizations.

590 Selected Topics in Leadership and Management (3). Covers selected topics of current interest and importance.

Courses — Management (MGMT) and Mathematics (MATH)

594 Thesis (2). Includes an original investigation conducted under the direction of a three-member committee. May not be taken as directed study. Prereq.: approval of program chairperson, department, and Graduate Office. Prereq.: MGMT 581. CRD/NCR only. **NCh.**

596 Graduate Seminar (2). Culminating activity. May not be taken as directed study. Prereqs.: MGMT 581, 585, 588, and Advanced Standing. CRD/NCR only. **NCh.**

598 Organizational Internship (3). One-term internship. For M.S., Leadership and Management students only. Directed study only. CRD/NCR only.

Mathematics (MATH)

001 Mathematics Workshop (2). Reviews essential mathematics for students returning to math. Emphasizes mastery of skills required for success in intermediate algebra and related courses. CRD/NCR only.

102 Intermediate Algebra (3*-4). Reviews arithmetic fractions and polynomials; concentrates on linear and quadratic equations, exponents, radicals, and linear graphs. CRD/NCR only. Prereq.: one year of high school algebra and a passing score on placement exam. **NCh.**

104 College Algebra (3-4*). Emphasizes problem-solving skills and applications. Includes linear and quadratic equations, inequalities, systems and matrices, polynomials, functions, exponentials, logarithms, and graphing. Prereq.: MATH 102 or two years of combined high school algebra/geometry and a passing score on placement exam. **GEM.**

105 Precalculus (3*-4). Reviews equations and inequalities, systems and polynomials; concentrates on functions, graphing, complex numbers, theory of equations, and trigonometry in preparation for calculus or science courses. Prereq.: C or better in MATH 104, or C or better in two years of high school algebra and a passing score on placement exam. **GEM.**

106 Trigonometry (3).* Reviews College Algebra. Fundamentals of trigonometric functions and relations, identities, triangles, vectors, and complex numbers. Prereq.: MATH 104.

170 Mathematics in Society (3). Introduces contemporary mathematical sciences to the non-specialist through real-world applications. Includes concepts from management science, statistics and probability, and social decision theory, and selected topics from geometry, scale and growth, and coding theory. Prereq.: MATH 102, or two years of combined high school algebra/geometry and a passing score on placement exam. **GEM.**

172 Mathematical Methods for Business and Economics (4). See ECU 172. **GEM.**

201 Calculus I (3*-4). Introduces standard topics in differential and integral calculus of functions of one variable including a review of analytic geometry. Prereq.: MATH 105 with a C or better and a passing score on placement exam. **GEM.**

202 Calculus II (3*-4). Continuation of 201, with an emphasis on transcendental functions and various techniques and applications of integration. Introduces the calculus of functions of two variables. Prereq.: MATH 201 with a C or better. **GEM.**

210 Introduction to Computer Utilization (3*-4). Introduces computers and related technologies. Presents fundamentals and applications of BASIC computer programming, word processing, spreadsheet analysis, and database manipulation using popular software packages.

210L Introduction to Computer Utilization Lab (1).* Laboratory to accompany 210 when the latter is taken for 3 units. Coreq.: MATH 210. **NCh.**

263 PASCAL (4). See CMPS 263. **NCh.**

289 Mathematics Field Experience (1). Includes attendance at a professional mathematics meeting, math tutoring, and 8 hours of math classroom observation. Prereq.: MATH 202.

305 Transition to Advanced Mathematics (3-4*). Introduces abstraction in math. Includes set theory, symbolic logic, number theory, abstract algebra, and analysis. Explores rigorous proof and oral and written expression of mathematical concepts. Prereq.: MATH 202.

311 Calculus III (3*-4). Continuation of the theory of functions of one and two variables including infinite series, polar coordinates, vector-valued functions, and multiple integrals. Prereq.: MATH 202 with a C or better.

315 Differential Equations (4). Elementary

Courses — Mathematics (MATH)

differential equations with applications. First- and second-order linear and higher order equations, series solutions, operator, matrix, and numerical techniques. Prereq.: MATH 311.

319 Vector Calculus (4). Calculus of several variables including multidimensional differentiation and integration, and major theorems of vector analysis: Green's theorem, Stokes' theorem, divergence theorem. Prereq.: MATH 311.

320 Linear Algebra (4). An introduction to vector spaces, linear transformations, matrices, eigenvalues and eigenvectors, diagonalization of matrices, inner product spaces, and applications. Prereq.: MATH 201.

325 Number Theory (4). Divisibility theory, Diophantine equations, congruences, number theoretic functions, Fibonacci numbers, fundamental theorems, and statements of open problems. Prereq.: MATH 202.

327 Discrete Mathematics (4). Development of mathematical tools necessary for algorithmic applications in computer science. Includes set theory and logic, various algebraic structures, graph theory, Boolean algebra, and computability theory. Emphasizes applications in computer science. Prereq.: MATH 201.

328 Abstract Algebra (4). Introduction to sets, groups, rings, fields, and vector spaces, with applications. Prereq.: MATH 320 or instructor's approval.

330 Foundations of Geometry (4). Foundations of and topics from Euclidean and non-Euclidean geometries, projective geometry, invariant theory, and applications. Prereqs.: high school geometry and MATH 201, or instructor's approval. Directed study only.

342 Analytical Mechanics (4). See PHYS 342.

351 Probability (4). Algebra of events, random variables, standard distributions, expected values, variance, and Markov chains. Prereq.: MATH 201.

352 Statistical Theory (3*-4). Introduces theory and practical applications of statistical inference including estimation of parameters, confidence intervals, hypothesis testing, ANOVA, regression analysis, and experimental design. Prereqs.: MATH 201 and 351, or instructor's

approval. Directed study only.

361 FORTRAN (3*-4). Computer programming in FORTRAN at an intermediate level as implemented on VAX or microcomputers. Various techniques and algorithms with emphasis on problem-solving. Prereqs.: Two years of algebra; MATH 210, 363, or equivalent programming experience.

361L FORTRAN Lab (1).* Laboratory to accompany 361 when the latter is taken for 3 units. Coreq.: Math 361 for three semester hours.

362 Numerical Algorithms (4). See CMPS 362. NCh.

370 Topics in Applied Mathematics (4). Develops basis and techniques for algorithmic solutions for applied problems in graph theory, operations research, dynamical systems, and game theory. Includes NP-complete problems, cryptography, linear programming, chaos, fractals, and social decision-making theory. Prereq.: MATH 202. MATH 311, 320, and 330 recommended.

375 Mathematical Modeling (4). Introduces mathematical modeling, model construction, solution techniques, and interpretations. Utilizes advanced mathematical and computer tools. Prereq.: MATH 311. MATH 315 and/or 319 recommended.

410 Real Analysis (4). Introduces advanced calculus and real analysis. Includes properties of real numbers, metric spaces, the Heine-Borel and Weierstrass theorems, continuity and uniform continuity, sequences and series of functions, differentiation and Riemann integration, and elementary measure theory. Prereqs.: MATH 311 and 320 or 328.

412 Complex Analysis (4). Introduces complex analysis. Includes properties of complex numbers, analytic functions, differentiation and integration, series, residues and poles, basic conformal mapping, and applications. Prereq.: MATH 319 or 418.

418 Advanced Engineering Math (4). Mathematical concepts, theory, and methods of solution for problems in physics and engineering. Topics include ordinary and partial differential equations, Laplace transforms, Fourier series and transforms, and various theorems in vector analy-

Courses — Mathematics (MATH) and Business Organizational Management (MBOM)

sis. Prereq.: MATH 311.

482 History of Mathematics (4). Surveys the development of elementary mathematics from antiquity to the present. Prereq.: MATH 201 or instructor's approval.

489 Developmental Mathematics (4). Emphasizes development of mathematical understanding in seven strands: number, measurement, geometry, patterns and functions, statistics and probability, logic, and algebra. Not applicable toward the Mathematics Major. Prereq.: EDUC 350.

M.S., Business Organizational Management (MBOM)

501 Accounting for Managers (3).* Analyzes financial statements and accounting reports from the manager's perspective. Studies accounting techniques to help managers in decision-making.

502 Budgeting and Financial Management (3).* Analyzes finance principles and techniques for managing financial resources in organizations. Studies risk, time value of money, capital budgeting, capital acquisition, financial leverage, bankruptcy, and mergers. Prereq.: MBOM 501. NCh.

503 Theories and Issues in Economics (3).* Examines traditional and current economic theories, current policies and their effect on the economy and business firms, and current economic issues. NCh.

504 Organizational Theory and Analysis (3).* Analyzes organizations and their environments. Studies the interrelationship between environmental factors and organizational missions, goals, resources, structures, accountability, performance, communication, and compensation systems. NCh.

505 Investment Finance (3).* Explores the investment environment and investment vehicles: investment strategies, financial markets, stocks, bonds, options, future contracts, other financial instruments, and portfolio management. Prereqs.: MBOM 502, 503. NCh.

510 Management of Information Technology (3).* Examines the role of managers in planning,

developing, and using management information systems. Prereq.: microcomputer proficiency. NCh.

511 Management Support Systems (3). Addresses role of management support systems in decision-making within organizations, including decision support systems, expert systems, and neural networks. Prereq.: MBOM 510. NCh.

512 Integrated Data Management (3). Addresses issues and methodologies in management of data within organizations, including organizational issues, data interdependence, integrity, security, and access. Prereq.: MBOM 510. NCh.

513 Information Network (3). Includes network architectures, distributed networks, technology options, capacity planning, and implementation. Prereq.: MBOM 510. NCh.

515 Systems Planning and Implementation (3). Covers strategizing, planning, developing, and implementing information systems in organizations.. NCh.

516 Electronic Commerce (3). Addresses role of information technology in Business Commerce. Includes proprietary and ubiquitous networks, internet, intranet, transactional security, and impact. Prereq.: MBOM 510. NCh.

517 Law and Technology (3). Focuses on the legal impact and implications f doing business on the internet. Prereq.: MBOM 510. NCh.

530 Managing the Human Resource (3).* Studies theories and practices of human resource management, the integration of strategic planning and human resource planning, and the development of human resource programs. NCh.

532 Managing Cultural Diversity (3).* Studies management of a multicultural work force and cultural issues in a global business environment. Emphasizes complexities of interpersonal relations in both domestic and international multicultural settings, concentrating on real world problems and solutions. NCh.

534 Training and Human Resource Development (3).* Explores training and employee development as they relate to strategic goals of the firm. Examines career development and adult learning theory. NCh.

535 Employment Law and Practice (3). Studies legal principles and business practices defining relationships between employers and

Courses — Business Organizational Management (MBOM)

employees. Addresses federal and state laws and business practices that help employers avoid legal pitfalls. **NCh.**

536 Employee Compensation (3). Studies employee compensation and benefit plans as a managerial tool for recruitment, retention, and development. **NCh.**

540 Entrepreneurship in a Dynamic Environment (3).* Examines entrepreneurship in the dynamic workplace. Studies creative principles, start-up financing, operation, and emerging markets. Prereq.: MBOM 502. **NCh.**

543 Seminar in Business Ethics (3).* Analyzes the ethical and social responsibilities of organizations, including the implications of non-ethical behavior for individual institutions and entire social systems. **NCh.**

546 Managerial Negotiations (3).* Studies labor negotiations and the principles of negotiation and mediation. **NCh.**

547 Contract Management (3).* Presents managerial and legal aspects of public- and private-sector contracts, emphasizing contract proposals, contract administration, performance, negotiation, intent, and damages. **NCh.**

548 Strategic Planning of Management (3).* Examines the formulation of long-range organizational plans and their implementation, including how managers mobilize, organize, and use resources to meet organizational objectives. **NCh.**

550 Seminar in Organizational Behavior (3).* Examines organizational collective behavior, leadership, "followership," power, authority, group dynamics, corporate culture, and collective consciousness. **NCh.**

552 Human Behavior and Motivation (3).* Introduces psychological theories and practice related to human behavior and motivation. Focuses on point of view of the individual in the organization and factors affecting the individual's perception of organizational activities. **NCh.**

554 Public Policy, Law, and Business Decisions (3).* Analyzes public policy goals and business law and their effect on business decisions. Studies changes in business strategies and operations in response to the changing political and legal environment. Prereq.: graduate courses in economics. Prereq.: MBOM 503. **NCh.**

556 International Management (3).* Studies

relationships between businesses and their international environment. Compares and contrasts domestic and foreign management practices and styles. Discusses the roles of governments as well as managing comparative advantages and disadvantages. **NCh.**

557 Leadership (3). Explores the future of leadership. Examines leadership styles worldwide. Includes how leaders emerge, how they motivate followers, and how leadership roles are changing. **NCh.**

558 Quality Management Systems (3).* Examines theory, practice, and interrelations of continuous improvement efforts. Analyzes how to create meaningful organizational improvement and how to implement organizational change. **NCh.**

560 Managing Service Organizations (3).* Analyzes the unique aspects of service enterprises. Examines customer relations, product development, problem-solving, and management of resources. **NCh.**

565 Marketing Principles and Strategies (3).* Explores the principles and role of marketing, their impact on the organization, the integration of consumer behavior, and the application of marketing strategies. **NCh.**

569 Managing Change in a Dynamic Environment. (3).* Studies planning and implementation of change in organizations; discusses the need for change in modern, dynamic environments; analyzes the nature and sources of change. **NCh.**

572 Project Management, Quantitative Applications, and Problem Resolution (3).* Examines project management and selected quantitative techniques, including linear programming, forecasting models, decision analysis, and applied problem resolution. Prereq.: math and statistics proficiency. **NCh.**

593 Selected Topics (1-3).* Studies selected topics in a group setting. Prereq.: Dean's approval of course. **NCh.**

596 Graduate Business Seminar (3).* Integrates knowledge from different functional areas of organizational management. Emphasizes application of theory to "real world" situations. Prereq.: advanced standing. **NCh.**

Movement and Sports Science (MSS)

001 Fitness for Life (2). Aims at establishing lifelong patterns of fitness. Identifies principles of a rounded fitness program, based on a wellness approach, and applies scientific concepts to develop a personal fitness program for each student. Includes active participation in various physical fitness activities. **GEPE1.** NCh.

002-049 Instructional Activity Courses (1). Instruction and experience in physical recreation skills. Classes meet two hours per week and are coed unless otherwise designated. Appropriate dress is to be provided by the students. Students may apply up to eight activity courses (8 semester hours) toward graduation. A course may be repeated 3 times (4 times total) for credit toward graduation. Enrollment in the same activity course may be for more than 4 times, but without credit toward graduation beyond 4. NCh.

- 002 Aerobics Fitness**
- 004 Advanced Fitness Training**
- 006 Archery Fundamentals**
- 008 Badminton Fundamentals**
- 009 Badminton Intermediate**
- 011 Group Games**
- 012 Golf**
- 014 Gymnastics**
- 016 Jogging**
- 019 Tennis Fundamentals**
- 020 Tennis Intermediate**
- 021 Tae Kwon Do**
- 022 Weight Training**
- 030 Flag Football**
- 031 Softball—Slow Pitch**
- 033 Volleyball Fundamentals**
- 036 Swimming Fundamentals**
- 037 Swimming Intermediate**
- 038 Folk, Square, and Social Dances**
- 039 Modern Dance Fundamentals.*** Athens only
- 040 Modern Dance Intermediate.*** Athens only
- 041 Jazz.*** Athens only
- 041 Jazz II.*** Athens only

043 Contemporary Dance.

045 Country and Social Dance

046 Physical Education Experience

047 Backpacking/Hiking

048 Fundamentals of Water Polo

050-079 Intercollegiate Team Sports (1).

Open to students who compete in the intercollegiate athletic program. Team sports do not fulfill any general education requirement. May be repeated 3 times (4 times total) for credit toward graduation. Enrollment in the same activity course may be for more than 4 times, but without credit toward graduation beyond 4. NCh.

050 Women's Basketball

052 Women's Softball

053 Women's Tennis

054 Women's Volleyball

055 Women's Soccer

056 Women's Cross Country

057 Women's Track and Field

058 Women's Water Polo

059 Women's Swimming and Diving

060 Men's Baseball

061 Men's Basketball

062 Men's Football

063 Men's Soccer

064 Men's Tennis

065 Men's Volleyball

070 Men's Cross Country

071 Coed Golf

072 Men's Track and Field

073 Men's Water Polo

074 Men's Swimming and Diving

151 Health and Physical Fitness Strategies

(2). Health and physical fitness principles applied to individual and community.

221 Athletic Training I (4). Introduces basic techniques for prevention and care of athletic injuries, including rehabilitation exercises and treatment modalities. Contains experience in conditioning and taping techniques.

222 Athletic Training Field Work I (2).

Practical experience in athletic training. Students apply techniques of injury prevention and management, perhaps with a team assignment. 100 hours per semester minimum required. Prereq.: MSS 221.

230 Field Work and Foundations of Movement and Sports Science (3). Historical, socio-

Courses — Movement and Sports Science (MSS)

logical, and psychological foundations of physical education. Students also observe physical education programs at the elementary, intermediate, and high school levels.

235 Introduction to Athletic Training (3). Introduces the profession of athletic training, including the history, philosophies, career, and advanced educational opportunities of the field. Emphasizes prevention and care of injuries.

237 Techniques and Observation in Athletic Training (2). Applies basic techniques in athletic training. Includes fitting of protective equipment, construction of protective padding, injury taping, transportation of injured. Students observe services provided by athletic trainers.

250 Introduction to Adapted Physical Education (3). Methods of teaching physical education to the handicapped. Offers a wide spectrum of activities, types of handicapping conditions, and ramifications of mainstreaming.

310-319 Theory and Analysis Courses (2). Individual techniques and fundamentals as well as team play. Systems and philosophies of leading contemporary coaches. Rules and training methods.

310 Theory and Analysis of Basketball

312 Theory and Analysis of Baseball and Softball

313 Theory and Analysis of Football

314 Theory and Analysis of Soccer

316 Theory and Analysis of Tennis and Badminton

317 Theory and Analysis of Volleyball

318 Theory and Analysis of Track

320 Theory and Methods of Coaching (2).

Covers individual techniques and fundamentals, team play, systems and philosophies of leading contemporary coaches, psychology of sport and coaching, and rules and training methods.

321 Athletic Training II (4). Continuation of study in PE 221. Concentrates on emergency first aid, evaluation of injuries, therapeutic modalities, and rehabilitation exercises. Prereq.: MSS 221.

322 Athletic Training Field Work II (2). Continued practical experience in athletic training. Application of injury prevention techniques and injury management, including use of therapeutic

modalities and rehabilitation exercises. Students may be given a team assignment. 100 hours per semester minimum required. Prereq.: MSS 321.

323 Scientific Principles of Movement (3). Scientifically studies the basic concepts and mechanical principles of efficient human movement. Applies these concepts to fundamental physical skills. Includes requirements for First Aid and CPR certification.

324 Evaluation and Assessment of Athletic Injuries—Lower Extremities (4). Focuses on recognition and evaluation of athletic injuries to the lower extremities, assessing the history and mechanism of the injury, and utilizing critical skills in selecting evaluative tests. Prereqs.: MSS 235, 237. Coreq.: MSS 325.

325 Athletic Training Practicum I (2). Focuses on application and proficiency in skills introduced in 324. Requires a minimum of 100 hours in the athletic training room setting. Prereqs.: MSS 235, 237. Coreq.: MSS 324.

326 Evaluation and Assessment of Athletic Injuries—Upper Extremities (4). Focuses on recognition and evaluation of athletic injuries to the upper extremities, assessing the history and mechanism of the injury, and utilizing critical skills in selecting evaluative tests. Prereqs.: MSS 235, 237. Coreq.: MSS 327.

327 Athletic Training Practicum II (2). Focuses on application and proficiency in skills introduced in 326. Requires a minimum of 100 hours in the athletic training room setting. Prereqs.: MSS 235 237. Coreq.: MSS 326.

328 Evaluation and Assessment of Head and Spinal Injuries (4). Covers recognition, evaluation, assessment, and consequent care of head and spinal injuries. Includes practical application techniques and clinical proficiency testing.

330 Physical Education for Elementary School Teachers (4). Includes movement exploration, games, rhythms, dances, guided play, gymnastics, and self-testing activities. **NCh.**

345 Methods of Research, Assessment, and Evaluation (3). Covers criteria for evaluation, methods of research, and the function of measurement and evaluation of test scores in physical education.

Courses — Movement and Sports Science (MSS)

360 Psychology of Coaching (2). Current topics of psychological concern and application as related to athletic performance.

364 Sports Marketing (3). See ECBU 364.

370 Methods and Practice of Teaching Dual Sports and Aquatics (3). Covers methods of teaching dual sports (e.g., badminton, tennis, racquetball, squash, and aquatics), including basic swimming strokes. Utilizes biomechanical principles and video analysis.

371 Methods and Practice of Teaching Individual Sports and Outdoor Education (3). Covers methods of teaching individual sports including golf, archery, bowling, cycling, jogging/track, combatives, and outdoor education. Utilizes biomechanical principles and video analysis.

372 Methods and Practice of Teaching Team Sports and Games (3). Covers methods of teaching team sports and games, including softball, basketball, volleyball, flag football, soccer, frisbee games, bocheball, and earthball. Utilizes biomechanical principles and video analysis.

373 Methods and Practice of Teaching Gymnastics and Dance (2). Covers methods of teaching gymnastics and dance. Includes tumbling, parallel bars, balance beam, and floor exercise in gymnastics, and jazz, creative, square, and folk in dance. Utilizes biomechanical principles and video analysis.

380 Motor Development (3). Studies the stages of growth and development from birth to adulthood, including how people develop locomotor and non-locomotor skills.

384 Wilderness Experience (2). Students experience a wilderness area while hiking, camping, and studying the natural history. Coreq.: NASC 384.

400 Athletic Training/Team Rotations (2). Students experience duties and responsibilities inherent in working with intercollegiate athletic teams and will assigned to a certified athletic trainer/clinical instructor. Prereqs.: MSS 237, 324, 325, 326, 327, 328.

410 Exercise and Rehabilitation (3). Covers use of therapeutic exercise in rehabilitation of injuries. Discusses role of exercise injury prevention. Students research and design rehabilitative exercise programs for specific injuries. Prereq.:

MSS 412. Coreq.: MSS 411.

411 Athletic Training Practicum III (2). Emphasizes application of principles of rehabilitation covered in 410 and 412. With aid of certified athletic trainer/clinical instructor, students design, implement, document, and evaluate rehabilitation programs for athletes with specific injuries. Coreq.: MSS 410.

412 Therapeutic Modalities (3). Focuses on application and efficacy of therapeutic modalities used in injury rehabilitation. Examines basic physics of electrical modalities. Covers physiological processes of wound healing and tissue repair and their influence of rehabilitation.

415 Management and Administration in Athletic Training (3). Covers management of a program that provides health care to athletes. Includes documentation, confidentiality, preparticipation exams, SOAP notes, insurance, communications with other medical facilities, budgets, and facility design.

418 Special Topics in Athletic Training (4). Addresses contemporary issues in athletic training. Includes special populations, alternative medicine, pharmacology, and other topics, as well as interaction with other allied health experts.

420 Assistant in Physical Education Program (2). Teaching assistant in PE Department activity and sports program under direction and supervision of MSS staff. May be repeated. Prereq.: MSS Department approval. NCh.

430 Curriculum and Organization in Physical Education (3). Curriculum content and development for public school programs. Organizational procedures for the instructional period. NCh.

454 Athletic Training—Team Management (2). Providing for healthcare management of an intercollegiate athletic team under direct supervision of a certified athletic trainer. Prereqs.: written application and department approval. May be repeated for credit.

455 Kinesiology (4). Body movements in athletics and physical education activities. Sequential movement patterns in the human body. Prereq.: BIOL 343.

456 Physiology of Exercise (4). Effects of physical activity organic systems. Emphasizes scope of muscular physiology and integrates epis-

Courses — Movement and Sports Science (MSS) and Music (MUS)

temological and functional physiology. Lab included. Prereq.: BIOL 343.

460 Philosophy of Physical Education and Athletics (3). Approaches to physical education and related areas with emphasis on contemporary theories and practices. Open to juniors and seniors only. **NCh.**

480 Special Topics (2-4). Senior or graduate level independent study course. Area of study determined by professor and student. **NCh.**

497 Athletic Training Internship (1). Supervised, off-campus athletic training experience in a sports medicine/physical therapy clinic. 80 contact hours minimum required. Must be approved by athletic training program supervisor. Seniors only.

Music (MUS)

100 Music History and Appreciation (3-4*). Surveys different style periods and genres of music. Emphasizes composers, styles, literature, culture, and aesthetics of different eras. No music background required. **GEFAa.**

101 Fundamentals of Music (3-4*). Introduces music theory. Includes basic rhythms, clefs, notes, chord formation, musical materials, and terms. No music background required. **GEFab.**

111 Recorder Ensemble (1). Ensemble rehearses weekly and performs at least twice a semester in the community and for student recital. Performs repertoire from ancient to modern. May be repeated for credit. Prereq.: instructor's approval. **GEFab.**

112 Choral Organizations (1). Ensembles auditioned and organized according to performance plans for the season. Ensembles will study and perform a varied repertoire of classical, folk, and popular choral literature. May be repeated for credit. **GEFab. NCh.**

113 ULV Choral Society (1) Choral ensemble. Rehearses and performs a major choral. May be repeated for credit. Spring semester as announced. **GEFab. NCh.**

114 Wind/Percussion Ensemble (1). Organized according to performance plans, the ensemble studies and performs a selected repertoire.

May be repeated for credit. Prereq.: instructor's approval. **GEFab. NCh.**

116 Jazz Ensemble (1). Rehearses and performs jazz and related literature through improvisation and ensemble playing. Open to students by audition. May be repeated for credit. **GEFab. NCh.**

117 Chamber Singers (1). Rehearses and performs a variety of musical genres. May be repeated for credit. Prereq.: Instructor's approval. **GEFab. NCh.**

118 Chamber Music (1). Rehearses and performs standard chamber music of string, brass, keyboard, and woodwind repertoires. May be repeated for credit. Prereq.: instructor's approval. **GEFab. NCh.**

120-129 Individual Music Instruction (1). One semester of private lessons consisting of 12 half-hour sessions. Open to all students. May be repeated for credit. **GEFab. NCh.**

120 Piano. Prereq.: MUS 140.

120H Harpsichord.

120J Jazz Piano

121 Pipe Organ

122 Accompanying

123 Woodwinds

123R Recorder

124 Brass

125 Percussion

126 Strings

126E Electric Bass

127 Guitar. Prereq.: MUS 180.

127E Electric Guitar

128 Voice. Prereq.: MUS 160.

130-138 Advanced Individual Music Instruction (2). One semester of private lessons consisting of 12 one-hour sessions. Open to advanced performers with instructor's approval only. May be repeated for credit. **GEFab. NCh.**

130 Advanced Piano

130H Advanced Harpsichord

130J Advanced Jazz Piano

131 Advanced Pipe Organ

132 Advanced Accompanying

133 Advanced Woodwinds

133R Advanced Recorder

134 Advanced Brass

135 Advanced Percussion

136 Advanced Strings

136E Advanced Electric Bass

Courses — Music (MUS)

137 Advanced Guitar

137E Advanced Electric Guitar

138 Advanced Voice

140 Piano Workshop (2). Beginning piano study using a keyboard lab. Includes a variety of styles and exercises in rhythm, meters, modes, harmony, and forms. **GEFAb. NCh.**

160 Voice Workshop (2). Studies the human voice, its anatomy and repertoire. Recommended for the beginning vocalist. May be repeated for credit. **GEFAb. NCh.**

180 Guitar Workshop (2). Basic technique for beginners. May be repeated for credit. **GEFAb. NCh.**

230 Theory I (4). Develops the fundamentals of music, aurally and written. Focuses on triadic recognition and function, rhythm, melody, and notation. Introduces MIDI. Prereq.: MUS 101 or instructor's approval.

232 Theory II (4). Emphasizes four-part writing and analysis of 18th century styles; Bach Chorales. Studies of different forms. Stresses aural and written skills.

234 Improvisation Workshop (2). Emphasizes many approaches to improvisation within different styles of music. Students learn and practice improvisation on their respective instruments using a variety of different harmonic progressions, rhythms, meters, and melodic resources. CRD/NCR only. **NCh.**

310 Music Production (1-3). Offers an opportunity for selected vocalists and instrumentalists to experience in-depth rehearsal, performance, and/or major touring situations. May be taken up to four times for credit. **GEFAb. NCh.**

330 Theory III (4). Analyzes late 18th- and 19th-century music emphasizing its parameters. Studies form and aural and written skills; introduces music of other cultures and MIDI.

331 Counterpoint (2). Principles of melodic writing; two- and three-part counterpoint involving use of imitation, augmentation, mirror, and diminution. Prereq.: MUS 230. Directed study only.

332 Theory IV (4). Focuses primarily on 20th-century music through analysis, composition, use of MIDI, and discussion of the music of different cultures. Includes notation and corresponding ear-training exercises.

333 Composition (2). Stresses creativity on the part of the individual. Considers style, form, and proportion. Students use MIDI and sequencing. Directed study only. May be repeated up to 4 times for credit. Prereq.: MUS 230. **NCh.**

340 Choral Arranging (2). Principles of scoring for choral organizations. Incorporates various styles, forms, and instrumental accompaniments in student composition projects. Prereq.: MUS 230.

341 Orchestration (2). Analyzes styles of orchestral writing and uses of instruments. Includes scoring for school orchestras, bands, and various instrumental combinations. Prereq.: MUS 230.

343 Form and Analysis (2). Focuses on the analysis of a variety of music from the American/European sphere of influence. Analyzes in depth the music of different eras, primarily Western art music. Designed for the advanced music student. Prereq.: MUS 332. Offered infrequently.

350 Survey of Western Music (3-4)*. Surveys western art music from ancient to modern times. Emphasizes composers, styles, literature, and aesthetics of different eras. No previous music background required. **GEFAa. GEFAb. NCh.**

351 History and Literature of Music (to 1750) (4). Examines western music from its beginnings through the music of J.S. Bach from a stylistic, analytical and historical perspective. Prereq.: MUS 232 or instructor's approval. **GEFAa.**

352 History and Literature of Music (1750-1900) (4). Continuation of 351. Classical and Romantic style periods. Prereq.: MUS 330 or instructor's approval. **GEFAa.**

353 History and Literature of Music (1900 to Present) (4). Examines music of the 20th century from Post Romanticism forward. Emphasizes historical perspectives and analytical procedures. Prereq.: MUS 332 or instructor's approval. **GEFAa.**

354 Music and the Stage (3-4*). Examines the development and impact of celebrated stage music of different eras which mirrors the artistic, literary, and political elements of society. **GEFAa.**

355 Jazz History (3-4*). Development of jazz from origin in 19th-century African-American music to present. Emphasizes sociological

Courses — Music (MUS) and Natural Science (NASC)

aspects of jazz and musicians. No theory background required. **GEFAa.**

356 Music of Women Composers and Performers (3-4*). Examines women composers and performers from medieval times to the present. Includes artistic expression, cultural/social aspects, and sexism from historical and musical perspectives. **GEFAa.**

358 American Music (3-4*). Presents America's history through its music. Includes colonial period, 19th century, Native American, African American, and 20th century popular and classical music. No music theory or performance background necessary. **GEFAa.**

359 World Music (3-4*). Introduces an overview of music of diverse cultures and its integration into those societies, with emphasis on India, West Africa, Caribbean, and East Asia. **GEFAa.**

361 Survey of Rock Music (3-4*). Studies rock music in a social and aesthetic context from 1950 to the present through extensive use of video and audio recordings. Includes analysis of musical influences beginning with blues. **GEFAa.**

362 Music of Latin America (3-4*). Studies musical styles, important musical genres, social functions, characteristics, and instrumentations of Mexico, Central America, the Caribbean, and South America. **GEFAa.**

371 Conducting (3). Studies choral and instrumental conducting techniques. Includes analysis of choral and instrumental idioms, rehearsal, and performance procedures. Prereq.: instructor's approval. **GEFAb.**

409 Selected Topics in Music (2-4). Various speciality areas of music in response to faculty interest and student needs (e.g., Music Business; Haydn; Ellington). Prereq.: instructor's approval.

481 Music in the Elementary School (2). Fundamentals of music and materials used in primary and intermediate grades, presented according to class methods employed in public schools. Also EDUC 430.

ment (3). Examines the world from the perspective of science. Includes data from astronomy, chemistry, geology, history of science, and physics. Lab. **GEPS.**

102L Physical Science: The Human Environment Lab (1). **GEL.**

103 Natural Science: The Human Environment (3*-4)*. Examines the world from the perspective of science. Includes data from biology, chemistry, physics, geology, and environmental studies. Lab. For SCE students only. **GELS-L** or **GEPS-L.**

201 General Geology (3* or 4). Introduces physical and historical geology. Composition of earth, geochemical and geophysical concepts, mountain building, degradation processes, and earth history. Lab. Prereq.: CHEM 201 or instructor's approval. **GEPS-L.**

202 Field Studies in Geology (1). Involves field study of "Thera Volcano," located on the historic island of Santorini, Greece. Prereq.: NASC 201 or instructor's approval. **GEPS.** **NCh.** Athens only.

203 Introduction to Oceanography (3)*. Introduces science of oceanography, and origin, evolution, and composition of world's oceans. Discusses and applies history, recent discoveries and theories of oceanography. Coreq.: NASC 203L. **GEPS.**

203L Introduction to Oceanography Lab (1)*. Coreq.: NASC 203. **GEL** for SCE students only.

301 Environmental Geology (4). Reviews principles of environmental geology and human existence. Examines geologic principles, processes, and phenomena, relating them to humankind and human endeavors. **GEPS.** **NCh.** Athens only.

303 Energy Issues (3-4*). Introduces energy concepts, resources, technologies, and planning, and related environmental and chemical topics. Includes heat and electricity, chemical production, solar energy, photochemical smog, water and waste treatment, recycling, greenhouse effect, and population. Also CHEM/PHYS 303. **GEPS.**

324 Social Ecology in Mexico (4). On-site integrative study of biological, agricultural, social, and educational factors operating in a rural Mexican village.

334 Ornithology (3)*. Systematic, distribu-

Natural Science (NASC)

102 Physical Science: The Human Environment

Courses — Natural Science (NASC), Paralegal (PL), and Philosophy (PHIL)

tional, behavioral, and physiological study of shore, spring migratory, and canyon birds of Ventura County. Coreq.: NASC 334F. Pt. Mugu only. **GELS** for SCE students only.

334F Field Studies in Ornithology (1). Field study of birds of Southern California. **GEL.**

370 Science Seminar (1). Students, guest speakers, and faculty members present papers and projects. Registration and four regular terms of attendance required of all majors in Biology, Chemistry, and Physics. CRD/NCR only. **NCh.**

384 Wilderness Experience (2). Same as MSS 384. Coreq.: MSS 384.

390 Meteorology and Oceanography (3). Introduces meteorology and oceanography. Emphasizes physical, chemical, and geological processes. **GEPS.**

391 Physical Oceanography (3)*. Physical characteristics of the world's oceans. Human effect on ecology and pollution of oceans. Coreq.: 391L. **GEPS** for SCE students only.

391L Physical Oceanography Lab (1).* Coreq.: 391. **GEL** for SCE students only.

Paralegal (PL)

110 Legal Writing (3). Reviews rules of grammar, punctuation, and sentence construction and introduces basic legal documents.

392 Legal Philosophy and Jurisprudence (3). Surveys legal philosophy and jurisprudence.

Philosophy (PHIL)

110 Introduction to Philosophy (3-4*).

Examines such questions as the following: How does one know what is true? Are human beings free or determined? In what way are religious and ethical terms meaningful and useful? What is the purpose of life? **GEHb.**

217 Power and Oppression (3-4*). Philosophical examination of power structures which are and have been at work in societies to oppress some and favor others. Considers responses from feminism, Black power, Marxism, and libera-

tion theology. **GEHb.**

230 Introduction to Ethics (3-4*). Theoretical background, basic terminology, and classification necessary to understand various ethical systems, and the practical issues of contemporary ethics. **GEHb.**

321 History of Ancient and Medieval Philosophy (4). Ideas of representative thinkers from early Greeks to the Renaissance. Emphasizes Plato, Aristotle, St. Augustine, and St. Thomas. **GEHb.**

322 History of Modern and Contemporary Philosophy (4). Selected philosophic writings from Hobbes to Wittgenstein. Emphasizes recent movements, such as analytic philosophy and existentialism. **GEHb.**

330 Contemporary Life Styles (4)*. Various current philosophical trends including behaviorism, objectivism, and existentialism and their application to contemporary moral issues. EPIC only. **GEHb.**

332 Culture and the Arts (3-4*). See ART 371. **GEHb. GEFAa.**

350 Topics in Philosophy (3-4*). Selected areas of philosophical interest such as American Philosophy, Philosophy of Feminism, and Metaphysics. May be repeated with different topics. **GEHb.**

351 Philosophy of Religion (4). Analyzes nature of God, religious language, meaning of faith and revelation, conflicting claims of truth by different religions, and the problem of evil. **GEHb.**

370 Contemporary Issues in Philosophy: Love and Sex (3*-4). Examines philosophers' thoughts on love and sex from classical Greece to contemporary times. Emphasizes current issues. **GEHb.**

371 Classical Political Philosophies (4). Relevant works of major political philosophers from Plato to Hegel including Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Confucius, and Rousseau. Also PLSC 371. **GEHb.**

490 Senior Seminar (3). Prepares students for senior project. Includes senior examination. Also REL 490. **GEHb. NCh.**

Courses — Philosophy (PHIL), Photography (PHOT), and Physics (PHYS)

Photography (PHOT)

210 Elementary Photography (3-4*). Black and white exposure and processing techniques; photographer-controlled lighting; elementary composition; preparation of prints for critique. Camera and instructor's approval required. **GEFAb.** **NCh.**

310 Digital Imaging (3). Introduces software and hardware needed to acquire and manipulate photographs for publication, Web, and multi-media insertion. Prereqs.: PHOT 210 and instructor's approval.

311 Fundamentals of Vector Graphics (3). Explores object-based drawing and painting software as an artistic medium. Prereq.: ART 140. Also ART 311 **NCh.**

327A-D Staff Photography I-IV (2,2,2,2). Application of black-white and color, chemical, and digital techniques to assignments for campus publications. Camera required. Prereqs.: PHOT 210 and instructor's approval. **NCh.**

350 Color Photography (4). Fundamentals of color slide and negative exposure, processing, and printing. Prereqs.: PHOT 210 and instructor's approval. **NCh.**

355 Introduction to Web Design (3). Presents a fundamental view and hands-on application of web design covering HTML, graphics for the web, and the browser/server relationship. Prereq.: PHOT 310. Also ART 355. May be taken 2 times for credit. **NCh.**

450A-B Special Projects in Photography I-II (4,4). Applies fundamental photographic techniques to advanced projects in such areas as landscape, still life, and multimedia. Includes development of portfolio on the project theme. Appropriate equipment required. Prereq.: PHOT 210 and instructor's approval. **NCh.**

497 Internship (1-4). Supervised work experience in student's major area. **NCh.**

Physics (PHYS)

105 Introduction to Physics (3-4*). Basic principles, history, and applications of physics. A minimum of mathematics used. Not for Physics majors. **GEPS.**

201 General Physics I (5). Mechanics, wave motion, and heat. Lab. Prereqs.: algebra and

trigonometry. **GEPS-L.**

202 General Physics II (5). Continuation of 201. Electricity and magnetism, optics, and modern physics. **GEPS-L.**

203 Engineering Physics I (5). Calculus-based physics. Mechanics, wave motion, and thermodynamics. Lab. Prereq. or coreq.: MATH 201. **GEPS-L.**

204 Engineering Physics II (5). Calculus-based physics; electricity and magnetism, optics, and modern physics. Lab. Prereqs. or coreqs.: PHYS 203, MATH 202. **GEPS-L.**

230 Astronomy (3*-4). Planets and solar system; types and characteristics of stars; our galaxy and its relation to the observable universe. Some lab work and star observations. **GEPS.**

303 Energy Issues (3-4*). See NASC 303. Also Chem 303. **GEPS.**

311 Electronics for Scientists (4). Instrumentation and circuitry most often used in contemporary experimentation. Solid state devices including integrated circuits. Lab. Prereq.: PHYS 202 or 204.

322 Electricity and Magnetism (4). Theory of electric and magnetic fields, current electricity, electromagnetic waves, and Maxwell's equations at an intermediate level. Prereqs.: PHYS 202 or 204; MATH 202.

342 Analytical Mechanics (4). Topics from Newtonian mechanics, using vector methods and introduction to Lagrange formulation. Problem-solving emphasized. Prereqs.: PHYS 201 or 203; MATH 202. Also MATH 342.

350 Optics (4). Principles of physical optics at an intermediate level. Includes diffraction, interference polarization, and some geometrical optics. Lab. Prereqs.: PHYS 202 or 204; MATH 202.

355 Thermodynamics (2). Introduces principles of thermodynamics at intermediate level. Given as a portion of CHEM 411. Prereqs.: MATH 202; PHYS 202 or 204.

360 Atomic and Nuclear Physics (4). Introduces modern physics: special relativity, atomic structure, quantum theory, the solid state, and the nucleus. Prereqs. or coreqs.: MATH 202; PHYS 202 or 204.

368 Quantum Mechanics (4). Introduces quantum systems, using the Schrodinger equa-

Courses — Physics (PHYS) and Political Science (PLSC)

tion, operators, and Dirac notation. Prereqs.: PHYS 202 or 204; MATH 202.

Political Science (PLSC)

100 Introduction to Political Science (4).* Introduces the study of politics. Emphasizes relationship of politics to culture, economics, law, environment, and the media. Athens only.

207 Introduction to Law (4). Introduces the Constitution; history and nature of state and federal court systems; basic legal principles; relevant case studies; relationship between American legal system and society.

301 American Government and Politics (3-4*). General analytical survey of federal executive, congressional, and judicial processes with emphasis on policy issues of the 1990s. GESSb.

304 Contemporary Legal Issues (4). Major legal issues of our times, focusing on significant and controversial subjects.

320 Political Behavior (4). Studies socioeconomic, institutional, cultural, and psychological factors which influence American political behavior. Emphasizes public opinion and voting.

321 Political Parties and Interest Groups (4). Studies the organization and activities of American political parties and interest groups.

332 Public Administration (4). See PADM 332.

344 Political Sociology (4). See SOC 344.

351 International Relations (3*-4). Introduces basic principles and elements of international politics, the development of international law and organizations, and the conditions in developing areas.

352 Model United Nations (1). Organization and procedures of the UN through participation in model UN sessions with other universities.

363 Politics of Developing Nations (4). Basic political institutions, procedures, problems, and developments which have occurred in Third World nations from colonialism to present.

371 Classical Political Philosophies (3*-4). See PHIL 371. GEHb.

373 Modern Political Theory (4). Covers political theories of significant writers. Emphasizes liberalism, Marxism, socialism,

democracy, fascism, and political existentialism.

388 Statistics (4). Covers basic statistics for political scientists.

397 Political Internship I (2 or 4). Place-
ments with political campaign organizations, inter-
est groups, and community political action com-
mittees. 15-20 hours of work per week. Prereq.:
instructor's approval. NCh.

407 Constitutional Law (4). History and devel-
opment of the US Constitutional system, and rela-
tionship between government and the individual.

409 Topics in History and Political Science (3-4). See HIST 409.

410 Congress and the Presidency (4). Powers and processes of US congress and presi-
dency. Emphasizes the struggle for power.

416 State and Local Government and Politics (3*-4). Institutions and processes of state,
city, and county government. Emphasizes taxation,
public services, campaign and election processes,
and city administration. Offered infrequently.

426 Political Ethics (4). Problems of ethics in
the political community. Philosophical aspects of
political choice

440 Terrorism: Political Violence in the Modern World Since 1789 (4). See HIST 440.

443 The European Union: Institutions and Policies (4).* Examines the history and process of European unification and the development and scope of contemporary European Union institu-
tions and common policies. Athens only. Also ECBU 443.

451 International Law and Organizations (4). Political and functional agencies of the interna-
tional community. Non-governmental factors on
international economies and politics.

452 Comparative Government and Politics (4). Political institutions and processes in select-
ed Western European, communist, and develop-
ing nations.

453 European Government and Politics (4).* Studies the Europeanization of national politics in comparative perspective and the development of governmental institutions and political processes in select European Union nations since 1945.
Athens only. Prereq.: HIST 439.

454 European Union Institutions (4).* Introduces European Union institutions, decision-
making processes, international role, and future
prospects. Athens only. Prereq.: HIST 439.

Courses — Political Science (PLSC) and Psychology (PSY)

456 Comparative Foreign Policy (3*-4).

Theories and practices of Eastern and Western powers in international politics with emphasis on Soviet-American, Sino-American, and Sino-Soviet relations.

464 Chinese Communism (4). See HIST 464.

469 Political Development in 20th-Century Middle East (4). Political parties, movements, and philosophies that grew out of late 19th-century Arab nationalism, Pan-Islam and Zionism, and their effect on national development in Middle East.

471 Seminar in American Foreign Policy (4).

Studies American foreign policy from colonial times to the present. Also HIST 437.

489 Research Methodology (4). Processes, strategies, tactics, and problems of conducting research. Quantitative and qualitative research and evaluation processes, and nature of scientific thinking and measurement. Directed study only.

497 Political Internship II (2 or 4). Same as PLSC 397. NCh.

Psychology (PSY)

101 Principles of Psychology (3). Surveys basic concepts and principles in psychology. Emphasizes the organism as an adapting system. GESSa.

200 Psychology of Adjustment (3-4*). Development of human potentialities, adjustment, mental health, and social problems. Application of principles for emotional health. GESSa.

210 Leadership Development (2). Educational/philosophical perspective of leadership; practical implementation of various perspectives. Designed for current and future student leaders. NCh.

215 Personality Theory and Research (3). Surveys theory and research regarding description, development, and dynamics of personality. GESSa.

303 Learning and Behavior Change (3*-4). Principles of learning and behavior modification, their application to personal and social problems, and ethical issues. Prereq.: PSY 101.

304 Experimental Psychology (4). The use

of experimental design and analysis in the study of human behavior. Lab. Prereq.: PSY 101, 305.

305 Statistics (4). See BHV 305. GEM for SCE students only.

306 Cognitive Psychology (3*-4). Experimental and theoretical approaches to topics in perception, information processing, and other cognitive processes. Prereq.: PSY 101.

307 Child Psychology and Development (3*-4). See EDUC 350 Prereq.: ENG 111.. NCh.

308 Social Psychology (3*-4). See SOC 340.

310 Culture and Personality (3*-4). Examines cross-cultural psychological issues in sociocultural context. Includes perception, cognition, intellectual and social development, sex differences, mental illness, and cross-cultural testing of major psychological theories. Prereq.: ENG 111. Also ANTH 331.

311 The Psychology of Incarceration (3*-4). Adaptive processes and effects of confinement on incarcerated people and identification of implications.

312 Abnormal Psychology (3-4*). Abnormal behavior including historical and recent perspectives, current approaches to etiology, diagnosis, and treatment. Prereq.: PSY 101.

315 Psychological Testing (3). Measurement instruments and their applications. Test construction, selection, and interpretation. Use of tests in clinical and educational decision-making. Prereq.: PSY 101, 305.

327 Health Psychology (3-4*). Explores psychological factors in health maintenance and illness prevention and in recovery or adjustment to ongoing illness. The mind-body relationship.

336 Psychology of Religion (4). See REL 303. GEHb.

375 Community Psychology (3). Examines psychological and ecological theories as they relate to psychosocial problems in living. Studies the individual interacting in social systems. Focuses on understanding and application of the conceptual paradigms found in community psychology theory, research, and practice.

390 Research Methods (4). Methodology and research design in psychology. Prereq.: PSY 101; PSY 305 strongly recommended.

395 Computer Data Analysis (2). See BHV

Courses — Psychology (PSY)

395.

400 History of Psychology (3-4*). Major ideas, conception, and points of view that have shaped psychological thought: Psychoanalytic, Behavioristic, Gestalt, Phenomenological, and selected modern theories. Prereq.: PSY 101.

405 Brain and Behavior (3-4*). Structure and function of integrated, sensory, motor, and glandular systems in relation to behavior. Perception, learning, motivation, and memory. Prereq.: PSY 101 or BIOL 203.

407 Life-Span Development (3-4*). Psychological development over the life-span; optimum patterns of life, and biological and social conditions that influence development. **GESSa.**

408 Adolescent Psychology (3-4*). Transition period between childhood and adulthood. Major biological events, societal expectations, and responsible adulthood.

422 Substance Abuse (3). Basic issues in substance abuse and addiction; role of the counselor; psychological, social, and medical aspects of addiction. Prereq.: PSY 101.

429 Counseling and Interviewing Skills (3-4*). Major schools of theory and application of counseling and interviewing skills.

439 Industrial-Organizational Psychology (3-4*). Psychological and behavioral concepts and theories related to behavior in organizational settings. Prereq.: PSY 101.

450 Selected Topics (3). Presents various topics relevant to psychology in the instructor's area of expertise.

458 Stress Management (3*-4). Understanding stress, how it affects an individual's physical and mental health, and techniques for dealing with stressful situations. Also ECBU/MGMT 458.

497 Internship (1-4). See BHV 497. **NCh.**

499 Senior Seminar/Thesis (3-4). Prereq.: PSY 390.

501 Educational Psychology (3). See EDUC 503.

502 Research Methods in Counseling (3). Examines qualitative and quantitative research methods used in counseling and marriage and family therapy. Includes experimental and descriptive approaches, single and multiple subject designs, outcomes assessment, and program evaluation. For MFCT and Counseling (Concen-

tration) students only.

505 Educational Assessment (3). See EDUC 501.

506 Human Sexuality (1 or 3*). Reviews theories of sexual development and treatment of sexual dysfunction from physiological, psychological, and family systems perspectives. For MFCT students only. Prereqs.: PSY 516, 517. **NCh.**

507 Human Development (3). Reviews developmental physiology, social-psychological factors in personality development, behavior patterns, and interactional capacity through life-cycle stages. Also EDUC 550.

509 Psychological Testing (2). Reviews theories and applications of commonly used psychological tests for family and individual assessment. For MFCT and Counseling (Concentration) students only. Prereq.: PSY 512, 518. **NCh.**

510 Applied Personality Theory (2). Reviews application of select personality theories to the normal personality and problems that can develop. Focuses on non-clinical issues and problems. Covers some aspects of DSM. For Counseling (Concentration) students.

511 Analysis of Family Crisis (3). Reviews various family crises and life cycle events which marriage and family therapists encounter with families and couples.

512 Clinical Psychopathology (3). Reviews etiology, evaluation, diagnosis, and treatment of specific clinical disorders, their relevance to counseling, and dysfunctions within marital and family relationships. Applies current DSM for marriage and family therapists. For MFCT and Counseling (Concentration) students only. **NCh.**

513 Behavior Therapy (1 or 3*). Principles of learning and conditioning and their application in changing maladaptive behavior.

514 Career Development (3). See EDUC 565.

515 Higher Education Counseling (2). Reviews application of counseling skills to varying roles and functions of counselors in a higher education setting. Prereqs.: PSY 516, 517.

516 Counseling Theories and Techniques (3). Reviews family systems, psychological and medical paradigms of counseling theories, and techniques associated with these theoretical orientations. For MFCT and Counseling (Concentra-

Courses — Psychology (PSY)

tion) students only. NCh.

517 Counseling Skills and Process (3).

Reviews phases and stages of the counseling process and the development of micro-counseling skills. Prereq.: PSY 516. NCh.

518 Family Therapy (3).

Reviews theories and techniques of family therapy from a family systems perspective and applies them to diverse family systems, populations, and cultural settings. For MFCT students only. Prereqs.: PSY 516, 517. NCh.

519 Couples Therapy (2). Reviews theories and techniques of couple therapy from a family systems perspective. Reviews developmental patterns and diverse types of couple relationships. For MFCT students only. Prereq.: PSY 516, 517, 518. NCh.

520 Counseling Adults (1 or 3). Theories, techniques, and strategies for counseling adults and the elderly.

521 Child Therapy (2). Reviews theories and techniques of child therapy. Includes practical applications, demonstrations, and case studies. For MFCT students only. Prereq.: PSY 516. PSY 517 recommended.

522 Group Counseling (3). Reviews theories and techniques of group counseling and their applications for individual, family, and couple groups. Includes in-class group experience. Prereq.: PSY 516, 517. NCh.

523 Multicultural Counseling (3). Reviews culture-specific and culture-general content and skills, cultural miscommunications, ethnic identity issues, and majority-minority interpersonal relationships in professional settings. Explores cultural self-awareness, self-identify, and beliefs. NCh.

527 Professionalism, Ethics, and Law in Counseling (2). Reviews current professional issues, laws, legal systems, and ethical guidelines relevant to counseling and marriage and family therapists. Develops professional awareness and identity. For MFCT and Counseling (Concentration) students only. NCh.

528 Substance Abuse Counseling (2 or 3*).

Reviews etiology, diagnosis, treatment, and prevention of various types of substance abuse,

including alcohol, prescription medications, and controlled substances. Addresses impact of substance use and abuse on individuals, families, couples, and special populations. NCh.

530 Violence and Abuse in Family Systems (2).

Reviews historical, psychological, and family systems' perspectives on domestic violence, physical and sexual child abuse and neglect, and other patterns of familial violence. Examines diagnosis, treatment, and prevention strategies. NCh.

534 Psychopharmacology (2).

Examines the use of psychotropic medications in the treatment of various psychological disorders. Emphasizes psychotherapist's role and the interaction with psychotherapy. Prereqs.: PSY 501 or 512; 516; 517.

580 Supervised Fieldwork in Marriage, Family, and Child Therapy I (3). Approved placements in marriage and family therapy professional settings. Acquisition and application of advanced theories and techniques of marriage and family therapy. Requires a specific amount of supervised experience. For MFCT students only. Prereqs.: PSY 512, 516, 517, 527 and instructor approval. NCh.

581 Supervised Fieldwork in Marriage, Family, and Child Therapy II (3). Continuation of 580 for MFCT students only. Prereqs.: PSY 580 and instructor approval. NCh.

582 Supervised Fieldwork in Counseling (3).

Approved placements in professional counseling settings. Counseling (concentration) students only. Prereqs.: PSY 510 or 512; 516; 517; 527 and instructor approval.

590 Selected Topics (1-3). Selected topics in counseling and marriage and family therapy. May be repeated for different topics.

594 Thesis (2). Includes an original investigation conducted under the direction of a three-member committee. Prereq.: approval of program chair, department, and Graduate Office. CRD/NCR only.

595 Competency Exam (0). Verification of the student's competence in the subject matter of required courses.

Courses — Psychology (PSY)

596 Graduate Seminar (2). Culminating activity for MFCT and Counseling (Concentration) students. Design and completion of topic in student's area of professional interest and expertise. Prereqs.: PSY 502 and Advanced Standing. NCh.

600 Community Psychology I: Theory (3). Examines the field of community psychology. Reviews its history, major theoretical approaches, concepts and research paradigms. NCh.

601 Current Social Issues (2). Examines major theoretical orientations in social problems including substance abuse; interpersonal violence; racial, gender and economic inequalities; environmental exploitation; and health care. NCh.

602 Community Psychology II: Interventions (3). Continues 600. Examines various approaches to interventions in community psychology and interrelationships between theory, research, and evaluation. Prereq.: PSY 600. NCh.

603 Introduction to Dissertation Research (1). Introduces organization, formulation of topics, and steps in the dissertation process. CRD/NCR only. NCh.

604 Biological Bases of Behavior (2). Examines anatomical, biochemical, and physiological bases of normal and abnormal behavior. NCh.

605 Advanced Statistics I (3). Reviews analysis of variance and covariance, simple effects analyses, factorial designs, and the use of SPSS for these statistical techniques. NCh.

606 Advanced Statistics II (3). Continues 605. Reviews multivariate techniques, multiple regression, discriminant, factor and cluster analysis, multidimensional scaling, and structural equation modeling. Prereq.: PSY 605. NCh.

607 Advanced Human Development (2). Reviews theories and research in lifespan development. Examines biological, cultural, and environmental influences on cognitive, affective, moral, and personality development.

608A Cognitive and Intellectual Assessment I (2). Reviews cognitive and intellectual assessments for children and adolescents. Examines impact of cultural diversity on intellectual assessment. NCh.

608B Cognitive and Intellectual Assess-

ment II (2). Reviews intellectual and neuropsychological assessments for adults. Examines impact of cultural diversity on intellectual assessment. Prereq.: PSY 608A. NCh.

609 Personality Theory and Research (2). Examines psychodynamic, humanistic, cognitive-behavioral, and multicultural theories of personality across the lifespan. Reviews research and assessment issues in personality development. NCh.

610 Clinical-Community Clerkship (0). Supervised psychology clerkship in cognitive assessment or applied community psychology. Prereqs.: PSY 600, 608A. CRD/NCR only. NCh.

612 Advanced Psychopathology (3). Examines the etiology and classification of psychological disorders, and theoretical and controversial issues concerning these disorders.

614 Clinical Skills and Interviewing Techniques (2). Introduces basic clinical skills, interviewing strategies, risk assessment, crisis intervention, and mental status evaluation.

615 Fundamentals of Psychotherapy (3). Reviews assumptions and models of psychotherapy from historical, theoretical, and cultural perspectives. Examines the processes, types, and stages of psychotherapy, and research issues concerning the efficacy of psychotherapy.

617 Professional Issues and Ethics (2). Reviews ethical guidelines and legal issues in professional psychology, and current professional issues in clinical-community psychology. NCh.

623 Multicultural Competency I: Theory and Research (2). Examines theory and research concerning the relationship between culture and individuals from a multidisciplinary perspective.

624 Multicultural Competency II: Clinical Applications (2). Examines clinical applications of multicultural issues, including cross-cultural psychology and assessment. Explores development of cultural self-awareness and self-identity. Prereq.: PSY 623. NCh.

628 Personality Assessment I (3). Introduces projective personality assessment from a multicultural perspective. Reviews administration, scoring, and interpretation of Rorschach, TAT, and other projective assessments across the lifespan and with different cultural groups. NCh

Courses — Psychology (PSY)

629 Personality Assessment II (3). Introduces objective personality assessment from a multicultural perspective. Reviews administration, scoring, and interpretation of objective assessments such as the MMPI-2 across the lifespan and with different cultural groups. Prereq.: PSY 628. **NCh.**

630 Year 2 Comprehensive Exam (0). Completion of Year 2 comprehensive examination. Program approval required. CRD/NCR only. **NCh.**

634 Psychopharmacology (2). Reviews the role of medication in the treatment of psychological disorders, and ethical and professional implications. **NCh.**

635 Clinical-Community Practicum I (2). Provides supervised clinical fieldwork in approved clinical-community settings. Reviews current ethical issues, psychotherapeutic, and psychological assessment techniques. CRD/NCR only. **NCh.**

636 Clinical-Community Practicum II (2). Continuation of PSY 635. CRD/NCR only. **NCh.**

637 Advanced History and Systems (2). Examines the history and development of scientific and professional psychology and the impact of culture on scientific theory.

638 Advanced Learning and Memory (2). Examines theories of classical and operant conditioning, contemporary models of learning and behavior changes, and cognitive and memory processes. **NCh.**

639 Advanced Social Psychology (2). Examines theory and research in the functioning of individuals within their social environments. Includes social cognition, attitude formation, development of self, and interpersonal issues of aggression, affiliation, and altruism. **NCh.**

640 Research Methods in Clinical-Community Psychology (3). Reviews current research methods in clinical-community psychology. Prereq.: PSY 606. **NCh.**

641 Advanced Qualitative Research (1). Reviews current methods of qualitative data analysis. **NCh.**

642 Dissertation Seminar: Proposal (1). Prepares dissertation proposal and forms dissertation committee. Prereqs.: PSY 603, 640, and advancement to Psy.D. candidacy. CRD/NCR

only. **NCh.**

643 Dissertation Proposal Defense (0). Presentation of Psy.D. dissertation proposal defense. Prereq.: PSY 642. CRD/NCR only. **NCh.**

645 Advanced Psychotherapy I (3). Reviews psychodynamic, humanistic, and experiential theories and techniques of psychotherapy across diverse populations and cultural groups. Examines efficacy and outcome research in clinical-community settings. Prereq.: PSY 615. **NCh.**

646 Advanced Psychotherapy II (3). Continues 645. Reviews cognitive-behavioral, solution-oriented, and brief theories. Prereq.: PSY 645. **NCh.**

647 Advanced Group Psychotherapy (3). Reviews theories, research, and interventions of group psychotherapy across diverse populations, settings, and psychological disorders. Prereq.: PSY 615.

648 Psychological Disorders of Children and Adolescents (2). Reviews development, assessment, and interventions of psychological disorders in children and adolescents. Examines psychosocial, biological, cultural, and ecological variables influencing the etiology of these disorders. **NCh.**

649 Full Battery Assessment (3). Reviews methods for integrating information from a psychosocial history, behavioral observations, and psychological tests into a comprehensive psychological report. Prereq.: PSY 608, 628, 629. **NCh.**

650 Advanced Family Psychology (2). Reviews theories, interventions, and research in family psychology among different types of families across the lifespan. Examines awareness of the impact of one's family-of-origin in relationship to professional development.

651 Substance Abuse: Detection and Treatment (1). Reviews detection, assessment, and intervention of various types of substance abuse.

652 Child Abuse: Detection and Treatment (1). Reviews detection, assessment, reporting, and interventions for child, elder, and spouse/partner abuse.

653 Advanced Human Sexuality (1). Reviews theories of sexual development and treatment of sexual disorders, and psychosocial and cultural variables associated with these issues.

Courses — Psychology (PSY) and Public Administration (PADM)

655 Clinical-Community Practicum III (2).

Provides advanced supervised fieldwork in approved clinical-community settings. Reviews advanced ethical issues, psychotherapeutic, and psychological assessment techniques. CRD/NCR only. **NCh.**

656 Clinical-Community Practicum IV (2).

Continuation of PSY 655. CRD/NCR only. **NCh.**

660 Year 3 Clinical Competency Exam (0).

Completion of Year 3 clinical competency examination. Prereq.: PSY 656. **NCh.**

663 Dissertation I (3). Implementation of the dissertation. Prereq.: PSY 642. CRD/NCR only. **NCh.**

664 Dissertation II (3). Continuation of PSY

663. Completion and defense of the dissertation. CRD/NCR only. **NCh.**

670 Advanced Professional Development I (2). Introduces an integrated model of clinical-community psychology across assessment, intervention, consultation, and outcome evaluation. Prereq.: PSY 656. CRD/NCR only. **NCh.**

671 Advanced Professional Development II (2). Continues 670. CRD/NCR only. **NCh.**

680A,B Clinical-Community Internship I,II (5,5).

Completion of 1500 clock hours of supervised psychological services in an approved clinical-community setting on a full-time one-year basis. Prereq. for 680A: PSY 656, 660, 664. Prereq. for 680B: PSY 680A. CRD/NCR only. **NCh.**

681A,B Clinical-Community Internship I,II (5,5).

Completion of 1500 clock hours of supervised psychological services in an approved clinical-community setting on a half-time basis. Prereq. for 681A: PSY 656, 660, 664. Prereq. for 681B: PSY 681A. CRD/NCR only. **NCh.**

690 Selected Topics in Clinical-Community Psychology (1-3). Selected topics in clinical-community psychology. May be repeated for different topics. **NCh.**

728 Psychopharmacology for Counselors (1).

Surveys major classes of drugs and their effects on the human body and mind.

313 Urban Environments (4). See SOC 313. Also MGMT 313. **CORE2b.**

314 Local Public Administration and Government (4). Structures and processes of city, county, and special district governments, with attention on role of professional employees, local government, and environmental dynamics.

320 Federalism and the Administrative State (4). Introduces federalism in America and its impact and its implications for the political, social, and economic life of Americans.

330 Labor-Management Negotiations in the Public Sector (4).* Philosophy and practices of public sector unionism. Negotiation processes discussed and experienced.

332 Public Administration (4). Federal, state, and local administrative agencies and programs. Emphasizes organizational behavior, policy-making, and implementation. Also PLSC 332.

333 Ethics and Social Responsibility (4). Explores philosophical foundations of values, beliefs, attitudes, and ethics for individuals and organizations. Emphasizes both historical/philosophical foundations and relevant experiential analyses. Also MGMT 333. **GEHb.**

334 Public Finance and Fiscal Policy (4). See ECBU 327.

350 Managing Human Resources (4). See MGMT 350.

364 Cultural Resource Management (4). See ANTH 364.

368 Culture and Gender Issues in Management (4). See HSM 368. Also MGMT 368, ECBU 353.

388 Statistics (4). See MGMT 388. **GEM** for SCE students only.

398 Government Internship I (2 or 4). Three-month internship in local administrative and elective offices in the greater Pomona Valley area. Prereq.: junior or senior standing. **NCh.**

436 Policy-Making Process (4).* Examines specific policies of organizations, both private and public, and highlights role played by the bureaucracy. Also MGMT 436.

439 Organizational Behavior: Theory and Application (4). Case-studies approach dealing with realities of organizational life dynamics. Also

Public Administration (PADM)

Courses — Public Administration (PADM)

MGMT 439. Prereq.: MGMT/PADM 300

469 Management of Change and Conflict (3*-4). Planning for change; the nature and sources of environmental and organizational conflict; strategies for change and conflict resolution. Also ECBU/MGMT 469.

470 Administrative Processes (4). Addresses problems, processes, and solutions for public administration. Incorporates human resource management, fiscal administration, and administrative law.

480 Communications in Management (4). See HSM 480. Also MGMT 480. GEWE2 for SCE students only. NCh.

489 Research Methodology in Government (4). Statistics, research design, and their use in analysis of social science data. Critiques quantitative research in social sciences. Basic tools for quantitative research.

490 Special Topics (1-4). Special, contemporary issues in the public sector. If the special issues differ, course may be taken more than once with approval of counselor or program coordinator. Also MGMT 490.

498 Government Internship II (2 or 4). Continuation of 398. NCh.

500 Human Resource Management in Public Organizations (3). Covers theories and applications of the political dynamics of public personnel policies and public employee development.

506 Communication for Public Administration (3). Reviews English grammar and vocabulary, concentrating on vocabulary of administration and management. Includes writing and speaking practice for non-English native speakers. Coreq. for MSIA students. CRD/NCR only. NCh.

521 Cross-Cultural Communication (3). Investigates major dimensions of cultural variation affecting internal and external communication.

523 International Management (3). Considers constraints management encounters in selected countries and regions. Includes interest conflicts and solutions and establishing foreign branches.

525 Seminar in Economic Theories (3). Analyzes current economic policies and their effects on individual firms and the economy.

Studies selected current economic issues.

527 Government and Business Partnering (3). Integrates approaches to common challenges of global competitiveness roles and relationships of businesses and government and their ideological assumptions. Covers managing a firm's comparative advantages and disadvantages in international trade and competition.

531 Organizational Theory (3). Surveys organizational theories as they relate to public organizations. Includes organizational design and structure of government. Explores behavioral implications of organizations and consequences for management theory.

532 Introduction to Public Administration (3). Introduces public administration. Includes learning basic skills and presentation skills.

533 Policy Formation and Analysis (3). Analyzes manner in which policy is formulated, implemented, and evaluated.

534 Management of Public Funds (3). Prepares student for practical decision-making in the administration of financial resources in the political environment.

537 Regionalization and Intergovernmental Relations (3). Reviews major themes in politics of planning, administrative procedures, and intergovernmental relations relating to regional issues.

554 Collective Bargaining in the Public Sector (3). Reviews history of labor relations, behavior and techniques, and future role in collective bargaining and negotiation. Includes interest-based bargaining and attention to public and private sector environments.

555 Ethics and Decision-Making in Public Management (3). Studies moral reasoning and values as they apply to public choice and public management.

560 Innovation and Information Technology (3). Surveys information system management from perspective of administration. Focuses on technological and behavioral challenges of information system design and implementation.

561 Administrative Law (3). Analyzes the nature and scope of administrative law as they relate to administrative agencies, constitutional provisions, and judicial review.

581 Comparative Public Administration (3). Presents concepts of bureaucracy, system trans-

Courses — Public Administration (PADM)

formation, national administrative systems, and politics in developed and developing nations.

583 Managing Groups and Coalitions (3).

Emphasizes and describes the skills needed by public administrators in collaborating with special interest groups, political appointees, and elected officials.

588 Statistics (3). Surveys statistical procedures, descriptive and inferential, in the study of organizations.

589 Research Methods (3). Surveys methodological, qualitative, and quantitative procedures employed in the study of organizations.

590 Selected Topics in Public Administration (3). Consists of selected topics of current interest and importance.

591 Administrative Operations (2). Theory and application of municipal administrative operations, including direct support of city administrator.

592 Community Services (2). Theory and practice of municipal community service operations, including direct support of government departments involved in community service.

593 Environmental Planning (2). Theory and practice of municipal environmental planning operations, including direct support of departments involved in environmental planning.

594 Intergovernmental Relations (2). Analyzes theory and practice of municipal intergovernmental relations. Focuses on current and future intergovernmental practices and behavior.

NCh.

595 Municipal Development (2). Theory and practice of municipal development programs and projects, including direct support of departments involved in the municipal development process and economic development.

596 Graduate Seminar (3). Culminating activity for the master's program. Includes preparation, presentation, discussion, and evaluation of research papers researched and written by each student. May not be taken as a directed study. CRD/NCR only. NCh.

597 Special Projects (2). Theory and practice of special municipal areas of concentration, including direct support of city departments involved in these specialized functions.

598 Government Internship III (3). Provides

internship for three months in elected or administrative offices in greater Los Angeles. Directed study only.

600 Contemporary Issues in Public Administration (3). Selected topics in public administration. Directed study only.

610 Foundations of Public Administration (1-3). Readings in Public Administration: management, organizational theory and behavior, policy analysis, and social science research.

620 Organizational Theory and Design (3). Examines structural and behavioral processes of organizations, including restructuring.

622 Political Systems and Environments (3). Examines how political systems cope with various forces within their environments, largely assessed through systems theory.

650 Fiscal Administration (3). Examines budget decision-making, control, capital acquisition, and debt management.

651 Human Resource Management (3). Role of executive in the efficient management of human and material resources.

671 Program Evaluation (3). Analysis and application of theories, concepts, and principles of program evaluation to the design of current programs.

672 Policy Analysis (3). Examines policy making, including political conflict, policy development, administrative implementation, and policy consequences.

673 Strategic Management (3). Analysis and design of the strategic planning approach and structure. Emphasizes the various elements of strategic planning as they are integrated into overall management systems.

674 Organizational Change and Development (3). Analyzes theories and strategies of planned change as a basis for managing reform and development in organizations.

675 Executive Leadership (3). Role of executive leaders in the formation and management of public policy. Attention will be given to environmental pressures, alternative leadership roles, organizational climate, and policy management.

677 Administrative Decision-Making and Ethics (3). Reviews decision-making theories

Courses — Public Administration (PADM) and Radio (RDIO)

and concepts, and applies them in analyzing and identifying decision-making processes and systems. Emphasizes developing managerial decision-making skills.

678 Information Resource Management

(3). Theoretical framework for understanding the role of information in organizations. Design and management of information systems to improve problem-solving, management decision-making, strategic planning, and performance monitoring.

682 Conflict Management (3). Techniques and issues involved in resolving conflict in interpersonal and intergroup settings. Role of the individual in conflict, and ways the manager can manage conflict to advance the organization.

690 Public Administration Foundations (3). Surveys public administration fields. Concentrates on foundations of quantitative analysis and organizational theory.

691 Research Methods (3). Nature of scientific inquiry; methods employed in research and the evaluation of research; philosophy of science; research design and analysis.

692 Statistics (3). Focuses on calculation and application of parametric and non-parametric tests of differences and relationships as well as simple linear and multiple regression analyses.

694 Research Foundations (3). Surveys the major fields of public administration concentrating on those writers who have made major contributions. Focuses upon conceptual and methodological foundations. CRD/NCR only. NCh.

695 Applied Research Methods and Techniques (3). Intermediate course in research methods and techniques. CRD/NCR. Prereqs.: PADM 691, 692.

696 Selected Topics (3). In-depth investigation and study of a focused research topic. Directed study only. May be taken twice for credit. Prereq.: PADM 690, 691, 692. NCh.

697A-B Dissertation—Part I,II (3,3). Research and writing of doctoral dissertation. CRD/NCR. Prereq.: PADM 691, 692, 695.

Radio (RDIO)

112 Radio and TV Audio Controls & Techniques (4). Basics of audio controls in the broadcast industry. Use of audio boards and recording equipment. Experience with radio studio controls and audio for video. Also TV 112.

166 Introduction to Mass Media (3). Introduces print and electronic media. Examines history, regulation, programming, and economics. Emphasizes impact of media and media literacy. Also JOUR/TV 166. GEHc.

175 Interviewing for Mass Media (2). See JOUR 175. Also TV 175.

220A Radio Production I (4). Introduces radio production as a viable communication medium. Includes radio announcing, programming, ratings, and sales. Requires on-air work on KULV Radio and production work.

220B Radio Production II (4). Continuation of 220A. Emphasizes on-air work and production. Includes airshift on KULV. Prereq.: RDIO 220A with C- grade or better. NCh.

220C-D Radio Production III-IV (2,2). Continuation of 220B. Prereq.: RDIO 220B with C- grade or better. NCh.

261 Careers in Communications Media (2). See JOUR 261. Also TV 261. NCh.

305 Radio and TV Newswriting and Editing (3). Gathering, writing, and editing news in forms required by radio and television. Prereq.: JOUR 100. Also JOUR/TV 305.

306A-D Radio Station Newswriting and Editing I-IV (2,2,2,2). Gathering, writing, and editing news in forms required by radio and television. Prereq.: RDIO 305.

307 Editorial Writing (2). See JOUR 307. Also TV 307.

318 Survey of Multi-Media (4). See JOUR 318. Also TV 318.

319 Designing Multi-Media Web Pages (4). Prereq.: RDIO 318. See JOUR 319. Also TV 319.

328 Media Sales (3). Emphasizes professional selling and sales management techniques. Also JOUR/TV 328, ECBU 361.

351 Playwriting and Screenwriting I (4). See THAR 360. Also ENG 316; TV 351. GEFAa. GEFAb. NCh.

400 Designing the Media Message (3). See

Courses — Radio (RDIO) and Reading (RDG)

TV 400.

408 Selected Topics in Communications (1-4). See JOUR 408. Also TV 408.

426A-D Radio Station Operation I-IV (2,2,2,2). Advanced positions and responsibilities in operating campus radio station. Prereq.: Instructor's approval. **NCh.**

460 Law and the Mass Media (3). See JOUR 460. Also TV 460.

465 History of Mass Media—Printed and Electronic (4). See JOUR 465. Also TV 465.

467 Ethics of Mass Media—Printed and Electronic (3). See JOUR 467. Also TV 467.

480A-B Radio Special Projects I, II (2,2). Work in studios to assist beginning students and produce work for operation of campus radio station. For students who have completed all required radio sequences. Prereq.: Instructor's approval. **NCh.**

497 Internship (1-4). Supervised work experience in student's major area. Prereqs.: 3.0 GPA in major; instructor's approval. **NCh.**

Reading (RDG)

510 Literacy Instruction and Methodology (3). Focuses on how literacy theory, research, and assessment results translate into instructional practices that help children read proficiently. Includes 20 hours of fieldwork. **NCh.**

514 Literacy Assessment and Diagnosis (3). Focuses on the emergent, developing, and remedial reader and diagnostic and prescriptive techniques in reading. Includes 20 hours of fieldwork with emergent and struggling readers. **NCh.**

516 Individualization of Literacy Instruction (3). Provides opportunities to assess students' needs and weaknesses in all literacy areas. Includes 20 hours of fieldwork with two groups of struggling readers. **NCh.**

517 Literature and Literacy (3). Studies classic and contemporary literature for children and adolescents, the evolution of literature and literature curricula, and instructional and presentational strategies to stimulate personal and creative responses to literature. Includes 20 hours of field-

work with a "reluctant reader." **NCh.**

518 Concept Development and Language Acquisition (3). Explores primary and second language acquisition processes and their relationships to concept formation and literacy. Includes 20 hours of fieldwork. **NCh.**

520 Advanced Methods and Materials (4). Provides candidates opportunities to develop advanced, professional perspectives on reading and language arts curriculum, instruction, and assessment. Includes 10 hours tutorial fieldwork with a beginning reader and 10 hours with an older, non-reader. **NCh.**

525 Reading Research, Theory, and Process (3). Provides advanced study of teaching of reading. Focuses on reading theory, methodology options, and current research. Coreq.: RDG 525F. **NCh.**

525F Supervised Fieldwork Experience (2). 30-hour fieldwork with children at a school (including ELL students). Sharpens ability to use a variety of literacy strategies to support language, reading, and writing development of all students. Coreq.: RDG 525. **NCh.**

530 Reading Specialist Leadership (4). Develops leadership skills. Includes 20 hours of fieldwork with formal presentations, research, and schoolwide program evaluation. **NCh.**

Religion (REL)

100 Introduction to Religion (3-4*). Studies the origins and nature of religion, its relationship to cultures, and modern religious issues. **GEHb.**

131 Beginning New Testament Greek (4). Introduces basic reading, writing, and pronunciation skills, with sample readings from the New Testament. **GEHb.**

220 Survey of Old Testament/Hebrew Scriptures (3- 4*). Surveys biblical literature with attention to literary types and their historical background. Emphasizes the Pentateuch and the prophets. Also ENG 281. **GEHa. GEHb.**

230 Survey of the New Testament (3-4*). Focuses on history of the literature as well as major theological motifs. **GEHb.**

240 Foundations of Christian Theology

Courses — Religion (REL)

(3-4*). Examines basic Christian doctrines of God, Christ, and Holy Spirit; humanity and salvation; church and scriptures. **GEHb.**

242 Contemporary Catholic Traditions (3-4*). Examines, academically and non-confessionally, the historical background to contemporary social, cultural, ethical, and theological issues relating to Catholicism, including feminist, process, and liberation theologies. **GEHb.**

280 Preaching Laboratory I (4).* Focuses on improving the structure, flow, content, and delivery of sermons and other spoken communication. For practicing pastors and lay preachers. ECBCS only. **GESE** for ECBCS only.

288 Christian Worship (4).* Biblical and theological foundations of Christian worship. Analyzes impact of liturgical traditions and contemporary worship on Latino and other communities. ABTC only.

300 World Religions: West (3-4*). Examines the origin, development, and contemporary manifestations of Judaism, Christianity, and Islam. **GEHb.**

303 Psychology of Religion (4). Categories of religious personalities in light of classical and humanistic psychology. Also PSY 336. **GEHb.**

305 World Religions: East (3-4*). Examines the origin and development of those religions which undergird East, South, and Southeast Asian world views and societies. Also Soc 311. **GEHb.** **CORE2b** for SCE students only.

311 Archeology and the Bible (4). Surveys archeological discoveries relating to the Bible. Focuses on Israelite settlement of Palestine, the Romanization of Palestine, and Greco-Roman cities visited by Paul. **GEHb.**

317 History of the Holy Land (4). Study tour to biblical, historical, and religious sites in Israel. Examines the Israelite, Jewish, Christian, and Islamic connections. Prereq.: one semester of Bible or instructor's approval. **GEHb.**

320 Selected Topics in the Old Testament/Hebrew Scriptures (4). Examines selected themes or books focusing on original meanings and current relevance. **GEHb.**

321 The Prophets (4). Introduces writings of the prophets of the Old Testament/Hebrew Scriptures. Covers historical background and the theological significance of general phenomenon of

prophecy. ABTC and ECBCS only. **GEHb.**

323 Old Testament/Hebrew Scriptures in Historical Context (4).* Development of covenant people. Examines major themes and significant passages in light of their historical-social contexts. ECBCS only. **GEHb.**

331 Jesus and His Teachings (4). Consults wide range of scholarship in doing close, firsthand study of Synoptic Gospels. **GEHb.**

332 The New Testament in Historical Contexts (4).* Great theological themes of New Testament kerygma. Thorough methodology for locating and interpreting its meaning. ECBCS only.

333 Letters of Paul (4). Broad view of the Apostle Paul—the man, his career, and his thought—by exploring findings of various Pauline scholars. Verse-by-verse exegesis of letters of Paul. **GEHb.**

338 Studies in the New Testament (4).* Prereq. or coreq.: REL 332. Directed study only. ECBCS only.

339 Archeology in Roman Palestine (4). Field study in Israel. Focuses upon archeological methodology and its relation to disciplines such as ceramics and numismatics. Prereq.: instructor's approval. **GEHb.** **GESSa.**

340 Issues in Feminist Theology (4). Explores relationship between views of gender and the historical development of religious concepts. Covers the variety of contemporary feminist approaches to theological issues.

348 Formative Thinkers of 20th Century Theologies (4). Examines important theologians of the 20th century. Includes Barth, Bultmann, Tillich, Daly, Ruether, and Fiorenza. **GEHb.**

349 Contemporary Themes in Christian Thought (4). Examines contemporary movements in Christian thought, such as liberation theology, process theology, and feminist theology. **GEHb.**

350 Religion and Literature (3-4*). Traces religious themes and ideas as they appear in literary works of the past and present. **GEHa.** **GEHb.**

354 Apocalypse Now and Then (3). Studies the role apocalyptic images and themes play in ancient and modern cultures. **GEHb.**

360 Religion and Violence (4). Examines the

Courses — Religion (REL), Social Science (SOSC), and Sociology (SOC)

theological and historical relationship between religion and violence. Focuses on Judeo-Christian traditions with some comparison to Eastern traditions and Islam. **GEHb.**

361 Religion and Ecology (3-4*). Investigates views of various religious traditions regarding the relationship between humans and nature. Studies ways in which theological perspectives influence attitudes and actions toward non-human entities. **GEHb.**

362 The Church and Urban Problems (4). Social gospel of 20th century in light of urban challenge to contemporary church, particularly in the minority and Black ghetto.

370 History of Christianity (3-4). Chronological survey of major movements and figures of Christianity. Emphasizes relationship between theological statements and formulations and sociopolitical context. **GEHb.**

373 The Black Church in America (4).* Historical development of Black worship, evolution of churches, and impact on society. Designed for persons engaged in the Black church and community. ECBCS only.

378 Jesus in Art and Film (4). Explores images of Jesus from early Christian art to contemporary films. Examines visual depictions of Jesus as a cultural symbol or metaphor. Also Art 378. **GEFAa. GEHb.**

380 Preaching Laboratory II (4).* Designed to add major emphasis to art of illustration, drawing on resources of novels studied in REL 351, and resources of Bible, personal experience, and observation. Prereqs.: REL 280 and ENG 111. ECBCS only. **GESE** for ECBCS only.

386 Christian Education in the Latino Church (4). Covers theories and methods relevant to Christian education in general and specifically with their application to the Latino Church. ABTC only.

388 American Baptist Missions Today (4).* Studies history of world missions movement, American Baptist theological understanding of missions and practice, and American Baptist presence in today's world. ABTC only.

390 Topics in Religion (4). Studies special

areas in contemporary religion, such as spirituality and social action, religion in the city, and religious existentialism. Prereq.: ENG 111. **GEHb.**

398 Topics in Urban Studies (4). Examines religious, ethnic, and economic diversity issues. May be repeated with different topics. **GEHb. NCh.**

445 Seminar in Western Theology and Afro-American World View (4).* Basic world view and belief systems of Black-American culture and tenets of Christianity as expressed in Western or Euro-American doctrines and theological statements. ECBCS only.

481 Organization and Administration in the Local Church (4).* Prepares students to participate in lay or professional capacities in local congregations. ABTC and ECBCS only.

490 Senior Seminar (3). See PHIL 490.

Social Science (SOSC)

489 Methods in the Social Sciences (3). Required of all candidates for teaching credentials in Social Science.

Sociology (SOC)

250 Principles of Sociology (3-4*). Introduces basic concepts in sociology focusing on culture, group processes, deviance, social inequality, and social institutions such as the family, education, and religion. **GESSa.**

302 Social Institutions (3). Explores the way social institutions shape human values and social relations.

304 Mass Communication, Public Opinion and Propaganda (4).* Examines the nature of mass communication, its impact on social awareness and behavior, and its utilization in the formation and manipulation of public opinion.

307 Sociology of the Family (3*-4). Uses a conceptual approach to marriage and the family. Includes historical, cross cultural and subcultural variations, family problems, and current trends in family organization.

309 Contemporary Hellenic Society (3-4).*

Courses — Sociology (SOC)

Introduces contemporary Greek society; explores its social relations. Athens only. Also BHV 309. **CORE2b** for non-Greek students only. **NCh.**

311 World Religions: East (3-4*). See REL 305. **GEHb.** **CORE2b** for SCE students only.

313 Urban Environments (3*-4). Examines the city and its origins, districts, and geographical areas, cultural enclaves, contemporary issues, and effective urban communities. Prereq.: ENG 111; SOC 250 recommended. Also MGMT/PADM 313. **CORE2b.**

320 Sociology of Deviance (3*-4). Discusses social deviance in American society and reactions to deviance and their consequences. Includes criminality, mental disorder, drug abuse, and other stigmatized statuses and behaviors. Prereqs.: ENG 111; SOC 250 or PSY 250. **GESSa.**

321 Juvenile Delinquency (3*-4). Includes theories of delinquency and the influence of the family, schools, drugs, peers, and neighborhoods. Covers juvenile gangs, police processing of juveniles, courts, and placements. Prereq.: ENG 111.

322 Introduction to Criminology (3*-4). Explores theories and types of criminal behavior. Includes predatory, occupational, professional, organized, and victimless crime. Covers law enforcement, the judicial process, and sanctions. Prereq.: ENG 111; SOC 250.

324 Social Issues (3*-4). Surveys a current social problem each week using a sociological approach. Includes such problems as the environment, wealth and poverty, ethnicity, gender, and age. Covers history and attempts to remediate the problem. **GESSa.**

324S Social Issues (4). Same as 324, except that 324S includes personal experience with groups from different racial and social classes. **GESSa** and service learning requirement.

326 Criminal Justice System (3*-4). Includes the history and evolution of the justice system in the US. Surveys crime and criminal behavior, and the police, courts, and corrections. Includes landmark court decisions. Prereq.: ENG 111.

329 Correctional Systems (3*-4). Traces the evolution of prisons and jails as social institutions. Discusses correctional goals and philosophies as

well as inmate demographics and rights. Includes current thinking, practices, and alternatives to incarceration. Prereq.: ENG 111; SOC 250.

330 Class, Status, and Power (4). Explores major theories of social, political, and economic inequality. Stresses power relationships. Prereq.: ENG 111; SOC 250.

340 Social Psychology (3*-4). Focuses on the interaction of society, culture, and personality in socialization, perceptions, attitude formation, and behavior. Includes altruism, aggression, group processes, leadership, and the mass media. Prereq.: ENG 111. Also PSY 308.

344 Political Sociology (4). Explores social bases of politics: how basic political structures and processes are shaped by historical antecedents, social class, ethnicity, age, sex, and other factors. Athens only. Also PLSC 344.

350 Introduction to Human Services (3).* Explores perspectives and intervention strategies in providing services to populations with special needs, such as the poor, persons with mental or physical health issues, the elderly, children, criminals, and victims.

400 Sociological Theory (3*-4). Includes major schools of sociological thought: functionalism, positivism, exchange, conflict, and symbolic interactionism. Covers theorists from Durkheim to Goffman and Garfinkel. Illustrates theories with current societal examples. Prereqs.: SOC 250, ENG 111.

409 Selected Topics in Sociology (1-4). Faculty-designed courses in areas of expertise. May be repeated once with a different topic. **NCh.**

Spanish (SPAN)

100 Elementary Spanish I (3). Basic skills with focus on conversation and simple reading. Class meetings, language lab, and reading conversation sessions. For students with little or no previous Spanish. **CORE2a.** **NCh.**

101 Elementary Spanish II (3). Continues and expands skills acquired in 100. **CORE2a.** **NCh.**

115 Intensive Elementary Spanish II (3). Continues and expands skills acquired in 100.

Courses — Spanish (SPAN)

Taught in Mexico. **CORE2a.** NCh.

210 Intermediate Spanish I (3). Reviews and expands basic skills. Increased conversation and modern readings. For students with some previous Spanish.

211 Intermediate Spanish II (3). Continues and expands skills acquired in 210.

215 Spanish Language and Mexican Culture I (4). Intensive Spanish language and Mexican culture, including Spanish conversation and grammar, and Mexican art, history, and culture. Taught in Mexico. **NCh.**

313 Spanish for Native Speakers (4). For those basically fluent in Spanish, but whose knowledge of the standard, acceptable norms of the spoken and written language needs reinforcement.

314 Spanish Composition (3). Reviews grammar, builds vocabulary and style, and analyzes contemporary readings in Spanish. Emphasizes writing critical and analytical essays. Prereqs.: SPAN 211; ENG 110. **NCh.**

315 Spanish Language and Mexican Culture II (4). Continuation of SPAN 215. Taught in Mexico. Prereq.: SPAN 215 or instructor's approval. **NCh.**

317 Latin American Art (4). See ART 317. **GEFAa.**

320 Hispanic Civilization and Culture I (4). Spanish civilization from prehistory through the 20th Century. Includes cultural and literary selections. Reading and discussion in Spanish. Prereq.: SPAN 211 or instructor's approval. **NCh.**

321 Hispanic Civilization and Culture II (4). Latin American civilization, focusing on various regions and themes. Includes cultural and literary selections. Reading and discussion in Spanish. Prereq.: SPAN 211 or instructor's approval. **CORE2b. NCh.**

330 Second Language Teaching (3). See ESL 330. Also FREN/GERM 330. **NCh.**

361 Mexican Literature in Translation (4). Novels and short stories, poetry, essays, and plays from many periods of Mexican literature in English translation. Prereq.: ENG 111. Also LIT 361. **GEHa. NCh.**

362 Contemporary Latin American Litera-

ture in Translation (4). Studies Latin American prose fiction since 1960 in English translation, reflecting changes in modern Latin American society. Also LIT 362. Prereq.: ENG 111. **GEHa. NCh.**

386 Chicano Literature (4). Chicano experience in novel, story, poetry, and drama by Chicano writers of Southwest. Reading and discussion in English. Also LIT 386. Prereq.: ENG 111. **GEHa. NCh.**

400 Intensive Spanish Language Training for Bilingual-Bicultural Specialists I (3).* Individualized oral and written Spanish language instruction with cultural emphasis. Taught in Mexico.

401 Intensive Spanish Language Training for Bilingual-Bicultural Specialists II (3)* Continuation of 400. Taught in Mexico.

402 Spanish Internship (1-4). Supervised work experience at a company where Spanish is spoken. Prereq.: SPAN 320 or 321. **NCh.**

420 Commercial Spanish (4). Practical approach to business Spanish. Includes advanced grammar and spelling review, business-related vocabulary, letter-writing, and appropriate readings. Prereq.: SPAN 211.

420M Commercial Spanish (4).* Same as 420 but taught in Mexico. Prereq.: SPAN 211.

430, 431, 432, 433 Hispanic Readings I-IV (4,4,4,4). Focus on varied readings in Spanish by Hispanic authors. Lecture and discussion in Spanish. Prereq.: SPAN 320, 321, or Instructor's permission. May be repeated with different topics. **GEHa. NCh.**

Special Education (SPED)

405 SPED Seminar and Practicum: Diversity and Special Education (2). Expands upon SPED 457, emphasizing diversity issues in the SPED classroom. Prereq.: SPED 457.

406P Special Education Seminar and Practicum: Curriculum Enhancement and Collaboration (2). Supports EDUC 406. Prereq. or Coreq.: EDUC 406.

408P Special Education and Practicum: Assessment and Strategies (2). Assists with

Courses — Special Education (SPED)

EDUC 408. Prereq. or Coreq.: EDUC 408.

455 Curriculum Development for Young Handicapped Children (3). Observation techniques, curriculum, behavioral management, and referral sources for teaching staff to work with children and parents.

456 Introduction to Special Education (2).* Current practices and procedures in special education. Meets part of the Ryan special education training requirements.

456A Special Education Training for Administrators (1).* Sequel to 456 to complete coverage of the Ryan special education training requirements for administrators.

456T Special Education and the Classroom Teacher (1).* New legislation regarding integration of special education students into regular classroom.

457 Identification and Remediation of the Exceptional Child (3). Disability theories, remedial methodologies, curriculum development, and instructional interventions, and current practices. Informal and standardized assessment techniques.

457P Special Education Seminar and Practicum (2). Provides field experience with special needs population for 457. Prereq. or Coreq.: SPED 457.

514 Advanced Assessment and Planning for the Special Needs Learner (2). Covers assessing, diagnosing, and planning for the whole person with special needs. Coreq.: SPED 514F.

514F Field Experience: Advanced Assessment and Planning for the Special Needs Learner (2). Field experience for assessing, diagnosing, and individualizing a program for the special needs learner. Coreq.: SPED 514.

458 Educating the Gifted Individual (3). Nature and education of gifted individuals; current practices, trends, and issues. Offered infrequently.

553 The Bilingual Child in Special Education (3). Methods for identifying, assessing, and working with Hispanic exceptional students. Offered infrequently.

554 Counseling Exceptional Children and Parents—Bilingual/Cross-Cultural Emphasis (3). Techniques for parent-teacher conferences and counseling of handicapped children and youth. Emphasizes Hispanic exceptional stu-

dents. Offered infrequently.

555 Affective Education for the Exceptional Child (2). Theory and methodology regarding emotional and moral maturity and personal confidence. Techniques to help students develop self-awareness, self-acceptance, and self-regulation. Offered infrequently.

556 Counseling Exceptional Individuals and Their Families (3). Counseling issues and techniques for the families of exceptional individuals, including individuals with disabilities and those at risk of school failure.

557 Learning Disabilities (2). Motor-perceptual and perceptual-cognitive difficulties which interfere with learning; screening, testing, and remedial techniques. Offered infrequently.

558 Behavior Intervention Strategies (3). Different educational and psychological strategies for children in conflict. Self behavioral analysis, student behavioral analysis, lectures, and activities to gain better understanding of behavior, discipline, and corrective techniques in the classroom.

559 Problems and Practices in Special Education (3). Ethical and legal issues in special education. Legislation pertaining to disabled students—PL-94-142 (now IDEA) and public school practice.

561 Curriculum Planning and Program Evaluation—Learning Handicapped (3). Methods of curriculum implementation and program evaluation. Commercial curriculum materials and teacher-made instructional programs examined. Prereqs.: SPED 457, EDUC 514, 514F, 515, 515F, 518. NCh.

563 Resource Program in Special Education (3). Introduces issues in Resource programs for mildly to moderately disabled public school youth. Emphasizes collaboration and full inclusion. Reviews current trends and research. NCh.

564 Administration of Resource Programs (3). Emphasizes the development and coordination of all areas of resource programs for mildly to moderately disabled youth. Focuses on issues of collaboration and team process. Addresses issues from identification to transition and stress-

Courses — Special Education, Speech Communication (SPCM), and Television (TV)

es research. Prereq.: SPED 563. NCh.

568F Field Experience in Special Education—Directed Teaching (6). 200 clock hours of supervised classroom experience in one year (or two semesters, including January and June), including instruction, supervision, and guidance of exceptional children. Performance objectives written, and behavioral intervention strategies implemented. Prereq.: SPED 561. CRD/NCR only. NCh.

569F Field Work in Resource Specialist (3). 100 hours supervised field training in problems relating to instruction, supervision, administration, and evaluation. Counseling exceptional children in resource setting. Prereq.: SPED 564 and approval of program chairperson. CRD/NCR only. NCh.

Speech Communication (SPCM)

100 Fundamentals of Public Speaking (2 or 3*). Organization and presentation of verbal materials. Emphasizes developing performance skills through graded speaking activities. GESE.

110 Introduction to Speech Communication Theory and Practice (2). Introduces field of speech communication, including its history, major theories, and primary contexts. NCh.

210 Interpersonal Communication (4). Introduces theory and practice of interpersonal communication. GESE.

220 Intercultural Communication (4). Introduces theory and practice of intercultural communication. Emphasizes training and application to improve skills. CORE2b.

240 Persuasion and Social Influence (4). Covers theories, principles, and strategies of social influence as they relate to everyday life.

250 Public Controversy and Criticism (4). Focuses on understanding and interpretation of current events filtered through mastery of written and spoken language. Covers techniques of analysis, substantiation, and synthesis. GESE.

311 Oral Communication (2). See THAR 311. GEFAb. GESE.

332 Interviewing Principles and Practices (4). Examines interviewing using various

paradigms, including industry and academic research. GESE.

350A-D Argumentation and Debate (1-4). Rhetorical principles of argumentation in theory and practice. Participation in forensics tournaments advised. For law students and those interested in engaging in rational discussion and reasoned advocacy. GESE.

410 Advanced Interpersonal Communication (4). Examines interpersonal communication, focusing on specific relational contexts such as romantic, interpersonal, family, friendship, workplace, and step-family. Prereq.: SPCM 210.

452 Rhetorical Criticism (4). Examines fundamentals of rhetorical criticism. Filters rhetorical methods through contemporary events and controversies using critical thinking and discourse.

Television (TV)

112 Radio and TV Audio Controls and Techniques (4). See RDIO 112.

166 Introduction to Mass Media (3). See RDIO 166. Also JOUR 166. GEHc.

175 Interviewing for Mass Media (2). See JOUR 175. Also RDIO 175.

220A Fundamentals of Video Production (4). Covers basic tools of video production. Examines production techniques and scripting for video. Includes lab and out-of-class individual and group video productions.

220B Intermediate Video Production (4). Applies production tools to student-produced videos. Students work on independent single camera and group multi-camera productions. Prereq.: TV 220A with C- or better.

232 Lighting Design I (2). See THAR 232.

233 Introduction to Stage Design and Craft (4). See THAR 233. Also ART 221. GEFAb. NCh.

261 Careers in Communications Media (2). See JOUR 261. Also RDIO 261 .NCh.

305 Radio and TV Newswriting and Editing (3). See RDIO 305. Also JOUR 305.

307 Editorial Writing (2). See JOUR 307. Also RDIO 307.

Courses — Television (TV) and Theatre Arts (THAR)

318 Survey of Multi-Media (4). See JOUR 318. Also RDIO 318.

319 Designing Multi-Media Web Pages (4). Prereq.: TV 318. See JOUR 319. Also RDIO 319.

320A-C Advanced Video Production I-III (2,2,2). Involves independent work to produce news and documentary video productions. Provides opportunities to produce and direct multi-camera productions. Prereq.: TV 220B with C- or better. **NCh.**

325A-C Multi-Camera TV Production (2,2,2). Students participate in multi-camera critiqued laboratory projects to create professional quality programs for community television. Students fill primary production roles in preproduction, production, and postproduction. Prereq.: TV 220B.

328 Media Sales (3). See RDIO 328. Also JOUR 328, ECBU 361.

330 Television Editing (4). Covers techniques of editing videotape. Emphasizes history and aesthetics of editing. Includes editing projects. Prereq.: TV 220B.

333 Stage Design Studio (4). See THAR 333. **GEFab.**

351 Playwriting and Screenwriting I (4). See THAR 360. Also ENG 316. **GEFAa.** **GEFab.** **NCh.**

397 Communications Fieldwork (4). See JOUR 397.

400 Designing the Media Message (3). Fundamentals of researching and designing the informational program, emphasizing message content. Audience needs, research, and program structure for documentaries and educational and motivational programs. Also RDIO 400.

408 Selected Topics in Communications (1-4). See JOUR 408. Also RDIO 408.

460 Law and the Mass Media (3). See JOUR 460. Also RDIO 460.

465 History of Mass Media—Printed and Electronic (4). See JOUR 465. Also RDIO 465.

467 Ethics of Mass Media—Printed and Electronic (3). See JOUR 467. Also RDIO 467.

480A-B TV Special Projects I-II (2,2). Students assist instructors in all phases of ULV television operations. Prereq.: instructor's approval. **NCh.**

497 Internship (1-4). Supervised work experience in student's major area. **NCh.**

Theatre Arts (THAR)

100 Play Analysis (3). Provides fundamental tools for reading and analyzing plays. May be repeated twice. **GEHa.** **GEFAa.**

110 Introduction to Acting (3*-4). Covers acting theory and practice. Includes scene study, movement and voice dynamics, improvisation, and ensemble work. **GEFab.**

120 Introduction to Stagecraft (2). Covers scenic construction, painting, lighting, prop building, costume construction, and computer-aided drafting. Includes attendance at rehearsals and performances. **GEFab.**

200 Introduction to Theatre (3*-4). Drama forms, theatre shapes, acting styles, historical survey of theatre, performance, and attendance at several productions. **GEFAa.**

210 Acting Studio (3). Continuation of 110. Includes theatre games, plastiques, condition/impulse, play analysis for actors, semiotics, and scene work. May be taken twice. Prereq.: THAR 110. **GEFab.** **NCh.**

215 Rehearsal and Performance (1). Participation as actor or technician in main stage or studio productions. May be repeated. **GEFab.** **NCh.**

220 Stagecraft II (2). Continues 120. Emphasizes advanced techniques, project initiation and supervision, and additional production responsibility. Prereq.: THAR 120. **GEFab.** **NCh.**

232 Lighting Design I (2). Introduces basic equipment, theory, and procedures in implementing theatrical lighting. Includes lab. Also TV 232. **GEFab.**

233 Introduction to Stage Design and Craft (4). Includes exercises in design, drawing, drafting, model construction, painting, lighting, and computer-aided design for stage and TV. Also ART 221; TV 233. **GEFab.** **NCh.**

234 Costume Design I (2). Follows theory and practice of costumer's craft, from initial concept through construction to theatre stage or film

Courses — Theatre Arts (THAR)

set. **GEFAb.**

255 Theatre and Stage Management (1-2). Introduces arts management. Student works as stage manager or with production management team. Includes rehearsals and performances. May be repeated. **GEFAb.**

300 Drama on Page and Stage (4). See ENG 344. **GEHa. GEFAb.**

310 Acting Studio III (3). Continuation of 210. May be taken twice. Prereq.: THAR 210. **GEFAb. NCh.**

311 Oral Communication (2). Practices impromptu and prepared speeches and interpretation of literature. Includes exercises in breathing, relaxation, voice projection, and articulation. Also SPCM 311. **GEFAb. GESE.**

315 Performance Interterm (4). Performance work during January interterm. May be repeated twice. **GEFAb. NCh.**

320 Stagecraft III (2). Includes independent projects, construction, rigging, painting, and facing other technical problems related to mounting main stage and studio productions. Prereq.: THAR 220. **GEFAb.**

332 Lighting Design II (2). Continuation of 232. Emphasizes theory for a variety of theatre spaces and equipment, document design, and organization. Prereq.: THAR 232. **GEFAb.**

333 Stage Design Studio (4). Continuation of 233. Includes design or design assistant work on studio and main stage productions. Prereq.: THAR/TV 233. Also TV 333. **GEFAb.**

334 Costume Design II (2). Continuation of 234. Includes research, design projects, and construction of costumes for studio and main stage productions. Prereq.: THAR 234. **GEFAb.**

340 Shakespeare (4). See ENG 340. **GEHa.**

345 Theatre as Political and Cultural Expression (4). See BHV 345. **NCh.**

355 Directing Studio I (4). Covers theory, practical exercises, and scenes, culminating in production of a one-act play. Prereqs.: THAR 200, 210, and 233. **GEFAb. NCh.**

360 Playwriting and Screenwriting I (3*-4). Produces work for performance on stage, radio, and TV. Also ENG 316; RDIO/TV 351. **GEFAb. GEFAb. NCh.**

365 Desktop Publishing for Theatre (1-2).

Covers writing and publishing programs, posters, publicity, and newsletters. May be repeated up to four times. Also ENG 315. **GEFAb.**

370 Children's Theatre (4). Develops performance techniques and strategies for leading groups. Includes work with schools or other community groups and exercises in body and voice improvisation, scriptbuilding, and performance. Requires projects away from ULV. **GEFAb.**

380 Theatre Seminar (2). Analyzes contemporary issues in theatre. Includes preparation for senior comprehensive exam and senior project. Must be taken at least twice by all theatre majors. Prereq.: instructor's approval. **NCh.**

400 Study Trip to Ashland, Oregon Shakespeare Festival (2-4). See ENG 449. **GEHa. NCh.**

410 Conscious Acting: The Power of Story (3-4). Covers "story pulling," "story circles," writing, personal narratives, play, music, and active listening. Discusses power, class, racism, and sexism. **GEFAb.**

440 American Stage—Mirror of Society (4). See ENG 440. **GEFAb. GEHa. NCh.**

441 Drama: Comedy and Tragedy (3-4*). See ENG 441. **GEHa. GEFAb. NCh.**

442 Shakespeare and His Contemporaries (4). See ENG 442. **GEHa. NCh.**

443 Twentieth-Century Drama (4). See ENG 443. **GEHa. NCh.**

445 Masters of the Drama (3*-4). Studies one or more major playwrights such as Sophocles, Chekhov, Ibsen, or Brecht. May include staged production of a major work. May be repeated once. Also ENG 447. **GEHa. GEFAb. NCh.**

455 Directing Studio II (3-4). Analyzes, rehearses, and performs a full-length play for an audience. Prereq.: THAR 355 and instructor's approval. **GEFAb. NCh.**

460 Playwriting and Screenwriting II (4). Produces work for performance on stage or video. Prereq.: THAR 360. **GEFAb. NCh.**

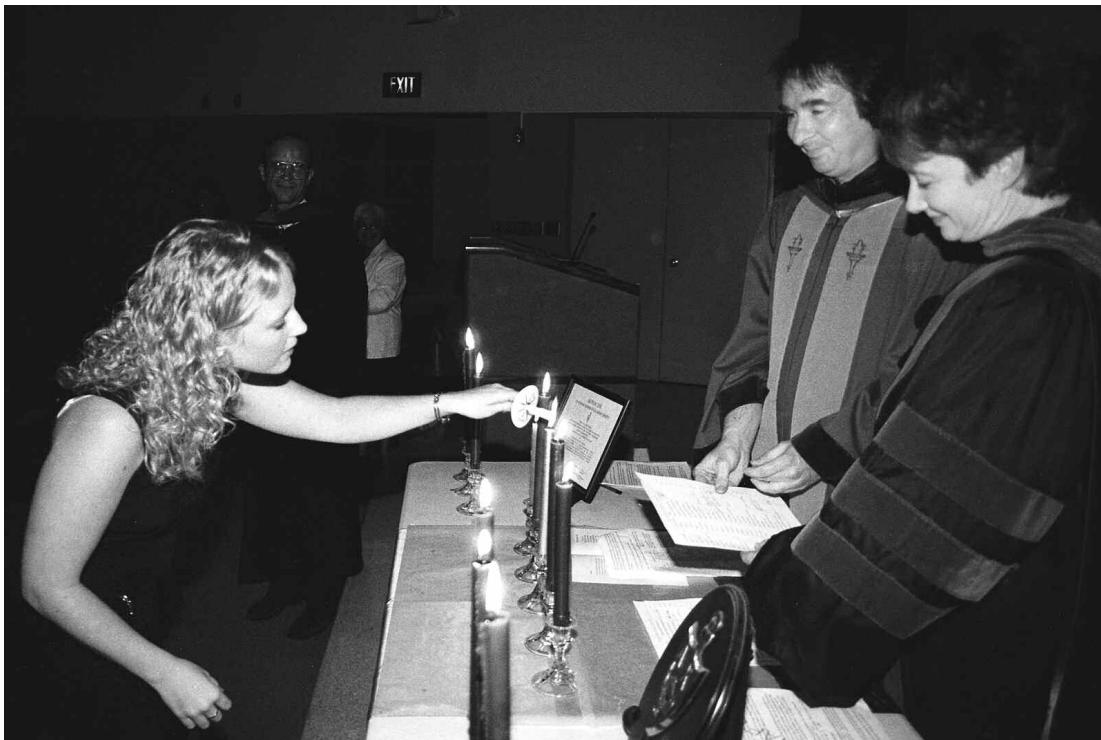
470 Creative Drama for Teachers (2). Develops skill in integrating curriculum through storytelling, movement, voice, improvisation, and playbuilding. Includes strategies for leading and evaluating progress. Also EDUC 433. **GEFAb.**

Courses — Theatre Arts (THAR)

480 History of Drama and Theatre I (4). Analyzes development of world theatre, dramatic literature, criticism, and theory from ancient Greece to the 17th century. **GEHa.** **GEFAa.** **NCh.**

481 History of Drama and Theatre II (4). Analyzes background of world theatre, dramatic literature, criticism, and theory from the 18th century to the present. **GEHa.** **GEFAa.** **NCh.**

498 Theatre Internship (2-4). Internship with professional theatre or producing organization. **NCh.**



Professors George Keeler and Kathleen Lamkin (right), co-sponsors of the Alpha Chi National College Honor Society chapter at La Verne, preside as senior Kristie Cargill is initiated. *Photo: Liz Lucsko*

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*Member of the Executive Committee

Note: Personnel information is correct as of June 21, 2001.

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Note: Dates in parentheses indicate the original date of employment at the University of La Verne. Personnel information is correct as of June 21, 2001.

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Adams, Bonnie (1993) B.A., University of Denver. M.S., University of Wisconsin. Academic Advisor, SCE.

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Amor, Pamela J. (1985) B.A., San Diego State University; M.A., Ed.D., University of San Diego. Director, North Island Residence Center.

Angelides, Paul (1992) B.A., M.A., Ph.D., Ohio State University. Professor of History and Political Science, Athens.

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Badger, Kent H. (1988) B.S., University of Arizona; M.P.H., University of California, Berkeley; D.P.A., University of La Verne. Professor of Health Services Management.

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Klepper, Timothy (1997) B.S., M.S., University of La Verne. Marketing Director, SCE.

Kent, Steven (2000) B.A., University of Southern California. Assistant Professor of Theatre Arts.

Kline, Julie (1992) B.A., Whittier College; M.S., US Sports Academy. Assistant Professor of Movement and Sports Science.

Koutsogeorgis, Christos (1994) B.S., University of Athens; M.A., Ph.D., City University of New York. Associate Professor of Physical Science, Athens.

Krinis, Anna (1992) B.A., Texas Bible College; M.S., St. John's University. Assistant Professor of English and ESL, Athens.

Kung, David S. (1991) B.S. University of Delaware; M.B.A., Ph.D., University of Texas, Austin. Professor of Business Administration.

Labinger, Andrea (1981) B.A., Hunter College; M.A., Ph.D., Harvard University. Professor of Spanish.

Lamkin, Kathleen (1981) B.M.E., Baylor University; M.M., Ph.D., Northwestern University. Pro-

fessor of Music.

Laponis, Michael (1982) B.A., M.A., University of La Verne. Professor of Communications.

Laskar, Shahjahan (1995) B.S., California State University, Los Angeles. Accounting Supervisor.

Lavatori, Gerard (1991) B.A., Boston College; M.A., Ph.D., Brown University. Professor of French.

Lazarian, Rina (1999) B.A., California State University, San Bernardino. Admissions Representative.

Lentz, John (1996) B.A., California State University, Fullerton; M.P.A., University of La Verne. Director, Public Safety and Transportation.

Lesniak, Stephen (1976) B.A., California State Polytechnic University, Pomona; M.S., California State University, Fullerton; Ed.D., University of La Verne. Assistant Dean, Academic and Student Services, SCE.

Lewis, Carrie T. (1983) B.A., M.B.A., University of La Verne. Director, Marketing Advisement, SCE.

Lipson, Ashley (2000) B.A., Michigan State University; M.A., LL.M., Wayne State University; J.D., St. John's University. Assistant Professor of Law.

Lising, Adrian (2000) B.A., Ateneo de Manila, University. Instructor of Speech and Debate.

Liu, Xiaoyan (1992) B.S., M.S., Hefei University of Technology; Ph.D., University of South Florida. Associate Professor of Mathematics.

Loera, Daniel (2000) B.A., St. John's Seminary College; M.A., Mt. St. Mary's College. Director, Multicultural Affairs.

Lord, Keith (1999) B.F.A., California State University, Chico; M.F.A., Claremont Graduate University. Assistant Professor of Art.

Lorentziades, Panos (1995) B.Sc., University of Athens, Greece; M.A., Ph.D., University of California, Berkeley. Associate Professor of Business and Economics, Athens.

Machi, Lawrence A. (1996) B.S., M.A., Ed.D., University of San Francisco. Associate Professor

Faculty and Professional Staff

of Educational Management.

Magdalinos, Alkis (1980) LL.B., University of Manchester; M.B.A., Harvard University. Professor of Business Administration, Athens.

Mandabach, Deborah (1993) B.A., California State University, Long Beach; M.A., Claremont Graduate University. Director, Public Relations.

Manney, Linda (1999) B.A., Ohio University; M.A., Arizona State University; M.A., Ph.D., University of California, San Diego. Associate Professor of Modern Languages, Athens.

Manolis, James (1974) B.A., Azusa Pacific University; M.Ed., Ed.D., University of La Verne. Professor of Education; Dean, School of Continuing Education.

Maranto, Ingeborg (1984) B.A., Pennsylvania State University; M.A., University of Hawaii; M.B.A., University of Southern California. Marketing Director, SCE.

Martin, Kimberly (1991) B.A., Stanford University; M.A., University of Hawaii; Ph.D., University of California, Riverside. Professor of Behavioral Science.

Mattijetz, Theresa (2000) B.S., Azusa Pacific University. Marketing Director, SCE.

Matzagarian, Mark (1997) B.A., California State Polytechnic University, Pomona; M.A., Claremont Graduate University. Academic Advisor, Education.

Maunakea, Pamela (1997) B.A., M.A., University of La Verne. Departmental Business Manager, Movement and Sports Science.

May, James (1998) B.S., University of Nevada, Reno; M.S., California State Polytechnic University, Pomona. Head Athletic Trainer.

McDowell, Richard (2001) B.S., M.S., Massachusetts Institute of Technology; Ph.D., Tufts University. Provost and Vice President for Academic Affairs

McElwee, John, Jr. (1973) B.S.E.E., Pennsylvania State University; M.S.E.E., University of Southern California; M.B.A., Ph.D., Claremont Graduate University. Professor of Business Administration.

McGuire, Thomas (1975) B.A., University of Northern Colorado; M.A., California State Univer-

sity, San Diego; Ed.D., University of California, Los Angeles. Professor of Education.

McKellip, Mark (1998) B.A., University of La Verne. Director, Academic Records and Credentials.

McLaren, Margot (1999) B.S., M.L.I.S., University of Rhode Island. Library Cataloger, Law.

Meek, Jack (1985) B.A., University of La Verne; Ph.D., Claremont Graduate University. Professor of Public Administration; Coordinating Dean, School of Public Affairs & Health Administration.

Merritt, S. V. Dan (1969) B.S., M.S., Oregon State University; Ph.D., University of Wisconsin, Madison. Professor of Zoology and Environmental Science.

Meyer, Lawrence (1995) B.S., Mankato State University; J.D., National University. Assistant Professor of Law; Director, Law Library.

Meyer, Lisa (1998) B.A., Willamette University; M.A., Boston College. Dean of Admissions.

Miller, Renee (1997) B.A., California State University, Fullerton; M.S., Golden Gate University; M.B.A., University of California, Los Angeles. Associate Professor of Business.

Mohlengraft, Frankie (1999) Assistant Director, Admissions.

Montaño-Cordova, Ruby (1976) B.A., M.A., University of La Verne. Associate Dean, Student Life.

Morecki-Oberg, Carol (1999) B.A., M.A., California State University, Northridge; Ph.D., Claremont Graduate University. Assistant Professor of Education.

Morel, Don (1991) B.A., University of La Verne. Head Football Coach.

Morgan, Stephen C. (1985) B.A., University of La Verne; M.A., University of Southern California; Ed.D., University of Northern Colorado. Professor of Educational Management; President.

MorganArmstrong, Brian (1998) B.A., University of Colorado, Boulder. Director, Leadership Development and Transition Program.

Mortagy, Yehia (2000) B.S., The American University, Cairo, Egypt; M.B.A., University of Cali-

Faculty and Professional Staff

fornia, Los Angeles; Ph.D., Claremont Graduate University. Assistant Professor of Business.

Moultrie, Errol (1999) B.A., M.S., State University of New York; Ph.D., University of Wisconsin. Assistant Professor of Psychology.

Mundt, Valerie (2001) B.A., University of Washington; M.B.A., St. John's University. Director, Eielson Center.

Muñoz, Claudio (1994) B.S., M.B.A., California State Polytechnic University, Pomona. Associate Professor of Accounting.

Murray, Colleen (1995) B.A., University of La Verne. Registrar, College of Law.

Nalbantian, Nilva (1987) B.S., Beirut University College; M.P.A., University of La Verne. Assistant Director, San Fernando Valley Campus.

Neal, Jason (2000) B.S., University of La Verne. Financial Aid Advisor.

Neher, Robert (1958) B.S., Manchester College; M.R.E., Bethany Theological Seminary; M.A., Ph.D., Indiana University. Professor of Biology.

Neidleman, Jason (2001) B.A., University of California, Los Angeles; M.A., Ph.D., Harvard University. Assistant Professor of Political Science.

Nelson, Mark (1989) B.S., University of California, Santa Barbara; M.S., Ph.D., University of Washington. Professor of Chemistry.

Nelson, Paul (2000) B.S., Farleigh Dickinson University; M.S.T. University of Missouri. Assistant Professor of Organizational Leadership.

Nguyen, Evan (2000) B.S., California State University, Dominguez Hills. Financial Aid Advisor.

Nicoll, Barbara (1988) B.A., M.A., California State University, Los Angeles; Ph.D., Claremont Graduate University. Professor of Education.

Nonemaker, Jeff (1983) B.S., M.P.A., California State Polytechnic University, Pomona. Associate Dean, Athens.

Noreen, Patricia (1985) B.A., State University of New York, Plattsburgh; M.Ed., St. Lawrence University. Director, CAPA.

Nuevo-Chow, Leah (1998) B.A., Claremont McKenna College; M.A., Claremont Graduate

University. Academic Advisor, Orange County Campus.

Oliver, Marilyn (1978) B.A., M.S., Chapman University. Professor of Movement and Sports Science; Director, Athletic Training Education.

Orr, Verne (1999) B.A., Pomona College; M.B.A., Stanford University. Dean, School of Business and Global Studies.

Overall, Jesse (1990) B.S., US Air Force Academy; M.S., California State College, Dominguez Hills; M.A., Ph.D., University of California, Los Angeles. Professor of Business and Economics.

Parchamazad, Iraj (1987) B.S., M.S., University of Teheran, Iran; D.E.S.T., Ph.D., University of Aix-Marseille, France. Professor of Chemistry.

Park, Gonyung (1995) B.A., M.A., Sung Kyun Kwan University; M.S., Ph.D., Brown University. Associate Professor of Economics/Finance.

Park, Keeok (1997) B.A., Chonnam National University, Korea; M.A., Ph.D., State University of New York. Associate Professor of Public Administration.

Parsons, Deborah (2001) B.S., California State Polytechnic University, Pomona; M.S., Northwest Missouri State University. Assistant Professor of Movement and Sports Science.

Paschal, Jimmy (1971) B.S., Eastern New Mexico University; M.A., University of California, Los Angeles. Professor of Movement and Sports Science; Athletic Director.

Pellicer, Leonard (2000) B.A., M.A., Ed.D., University of Florida. Dean, School of Education and Organizational Leadership.

Peters, Mary L. (1989) B.A., Mt. St. Scholastica College; M.L.S., Benedictine College. Professor; Public Services Librarian.

Peterson, Barbara (1988) B.A., University of Arizona; M.A., Ed.D., University of California, Los Angeles. Professor of Educational Management.

Peyton, Brenda (1991) B.S., University of La Verne. Assistant Director, Pt. Mugu Center.

Phillips, Sarah (1999) B.A., California State University, Northridge. Coordinator, San Fernando Valley Campus.

Faculty and Professional Staff

Pietrzak, Elizabeth (1991) B.A., University of La Verne. Technical Director, Theatre.

Pilgreen, Janice (1997) B.A., M.Ed., University of California, Los Angeles; Ph.D., University of Southern California. Associate Professor of Education.

Pinedo, Ciriaco (1999) B.A., St. Johns Seminary College. Director, Development.

Poling, Barbara (1996) B.A., California State University, Los Angeles; M.A., University of Redlands; Ed.D., University of La Verne. Associate Professor of Educational Management.

Pollock, Donald (1991) B.A., State University of New York; M.S., University of Hawaii; M.F.A., University of Southern California. Professor of Communications.

Porpora, Lola (1999) Assistant Registrar.

Porter, Lisa (2000) B.A., University of Wyoming; M.A., California Lutheran University. Assistant Professor of Education.

Potocki, Mark (1999) B.A., University of Chicago; M.A., University of La Verne. Assistant Football Coach.

Prager, Irving (1981) B.A., University of Massachusetts; J.D., Georgetown University; LL.M., University of London. Professor of Law.

Prieto-Bayard, Mary (1994) B.A., University of California, Santa Barbara; M.A., Ph.D., University of California, Los Angeles. Associate Professor of Behavioral Science.

Purcell, Bill (1998) B.A., University of La Verne. Assistant Director, Graduate Student Services.

Rahmani, Loretta H. (1989) B.A., M.S., California State University, San Diego; Ed.D., University of La Verne. Dean, Student Affairs.

Ramirez, Veronica (1999) B.S., University of La Verne. Programs Coordinator, Housing and Residential Life.

Redman, Margaret D. (1983) B.A., M.A., Ed.D., University of La Verne. Associate Professor of Education.

Reed, Jonathan (1992) B.A., Southern California College; M.A.R., Eastern Baptist Theological

Seminary; Ph.D., Claremont Graduate University. Associate Professor of Religion.

Regos, Valerie (1998) Northwestern State University, Louisiana. Academic Advisor, Ventura County Campus.

Rivas, Arelly (1998) B.S., M.B.A., University of La Verne. Marketing Director, SCE.

Rizkala, Rizk (1989) B.S., M.B.A., University of La Verne. Associate Professor of Economics and Business, Athens.

Roberts, Carol (1988) B.A., California State University, Long Beach; M.S., California State University, Fullerton; Ed.D., University of Southern California. Professor of Educational Management.

Roberts, Deborah (1996) B.A., Berea College; M.A., Bethany Theological Seminary; M.Div., Northwestern Theological Union. Campus Minister.

Rose, Richard (1996) B.A., Pacific Christian College; M.Div., Howard University; Ph.D., Claremont Graduate University. Associate Professor of Religion and Philosophy.

Roseman, John (1987) B.A., Simpson College; M.A., Arizona State University. Associate Professor of Education.

Rothmeyer, Melissa (1997) Employment Manager.

Rubin, H. Randall (1990) B.A., California State University, Long Beach; M.P.A., University of Southern California; J.D., Southwestern University. Professor of Law; Associate Dean, College of Law.

Russell, Heather (1986) B.S., University of Florida; M.A., University of La Verne. Executive Director of Marketing, SCE.

Russell, Roger (1991) B.A., Pomona College; M.A., California State University, Los Angeles; Ph.D., University of Houston. Professor of Psychology.

San Juan, Vitonio (1990) B.A., Ateneo de Davao College; LL.B., University of the Philippines; LL.M., University of California, Los Angeles. Director, Paralegal Studies.

Sawyer, Carol (1994) B.A., Michigan State University; M.S., Western Michigan University;

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M.P.A., D.P.A., University of Southern California. Professor of Organizational Leadership.

Sayles, Stephen (1982) B.A., M.A., California State University, Chico; Ph.D., University of New Mexico. Professor of History.

Scambray, Kenneth (1981) B.A., California State University, Fresno; M.A., University of Washington; Ph.D., University of California, Riverside. Professor of English.

Schildt, Keith (1999) B.A., Roosevelt University; M.P.A., Ph.D., Northern Illinois University. Assistant Professor of Public Administration.

Schmutzter, Greg (1998) B.A., University of California, Los Angeles; M.A., California State Polytechnic University, Pomona. Director, Corporate Contracts, SCE.

Schofield, Gordon (1981) B.A., M.A., California State University, Sacramento; M.F.A., University of Montana. Professor of English, Athens.

Schroeder, Laurel (2001) M.A., Pacific Oaks College. Assistant Professor of Education.

Scrofani, Emanuel (1994) B.A., New Jersey State College; M.A., California State University, Los Angeles; Ed.D., University of Northern Colorado. Associate Professor of Educational Management.

Scutella, Lonnie L. (1979) B.A., M.S., University of La Verne. Academic Advisor, SCE.

Sexson, Craig (1979) B.A., Whitman College; M.A., Claremont Graduate University. President, La Verne College of Athens.

Shoemaker, Emily (1998) B.A., California State University, Sacramento; M.A., California State University, Stanislaus; Ed.D., University of Southern California. Associate Professor of Education.

Simon, Rick (1982) B.S., Harvey Mudd College; M.A., Claremont Graduate University; D.A., Idaho State University, Pocatello. Associate Professor of Mathematics.

Simopoulos, Karen P. (1992) B.A., University of Nebraska; M.S., University of Southern Mississippi. Assistant Professor of English and ESL, Athens.

Simpson, Richard (2000) B.M.E., Catholic University of America; M.S., University of Southern

California; M.A., E.M.B.A., Ph.D., Claremont Graduate University. Assistant Professor of Business Administration.

Skondras, Mary (1994) B.A., Queens College; M.A., Columbia University. Associate Professor of English and ESL, Athens.

Somvichian, Kamol (1987) B.A., Chulalongkorn University; M.A., New York University; Ph.D., University of London. Professor of Political Science.

Soyemi, Bola (1999) B.A., Hope International College; M.B.A., University of La Verne. Director, Financial Aid Staff and Services.

Spatera, Sandra (1988) B.S., Fordham University. Director, Naples Center.

Spencer, Millicent R. (1985) B.A., California State University, Long Beach. Academic Advisor, Inland Empire Campus.

Stanton-Riggs, Lynn (1989) B.A., California State University, Long Beach; M.S., California State University, Fullerton. Assistant Professor of Education.

Stokes, Michelle (1999) Financial Aid Advisor.

Stone, Sheila (2000) B.S., Culver-Stockton College; M.A., University of Missouri. Reference Librarian, Law.

Stout, Allen (1996) B.S., University of Illinois; M.A., Naval Postgraduate School. Academic Advisor, Inland Empire Campus.

Summerville, Fleetenia (1999) B.A., California State University, San Jose. Financial Aid Advisor.

Tamaccio-Pappas, Alice (1994) B.A., Marymount College; M.A., Columbia University; Ed.D., Boston University. Professor of Biology, Athens.

Taylor, Patricia A. (1989) B.A., M.A., California State University, Los Angeles. Assistant Professor of Education.

Tempestoso-Bednar, Gabriella (1998) B.A., University of La Verne. Marketing Director, SCE.

Thakur, Rita (1978) B.S., Gujarat University; LL.B., Saurashtra University; M.B.A., Northwest Missouri State University. Professor of Business

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and Economics.

Thomas, Lorene (1994) B.A., University of La Verne. Academic Advisor; Credential Analyst.

Thomson, Ernie (2001) B.A., M.A., University of Texas, El Paso; Ph.D., University of California, Santa Barbara. Associate Professor of Sociology.

Thurman, Julie (1996) B.A., M.A., University of San Diego. Director, Housing and Residential Life.

Townsend, Mary (1988) Departmental Business Manager, Educational Management Department.

Tozzini, Sandra (1999) B.S., University of California, Davis; J.D., Hastings College of Law. Assistant Professor of Law.

Tresner, Brian (1992) B.S., California State Polytechnic University, Pomona; M.B.A., University of La Verne. Computer Lab and Network Supervisor.

Tripuraneni, Vinaya (1991) B.A., Stella Maris College; B.L.I.S., University of Madras, India; M.S., Drexel University. Associate Professor; Electronic Services Librarian.

Trotter, Ruth (1989) B.A., Scripps College; M.F.A., Claremont Graduate University. Professor of Art.

Tsalicoglou, Iacovo (1994) B.A., Dartmouth College; M.A., University of Chicago; Ph.D., Bath University. Professor of Business and Economics, Athens.

Van Arsdall, Diane (2000) B.A., California State University, San Francisco; M.B.A., California State University, Northridge. Director, Marketing, SCE.

Venturini, Laura (1998) B.A., Loyola Marymount University; M.S., University of La Verne. Interim Director, Career Development and Placement.

Vergara, Derek (1995) B.A., M.A., Azusa Pacific University. Director, Multicultural Research and Campus Diversity.

Vincent, Kitt (1996) B.S., Park College; M.B.A., University of La Verne. Director, Vandenberg Center.

Vournas, Stylianos (1985) B.S., University of Athens, Greece; M.S., Concordia University, Canada; Ph.D., Complutense University, Spain.

Professor of Economics and Business, Athens.

Waite, Douglas (1978) B.A., University of La Verne. Director, Multimedia Services.

Wakeling, Robert (1998) B.A., M.S., California State University, Hayward. Assistant Professor of Education.

Walden, Deborah (1988) B.A., M.B.A., University of La Verne. Director, Administration and Operations, SCE.

Walecki, Julius (1994) M.S.E., Warsaw School of Economics; Ph.D., University of Ottawa. Assistant Professor of Business Administration.

Walker, Beth (2000) B.A., M.S., University of Southern California; Marketing Director, SCE.

Walker, Nancy (2000) B.A., M.S., University of Southern California. Assistant Professor of Education.

Werner, David (1982) B.A., M.A., San Francisco State University. Associate Professor of English; Coordinator, EPIC Program.

Whitby, Seta (1984) B.S., M.Ed., University of La Verne; M.S., Claremont Graduate University. Associate Professor of Computer Science.

Wichman, Ann (1987) B.A., Central Michigan University; M.A., Claremont Graduate University; M.A., Ph.D., University of California, Los Angeles. Professor of Sociology.

Widolff, Pat (1991) B.A., Marion College; M.A., Xavier University; M.A., California State Polytechnic University, Pomona. Associate Professor of Movement and Sports Science.

Winterburn, R. Scott (2000) B.A., M.A., Azusa Pacific University. Assistant Professor of Movement & Sports Science; Head Baseball Coach.

Williamson, Victoria (2000) B.A., University of Santo Tomas, Manila. Reference Librarian, Law.

Witt, Matthew (2001) B.A., Reed College; Ph.D., Portland State University. Assistant Professor of Public Administration.

Woolsey, Andrew (2000) B.A., University of La Verne. Admissions Representative.

Worley, R. Brian (1986) B.A., Pomona College. Director, Facilities Management.

Worthen, Cynthia (2001) B.S., Southern Illinois

Faculty and Professional Staff

University; M.P.A., Georgia College. Departmental Business Manager, Public Administration.

Wright, Dorena A. (1989) B.A., M.A., Oxford University; Ph.D., University of Oregon. Associate Professor of English.

Yakovee, Rehavia (1985) B.A., University of California, Los Angeles; M.A., California State University, Northridge; Ph.D., Claremont Graduate University. Director of Admissions, Athens

Yordy, Jean (1998) B.A., Taylor University; M.A., Azusa Pacific University. Special Events Director, University Relations.

Young, Jerry (2001) B.A., University of Utah; M.A., Arizona State University; Ph.D., Kent State University. Associate Professor of Organizational Leadership.

Young, Leslie (1992) B.S., M.S., University of La Verne. Assistant Professor of Education.

Yousof, Janat (1998) B.A., University of Malaya; M.P.A., Ph.D., University of Southern California. Associate Professor of Public Administration.

Zavala, Alicia (2001) Financial Aid Advisor.

Zervigón, Andrés (2000) B.A., Brown University; M.A., Harvard University. Assistant Professor of Art History.

Swissler, Wendy (1992) B.S., California State Polytechnic University, Pomona. Assistant Professor of Movement and Sports Science.

Emeriti

Arnold, George (1965) Professor of Physics Emeritus.

Blickenstaff, Nancy (1959) Professor of Physical Education Emerita.

Cameron, Catherine (1971) Professor of Sociology Emerita.

Clague, W. Donald (1966) Executive Vice President Emeritus.

Eller, Vernard (1958) Professor of Religion Emeritus.

Fink, Allan W. (1977) Administrator Emeritus.

Hanawalt, Dwight (1946) Professor of Physical Education Emeritus.

Hardin, Evelyn (1971) Administrator Emerita.

Hogan, Herbert (1946) Professor of History Emeritus.

Hoskins, Katharine (1967) Professor of English Emerita.

Huffer, John C. (1977) Professor of Law Emeritus.

Ikenberry, Ernest (1956) Professor of Chemistry Emeritus.

John, Dorothy K. (1974) Administrator Emerita.

Kachuck, Rhoda (1971) Professor of English Emerita.

Laub, Maggie (1981) Administrator Emerita.

Loper, William (1974) Administrator Emeritus

Mahoney, Joella Jean (1964) Professor of Art Emerita.

Mandell, Stuart J. (1985) Professor of Public Administration Emeritus.

Miles, Nancy (1977) Administrator Emerita.

Ortmayer, Roland (1948) Professor of Physical Education and Coach Emeritus.

Paulo, William (1976) Professor of Educational Management Emeritus.

Polos, Nicholas (1968) Professor of History Emeritus.

Rodriguez, Frances (1983) Administrator Emerita.

Rodriguez, Robert (1983) Administrator Emeritus.

Root, Dayton (1957) Professor of Psychology Emeritus.

Snow, Janet (1982) Administrator Emerita.

Willoughby, William (1970) Professor of Philosophy and Religion Emeritus.

Wright, Owen (1983) Professor of Physical Education Emeritus.

PART-TIME FACULTY

Part-Time Faculty

- Adam, John** (1996) Ph.D., University of Illinois. Psychology. *North Island.*
- Adams, Carol** (1998) M.Ed., Fresno Pacific University. *Education, SCE.*
- Adams, Jon** (1996) Ed.D., University of La Verne. Educational Management. *Main Campus.*
- Adshead, Frank** (1999) Ph.D., University of Southern California. Public Administration. *Main Campus*
- Albaum, Jean** (1985) Ph.D., Claremont Grad. Univ. Senior Adjunct Professor, Psychology. *Main Campus.*
- Allen, Jacqueline** (1991) M.S., CSU, Hayward. *Education, SCE.*
- Allison, Kerry** (1997) M.Div. School of Theology, Claremont. Religion. *ECBCS.*
- Allmandinger, Michael** (1997) Ed.D., Pepperdine University. *Education, SCE.*
- Allred, Jeffrey** (1998) M.P.A., CSU, Los Angeles. Public Administration. *Main Campus.*
- Alonso, Edel** (1999) M.A., Loyola Marymount University. Education. *Main Campus.*
- Alves Jr., Daniel** (1998) M.B.A., Golden Gate University. Business/Global Studies. *Vandenberg.*
- Anderson, Darla** (1994) J.D., UC, San Diego. *College of Law.*
- Anderson, Mercedes** (1999) M.A., University of Redlands. Business/Global Studeis. *San Fernando Valley.*
- Anderson, Patricia** (1992) M.A., CSU, San Bernardino. Department Associate, *Education, SCE.*
- Anderson, Phillip** (1998) M.B.A., Chapman University. Business/Global Studies. *Inland Empire.*
- Andrews, David L.** (1998) Ed.D., University of Southern California. *Educational Management, SCE.*
- Anzivino, Joseph** (1994) M.B.A., Chapman University. Business/Global Studies. *Elmendorf.*
- Applewhite, Wayne** (1998) D.B.M., Colorado Technical University. Business/Global Studies. *Vandenberg.*
- Armstrong, David** (1993) Ph.D., University of Southern California. Sociology. *Main Campus.*
- Atmore, Marie** (2000) M.A., CSU, Northridge. Education. *Main Campus.*
- Ayres, Diane** (1990) M.A., CSU, Northridge. Adjunct Professor, Modern Languages. *San Fernando Valley.*
- Babayco, Martin** (1999) Ed.D., University of La Verne. *Education, SCE.*
- Note: Part-Time Faculty listings include the first date of teaching with ULV (in parentheses) followed by the highest degree earned and the degree-granting institution, the ULV faculty title (if any), the subject taught, and the primary teaching location.*
- Ball, Keith** (1994) M.B.A., University of Wyoming. Department Associate. Bus/Global St. *Vandenberg.*
- Ballard, Ernest** (1999) B.S., Utah State University. Business/Global Studies. *Vandenberg.*
- Banks, Carolyn** (1996) Ed.D., University of La Verne. Management. *Main Campus.*
- Barkhurst, Michael** (1999) Ed.D., University of Massachusetts. *Educational Management, SCE.*
- Bartelt, John** (1992) Ph.D., United States International University. *Education, SCE.*
- Bauer, Patricia** (1998) M.S., CSU, Fullerton. Education. *Main Campus.*
- Baugh, Clifford** (1998) M.B.A., University of Redlands. Business/Global Studies. *Main Campus.*
- Bauman, Antonina** (1988) M.B.A., University of Alaska. Business/Global Studies. *Eielson.*
- Baumeister, Donald** (1996) J.D., Western State University. *Education, SCE.*
- Beach-Courchesne, Barbara** (1999) M.S., CSU, Los Angeles. *Education, SCE.*
- Bednar, George** (1991) M.S., Naval Postgrad. School. Adjunct Prof., Bus/Global Studies. *Ventura County.*
- Bellinger, Martha** (1988) J.D., Whittier College. Law. *College of Law.*
- Bendat, William** (1992) Ph.D., Nova University. *Education, SCE.*
- Benjamin, Roberta** (1999) Ed.D., University of La Verne. *Educational Management, SCE.*
- Bentley, Charles** (1997) B.A., University of La Verne. Journalism. *Main Campus.*
- Berg, Gregory** (1993) D.P.A., University of La Verne. Public Administration. *Main Campus.*
- Bergersen, Victoria** (1999) M.B.A., Pepperdine University. Health Services Management. *Main Campus.*
- Berkshire, Steven** (1994) Ed.D., Boston University. Health Services Management. *Elmendorf.*
- Bernard, John** (1996) Ed.D., University of San Francisco. *Educational Management, SCE.*
- Bero, Francesca** (1985) Ph.D., Claremont Graduate University. Adjunct Professor, *Education, SCE.*
- Berthelson, Lou** (1998) B.A., University of La Verne. Movement and Sports Science. *Main Campus.*
- Bettencourt, Jeffrey** (1993) M.S., University of La Verne. *Education, SCE.*
- Bettner, Tim** (1987) M.B.A., CSU, Long Beach. Senior Adjunct Professor, Bus/Global Studies. *Orange Co.*
- Bias, Katrina** (1994) M.Ed., University of La Verne. *Education, SCE.*
- Bishop, Patricia** (1999) M.B.A., University of Redlands. Health Services Management. *Main Campus.*
- Bjorklund, Robert** (1999) Ph.D., University of Massachusetts. Bus/Global Studies. *San Fernando Valley.*
- Blackmore, Lois** (1988) Ed.D., Pepperdine University. Adjunct Professor, *Health Services Mgmt., SCE..*
- Blanck, Walter** (1999) M.A., University of Redlands. Business/Global Studies. *San Fernando Valley.*
- Blek, George** (1997) Ed.D., Western Colorado University. *Educational Management, SCE.*
- Bodnar-Plank, Katarine** (1999) J.D., Southern Calif. Institute of Law. Health Services Mgmt. *Ventura Co.*
- Bohikian, Sissag** (1996) D.P.A., University of La Verne. Computer Science. *Main Campus.*
- Bono, Nancy** (1998) M.Ed., University of La Verne. *Education, SCE.*
- Boos, Michael** (1997) D.M.A., Claremont Graduate

Part-Time Faculty

- University. Music. *CAPA*.
- Bornmann, Mary Ann** (1991) Ed.D., Rutgers University. *Education, SCE*.
- Boruszko, Samuel** (1996) M.F.A., California Institute of the Arts. Music. *American Baptist Theological Ctr.*
- Bowman, Karen** (1998) Ph.D., Cornell University. Business/Global Studies. *Inland Empire*.
- Boyd, Edwin** (1989) M.B.A., Univ. of So. Cal. Adjunct Professor, Business/Global St. *San Fernando Valley*.
- Boyd, John** (1999) M.A., CSU, San Jose. Educational Management. *Main Campus*.
- Boyle, Robert** (1997) Psy.D., Biola University. Education. *Main Campus*.
- Brann, Alton J.** (1988) M.S., CSU, San Luis Obispo. Business/Global Studies. *Ventura Co.*
- Brett, Tom** (1999) M.S., Naval Postgraduate School. Mathematics. *Point Mugu*.
- Brison, Nancy L.** (1998) Ph.D., Pacific Graduate School of Psychology. *Education, SCE*.
- Brock, David** (1999) Ph.D., Claremont Graduate University. Music. *Main Campus*.
- Brod, William** (1996) Ed.D., University of La Verne. Educational Management. *Main Campus*.
- Bronn, Susan** (1998) M.S.W., CSU, San Diego. Psychology. *Point Mugu*.
- Brown, Eleanor** (1990) Ph.D., University of Southern California. *Educational Management, SCE*.
- Brown, Eva** (1998) M.S.L.M., University of La Verne. Management. *Main Campus*.
- Brown, Julie** (1990) M.P.P.A., Mississippi State Univ. Adjunct Prof., Bus/Global St. *San Fernando Valley*.
- Brown, Tim** (1996) M.S., CSU, Fullerton. *Educational Management, SCE*.
- Brownfield, Judy** (2000) M.S., University of La Verne. *Education, SCE*.
- Bruno, Charles** (1997) M.S., University of La Verne. Health Services Management. *Inland Empire*.
- Buckus, Patrick** (1994) Ed.D., United States International University. *Education, SCE*.
- Burgan, Christopher** (1997) M. Ed. University of La Verne. B.A., CSU, Long Beach. Art. *CAPA*.
- Burkhart, Lisa** (2000) M.S., Phillips University. Natural Science. *Main Campus*.
- Bumfin, Mary** (1998) M.A., CSU, Pomona. Education. *Main Campus*.
- Bushee, Randy** (2000) M.P.A., Golden Gate University. Business/Global Studies. *San Fernando Valley*.
- Cahill, Karen** (1994) M.Ed., Bowling Green State University. Music. *Main Campus*.
- Caire, Christina** (1998) M.B.A., CSU, Sacramento. Business/Global Studies. *Inland Empire*.
- Calabrese, Patricia** (1998) M.A., CSU, Sacramento. *Education, SCE*.
- Callella-Jones, Trisha** (1999) M.Ed., University of La Verne. *Education, SCE*.
- Cano, Michael** (1992) M.B.A., University of La Verne.
- Business/Global Studies. *Inland Empire*.
- Caplan, Jerrold** (1998) M.A., Catholic University of America. CORE. *Point Mugu*.
- Caputo, Linda** (1998) M.S., CSU, Los Angeles. Education. *Main Campus*.
- Cardena, Maria** (1999) M.A., Mount St. Mary's College. Religion. *Main Campus*.
- Carr, Gregory, Sr.** (1996) M.B.A., University of Pennsylvania. Business/Global Studies. *Elmendorf*.
- Carr, Paul** (1977) Ed.D., Brigham Young University. Adjunct Professor, *Education, SCE*.
- Carrington, Jeannette** (1996) J.D., Brooklyn Law School. Law. *Main Campus*.
- Carter, Wayne** (1986) Ed.D., University of Southern California. Senior Adjunct Professor, *Education, SCE*.
- Castruita, Phillip** (1994) M.A., Claremont Graduate University. History. *EPIC*.
- Cecil, Christine** (1995) M.A., CSU, Pomona. *Education, SCE*.
- Ceron, Patricia** (1998) J.D., Western State University. Business/Global Studies. *Inland Empire*.
- Chamberlain, Nancy** (1987) M.A., Pepperdine University. Psychology. *American Baptist Theological Ctr.*
- Chambers, James** (1986) M.S., Univ. of Arkansas. Adjunct Professor, Business/Global Stud. *Vandenberg*.
- Chambers, Steve** (1998) M.S., CSU, Bakersfield. Business/Global Studies. *Inland Empire*.
- Chrisman, Robert** (1993) J.D., University of Texas. Law. *Main Campus*.
- Christensen, Richard** (2000) M.A., CSU, San Luis Obispo. *Educational Management, SCE*.
- Cianchetti, Sam** (1999) J.D., University of Southern California. Law. *Main Campus*.
- Cisneros, Richard** (1995) Ed.D., University of Southern California. *Education, SCE*.
- Clark, Karen** (1986) D.M.A., University of Michigan. Adjunct Professor, Music. *Main Campus*.
- Clark, Sharon** (1999) Ph.D., Claremont Graduate University. Education. *Main Campus*.
- Clark-White, Patricia** (1991) Ed.D., UC, Los Angeles. Adjunct Professor, Educational Mgmt. *Main Campus*.
- Clayton, David** (1993) Ph.D., University of San Diego. English. *North Island*.
- Clayton, Mark** (1996) M.B.A., CSU, San Diego. Business/Global Studies. *North Island*.
- Cleveland, Christy** (1992) M.S., University of La Verne. Adjunct Professor. *Education, SCE*.
- Coe, Mary** (1993) M.A., UC, Los Angeles. *Education, SCE*.
- Comerford, Lynn** (1999) M.A., Fordham University. Sociology. *CAPA*.
- Coolbaugh, Carrie** (1994) D.P.A., University of La Verne. Public Administration. *CAPA*.
- Cooper-Byram, Dianne** (1998) Ph.D., California Graduate Instit. Health Services Mgmt. *Ventura Co.*
- Costello, John** (1995) Ed.D., University of Southern

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- California. *Educational Management, SCE.*
Coulter, Darcy (1998) M.B.A., University of La Verne. Business/Global Studies. *Inland Empire.*
- Cowperthwaite, Bill** (1996) M.A., CSU, San Diego. Mathematics. *North Island.*
- Cox, Michelle** (1997) M.A., CSU, San Bernardino. *Education, SCE.*
- Craggett, Foster** (1981) D.Min., Claremont Graduate Univ. Senior Adjunct Professor, Religion. *ECBCS.*
- Crum, Susan** (1994) Ed.D., University of Southern California. *Education, SCE.*
- Csellak, William** (1983) M.A., CSU, Northridge. Adjunct Professor, English. *Pt. Mugu.*
- Cusaac, John** (1999) M.B.A., Pepperdine University. Business/Global Studies. *Inland Empire.*
- Daly, Sybil** (1992) J.D., Western State University. Business/Global Studies. *Pt. Mugu..*
- Daniel, Leon** (1995) D.P.A., University of La Verne. Public Administration. *Main Campus.*
- Daniels, Clinton** (1999) Ph.D., University of Florida. Business/Global Studies. *Vandenberg.*
- Daube, Edward** (1978) Ph.D., St. Louis University. Behavioral Science. *Point Mugu.*
- Davis, Annette** (1998) M.B.A., CSU, Sacramento. Business/Global Studies. *Inland Empire.*
- Daw, Allan** (1995) J.D., San Joaquin College of Law. Business/Global Studies. *Inland Empire.*
- Deaver, Karen** (1997) M.S., CSU, San Jose. *Education, SCE.*
- Decker, Georgia** (1991) M.B.A., Golden Gate University. Business/Global Studies. *Inland Empire.*
- Defenderfer, Alan** (2000) Claremont School of Theology. CORE. *CAPA.*
- DeGroot, Carol** (1995) M.S., University of Southern California. *Education, SCE.*
- DeLisle, Frederick** (1996) M.S., Shippensburg University. Business/Global Studies. *Ventura County.*
- Dell'Osso, Linda** (1989) Ph.D., Claremont Grad. Univ. Senior Adjunct Professor, Bus/Global Studies. *CAPA.*
- DeLong, Linda** (1990) M.B.A., Claremont Graduate Univ. Adjunct Professor, Bus/Global Studies. *CAPA.*
- DeMong, Sue** (1999) M.S., CSU, Long Beach. Health Services Management. *Main Campus.*
- Detrick, Cheryl Lynn** (1998) M.S., University of La Verne. Business/Global Studies. *Ventura County.*
- DeVroom, William** (1998) M.B.A., Claremont Graduate Univ. Bus/Global Studies. *Inland Empire.*
- Diamond, Jeffrey** (1995) J.D., Loyola University. Law. *College of Law.*
- DiCamillo, Dennis** (1999) M.S., Univ. of Illinois. Business/Global Studies. *Main Campus.*
- Dimpel, Janeane** (1990) Ph.D., Claremont Graduate Univ. Adjunct Professor, *Educational Mgmt, SCE.*
- DiPaolo, Patricia** (1998) M.A., University of La Verne. *Education, SCE.*
- Dishman, Wendy** (1999) M.A., UC, Los Angeles. Behavioral Science. *Ventura County.*
- Ditty, Marilyn** (1993) D.P.A., University of La Verne. Adjunct Prof., Public Administration. *Main Campus.*
- Dobranski, James** (2000) M.B.A., Golden Gate University. Business/Global Studies. *Vandenberg.*
- Dodson, Judi** (1999) M.Ed., University of La Verne. Education. *Main Campus.*
- Doherty, Leonard** (1981) M.B.A., Fairleigh Dickinson Univ. Adjunct Professor, Bus/Global St. *Elmendorf.*
- Dominguez, Robert** (1983) Professional Musician. Adjunct Professor, Music. *Main Campus.*
- Donaghy, Tana** (1999) M.A., CSU, Los Angeles. Theatre Arts. *CAPA.*
- Downing, Janet** (1996) M.B.A., University of Alaska. Business/Global Studies. *Eielson.*
- Drouillard, Steve** (1993) M.S., University of La Verne. *Education, SCE.*
- Duffy, Peggy** (1993) M.S., UC, Los Angeles. *Education, SCE.*
- Dugger, Sterling** (1998) M.S., Air Force Institute of Technology. Business/Global Studies. *Vandenberg.*
- Dunham, Judith Ann** (1998) M.A., Fresno Pacific University. *Education, SCE.*
- Dunn, Nancy** (1988) M.Ed., CSU, Bakersfield. Adjunct Professor. *Education, SCE.*
- Dyar, Michael** (1999) M.B.A., Clemson University. Business/Global Studies. *Inland Empire.*
- Dyck, Harold** (1996) Ph.D., Purdue University. Business/Global Studies. *Inland Empire.*
- Eagleson, Michael** (1995) M.S., University of La Verne. Public Administration. *CAPA.*
- Eller, Deborah** (1999) M.S., Pepperdine University. *Education, SCE.*
- Engbrecht, Victoria** (1990) M.Ed., University of La Verne. Adjunct Professor. *Education, SCE.*
- England, Melvin** (1994) M.B.A., West Coast University. Business/Global Studies. *Pt. Mugu.*
- Erich, David** (1999) M.A., University of Texas. *Education, SCE.*
- Evans, Frank** (1996) M.A., CSU, San Diego. *Educational Management, SCE.*
- Evans, Lawrence** (1981) M.S., University of La Verne. Adjunct Professor, Business/Global St. *Ventura Co.*
- Evans, Martha** (1987) Ed.D., University of La Verne. Adjunct Professor, Educational Mgmt. *Main Campus.*
- Ewing, Thomas** (1993) Ph.D., Mississippi State University. *Education, SCE.*
- Faraji, Salim** (1999) M.Div., Claremont School of Theology. Religion. *ECBCS.*
- Farrell, Holly Ann** (1996) B.A., CSU, Fullerton. Theatre Arts. *CAPA.*
- Farrer, Vicki** (1992) M.B.A., Webster University. *Educational Management, SCE.*
- Fasler, John A. Jr.** (1997) J.D., Western State University. Business/Global Studies. *Ventura County.*
- Fasler, Karen S.** (1997) J.D., Western State University. Business/Global Studies. *Ventura County.*
- Faul, David** (1992) M.B.A., University of Michigan.

Part-Time Faculty

- Business/Global Studies. *Point Mugu*.
Favro, David (1993) M.A., CSU, San Jose. *Education, SCE*.
Feist, Ronald (1988) Ed.D., Nova University. Educational Management. *SCE*.
Fekete, Frank (1997) J.D., Harvard University. Educational Management. *Main Campus*.
Terrell, Monte (1993) M.S., CSU, Sacramento. *Education, SCE*.
Ferguson, Robert (1993) J.D., University of Southern California. Adjunct Professor, Paralegal. *CAPA*.
Fesmire, Anthony (1998) B.M., Berkeley College of Music. Music. *Main Campus*.
Fischer, Klaus (1992) Ph.D., UC, Santa Barbara. History. *Vandenberg*.
Fischer, Sara Ann (1997) M.A., Chapman University. *Education, SCE*.
Fishburn, Charles (1987) M.S., George Washington Univ. Adjunct Prof., Business/Global St. *Orange Co.*
Fitchett, Monte (1991) M.A., University of La Verne. *Education, SCE*.
Fitzgerald, Heather (1997) M.B.A., CSU, Bakersfield. Business/Global Studies. *Ventura Co.*
Flannery, Kate (1996) J.D., University of Southern California. *College of Law*.
Flippin, Michael (1996) J.D., University of La Verne. Business/Global Studies. *CAPA*.
Fleur, Sharon (2000) M.Ed., CSU, Northridge. *Education, SCE*.
Flora, Don (1994) B.A., University of La Verne. Movement and Sports Science. *Main Campus*.
Font, Edwardo (1989) Ph.D., UC, Los Angeles. Spanish. *American Baptist Theological Center*.
Fontaine, Victor (1995) Ph.D., University of Fribourg. Business/Global Studies. *Ventura County*.
Ford, Terrell (1984) M.P.A., CSU, Long Beach. Adjunct Professor, *Health Services Mgmt, SCE*.
Foust, William (2000) A.M., Harvard University. Business/Global Studies. *Ventura County*.
Fox, Fredda (1976) M.A., University of California, Los Angeles. Senior Adjunct Prof., Biology. *Main Campus*.
Freeman, Lois (1998) Ed.D., University of La Verne. Educational Management. *Main Campus*.
Furay, John (1995) D.P.A., University of La Verne. Public Administration. *Main Campus*.
Galloway, Michael (1999) B.S., New Hampshire College. Business/Global Studies. *Vandenberg*.
Gatejen, JoAnne (1996) Ed.D., University of San Francisco. Educational Management. *Main Campus*.
Gatzonas, Efthimios (1995) Ph.D., Temple University. Business/Global Studies. *Athens*.
Gemma, Thomas (1992) Ph.D., University of San Francisco. Adjunct Professor, *Education, SCE*.
Giblin, Robert (2000) M.S., University of Southern California. *Education, SCE*.
Gilbert, Ronald (1996) J.D., University of La Verne. Law. *Main Campus*.
Gillespie, Jimi (1999) M.Ed., University of La Verne. *Education, SCE*.
Giuliano, Gregory (1994) M.A., University of San Diego. *Education, SCE*.
Gizelis, Theodora-Ismene (1998) M.A., Claremont Graduate Univ. Political/Science. *San Fernando Val.*
Glassman, David (1989) J.D., Loyola Marymount University. Adjunct Professor. *College of Law*.
Glazer, Barbara (1991) M.S., CSU, Sacramento. Senior Adjunct Professor. *Education, SCE*.
Glienna, Raymond (1999) Ph.D., UC, Berkeley. Natural Science. *San Fernando Valley*.
Goertzen, Lando (1993) M.S., University of North Dakota. Mathematics. *Point Mugu*.
Goines, Roy (1990) M.B.A., University of Detroit. Adjunct Professor, Business/Global Studies. *CAPA*.
Golden, Nancy (1991) J.D., Whittier College of Law. Paralegal. *Main Campus*.
Goldstein, David (1989) J.D., University of San Diego. Law. *Main Campus*.
Gonzales, Dolores (1998) Ph.D., Claremont Graduate University. Education. *Main Campus*.
Gonzales, James (1999) M.S., University of San Francisco. Public Administration. *Inland Empire*.
Gonzalez, Cresencio (1998) M.Ed., Azusa Pacific University. Movement & Sports Science. *Main Campus*.
Gonzalez, Elizabeth (2000) M.B.A., University of Redlands. Business/Global Studies. *Ventura County*.
Gonzalez, Laura (1999) M.A., CSU, Fresno. *Education, SCE*.
Good, Randall (1998) M.Ed., University of La Verne. Biology. *Main Campus*.
Goodson, Gary (1987) Ed.D., University of Southern California. Adjunct Professor, *Education, SCE*.
Gorback, Karen (1999) Ed.D., UC, Santa Barbara. Education. *Main Campus*.
Gordy, Harold (1999) M.B.A., UC, Los Angeles. Business/Global Studies. *San Fernando Valley*.
Gould, Robert (1996) M.B.A., University of Nebraska. Health Services Management. *Eielson*.
Granderson, Gregory (1990) M.S., University of La Verne. *Education, SCE*.
Green, Thomas (1998) M.S., Lehigh University. Business/Global Studies. *Vandenberg*.
Greenberg, Jonathan (1996) Ed.D., University of La Verne. *Education, SCE*.
Greenman, Maria (2000) M.S., Claremont Graduate University. Bus/Global Studies. *San Fernando Val.*.
Greer, Rachelle (1997) M.P.A., University of Wyoming. Business/Global Studies. *Vandenberg*.
Grenfell, Carol (2000) CSU, Northridge. *Education, SCE*.
Guilliano, Gregory (1999) Ph.D., US International University. Psychology. *Main Campus*.
Gurnick, David (1999) J.D., UC, Berkeley. *College of Law*.
Guynes, Luther (1992) Ph.D., Claremont Grad. Univ.

Part-Time Faculty

- Adjunct Prof., Bus/Global Studies. *San Fernando Valley*.
Haas, Betsy (1998) M.A., Pacific Oaks College. Education. *Main Campus*.
- Haase, Renne** (1996) Ph.D., United States International University. Humanities. *North Island*.
- Habib, Nicholas** (1999) Ph.D., Claremont Graduate University. Religion/Philosophy. *San Fernando Valley*.
- Haff, Wallace** (1997) M.S.A., George Washington University. Business/Global Studies. *Vandenberg*.
- Hagar, Deborah** (1981) M.B.A., Calif. Western Univ., Senior Adjunct Prof., *Health Services Mgmt, SCE*.
- Haggard, Dennis** (1990) Ed.D., University of San Francisco. *Educational Management, SCE*.
- Hagmairer, Ann** (1999) M.S., University of La Verne. Education. *Main Campus*.
- Halcrow, Ronald** (1993) M.S., University of Rochester. Business/Global Studies. *San Fernando Valley*.
- Hale, Ronald** (1996) M.B.A., Golden Gate University. Business/Global Studies. *Elmendorf*.
- Hall, Anthony** (2000) M.S., CSU, San Jose. *Education, SCE*.
- Hamm, Rebecca** (1993) M.F.A., Claremont Graduate University, Adjunct Professor, Art. *Main Campus*.
- Hanawalt, Anita** (1983) M.M., Westminster Choir College. Senior Adjunct Professor, Music. *Main Campus*.
- Hanson, Phillip** (1983) M.A., Claremont Graduate Univ. Philosophy. *American Baptist Theological Ctr*.
- Harbottle, Kathleen** (1996) M.B.A., Pepperdine University. Business/Global Studies. *Orange County*.
- Harder, Richard** (1981) M.S., CSU, Los Angeles. Adjunct Professor, *Health Services Mgmt, SCE*.
- Harding, Robert** (1995) M.S., Nova University. Business/Global Studies. *Orange County*.
- Harmon, Colleen** (1998) M.Ph., Oxford University. Religion/Philosophy. *Vandenberg*.
- Harper, Grace** (1998) D.P.A., University of La Verne. Public Administration. *Main Campus*.
- Harrington, Arthur** (1999) M.A., CSU, Los Angeles. *Educational Management, SCE*.
- Harrington, Timothy** (1999) M.B.A., Golden Gate University. Business/Global Studies. *Vandenberg*.
- Harris, Michael** (2000) Ed.D., University of La Verne. *Educational Management, SCE*.
- Harris, Ray** (1999) M.S., Central Michigan University. Business/Global Studies. *Eielson*.
- Hart, Roxine C.** (1998) M.S., Chapman University. Business/Global Studies. *Ventura County*.
- Hartling, Douglas** (1997) M.B.A., Loyola Marymount University. Business/Global Studies. *Point Mugu*.
- Hatch, Patricia** (1997) M.A., CSU, San Bernardino. *Education, SCE*.
- Hatcher, Byron** (1999) M.D., UC, Davis. Health Services Management. *Ventura County*.
- Hayes, Jonathan** (1988) J.D., Loyola Marymount University. Senior Adjunct Professor. *College of Law*.
- Hemenway, Elaine** (1994) M.S., University of Santa Clara. Mathematics. *Main Campus*.
- Henderson, James** (1989) M.Ed., CSU, Bakersfield. *Educational Management, SCE*.
- Hernandez, Benjamin** (1999) M.B.A., CSU, San Luis Obispo. Business/Global Studies. *Vandenberg*.
- Hertig, Stephen** (1999) M.S., University of La Verne. Public Administration. *Main Campus*.
- Hibdon, Alfred** (1981) J.D., University of La Verne. Senior Adjunct Professor. *College of Law*.
- Hill, Robert E.** (1997) M.P.A., Golden Gate University. Public Administration. *Main Campus*.
- Hill, Wayne** (1990) M.B.A., CSU, Los Angeles. Adjunct Prof., Bus/Global Studies. *San Fernando Valley*.
- Hirai, Debra** (1994) University of Southern California. *Education, SCE*.
- Hirschberg, Leslie** (1998) J.D., University of Southern California. *College of Law*.
- Hockwalt, Ronald** (1976) Ed.D., UC, Los Angeles. *Educational Management, SCE*.
- Hoffman, Jay** (1999) Ed.D., University of La Verne. Educational Management. *Main Campus*.
- Hoffman, Susan** (1995) M.A., University of Minnesota. Art. *Main Campus*.
- Hogrefe, Richard Jr.** (1999) M.A., Eastern Michigan University. Business/Global Studies. *Education, SCE*.
- Holmes, Robert** (1985) J.D., Southwestern University. *College of Law*.
- Holsenbeck-Smith, Candace** (1998) M.A., CSU, Northridge. *Education, SCE*.
- Hopkins, Celeste** (1999) M.Ed., University of La Verne. *Education, SCE*.
- Hopkins, Jerry** (1994) M.S., Oklahoma State University. Business/Global Studies. *Vandenberg*.
- Hosford, Venita** (1998) D.P.A., University of La Verne. Public Administration. *Main Campus*.
- Howard, Lori** (1994) Ph.D., University of Southern California. Public Administration. *Main Campus*.
- Howell, Kathleen** (1991) M.A., CSU, Pomona. *Education, SCE*.
- Huff, Laurence** (1996) M.B.A., University of La Verne. Health Services Management. *Inland Empire*.
- Hughes, William** (1993) M.S., University of La Verne. *Education, SCE*.
- Huh, Sung-Koo** (1996) Ph.D., Kent State University. Business/Global Studies. *Inland Empire*.
- Hunt, Margie** (1999) M.A., CSU, San Bernardino. Education. *Main Campus*.
- Hunt, Ted** (1999) D.P.A., University of La Verne. Public Administration. *Main Campus*.
- Hutt, David** (2000) M.S., University of Southern California. Educational Management. *Main Campus*.
- Ide, Linda** (1997) M.S., University of La Verne. *Education, SCE*.
- Irwin, Teresa** (1999) M.A., CSU, Bakersfield. *Education, SCE*.
- Jackson, Frank** (1999) J.D., University of the Pacific. Business/Global Studies. *San Fernando Valley*.
- Jackson, William** (1992) M.S., University of Southern

Part-Time Faculty

- California. *Educational Management, SCE.*
Jackson, William D. (1998) M.B.A., Golden Gate University. Business/Global Studies. *Inland Empire.*
Jacobs, Don E. (1997) M.S., University of La Verne. Business/Global Studies. *Ventura County.*
Jacobs, Jacqueline (1996) Ph.D., University of Washington. Biology. *San Fernando Valley.*
Jagannathan, Christine (1998) B.S., University of La Verne. English. *Main Campus.*
Jasbinsak, John (1998) M.A., UC, Santa Barbara. Mathematics. *Main Campus.*
Jashni, Vera (1997) Ed.D., Brigham Young University. *Educational Management, SCE.*
Jeffery, David S. (1997) M.B.A., Embry-Riddle Aero. Institute. Business/Global Studies. *Vandenberg.*
Jelly, Joann (1993) Ed.D., University of San Francisco. *Education, SCE.*
Jennings, Jeffrey (1999) Ed.D., University of Southern California. Educational Mgmt. *Main Campus.*
Jiao, Jill (1999) M.A., Harbin Normal University, China. Modern Languages. *Main Campus.*
Johnson, Julie (1999) M.S., CSU, Sacramento. *Education, SCE.*
Johnson, Norman (1987) M.Div., Claremont School of Theology. Religion. *ECBCS.*
Jones, Rickey (1999) M.S., University of Redlands. *Education, SCE.*
Jones, Thomas N. (2000) Ed.D., UC, Los Angeles. *Educational Management, SCE.*
Jordan, Robert (1996) M.B.A., University of Alaska. Business/Global Studies. *Eielson.*
Joseph, Sandy S. (1998) M.A., Pacific Oaks College. Health Services Management. *Ventura County.*
Kahn, Harold (1997) Ed.D., University of San Francisco. *Educational Management, SCE.*
Katen, James (1998) M.B.A., University of Montana. Public Administration. *Ventura County.*
Kaulback, Michael (1999) M.B.A., University of La Verne. Health Services Management. *Inland Empire.*
Kazan, Anthony (1995) M.Ed., University of La Verne. *Education, SCE.*
Keady, John (1998) M.B.A., Harvard University. Business/Global Studies. *San Fernando Valley.*
Kellhacker, Richard (1999) Ed.D., Wayne State University. *Educational Management, SCE.*
Keith, Jesse (1985) M.B.A., Columbus College. Adjunct Professor, Business/Global Studies. *Eielson.*
Kennan, Dan (1999) M.P.A., Pepperdine University. Behavioral Science. *Main Campus.*
Kennedy, Jessie (1999) Ph.D., Fielding Institute. Business/Global Studies. *Elmendorf.*
Ketola, Darlene (1997) M.S., CSU, Northridge. Business/Global Studies. *Ventura County.*
Khosraviyani, Firooz (1999) Ph.D., University of Wales. Mathematics/Physics. *Main Campus.*
King, Suzanne (1996) M.A., CSU, Sacramento. *Educational Management, SCE.*
- Kinsinger, Billie** (1990) Ed.D., Brigham Young Univ., Adjunct Professor, *Educational Management, SCE.*
Kinzie, Steve (1997) M.A., University of Washington. English. *Main Campus.*
Kipp, Kenneth (1986) M.P.A., University of La Verne. Adjunct Professor, Public Administration. *Ventura Co.*
Kirgan, James (1991) M.B.A., California Lutheran Univ. Adjunct Prof., Bus/Global Studies. *Ventura Co.*
Kling, Mark (1999) M.P.A., University of La Verne. Public Administration. *Main Campus.*
Knapp, Daniel (1997) M.Ed., Kent State University. *Educational Management, SCE.*
Knego, Thomas (1991) J.D., Calif. Western School of Law. Adjunct Prof., *Health Services Mgmt, SCE.*
Knell, Robert (1971) J.D., Harvard University. Senior Adjunct Professor. *College of Law.*
Knudsen, Dee (1994) M.S., University of La Verne. Health Services Management. *Inland Empire.*
Ko, Sung Won (1992) Ph.D., New York University. Adjunct Professor, ESL and Japanese. *Main Campus.*
Krieger, William (1998) M.A., Claremont Graduate University. Religion/Philosophy. *Main Campus.*
Krikorian, Hovig (1996) M.A., CSU, Pomona. Business/Global Studies. *Inland Empire.*
Kroll, C. Douglas (1998) M.A., University of San Diego. History. *Main Campus.*
Kumar, Usha (1997) Ph.D., University of Wellington. Health Services Management. *Main Campus.*
Kushins, Harold (1998) Ed.D., UC, Berkeley. *Educational Management, SCE.*
La Croix, Jane (1998) M.A., CSU, Chico. *Education, SCE.*
La Fever, Kenneth (1999) M.E., University of Montana. Business/Global Studies. *Elmendorf.*
Laird, Judy P. (1998) M.Ed., University of La Verne. *Education, SCE.*
Lange, Tim (1997) M.A., CSU, Fresno. *Education, SCE.*
Larick, Keith (1991) Ed.D., University of La Verne. Adjunct Professor, *Educational Management. Ed.D.*
Lark, Melody (1998) Ph.D., Claremont Graduate University. Business/Global Studies. *Inland Empire.*
Laub, Jean (1991) M.S., CSU, Fullerton. Adjunct Professor. *Education, SCE.*
Lee, Robert (1994) M.A., University of La Verne. *Educational Management, SCE.*
Lee, Ruth (1999) M.A., CSU, Sacramento. *Education, SCE.*
Leedy, Susan (1998) M.B.A., CSU, Bakersfield. Business/Global Studies. *Inland Empire.*
Lewallen, Willard (1993) Ph.D., UC, Los Angeles. *Education, SCE.*
Lewis, Harvel (1998) M.S., University of La Verne. Behavioral Science. *Main Campus.*
Lieu, Man Van (1998) M.S., Claremont Graduate University. Computer Science. *Main Campus.*
Linfesty, Julia (1991) M.S., California Lutheran Uni-

Part-Time Faculty

- versity. Adjunct Professor. *Education, SCE.*
- Lombardo, Pamela** (1999) D.C. Cleveland Chiropractic College. Health Services Mgmt. *Inland Empire.*
- Lombardo, Raymond** (1997) M.S., Worcester State Univ. Health Services Management. *Inland Empire.*
- Long, Hal** (1986) J.D., California Western School of Law. Senior Adjunct Professor. *College of Law.*
- Longo, Ellen O'Neil** (1999) Ph.D., UC, Riverside. *Education, SCE.*
- Loughridge, Mary** (1999) Ed.D., University of Southern California. *Educational Management, SCE.*
- Louis, Ann** (1999) M.A., CSU, San Fernando. *Education, SCE.*
- Lovell, Jeffrey** (2000) M.Ed., CSU, Stanislaus. Educational Management. *Main Campus.*
- Luna, Jesus** (1999) M.Ed., University of La Verne. *Education, SCE.*
- Lunsford, Jeanne** (1993) J.D., Oklahoma City Univ. Health Services Management. *Inland Empire.*
- Luzak, Jacqueline** (2000) M.A., CSU, Los Angeles. Mathematics. *Main Campus.*
- Lyon, Donald** (1995) M.A., University of Northern Colorado. Business/Global Studies. *Elmendorf.*
- Lyons Jr., Ivory** (1999) Ph.D., Claremont Graduate Univ. Religion. *American Baptist Theological Center.*
- Mackey, Claudia** (1991) M.A., CSU, Pomona. *Educational Management, SCE.*
- Mackin-Getzoff, Eileen** (1998) J.D., Santa Barbara College of Law. Business/Global Studies. *Ventura Co.*
- MacMillan, Kenneth** (1999) M.B.A., Suffolk University. Business/Global Studies. *Inland Empire.*
- Magee, Cheryl** (2000) Ed.D., University of La Verne. Educational Management. *Main Campus.*
- Maldonado, Ernie** (1998) Ph.D., Claremont Graduate University. Public Administration. *Inland Empire.*
- Maltin, Phillip** (1999) J.D., DePaul College of Law. Health Services Management. *San Fernando Valley.*
- Mandis, Donna** (1993) M.S., Central Michigan University. Business/Global Studies. *Vandenberg.*
- Manolis, Janis** (1998) M.B.A., University of La Verne. Business/Global Studies. *Inland Empire.*
- Mansperger, Mark** (1993) Ph.D., Washington University. Anthropology. *Main Campus.*
- Marc-Aurele, Heidi** (1998) M.L.S., University of Hawaii. *Education, SCE.*
- Martin, Jack** (1990) J.D., UC, Los Angeles. Adjunct Prof., Business/Global Studies. *San Fernando Valley.*
- Martinez, Rebecca** (1999) M.P.H., Loma Linda University. Health Services Management. *Inland Empire.*
- Mathews, Gwen** (1993) M.A., University of Southern California. *Educational Management, SCE.*
- Matlock, Linda** (1999) Ed.D., University of La Verne. Educational Management. *Main Campus.*
- Matthew, William** (1999) Ph.D., Iowa State University. *Education, SCE.*
- Mautz, Ed** (1982) M.P.A., University of San Francisco. Adjunct Prof., Public Administration. *Main Campus.*
- Mays-Griffith, Andrea** (1988) M.A., UCLA. Adjunct Professor. Bus/Global Studies. *San Fernando Valley.*
- McAteer, Terence** (1992) Ed.D., University of San Francisco. *Educational Management, SCE.*
- McCann, Matthew** (1991) Ph.D., United States International University. Adjunct Prof., *Education, SCE.*
- McClellan, Russell** (1984) M.B.A., UC, Los Angeles. Adjunct Professor, *Health Services Mgmt., SCE.*
- McCracken, Harry** (1998) J.D., Western State Univ. Business/Global Studies. *San Fernando Valley.*
- McCravy, Denise** (1997) M.Ed., University of La Verne. Education. *Main Campus.*
- McCravy, Elizabeth** (1998) Ed.D. University of La Verne. *Educational Management, SCE.*
- McDermid, Carolyn** (1998) M.B.A., CSU, San Bernardino. Business/Global Studies. *Inland Empire.*
- McDermott, Daniel** (1999) M.S., National University. Behavioral Science. *Ventura County.*
- McDonald, Dee** (1999) M.A., New Mexico State University. Business/Global Studies. *Eielson.*
- McGaw, Helen** (1994) Ed.D., Baylor University. Health Services Management. *Elmendorf.*
- McGowan, Hugh** (1993) Ed.D., CSU, Bakersfield. Adjunct Professor. *Education, SCE.*
- McGrath, J. Michael** (2000) Ed.D., University of Southern California. *Education, SCE.*
- McKee, William** (1986) M.B.A., Golden Gate Univ. Adjunct Prof., Business/Global Studies. *Vandenberg.*
- McKillip, John** (1994) M.Ed., Fresno-Pacific College. *Educational Management, SCE.*
- McQuillan, Nancy** (1998) M.S., CSU, Fullerton. *Education, SCE.*
- McVay, Dean** (1999) J.D., Vanderbilt University. Law. *Main Campus.*
- Meddleton, Daniel J.** (1998) M.H.A., University of Minnesota. Health Services Management. *Elmendorf.*
- Meek, Christine** (1998) M.Ed., University of La Verne. Education. *Main Campus.*
- Meek, Lorinda** (1998) M.S., University of La Verne. *Education, SCE.*
- Melton, Cheryl** (1999) M.S., Nazareth College. *Education, SCE.*
- Mendelsohn, Helen** (1999) MA., UC, Los Angeles. Health Services Management. *Main Campus.*
- Menocher, Charles** (1996) Ed.D., Brigham Young University. *Education, SCE.*
- Merkert, Richard** (1991) M.A., Chapman University. *Education, SCE.*
- Merritt, Anne** (2000) M.A., CSU, San Francisco. *Education, SCE.*
- Michon, Janet** (1998) M.A., Claremont Graduate Univ. Health Services Management. *Inland Empire.*
- Mikulics, Michael** (1999) M.Ed., U.S. International Univ. Educational Management. *Main Campus.*
- Miles, Ben** (1991) M.S., University of La Verne. Adjunct Professor. *Education, SCE.*
- Millares, Luis** 1998) M.S., Lesley College. Busi-

Part-Time Faculty

- ness/Global Studies. **Vandenberg.**
- Miller, Norman** (1991) Ed.D., Brigham Young University. *Educational Management, SCE.*
- Mimikos, James** (1978) J.D., Wayne State University. Senior Adjunct Professor, Bus/Global Studies. *Athens.*
- Minar, Cynthia** (1999) Ph.D., UC, Riverside. Natural Sciences. *Main campus.*
- Miro, Arlene** (1993) M.A., University of La Verne. *Education, SCE.*
- Mithers, Mark** (1998) M.A., Redlands University. Business/Global Studies. *San Fernando Valley.*
- Montgomery, George** (1992) M.S., CSU, Sacramento. Adjunct Professor, *Education, SCE.*
- Monyé, Bennett** (1993) D.P.A., University of La Verne. Adjunct Prof., Public Administration. *Main Campus.*
- Mooradian, Norman** (1999) Ph.D., Ohio State Univ. Philosophy. *Main Campus.*
- Moore, Gary** (1993) M.Ed., Univ. of Missouri, Columbia. Adjunct Professor, *Education, SCE.*
- Moore, Lynette** (1997) J.D., Loyola University. Mathematics. *Main Campus.*
- Morgan, Christopher** (1999) M.Ed., Claremont Graduate University. Natural Science. *Main Campus.*
- Morgan, Dee** (1995) M.A., CSU, Sacramento. *Educational Management, SCE.*
- Morris, Charles** (1998) M.Ed., University of La Verne. Education. *Main Campus.*
- Morris, Mary** (1980) Ed.D., Brigham Young University. Adjunct Professor, *Education, SCE.*
- Morrow, Ron** (1997) M.S., West Coast University. Mathematics. *Main Campus.*
- Mossaver-Rahmani, Ali** (1998) Ed.D., University of La Verne. Business/Global Studies. *Inland Empire.*
- Moustafa, Karen** (1998) M.A., University of Auckland. Health Services Management. *Ventura County.*
- Mullings, Jerry** (1991) M.S., CSU, Bakersfield. *Education, SCE.*
- Mundt, Valerie V.** (1997) M.B.A., St. John's University. Business/Global Studies. *Eielson.*
- Murphy, Anna** (1997) M.S., University of La Verne. Public Administration. *Main Campus.*
- Murphy, Paul M.** (1998) Ph.D., UC, Santa Barbara. Business/Global Studies. *Vandenberg.*
- Murphy, Susan** (1999) J.D., Southwestern University. Paralegal Studies.
- Murray, Charles** (1999) J.D., Southwestern University. Paralegal Studies.
- Myers, John** (1999) Ed.D., University of La Verne. Educational Management. *PASC.*
- Nagler, Steve** (1977) M.F.A., Claremont Graduate Univ. Senior Adjunct Professor, Art. *Orange County.*
- Neil, Lois** (1994) Ed.D., University of La Verne. *Educational Management, SCE.*
- Nelson, Christine** (1998) M.S., University of La Verne. Health Services Management. *Inland Empire.*
- Nelson, Donna** (1999) M.A., Bradley University. *Education, S.C.E.*
- Newsman, Marianne** (1999) M.L.S., UC, Berkeley. Education. *Main Campus.*
- Noonan, Heinz** (1996) M.B.A., University of Alaska, Anchorage. Business/Global Studies. *Elmendorf.*
- Norman, Hal** (2000) M.B.A., University of La Vene. Business. *Ventura County Campus.*
- Norwood, Robert** (1991) M.S., University of Northern Colorado. *Education, SCE.*
- Nouhi, Akbar** (1995) Ph.D., Syracuse University. Computer Science. *Main Campus.*
- Nuñez, Betty** (1997) M.S., CSU, Los Angeles. Health Services Management. *Inland Empire.*
- O'Toole, Richard** (2000) Ph.D., U.C., San Diego. Business. *San Fernando Valley Campus.*
- Okada, Richard** (1989) D.B.A., Univ. of Southern Calif. Adjunct Prof., Business/Global Studies. *Ventura Co.*
- Olds, Alexis** (1999) Ph.D., University of Utah. Business. *Vandenberg.*
- Olmstead, Paul** (1994) M.S., Arizona State University. Business/Global Studies. *Pt. Mugu.*
- Ong, Richard** (1999) Ph.D., Yale University. Chemistry. *Main Campus.*
- Ortega, Lisa** (1999) Ph.D., California School of Professional Psychology. Psychology. *Point Mugu.*
- Osman, Marshall** (1988) Ph.D., Claremont Graduate Univ. Adjunct Professor, Philosophy. *Main Campus.*
- Ospina, Dana** (1999) M.A., UC, Riverside. Art. *Main Campus.*
- Ostrom, Elizabeth** (1998) Ed.D., University of Southern California. *Education, SCE.*
- Padilla, Charles** (1995) M.P.H., UC, Los Angeles. Health Services Management. *Orange County.*
- Pagan, John** (1988) M.S., CSU, Sonoma. Business/Global Studies. *Elmendorf.*
- Palanker, Robin** (1999) B.F.A., California Institute for the Arts. Art. *Main Campus.*
- Paris, Anastasia** (1997) Ph.D., University of Bath. Business/Global Studies. *Athens.*
- Parker, Margaret** (2000) M.A., John F. Kennedy University. *Education, SCE.*
- Paro, Georgij** (1987) M.F.A., Zagreb Theatre Academy, Croatia. Adjunct Prof., Theatre. *Main Campus.*
- Parrish, Berthena** (1997) M.S., University of La Verne. Psychology. Pt. Mugu.
- Parsons, Chris Ann** (1994) M.Ed., University of La Verne. *Education, SCE.*
- Patel, Vijaykumar** (1997) Ph.D., State University of New York. *Education, SCE.*
- Peal, Norma** (1992) Ph.D., University of Southern California. *Health Services Management, SCE.*
- Pell, Steve** (1998) M.A., CSU, Pomona. English. *Main Campus.*
- Pendley, Phil** (1996) Ed.D., University of La Verne. Educational Management. *Main Campus.*
- Peppas, George** (1988) Ph.D., Texas Technical University. Senior Adjunct Professor, History. *Athens.*
- Pereida-Beihl, Barbara** (1999) Ed.D., Univ. of San

Part-Time Faculty

- Francisco. Education. *Main Campus.*
- Perez, Michael** (1999) M.B. A., Pepperdine University. Health Services Management. *Main Campus.*
- Perkins, Betty** (1994) M.S., CSU, Sacramento. *Education, SCE.*
- Perlman, Stephen** (1996) M.A., CSU, Northridge. Health Services Management. *San Fernando Valley.*
- Peters, William** (1998) M.S., Cornell University. Business/Global Studies. (*San Fernando Valley.*)
- Pfaffenberger, George** (2000) M.Ed., Univ. of San Francisco. Educational Mgmt. Education, SCE.
- Phillips, Elizabeth** (1998) M.A., CSU, Northridge. *Education, SCE.*
- Phillips, Mark** (1986) LL.M., New York University. *College of Law.*
- Phillips, Richard** (1999) J.D., University of Southern California. *College of Law.*
- Phillips, Sallie** (1992) M.Ed., University of La Verne. Adjunct Professor, *Education, SCE.*
- Pierucci, Richard Jr.** (1998) M.Ed., University of La Verne. *Educational Management, SCE.*
- Platt, Kenneth** (1996) M.B.A., University of La Verne. Business/Global Studies. *Point Mugu.*
- Pollard, Richard** (1998) University of the South Pacific. Business/Global Studies. *Ventura County.*
- Port, Ruth** (1991) M.A., University of Southern California. *Educational Management, SCE.*
- Powers, Michael** (1994) M.A., University of Wisconsin, Madison. Health Services Management. *Eielson.*
- Prato, Ruth** (1999) M.A.T., Auburn University. Business. *Eielson.*
- Price, Susan** (1998) M.A., Western Kentucky University. Business/Global Studies. *Ventura County.*
- Quincey, Robert** (1989) D.P.A., University of La Verne. Adjunct Prof., Public Administration. *CAPA.*
- Rambow, David** (1993) M.A., Webster University. Business/Global Studies. *Eielson.*
- Rao, Sheila** (2000) M.S., Northeastern University. Business. *Vandenberg.*
- Raymond, Ann** (1991) M.A., CSU, Los Angeles. Adjunct Professor, Mathematics. *Main Campus.*
- Reddick-Smith, Kimberly** (1993) M.S., University of La Verne. *Education, SCE.*
- Reiner, James** (1983) B.S., CSU, San Luis Obispo. Adjunct Prof., Business/Global Studies. *Vandenberg.*
- Rhee, Hae Kyung** (1998) M.M., UC, Los Angeles. Music. *Main Campus.*
- Ritter, Victor** (1986) Ph.D., Claremont Graduate University. Business/Global Studies. *CAPA.*
- Rodriguez, Paul** (1999) M.S., University of La Verne. *Education, SCE.*
- Rogers, Richard** (1988) Ph.D., University of Arizona. Senior Adjunct Professor, Psychology. *Main Campus.*
- Rogers, William** (1994) M.A., CSU, Pomona. Behavioral Science, SCE.
- Rose, Robert** (1997) J.D., University of Arizona. *College of Law.*
- Ross, Lauren** (1987) J.D., Georgetown University. Senior Adjunct Professor. *College of Law.*
- Rothe, Jonathan** (1987) M.A., University of La Verne. Adjunct Professor, Music. *Main Campus.*
- Rowan, Elizabeth** (1982) M.B.A., UCLA. Adjunct Prof., Business/Global Studies. *San Fernando Valley.*
- Rowe, Richard** (1999) M.P.S., CSU, Fullerton. Public Administration. *Inland Empire.*
- Rubine, Ron** (1993) M.A., University of La Verne. *Education, SCE.*
- Ruffell, Marion** (1991) M.A., CSU, Northridge. *Education, SCE.*
- Russell, Cinda** (1998) Ed.D., University of Arizona. *Educational Management, SCE.*
- Rutherford, Garrett** (1995) Ed.D., University of La Verne. *Educational Management, SCE.*
- Ryan, Michael** (1981) M.A., CSU, Chico. Adjunct Professor, Music. *Main Campus.*
- Sadian, Azar** (1999) M.A., CSU, Sacramento. *Education, SCE.*
- Salby, Robert** (1996) Ed.D., University of Southern California. *Education, SCE.*
- Sanchez, Gabriel** (1998) M.Ed., University of La Verne. Education. *Main Campus.*
- Sanchez, Scotia** (1999) Ed.D., University of La Verne. Educational Management. *Main Campus.*
- Santa Elena-Hindes, Victoria** (1998) M.A., CSU, Chico. *Education, SCE.*
- Saurenman, Dianne** (1999) Ed.D., University of Southern California. Education. *Main Campus.*
- Sayler, John** (1993) M.A., CSU, Sacramento. *Education, SCE.*
- Scalli, Tom** (1978) M.A., Chapman University. Behavioral Science. *Education, SCE.*
- Scanlon, Jerome** (1997) J.D., University of La Verne. Business/Global Studies. *Vandenberg.*
- Schaefer, James** (1998) M.B.A., Univ. of Southern Calif. Business/Global Studies. *San Fernando Valley.*
- Schenck, Robert** (1978) M.P.A., CSU, Long Beach. Adjunct Prof., Bus/Global Studies. *San Fernando Val.*
- Schessler, Teryl** (1999) M.A., University of Michigan. Behavioral Science. *ABTC.*
- Schimbor, Mark** (1998) J.D., UC, Berkeley. Business/Global Studies. *Inland Empire.*
- Schneider, Geoffrey** (1998) M.A., Antioch University. Behavioral Science. *Point Mugu.*
- Schrock, Martha** (1997) M.B.A., Arizona State University. Health Services Management. *Eielson.*
- Schroll, Edward** (1997) Ed.D., University of San Francisco. *Education, SCE.*
- Schwartz, Stuart** (1998) J.D., Harvard University. *College of Law.*
- Scott, Christopher** (1998) M.S., American University. Business/Global Studies. *Point Mugu.*
- Scott, David** (1995) M.M., University of Southern California. Music. *Main Campus.*
- Sears, Lewis** (1985) Ph.D., US International Univ.

Part-Time Faculty

- Adjunct Prof., Business/Global Studies. *Elmendorf.*
Sgherzi, Anthony (1988) L.L.M., University of San Diego. Adjunct Professor. *College of Law.*
- Shaw, Richard** (2000) M.M., University of Rochester. Music. *Main Campus.*
- Shayo, Conrad** (1998) Ph.D., Claremont Graduate University. Business/Global Studies. *Main Campus.*
- Sheldon, Susan** (1993) M.A., Azusa Pacific University. *Education, SCE.*
- Sherman, Richard** (1987) M.P.S., University of Colorado. Adjunct Prof., Management. *Inland Empire.*
- Shipman, Diana** (2000) M.A., University of San Francisco. *Education, SCE.*
- Sieger, Julia** (1999) Ed.D., University of San Francisco. Educational Management. *PASC.*
- Simmonds, Kendall** (1985) M.B.A., UC, Berkeley. Adjunct Prof., Bus/Global Studies. *San Fernando Valley.*
- Simpson, Laura** (1997) M.R.A., University of San Francisco. Business/Global Studies. *Ventura County.*
- Siudara, Judith** (1982) M.A., Cal. Family Study Ctr. Adjunct Prof., Health Services Mgmt. *Ventura County.*
- Slakey, Stephen** (1993) M.A., CSU, Fullerton. Geography. *Main Campus.*
- Slattum, Gerald** (1984) Ph.D., Union Institute. Adjunct Professor. Art. *Point Mugu.*
- Smith, Eleanor** (1998) M.S., CSU, Dominguez Hills. Health Services Management. *Ventura County.*
- Smith, Jason** (2000) M.F.A., University of Southern California. Computer Science. *Main Campus.*
- Smith, Michael J.** (1994) M.B.A., University of Oregon. Business/Global Studies. *Ventura County.*
- Smoak, John** (1995) Ed.D., Nova University. *Education, SCE.*
- Solleveld, Maurits** (2000) M.A., University of Redlands. Business/Global Studies. *Inland Empire.*
- Sommer, Craig** (1997) M.A., Webster University. Business/Global Studies. *Eielson.*
- Spartrisano, Theodore** (1978) M.S., CSU, Northridge. Adjunct Prof., Bus/Global Studies. *San Fernando Val.*
- Spindle, William** (1997) M.B.A., Boston University. Business/Global Studies. *Eielson.*
- St. John, Leo** (1996) Ed.D., Wayne State University. Educational Management. *Main Campus.*
- Stanton, Teri** (1999) M.A., CSU, Bakersfield. *Educational Management, SCE.*
- Stefansson, Jody** (1998) M.L.S., UC, Los Angeles. *Education, SCE.*
- Stennett, Norris Ray** (1998) M.B.A., CSU, Fresno. Health Services Management. *Ventura County.*
- Stimson, Terry** (1988) Ph.D., Fielding Institute. Business/Global Studies. *Elmendorf.*
- Stone, Neil** (1993) M.Ed., University of La Verne. Adjunct Professor. *Education, SCE.*
- Stowers, David** (1991) M.B.A., Univ. of La Verne. Adjunct Prof., Business/Global Studies. *Point Mugu.*
- Strasen, William** (1984) M.B.A., Claremont Graduate University. Business/Global Studies. *CAPA.*
- Strauss, Laurence K.** (1998) M.A., CSU, Northridge. *Education, SCE.*
- Strum, Rupert** (1997) M.A., Webster University. Business/Global Studies. *Elmendorf.*
- Sturges, Albert** (1997) M.B.A., University of La Verne. Business/Global Studies. *Ventura County.*
- Suhr, Karen** (1998) MA., CSU, Sacramento. *Education, SCE.*
- Sunn, Larry** (1998) Ed.D., Brigham Young University. Health Services Management. *San Fernando Valley.*
- Sweat, Jon** (1999) M.A., Point Loma University. Educational Management. *PASC.*
- Swift, Jack** (1997) Ed.D., Nova University. Spanish. *Main Campus.*
- Sylvia, Robert** (1999) M.B.A., Golden Gate University. Business/Global Studies. *Inland Empire.*
- Syth, William** (1998) M.A., Cornell University. Business/Global Studies. *San Fernando Valley.*
- Talifer, Henry** (1997) Ph.D., University of Southern California. Business/Global Studies. *Ventura County.*
- Tandy, Kathleen** (1998) Ph.D., Fielding Institute. Business/Global Studies. *Inland Empire*
- Tankenson, Joel** (1986) M.S., University of La Verne. Adjunct Professor. *Education, SCE.*
- Tanner, James** (1998) M.S., CSU, Northridge. *Education, SCE.*
- Teraver, Brenda** (1999) M.A., University of La Verne. Education. *Main Campus.*
- Taskiran, Ayse** (1999) M.A., Indiana University. Anthropology. *CAPA.*
- Tauer, Richard** (1991) M.A., CSU, Los Angeles. Adjunct Professor. *Education, SCE.*
- Taylor, Robert** (1998) M.B.A., University of La Verne. Business/Global Studies. *Vandenberg.*
- Teal, Eugene** (1999) M.B.A., UC, Los Angeles. Business/Global Studies. *Vandenberg.*
- Terstegge, John** (1993) M.A., CSU, San Francisco. *Education, SCE.*
- Thompson, Gail** (1999) Ph.D., Claremont Graduate University. Education. *Main Campus.*
- Thompson, James** (1978) Ph.D., UC, Santa Barbara. Sr. Adjunct Prof. Health Services Mgmt. Pt. Mugu.
- Thompson, Michael** (1989) M.A., CSU, Bakersfield. *Education, SCE.*
- Thoms-Harrington, Lucy** (1998) M.B.A., Pepperdine University. Business/Global Studies. *Vandenberg.*
- Todd, Gayle** (1999) Ed.D., University of La Verne. Educational Management. *Main Campus.*
- Tolleson, Sally** (2000) M.S., University of La Verne. *Education, SCE.*
- Trotta, John** (1999) Ph.D., University of Oregon. Educational Management. *Main Campus.*
- Trotter, Janet** M.S., University of La Verne. *Education, SCE.*
- Troxel, Kent** (1985) M.B.A., City Univ. of Seattle. Adjunct Prof., Business/Global St. *San Fernando Valley.*
- Tseng, Eugene** (1999) J.D., University of La Verne.

Part-Time Faculty

- College of Law.**
- Tudor, Robert** (1983) M.A., CSU, Northridge. Biology. Point Mugu.
- Tulac, John** (1997) J.D., Loyola University. *College of Law.*
- Turner, Barry** (1993) M.S., CSU, Sacramento. Adjunct Professor, *Education, SCE.*
- Turner, Robert** (1998) B.A., CSU, Pomona. Education. *Main Campus.*
- Tyner, Judy** (1997) D.P.A., University of La Verne. Business/Global Studies. *Orange County.*
- Vagnozzi, Jeannette** (1999) M.S., University of La Verne. Management. *Main Campus.*
- Valos, Irene** (1988) M.A., CSU, Bakersfield. Adjunct Professor, *Education, SCE.*
- Van Allen, Kelly** (1988) M.Ed., University of La Verne. *Education, SCE.*
- Van Deventer, Elaine** (1984) M.B.A., Pepperdine Univ. Adjunct Prof., *Health Services Management, SCE.*
- Van Loon, Weston** (1980) M.B.A., Univ.. of Missouri. Adjunct Prof., Business/Global Studies. *Elmendorf.*
- Van Oorschot, Marlo** (1997) J.D., Southwestern University. Law. *College of Law.*
- Van Riette, Lisa** (1997) M.Ed., University of La Verne. *Education, SCE.*
- Vardahikos, Nick** (1985) M.S., Univ. of Southern California. Senior Adjunct Prof., Chemistry. *Athens.*
- Viles, Teresa** (1994) Ph.D., California School of Professional Psychology. *Education, SCE.*
- Villasana, Minaya** (1999) M.S., Claremont Graduate University. Mathematics. *Main Campus.*
- Volmer, Steve** (1993) M.S., CSU, Sacramento. *Education, SCE.*
- Vondra, Jan** (1996) Ed.D., University of La Verne. *Education, SCE.*
- Voss, William** (1997) M.A., CSU, Bakersfield. *Education, SCE.*
- Wagoner, Zandra** (1999) M.Div., Bethany Theological Seminary. Religion. *Main Campus.*
- Walker, Karen** (1996) Ed.D., University of La Verne. Educational Management. *Main Campus.*
- Walling, Barbara** (1999) M.S., University of La Verne. Management. *Main Campus.*
- Walsh, Michele** (1999) M.S., CSU, Fullerton. *Education, SCE.*
- Walton, Richard** (1996) J.D., Indiana University. Law. *College of Law.*
- Wangler, Patricia** (1992) M.A., CSU, Pomona. Adjunct Professor, English. *Main Campus.*
- Ward, Patrick** (1998) M.P.A., University of San Francisco. Health Services Management. *Ventura Co.*
- Ward, Penelope** (1997) Ph.D., University of Alaska. Health Services Management. *Eielson.*
- Washburn, Jonathan** (1996) M.A., Biola Univ. ESL. *American Baptist Theological Center.*
- Watson, Lawrence** (1998) Ph.D., University of Chicago. Psychology. Point Mugu.
- Weeks, Dan** (1997) M.S., CSU, Sacramento. *Education, SCE.*
- Welch, Della** (1982) J.D., Western State University. Adjunct Professor, Business/Global St. *Orange Co.*
- Whitman, Patricia** (1999) Ed.D., University of Southern Calif. Educational Management. *Main Campus.*
- Whitson, Loretta** (1994) M.S., University of La Verne. *Education, SCE.*
- Wickham, Joseph** (1997) M.A., CSU, Stanislaus. *Educational Management, SCE.*
- Wiggins, Laura** (1995) M.S., University of Southern California. *Education, SCE.*
- Wilde, Gary** (1985) M.H.S.A., Arizona State University. Adjunct Prof., Health Services Mgmt. *Ventura County.*
- Wilder, Lawrence** (1978) Ed.D., Western Michigan University. *Education, SCE.*
- Williams, Candis** (1997) Psy.D., University of Denver. Health Services Management. *Ventura County.*
- Williams, Darlene** (1998) M.A., CSU, Fullerton. *Education, SCE.*
- Williams, Madhavi** (1997) M.A., Gallaudet University. *Education, SCE.*
- Williams, Yolanda** (1997) M.P.A., UC, Los Angeles. Gerontology. *Main Campus.*
- Winter, Jeffrey** (19990 J.D., Southwestern University. Business. San Fernando Valley Campus.
- Winters, Philip Rex** (1978) M.A., CSU, Northridge. Senior Adjunct Prof., Natural Science. *Pt. Mugu.*
- Wood, Michael** (1997) M.S., CSU, Sacramento. *Education, SCE.*
- Wood, Walter** (1998) M.S., University of Alaska. Business/Global Studies. *Elmendorf.*
- Wurtz, Keith** (1999) M.A., CSU, Fullerton. Behavioral Science. *Main Campus.*
- Wyatt, John, III** (1996) J.D., University of Dayton. Health Services Management. *Inland Empire.*
- Yee, Anna** (1998) M.S.W., UC, Berkeley. Psychology. *Main Campus.*
- Young, Arthur** (1999) M.B.A., Pepperdine University. Business. *San Fernando Valley Campus.*
- Youngquist, Linden** (1998) M.A., Graduate Theological Union. Religion. Main Campus.
- Zafiroopoulos, Yanni** (1995) M.A., US International University. Special Education. *Main Campus.*
- Zakon, Robert** (2000) LL.B., University of Southern California. Law. College of Law.
- Zawoyski, John** (1980) M.B.A., Chapman University. Adjunct Prof., Business/Global St. *San Fernando Val.*

Part-Time Faculty



Nune Gazdhyan, Student Commencement Speaker 2001.

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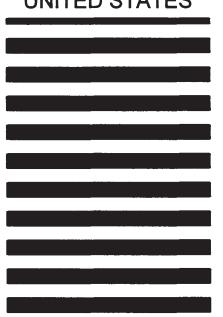
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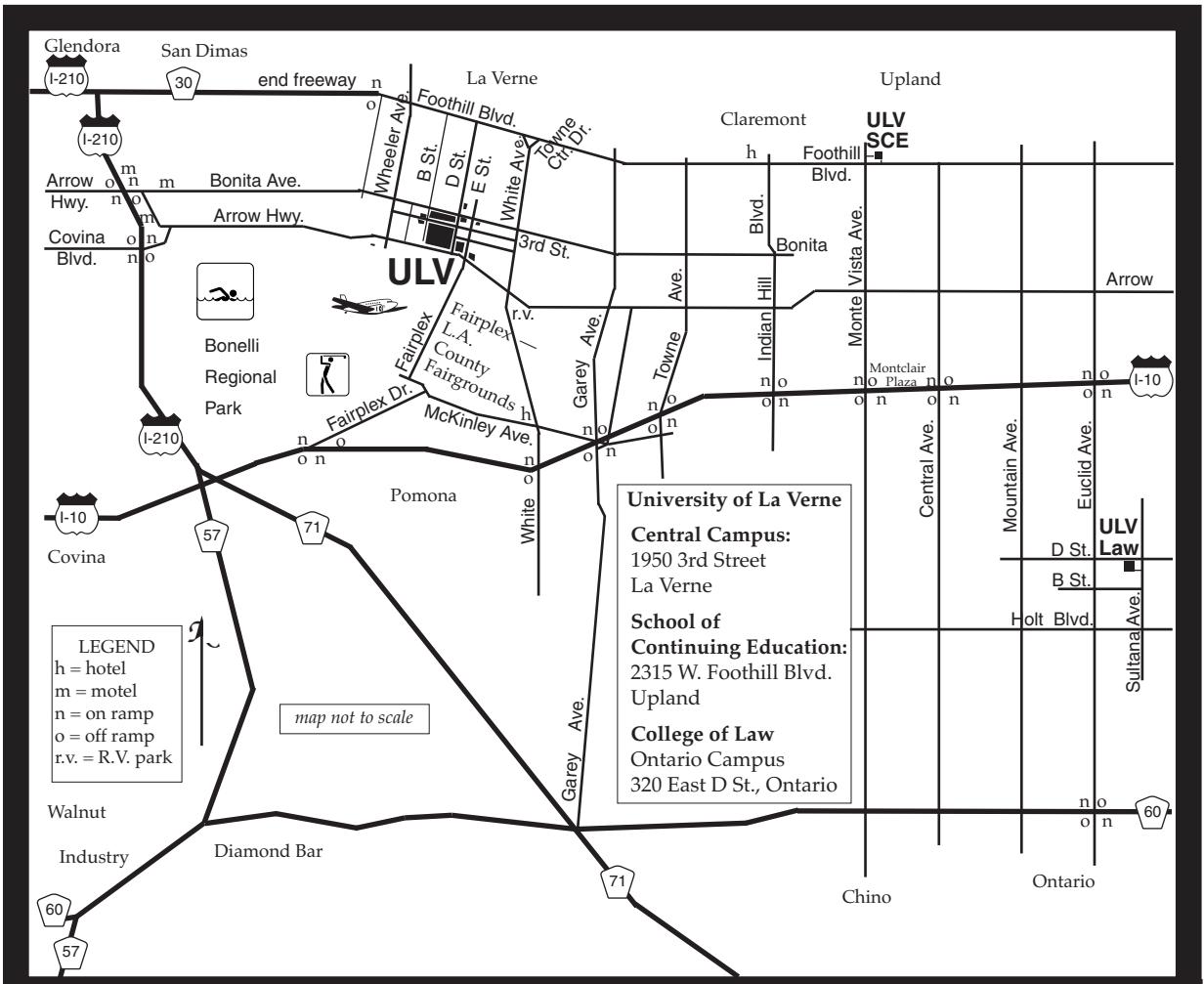


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How to get to the University of La Verne

From the northwest: (Pasadena)

Foothill Fwy. (I-210) east. Stay left and follow "End Freeway: Foothill Blvd." signs until the freeway empties onto Foothill Blvd. (Hwy. 66). Continue east on Foothill to Wheeler Ave. Turn right (south) on Wheeler to 3rd St. (one block past Bonita Ave.). Turn left (east) on 3rd to the campus.

From the east or west:

San Bernardino Fwy. (I-10) to Fairplex Dr. exit. (from the east, look for Fairplex/Dudley exit). Go north (right from the east; left from the west) on Fairplex to the L.A. County Fairgrounds. Turn left (west) and follow Fairplex Dr. along the perimeter of the fairgrounds, continuing north to 3rd St. Turn left (west) to the campus. Alternate Routes from I-10: Garey, Towne, or White Aves. north to Arrow Hwy. or Bonita Ave., then west to the campus.

From the south:

Orange Fwy. (57) north to San Bernardino Fwy. (I-10). East on I-10 to first exit (Fairplex Dr.) and follow same directions as for "east or west." Alternate route: 57 to I-210 to Covina Blvd. exit or Arrow Hwy. exit. Then east (right) on Bonita Ave. or Arrow Hwy. to the campus.