

TABLE OF CONTENTS

Home	5	Liberal Arts (BA)	46
Academic Calendars 2022-2023	6	Sustainability Minor	47
Academic Definitions	8	Legal Studies Department	47
Academic Information	11	American Law Minor	48
Admissions Information	23	Legal Studies (BS)	48
Board of Trustees, Administration and Faculty	29	Modern Languages Department	48
Catalog Contents	31	Creative Writing (BA)	49
College of Arts and Sciences	35	Creative Writing Minor	49
Undergraduate	35	French (BA)	49
Art and Art History Department	35	French Minor	50
Art History (B.A.)	35	Japanese Minor	50
Art History Minor	36	Spanish (BA)	50
Studio Art (B.A.)	36	Spanish Minor	51
Studio Art Minor	37	Music Department	51
Associate of Arts Degree in General Studies Program	37	Music (BA)	51
Communications Department	37	Music Minor	51
Communications (B.A.)	37	Natural Science Division	52
Digital Media (B.A.)	38	Biology Department	52
Journalism (B.A.)	38	Biology	52
English Department	39	Biology Minor	53
English (BA)	39	Chemistry Department	53
English Minor	40	Chemistry (BA/BS)	53
History and Political Science Department	40	Chemistry Minor	54
History (BA)	40	Computer Science and Computer Engineering Department	54
History Minor	41	Computer Science (BS)	54
International Studies (BA)	41	E-Commerce (BS)	56
International Studies Minor	41	Information Science Minor	57
Political Science (BA)	41	Information Technology (BS)	57
Political Science Minor	41	Internet Programming Minor	57
Public History Minor	42	Software Minor	58
Social Science (BA)	42	Mathematics and Physics Department	58
Honors and Pre-Law Programs	42	Mathematics (BA/BS)	58
Honors Program	42	Mathematics Minor	58
Prelaw Program	43	Physics (BA/BS)	59
Interdisciplinary Programs	43	Physics Minor	59
Black Studies Minor	43	Photography Department	60
Create Your Own Major (BA/BS)	44	Photography (BA)	60
Gender Studies Minor	44	Photography Minor	60
International Business and Language (BS)	45	Religion & Philosophy Department	61
Latinx & Latin American Studies Minor	45	Interfaith Studies Minor	61
		Philosophy (BA)	61

Philosophy Minor	62	Economics Minor	84
Religion (BA)	62	Marketing Minor	84
Religion Minor	63	Undergraduate Business Programs	84
Religion/Philosophy (B.A.)	63	Accounting (BA)	85
Rhetoric and Communication Studies Department	64	Accounting (BS)	85
First-year Rhetoric and Writing Program	64	Business Administration (BA)	86
Rhetoric and Communication Studies (BA)	65	Business Administration (BS)	86
Rhetoric and Communication Studies Minor	65	Economics (BS)	88
Sociology/Anthropology Department	65	Organizational Management (BS)	88
Anthropology Program	65	Public Administration (BS)	89
Anthropology (BS)	65	Regional Campuses (Including CAPA) Undergraduate Business Programs	89
Anthropology (BS) With a Concentration in Forensic Investigation & Identification	66	College of Law	90
Anthropology Minor	66	College of Health and Community Well-Being	95
Forensic Investigation and Identification Minor	66	Athletic Training (MS)	95
Sociology/Criminology Program	67	Child Life (MS)	97
Criminal Justice & Criminology (BS)	67	Health Administration (BS)	98
Criminology (BS)	68	Health Administration (BS)	98
Criminology Minor	68	Kinesiology Department	98
Ethnic Studies Minor	68	Kinesiology (BS)	99
Sociology (BS)	69	Kinesiology Minor	99
Sociology Minor	70	Marriage and Family Therapy (MS)	100
Theatre Arts Department	70	Master of Health Administration (MHA)	103
Theatre Arts (BA)	70	Nursing- RN to BSN	104
Theatre Arts Minor	71	Physician Assistant Program (MS)	106
College of Business and Public Management	72	PsyD in Clinical Psychology	109
Graduate	72	Psychology (BS)	115
Accounting (MS)	73	Psychology Minor	116
Data Analytics (MS)	73	Course Descriptions	117
Finance (MS)	74	Accounting (ACCT)	118
Leadership and Management (MS)	75	Adv. Studies in Human Devel. (ASHD)	120
Master of Business Administration (MBA)	76	Advanced Studies in Child Dev. (ASCD)	120
Master of Business Administration for Experienced Professionals (MBAX)	77	Advanced Studies in Child Life (ASCL)	121
Public Administration Programs	79	Anthropology (ANTH)	122
Public Administration (MPA)	79	Art (ART)	126
Doctor of Public Administration (DPA)	81	Athletic Training (AT)	128
Doctor of Business Administration (DBA)	82	Biology (BIOL)	130
Undergraduate	83	Business (BUS)	133
Business Minors	83	Chemistry (CHEM)	144
Business Administration Minor	83	Computer Engineering (CMPN)	146
Business Management Minor	84	Computer Science (CMPS)	147
		Creative Writing (CWRT)	150

Data Analytics (MDA)	151	School Psychology (SPSY)	263
Economics (ECON)	152	Social Justice Higher Educ. (SJHE)	269
Education (EDUC)	154	Sociology (SOC)	270
Educational Leadership (EDLD)	170	Spanish (SPAN)	273
Educational Technology (EDTC)	172	Special Education (SPED)	275
English (ENG)	173	Television (TV)	279
Finance (FIN)	176	Theatre Arts (THAR)	281
French (FREN)	176	Financial Aid Policy	285
Gender Studies (GSS)	178	Financial Information	290
General Studies (GNST)	178	General Information	297
Geography (GEOG)	178	Graduate Studies	304
German (GERM)	178	Graduate Programs	312
Health Services Management (HSM)	178	LaFetra College of Education	314
History (HSTY)	182	Graduate	314
Honors (HONR)	185	Child and Family Professional Programs	314
Humanities (HUM)	187	Child & Adolescent Development (MS)	314
Interdisciplinary (INTD)	187	Child Development – Integrated B.S.+ M.S.	316
Japanese (JAPN)	187	Education Leadership Program	316
Journalism (JOUR)	188	Educational Leadership (M.Ed.)	316
Kinesiology (KINE)	190	Educational Counseling & School Psychology Programs	317
La Verne Experience (LVE)	199	Educational Counseling (MS)	317
Latinx & Latin America Studies (LLAS)	200	School Psychology (MS)	320
Law (LAW)	200	Leadership Programs	321
Legal Studies (LS)	212	Doctor of Education In Organizational Leadership (Ed.D.)	321
Liberal Arts (LA)	214	Master of Education Program	323
Literature (LIT)	214	Education (Special Emphasis) (M.Ed.)	323
Management (MGMT)	215	Special Education Programs	323
Mathematics (MATH)	219	Early Childhood Special Education: Added Authorization	323
Music (MUS)	221	Masters of Art in Teaching: Inclusive Education	324
Natural Science (NASC)	226	Mild/Moderate Education Specialist Preliminary Credential	326
Organizational Leadership (ORGL)	227	Teacher Credential Programs	328
Philosophy (PHIL)	230	Master of Arts in Teaching with SS/MS Credential	329
Photography (PHOT)	231	Undergraduate	334
Physician Assistant (PA)	233	Child Development (BS)	334
Physics (PHYS)	235	Child Development Minor	336
Political Science (PLSC)	237	Child Development – Integrated (BS) + (MS) (La Verne Campus Traditional Students Only)	337
Psychology (PSY)	239	Educational Studies (BA)	338
Public Administration (PADM)	247	Educational Studies Minor	338
Pupil Personnel Services (PPS)	252		
Radio (RDIO)	257		
Religion (REL)	259		
Rhetoric Communication Studies (RCS)	261		

Integrated Teacher Preparation Program – (BA) Educational Studies + Credential	338
President's Message	340
Rights and Responsibilities	341
Search Courses	361
Student Services and Athletics	362
Undergraduate & Graduate Certificates	365
Graduate Certificates	365
Accounting Certificate	365
Early Childhood Special Education Added Authorization	365
Nonprofit Management Certificate	366
Health Services Certificates	366
Human Resource Management Certificate	367
Organizational Leadership Certificate	367
Spanish Bilingual Bicultural Counseling Certificate	367
Teacher Leadership Certificate	367
Transitional Kindergarten Certificate (TK)	367
Undergraduate Certificates	368
Computer Coding Certificate	368
Cybersecurity Certificate	368
Honors Program Participation Certificate	368
Paralegal Studies Certificate	369
Publishing Certificate	369
Systems Engineering Certificate	369
Website and Internet Applications Development Certificate	370
Transitional Kindergarten Certificate (TK)	367
Undergraduate Graduation Requirements	371
Catalog A-Z Index	378
Faculty Index	379
Index	389

HOME

University of La Verne

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

Telephone: (909) 593-3511

Fax: (909) 448-1628 (Registrar)

Home Page: laverne.edu (<http://www.laverne.edu>)

Telephone, email, and office directory: laverne.edu/directory (<http://www.laverne.edu/directory/>)

Locations, contacts, and maps: laverne.edu/locations (<http://www.laverne.edu/locations/>)

2022-23 Catalog – Provisions Subject to Change

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

2022-23 Catalog Effective Dates – August 15, 2022 through August 29, 2023

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

2022-23 Catalog – Student Responsibility

It is the responsibility of the student to be familiar with the information presented in this catalog and to know and observe all policies and procedures related to the academic program the student is pursuing. Requirements and regulations will not be waived, nor exceptions granted because a student pleads ignorance of policies and procedures. While academic advisors will assist students in every way possible, the responsibility for following all policies and meeting all requirements and deadlines rests with the student. Students are expected to satisfy the requirements of the catalog in effect at the time they are admitted to, and begin coursework in, a degree program. However, a student may elect to graduate under the catalog in effect at the time of his or her graduation provided the student complies with ALL requirements of that catalog. New catalogs take effect on the first day of the Academic Year (Fall Semester) it was published. The official Course Catalog is online at MyLaVerne and is updated continuously.

Printed and Electronic Catalogs

This catalog can be found online at [laverne.edu/catalog](http://www.laverne.edu/catalog) (<http://www.laverne.edu/catalog/>) and conforms to the Catalog Effective Dates and policies printed herein. Its contents do not change during the time that the catalog is effective except as provided for in "Changes in Policy, Tuition, and Fees," as stated above. In contrast, the University's academic organization, courses, personnel, and student affairs offerings are briefly mentioned in this catalog but detailed in full on our website, because these four sections are dynamic and benefit from regular updates. Course, schedule, and financial aid application information is found in MyLaVerne at [laverne.edu](http://www.laverne.edu) (<http://www.laverne.edu>), while details on academic organization, personnel, and student affairs as well as expanded academic calendars are available through the La Verne website. The current printed catalog and selected past catalogs

as well as catalogs of courses can be downloaded in full or in part at [laverne.edu/catalog/](http://www.laverne.edu/catalog/) (<http://www.laverne.edu/catalog/>).

MyLaVerne

MyLaVerne can be accessed at the top of the University of La Verne's home page, www.laverne.edu (<http://www.laverne.edu>). In addition to complete information on La Verne courses, MyLaVerne provides full schedule information and financial aid notes. Registered students use MyLaVerne to register for courses, submit financial aid forms, complete course evaluations, view their grades, and more.

Maps and Directions

Maps and directions to the Main Campus can be found at: [laverne.edu/map](http://www.laverne.edu/map) (<http://www.laverne.edu/map/>)

ACADEMIC CALENDARS 2022-2023

The University of La Verne offers Undergraduate and Graduate coursework across a number of different calendars, each designed to suit the needs of a diverse population of students. Fall 2021 marks the first year that students have the ability to cross-enroll across both Semester and Session based courses regardless of home campus.

Semester Calendar (16 Weeks)

Fall Semester 2022: August 22 – December 18, 2022 (16 Weeks)

Date	Event
August 22, Monday	Classes Begin
September 5, Monday	Labor Day - academic holiday
November 24 - 25, Thursday - Friday	Thanksgiving Recess - academic holiday
December 18, Sunday	Fall Semester Ends

Spring Semester 2023: January 3 – May 28, 2023

January Interterm 2023: January 3 – 29, 2023 (4 Weeks)

Date	Event
January 3, Monday	Classes Begin
January 16, Monday	Martin Luther King, Jr. - academic holiday
January 29, Thursday	January Interterm Ends

Spring 2023: January 30 – May 28, 2023 (Full Semester)

Date	Event
January 30, Monday	Classes Begin
February 20, Monday	President's Day - academic holiday
March 27 - April 2, Monday - Sunday	Spring Break - Academic Holidays
April 7, Friday	Good Friday - Academic Holiday
May 28, Sunday	Spring Semester Ends

Summer Semester 2023: June 5 – July 30, 2023 (Full Summer Semester)

Date	Event
June 5, Monday	Classes Begin
July 4, Monday	Independence Day - Academic Holiday
July 30, Sunday	Summer Term Ends

¹ This calendar is also used at the Ecumenical Centers and the Ed.D. Program.

(Detailed calendar information: see laverne.edu/registrar (<http://www.laverne.edu/registrar/>))

Session Calendar (8 Week Sessions)

Date	Event
Fall Session I 2022: August 22 – October 16	
September 5	Labor Day

Fall Session II 2022: October 24 –

December 18

November 11 Veteran's Day

November 24-25 Thanksgiving Break - Academic Holiday

Spring Session I 2023: January 30 – March 26

February 20 President's Day

March 27- April 2 Spring Break - Academic Holiday

Spring Session II 2023: April 3 - May 28

Summer Mini-Session I 2023: June 5 - July 2

June 19 Juneteenth Holiday - Academic Holiday

Summer Mini-Session II 2023: July 3 - July 30

July 4 Independence Day - Academic Holiday

College of Law

Fall Semester 2022 – August 15 to December 18

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

Spring Semester 2023– January 9 to May 28

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

Summer Session 2023 – June 5 to Aug 8 (8 Weeks)

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

Physician Assistant Program

Trimester Calendar

Fall Trimester: August 29 – December 18, 2022

Date	Event
August 29	First day of classes
September 5	Labor Day - Academic Holiday

November 24 - 25	Thanksgiving Break - Academic Holiday
December 18	Last day of the term

Spring Trimester: January 3 – April 16, 2023

Date	Event
January 3	First day of classes
January 16	Martin Luther King, Jr. - academic holiday
February 20	President's Day - academic holiday
April 7	Good Friday - academic holiday
April 16	Last day of the term

Summer Trimester: May 1 – August 13, 2023

Date	Event
May 1	First day of classes
May 29	Memorial Day - academic holiday
June 19	Juneteenth Holiday
July 4	Independence Day - academic holiday
August 13	Last day of the term

ACADEMIC DEFINITIONS

Academic Standing: The academic standing of the student is based on their scholastic achievement each semester. The student's semester GPA and cumulative GPA determines their Academic Standing. Good Standing, Academic Warning, Academic Probation, and Disqualification are the academic standing designations that are printed on the student's academic record at the end of each semester/term.

Accreditation: The process whereby a nationally recognized agency or organization grants public recognition to a unit of an educational organization indicating that it meets established standards of quality.

Admissions: The formal process by which a student is given acceptance to enroll in a specified degree/program/credential. Decision to admit a student is based on criteria listed in the university catalog.

Advanced Standing: A required process for all graduate students to declare their intent for degree completion. To declare their intent, a student must submit a completed Application for Advanced Standing Form and the Application for Graduation to the Office of Graduate Academic Services or Regional Campus. The forms, along with the students' academic records are reviewed. Students will be notified of their advanced standing status. Students who obtain advanced standing status qualify to enroll for their culminating degree requirements. See catalog section Advanced Standing for specific requirements.

Approved Catalog Course: Course approved by the sponsoring College Curriculum Committee and/or College Dean.

Articulation: The process of reviewing coursework from other institutions for the sole purpose of transferring the coursework to the University of La Verne. The articulation of transfer credit is based on policies and procedures approved by the University of La Verne Faculty.

Audit: Enrollment in a course for information only. Student does not earn credit for the course. Can only receive a grade of "AUD". Regular attendance in the class is customary without other participation required.

Campus of the Course: The designation on the Schedule of Courses where a course is being taught. The university is a multi-campus institution with locations throughout California and on-line.

Campus of the Student: The campus of the student is the location to which the student is admitted. The university is a multi-campus institution with locations throughout California and on-line. The campus where the student is admitted maintains the student academic file and has responsibility for academic advising.

Certificate: Formal acknowledgement that a student has completed a prescribed curriculum of courses leading to a certificate or similar non-degree award. Certificates can be created for all student levels (Undergraduate, Graduate, Doctoral, Law, Professional Development). Students are not required to be admitted to a certificate. Students admitted to a degree program can complete a certificate concurrently.

Certificates Issued by the University of La Verne: A prescribed curriculum of courses developed by the faculty of the university to recognize successful completion or authenticate a student has obtained a body of knowledge in a particular area.

Certificates issued outside of the University of La Verne: A prescribed curriculum of courses following mandates by an outside agency to

recognize successful completion or authenticate a student has obtained a body of knowledge in a particular area.

Challenge Exam: An exam taken by the student to demonstrate competency in a course for semester hour credit.

Class Standing: A standard systematic approach to identify undergraduate student's progress into one of the 4 class standing levels:

Level	Semester Hours
Freshman	0 to 27
Sophomore	28 to 59
Junior	60 or 91
Senior	92 to 128 and above

Concentration in a Major: Courses approved by the major department within the major with a particular area of interest or focus. A concentration in the major requires 12 - 20 upper division semester hours. The concentration is printed on the transcript and on the diploma. Included in the 40 SH minimum required for the major.

Core Requirements for a Major: Courses required by the major department to be completed by all students who have declared this major. Core requirements cannot be waived. Major advisor can approve a substitution. Included in the 40 SH minimum required for the major.

Co-requisite or concurrent enrollment for a course: Courses/requirements/performance/competencies that require a student to be enrolled concurrently with a corresponding course.

Course Level: A course is assigned to a level relative to the intended complexity of the course outcomes or the expected level of student competencies. The course content is the primary determining factor in assigning a course level. Within course level there are discipline categories: Pre-College, Lower Division, Upper Division, Graduate/Doctoral Division, Professional Development Division.

Course Numbering: A systematic approach to assigning the appropriate number and degree level of a course. The course number reflects the expected outcomes and the degree of difficulty. Once a subject prefix and number have been assigned to a course it cannot be re-used.

Course Substitutions: The substitution of a required course with an alternative course(s) that meets the same outcomes. Note: substitution of a required course that has fewer semester hours or is not at the same course level does not reduce the number of semester hours required to meet degree requirements, including upper division requirements. Reductions in the catalog stated minimum must have departmental approval. University minimum requirement as stated in the catalog must always be upheld.

Course Waivers: Course outcomes can be met through a nontraditional course mode. For example, students can test out of a subject (CLEP/DANTES) or demonstrate competency through certification. Note: Waiving a required course does not reduce the credits required for degree requirements; rather it will increase the number of electives required. Reductions in the catalog stated minimum must have departmental approval. University minimum requirement as stated in the catalog must always be upheld.

Credential: Recognition by an outside agency that an individual can practice or engage in a specified field/service. The outside agency recognizes the individual has completed or attained a pre-determined

qualification which results in permission to practice or engage in an approved service. Certification can occur in one of the two following ways

- Certification – recognition by a non-government agency
- License – legal recognition by a government agency

Degree Seeking Student: Students who are formally admitted to a program of study leading to a degree.

Deleted Catalog Course: Courses permanently inactivated in the University official catalog of courses that resides in the University Student Information System. Cannot be offered in a future term. To permanently delete a course, a Change of Course Form must be submitted to the Office of the Registrar.

Disciplinary Action: Any action taken with reference to a student or a group of students whose behavior is at variance with institutional standards/polices. In practice disciplinary action refers primarily to the steps taken by the institution in response to the misconduct of a student or group of students.

Double Majors: Students can select two majors from two different academic disciplines. All requirements from both majors must be completed as listed in the university catalog. Courses applied to one major cannot be applied to the second major. Student will obtain a single degree with two majors. Both majors are printed on the transcript and diploma.

Elective Courses for a Major: Electives in the major allows a student to select from a list of approved courses or courses agreed upon with the advisor. The number of elective courses required is variable as students usually use this category to meet the minimum number of units needed for the major. Students can apply one course from the major core or major electives towards a GE requirement. All elective courses must be completed with a grade of C- or better.

Emphasis in a Major: Courses approved by the major department with a particular area of interest or focus. An emphasis can be completed with 11 Semester hours or less. These courses can be included in the electives for the major. Courses must be completed with a grade of C- or better. Not printed on the transcript or diploma.

Expulsion: Involuntary disciplinary dismissal from the university. The Student is not allowed to return to the university at a later date. The student's permanent academic record will reflect "Student expelled for disciplinary reasons"

Good Academic Standing: Matriculated Students who maintain Normal Academic Progress can be certified as being in good academic standing. Students who are not in good academic standing run the risk of not being able to continue at the university. See catalog statement for Normal Academic Progress.

Hybrid: A course in which the number of in-person class sessions has been replaced significantly (10% up to a maximum of 50%) by on-line delivery, but still requires a predetermined schedule of in-person sessions.

Instruction Hours: The hours students are provided the opportunity to engage in a scheduled educational activity planned by and/or under the direction of a university faculty member.

Major: A body of specified courses approved by faculty in an academic discipline. A major is one of the requirements a student must meet

to obtain a Bachelor's degree. Printed on the students transcript and diploma.

Major Requirements: Major requirements as stated in the university catalog is a contract with the student. The catalog articulates what requirements a student must complete in their major to obtain a degree from the University of La Verne.

Matriculated Student: Students who have been formally admitted into a program of study and are enrolled in classes at the University of La Verne.

Minor: A body of specified courses approved by the faculty in an academic discipline with fewer requirements than a major. Minors are printed on the student's transcript but not printed on the diploma.

Non-Degree Student: Students who are enrolled in classes without being formally admitted to a program of study. Refer to catalog for time/SH limits.

Non-Matriculated Student (Guest Student): Students who have NOT been formally admitted into a degree program but are enrolled in courses at the University of La Verne.

On-line Course: A course that does not require the student to attend the class in an in-person classroom setting. Course delivery is 100% online.

Pre-requisite to a Course: Courses/requirements/performance/competencies required to be completed prior to enrolling into the requested course. Departments can permit exceptions by doing a registration override.

Pre-requisites for a Major: Entry level courses required by the major department to be completed prior to enrolling in the core requirements for the major. Some schools/programs require this body of courses to be completed prior to matriculating/declaring the major. All courses must be completed with a grade of C- or better. Pre-requisite courses are not included in the 40SH minimum for the major. Major advisors can waive or substitute another course. Not all majors have this requirement. These courses can also be used for General Education requirements.

Program of Study: A faculty approved grouping of courses and requirements leading to a specified degree/credential/certificate. The requirements for the program of study are listed in the University catalog. Students must successfully complete all stated requirements to obtain the degree/credential/certificate.

Supporting requirements for a major: Entry level courses recommended/required by the major department that are outside the major discipline. Must complete with a grade of C- or better. Not included in the 40SH Minimum for the major. Major advisor can waive or substitute another course. Not all majors have this requirement. Can also be used for General Education requirements.

Student Level: The level of the student is determined at the time of their application for admission. This is based on the students intended degree program. Verification of degree/credential is required for most degree programs for full admission. This is dependent on program requirements.

Suspension: Involuntary separation of a student from the university by administrative action. Suspension allows for a plan for the student to return at a later specified date.

Suspension of Courses in the University Catalog: The inactivation of a course in the University official catalog of courses that resides in the

University Student Information System. Courses are not viewable on MyLaVerne. To deactivate a course, a Change of Course Form must be submitted to the Office of the Registrar. Inactivated courses cannot be offered until the course has been officially reactivated by the Office of the Registrar. To re-activate a course, a new Change of Course Form must be submitted to the Office of the Registrar prior to submission of the schedule Worksheet.

Time Status: Refers to the student's enrollment status; full-time, three-quarter time, half-time, less than half-time.

University Academic Policies: Academic policies as stated in the University catalog are to be upheld by university officials. Students have the responsibility to be aware of the policies and to consult with University officials for clarification. Exceptions to the policy can be requested via the appropriate academic appeal committee.

ACADEMIC INFORMATION

The University of La Verne student portal is called The La Verne Portal. The La Verne Portal is a single sign on application to provide you access to all the electronic services you need while attending the University of La Verne. The La Verne Portal provides student access to MyLaVerne, email, university announcements, and Blackboard to name a few. The MyLaVerne link inside the portal provides student access to the University's official course catalog, course schedules for every semester, registration, grade reporting, online request for transcripts, and course evaluations. Students can also access and accept their financial aid award information, check account balance and make payments to their account through MyLaVerne.

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

All official communication between the University and students is conducted electronically and sent to the students' La Verne e-mail address (@laverne.edu). Students are expected to open and check their campus email on a regular basis. We expect students to read, respond and archive all official correspondence from the University. Students are responsible for all information communicated via their (@laverne.edu) email address. Students using other email addresses should have mail forwarded from the La Verne e-mail address, so that official messages are not missed.

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

Matriculation Policy

In order to be governed by this catalog, students who apply for admission must enroll in courses within twelve months of their acceptance date. Matriculated students are those students who are admitted into a degree/credential program and enrolled in classes.

Academic Advising

The University of La Verne values academic advising as an important part of the La Verne experience. Academic Advising facilitates individualized advising for traditional undergraduate students. The primary purpose of Academic Advising is to assist students in the development and implementation of their educational plans. To this end, the Office of Academic Advising subscribes to the philosophies of developmental and appreciative advising in support of a robust and effective faculty & professional advising cohort.

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

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

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

Academic advising for ROC Adult Learners begins on the student's first visit to the regional campus. Students work closely with academic advisors in selecting a major and choosing courses each semester or session which best suit their degree and career plans. A professional academic advisor is available for every ROC student.

Post-Matriculation Transfer

(coursework completed at another institution after admission and enrollment at the University of La Verne)

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

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

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

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

All transcripts must be post marked or date stamped as being printed within 45 calendar days of the official last day of the semester/session/grading period at the transfer institution. Students who do not submit

official transcripts within the 45 calendar days will be required to appeal for the acceptance of the transcript and pay the appeal fee if approved.

¹ Applicable for Traditional Undergraduate Students Only.

Course Duplication Policy

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

Placement Examination Requirements for Traditional Undergraduates

Placement examinations in writing, foreign language, and math are administered to determine a student's level of proficiency at the time of testing to establish the appropriate placement level. The test results are used for advising and placement into the appropriate courses prior to registration. No credit hours are granted for these exams. There is no charge for taking these exams. Placement tests are administered by the Academic Success Center in math, writing, and select foreign languages. Examinations are administered on scheduled dates throughout the academic year. Only admitted students (with paid confirmation of admission acceptance) or continuing students may sit to take a placement exam. A University of La Verne ID is required to take a placement exam.

Writing Placement

All new freshmen students are expected to complete the guided self-placement process for appropriate placement into Written Communication A, if an SAT score is not available. All new fall freshmen are expected to enroll in Written Communication A (LVWA) with Studio (if needed) or Honors Writing (HONR 111) as part of the First Semester La Verne Experience (FLEX). Spring admitted freshmen should enroll in Written Communication A (LVWA) with Studio (if needed) in consultation with their academic advisor.

Freshmen who achieve passing scores in Advanced Placement (AP) English Language or English Literature will earn subject credit toward Written Communication A (LVWA), or higher-level International Baccalaureate (IB) A1 exam will earn elective credit toward the degree. All new freshmen who transferred the appropriate college level writing course(s) from another institution that satisfy the Written Communication A and/or B General Education requirements (LVWA or LVWB) should contact the Office of Academic Advising for appropriate guidance about registration options.

Transfer students who achieved a passing score on the Advanced Placement (AP) English Language or English Literature exam, or the higher-level International Baccalaureate (IB) Language A1 exam, or have transferred the appropriate college level writing course(s) from another institution that satisfy the Written Communication A and/or B General Education requirements should submit transcripts to the University Registrar for appropriate university credit.

Students are expected to enroll in writing courses each semester until they satisfy both the Written Communication A and B requirements. Questions concerning writing placement should be directed to the Office

of Academic Advising for main campus traditional undergraduates or the appropriate ROC or CAPA office.

Mathematics Placement

All new freshmen and transfer students are expected to take a mathematics placement exam unless they have

1. earned a passing score on the Advanced Placement (AP) Calculus AB or BC exam,
2. earned a passing score on the International Baccalaureate HL exam or
3. transferred the appropriate college level math course that meets the Quantitative Reasoning (LVQR) requirement.

Students are expected to enroll in math courses each semester until they satisfy the LVQR requirement or satisfy the highest-level mathematics or statistics requirement(s) in their chosen major. Individual departments may have different timelines for completing the LVQR or major requirement. Students should check with their advisors to develop a plan to complete the Quantitative Reasoning (LVQR) and major requirements. Questions concerning math placement should be directed to the Chair of the Mathematics Program.

Foreign Language Placement

Students are not required to take a foreign language examination, but they are strongly encouraged to take a placement exam prior to matriculation if they have evidence of prior enrollment in that language. The benefit of early testing in a familiar foreign language may result in better placement or satisfaction of the foreign language requirement and earning GE subject credit (with no unit value). If students are majoring in a foreign language or in a major that has a foreign language concentration or planning to take a foreign language course in the first semester of enrollment, then the student must take a placement test in their chosen language. There is no need to take a placement exam if students intend to register in a new foreign language course for which there is no prior evidence of enrollment.

Selected majors require a foreign language as stated in the General Education Requirements section of this catalog. The second semester of a foreign language fulfills one course in the Humanities area of general education. International students who are coming from an institution abroad whose primary language of instruction is not in English may be waived (but not earn units) from the foreign language requirement. Students who feel they might qualify for a foreign language waiver should consult with the University Registrar.

International Students

Upon arrival to campus, international students are expected to take the mathematics placement exam and the writing placement exam. Students who have completed U.S. based college level transfer work or earned passing scores in the Advance Placement (AP) or International Baccalaureate (IB) A1 examinations should

1. submit scores to the University Registrar,
2. review the Writing and Mathematics Examinations sections above, and
3. consult with the Office of Academic Advising for appropriate guidance. Questions concerning the Proficiency Test should be directed to the Office of Academic Advising.

Academic Progress

Policy on Semester Hour

At the University of La Verne a semester hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction (at the University of La Verne this equates to a contact hour of 50 minutes) and a minimum of two hours of out-of-class student work each week for approximately sixteen weeks for one semester or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practicum, studio work, and other academic work leading to the awarding of credit hours.

Course Load: Undergraduate

A bachelor's degree candidate must complete an average of 32 semester hours per year to earn a degree within four years. Students normally accomplish this by taking 16-18 semester hours each semester, and 1-5 semester hours in January Interterm.

Below is a chart indicating the minimum semester hours needed for the semester based and session based undergraduate students for each reported time status. Students need to be aware what the minimum time status is required to maintain eligibility for financial aid, athletics, student activities, insurance, housing, I-20 to name a few.

Undergraduate Semester

Based Programs	FT (Full Time)	TH (3/4 Time)	HT (Half Time)
Undergraduates (BA/BS)	12	9	6

Course Overloads

Undergraduate students are eligible to enroll in a maximum of 18 semester hours in a single semester. Main campus undergraduates who desire to take 19 semester hours in the 16 week semester can do so by obtaining the signature of their academic advisor. Students who receive permission to take 19 semester hours must submit an appeal form to the Office of the Registrar. Once the appeal to enroll in 19 semester hours is approved and the student has paid the appeal fee, the Office of the Registrar staff will increase the maximum semester hours allowed to permit the student to register. Note: students who are taking the course overload in residence at the University of La Verne will be charged for the additional semester hour(s).

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

A Main Campus undergraduate who is enrolled at the University of La Verne and concurrently enrolls at another institution, cannot enroll in more than 18 semester hours **total** for both institutions for the Fall or Spring Semester. A Main Campus undergraduate who is enrolled at the University of La Verne and concurrently enrolls at another institution,

cannot enroll in more than 12 semester hours **total** for both institutions for the Summer.

Overloads are not permitted for the January Interterm.

Regional Campus and CAPA students requesting to enroll in more than the number of semester hours specified for full-time enrollment must have approval by the Director of their Regional Campus two weeks prior to registration week. Approvals are based on extenuating circumstances. Students who wish to enroll in courses at other institutions should obtain the approval of their academic advisor and the Registrar Office before enrolling.

Enrollment of Undergraduate Students in Graduate Courses

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

Standard Academic Progress: Undergraduate

A full-time undergraduate student will be considered making normal academic progress in good standing when completing 24 semester hours per year while maintaining a 2.00 cumulative GPA; a part-time student, when completing 12 semester hours per year while maintaining a 2.00 cumulative GPA.

Student class level is determined by the number of semester hours completed as follows:

Level	Semester Hours
Freshman	0-27 semester hours successfully completed
Sophomore	28-59 semester hours successfully completed
Junior	60-91 semester hours successfully completed
Senior	92 semester hours successfully completed and above

To maintain financial aid eligibility, students must also meet financial aid satisfactory academic progress standards as described under Satisfactory Academic Progress Policy in the Financial Aid section of this catalog. Students receiving veterans benefits who fail to maintain the 2.00 cumulative GPA required for graduation in three consecutive semesters will have their benefits interrupted, and the VA office will be notified.

Alternative Instructional Modes

Directed Study

A directed study is an approved catalog course taught independently to one student. Courses may be taken by directed study only if the course is not scheduled during the semester and only with the instructor's and the department chair or program director's prior approval. Directed study courses may only be taken by matriculated students in good standing. Directed Study Forms are available from the Registrar and laverne.edu/registrar (<http://www.laverne.edu/registrar/>). The forms must be signed by the instructor and the department chairperson before they

are submitted with the registration form to the Office of the Registrar. Traditional undergraduates may register for directed studies only during the normal registration period. CAPA, ROC and graduate students may register until the last day to withdraw from a course.

Independent Study

An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form, available from the Registrar and [laverne.edu/registrar/](http://www.laverne.edu/registrar/) (<http://www.laverne.edu/registrar/>), must be signed by the instructor and the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at the University of La Verne. Traditional undergraduates must register for independent studies only during the normal registration period. CAPA, ROC and graduate students may register until the last day to withdraw from a course. Independent studies can be approved as 199, 299, 399, 599, or 699 courses for a maximum of four semester hours each.

Course Challenge

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

The student may see a list of course goals and objectives prior to challenging the course. A complete list of steps to challenge a course can be found on the Office of the Registrar website. If the student demonstrates the competencies required for successful completion of the course, the number and title of the course will be placed on the transcript with a CRD grade. If the student does not demonstrate the competencies, nothing is recorded on the transcript. A student may only challenge a course once. If a student fails a course challenge, he or she may receive credit for the course only by enrolling in the course for credit. A maximum of eight semester hours of course challenge may be counted toward fulfilling the undergraduate residency requirement.

Students may not challenge any course in which they have received tutoring from a La Verne instructor, was formerly enrolled, or has audited formally or informally. Any student who has received secondary or higher education in a country where the native language of instruction is not English may not challenge beginning or intermediate courses in this language. Any student who has received credit for high school courses in foreign languages may not challenge those courses at La Verne. In this context, two years of high school foreign language will be considered equivalent to one year of college instruction. First year language courses may not be challenged. With respect to these limitations placed on the challenging of language courses, CLEP examinations will be regarded as challenges.

College Writing A and College Writing B Challenge Exam

Students who believe they can successfully demonstrate the competencies for RCS 110 College Writing A or RCS 111 College Writing and Research can pay the \$50 non-refundable fee to initiate this process. Main Campus Adult Learners and transfer students who desire to take the writing challenge exam will need to contact the First-year Rhetoric and Writing Program in the Department of Rhetoric and Communication

Studies. Adult learners at Regional Campuses need to consult with their Academic Advisor.

Students who do not pass the RCS 110 College Writing A or RCS 111 College Writing and Research exam must enroll immediately in the class to earn credit for the course. Students who pass the exam can also request to obtain course credit for RCS 110 College Writing A or RCS 111 College Writing and Research. Please see the course challenge section.

Community Service Alternative Assessment

The Alternative Assessment provides those students who have conducted a meaningful community service opportunity of at least 20 hours with the possibility of demonstrating the achievement and mastery of the core competencies and learning outcomes of the LVE 305 Learning Through Community Service course.

Portfolio submission for the Alternative Assessment must be submitted no later than one semester prior to graduation. Verification of satisfactory completion of at least 20 hours of unpaid community service, which was completed within the last year and not within the semester of submitting the application, must be provided. With adequate supporting documentation, community service with the last two years will be accepted, but integration of the experience will have to be substantially present in the alternative assessment reflection paper. The 20 hours of community service must be completed at and documented by one non-profit organization. A submission for the Alternative Assessment assumes that students have reviewed the requirements and believe they have attained mastery of service-learning outcomes that align with LVE 305 Learning Through Community Service and have reviewed the service-learning outcomes listed on the Office of Civic and Community Engagement website: <https://laverne.edu/engagement/assessment/>

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

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

Certification Options

Students have the option of fulfilling certain General Education requirements by showing competency through prior learning or experience. The following general education areas can be fulfilled through certification: Written Communication, Quantitative Reasoning, Foreign Language, Creative and Artistic Expression, Community Service, and Lifelong Wellness. If a student successfully demonstrates competency in an area, the general education area will be fulfilled, but no course credit will be given. For Written Communication and Community Service, students are required to pay a fee in order to enter the certification process (see "Tuition and Fees"). Students certified in Written Communication or Community Service have the additional option

of paying the Course Challenge Fee and receiving course credit. Payment for course credit must be completed within one semester or session after completing the certification or no course credit will be given. Students who wish to meet a requirement through certification should contact the appropriate department for information.

Auditing

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

General Information on Courses

Course Numbering System

Code	Description
Alpha Code	Precollege - not applicable to bachelor's degree program
001-199	Activity and survey courses - lower division applicable to bachelor's degree programs
100-199	Elementary and survey courses - lower division applicable to bachelor's degree programs
200-299	Intermediate courses - introductory to a discipline applicable to bachelor's degree programs
300-399	Advanced level, upper division courses - applicable to bachelor's degree programs
400-499	Advanced level, upper division courses - applicable to bachelor's degree programs or introductory graduate level courses applicable to advanced degree programs and credential programs
500-699	Graduate level courses - applicable to advanced degree programs and credential programs
700-799	Graduate level, non-degree, professional development courses - not to be used for degree credit

University of La Verne courses can be designated by three digits or by three digits and a letter. The common letters used in course designations are A, B, C, and D with sequences, F with field work, G with selected graduate courses, L with laboratories, P with practicums, S with seminars/studio, and W with workshops. Other letters have been used as needed to provide course numbers and do not have significance in defining the courses.

Course Value

All La Verne courses are offered on a semester hour basis. The semester hour value of each course is listed in parenthesis after the course title in the Programs section of this catalog. The standard value for

undergraduate courses is 4 semester hours; for graduate courses, 3 semester hours.

Course Location

Most courses are available on more than one campus. Where a course is offered only at one location, the location is listed followed by "only."

Course Frequency

Some courses are offered every semester; most are offered less frequently. Course schedules for all locations are available on MyLaVerne online, accessible from: laverne.edu (<http://www.laverne.edu>)

Course Challenges

Non-challengeable courses are marked NCh in the Course Catalog on MyLaVerne.

Grade Options

Most courses can be taken either for a letter grade or for Credit/No Credit at the student's discretion. If the grade option is limited, the course description specifies "May be taken Credit/No Credit only" or "May be taken for a letter grade only." Students need to check with their academic advisor to ensure a grade of Credit can be applied to their degree requirements.

Final Examinations

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

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

Grades

Grading Policy – Undergraduate

Grade	Quality Points per Semester Hour
A	4.0 quality points per semester hour
A-	3.7 quality points per semester hour
B+	3.3 quality points per semester hour
B	3.0 quality points per semester hour

B-	2.7 quality points per semester hour
C+	2.3 quality points per semester hour
C	2.0 quality points per semester hour
C-	1.7 quality points per semester hour
D+	1.3 quality points per semester hour
D	1.0 quality points per semester hour
F	0 quality points per semester hour
WF	0 quality points per semester hour. Designates an unofficial withdrawal from a course. Last date of attendance is required.
CRD	Excluded from GPA (see below). Equivalent to C- work or better.
NCR	Excluded from GPA (see below). Equivalent to D+ work or poorer.
WNC	Excluded from GPA (see below). Designates an unofficial withdrawal from a course registered as a CRD/NCR grade option.
INC	Excluded from GPA (see below)
IP	Excluded from GPA (see below)
NG	Excluded from GPA (see below)
W	Excluded from GPA (see below)

Credit/No Credit (CRD/NCR) Grade Option

Courses taken for CRD/NCR do not affect a student's GPA. Certain courses, designated "CRD/NCR only" in the Courses section of this catalog, may only be taken CRD/NCR. Undergraduate students are encouraged to use this grade option to explore courses outside their majors. However, no undergraduate may take more than one class of CRD/NCR per semester, elect the CRD/NCR option in a course required for a major, or apply more than 32 semester hours of La Verne CRD grades toward a degree. Exceptions to these limitations are courses listed as "CRD/NCR only". Selection of the grade option is done at the time of registration. Students can change their grade options in the Office of the Registrar up to 60% into the semester. Changes after the 60% time period can only be approved by the appropriate appeals committee.

Grade and Instructional Changes (Emergency Provision)

Due to the extraordinary impact of COVID-19 and the move of all courses online, the university made an exception to its Credit/No Credit (CRD/NCR) policy from Spring 2020 through Summer 2021 semester.

This policy allowed undergraduate students to select the Credit/No Credit (CRD/NCR) option for any or all courses, including those that do not normally have the Credit/No Credit (CRD/NCR) option. Courses taken CRD/NCR were eligible to fulfill General Education requirements and requirements in the major, minor or concentration. If a student earned the equivalent of a letter grade of C- or higher, the student received credit for the course (CRD). If the equivalent of a grade of D+ or lower was earned, the student did not receive credit for the course (NCR).

Graduate-level policies for Credit/No Credit (CRD/NCR) Each graduate program notified its students of the decision to allow the CRD/NCR option in some or all courses within the program. This decision was made in accordance with licensing and/or program accreditation standards. If a student earned the equivalent of a letter grade of B or higher, the student received credit for the course (CRD). If the equivalent of a grade of B- or lower was earned, the student did not receive credit

for the course (NCR). The University of La Verne reserves the right to observe this policy and to temporarily suspend, at its discretion, instruction or operations in response to emergencies, including but not limited to public health concerns or major catastrophes.

Incomplete Grades (INC)

Incompletes are authorized only when

1. it is impossible for the student to complete the course due to illness or other justifiable extenuating cause and
2. the student has successfully completed all coursework up to the last day to withdraw in the semester or session.

Students must initiate a request for an Incomplete, and if able, complete the Incomplete Contract available on MyLaVerne. Faculty are able to create an Incomplete Contract on behalf of the student, but it is the student's responsibility to make sure the Incomplete Contract is submitted on MyLaVerne. The contract can be found on the Student Record Menu in MyLaVerne. The contract must be submitted prior to the last day of the semester or session. The contract will be reviewed by the instructor at the time of grade submission. The instructor can amend the contract on MyLaVerne to list outstanding course requirements and approve or deny the request for an Incomplete. Note: if a contract has not been submitted a faculty member cannot submit a grade of "INC".

By requesting an INC, the student agrees to complete the coursework specified on the contract. It is the student's responsibility to review the status of the incomplete contract.

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

If the grade of incomplete (INC) was Deadline to submit coursework to issued for the following terms: remove "INC" grade is:

Fall	The last day of the following session
Spring	The last day of the following session
Summer	The last day of the following session

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

If the grade of incomplete (INC) was Deadline to submit coursework to issued for the following semester: remove "INC" grade is:

Fall Semester	The last day of the following spring semester
January Interterm	The last day of the following spring semester
Spring Semester	The last day of the following fall semester
Summer Semester	The last day of the following fall semester

In Progress Grades (IP)

In Progress grades are reserved for directed studies, independent studies, field work courses, senior projects, and graduate culminating activities wherein the contract at the time of registration specifies a date of completion that is beyond the end of the semester of registration. The intent of the IP policy is to provide for individualized study which,

in its inception, requires more than the normal session or semester to complete. Courses with a grade of IP are not considered enrollment beyond the original semester of registration. Students who receive IP grades are maintaining satisfactory academic progress for financial aid purposes. An IP grade will automatically be converted to a failing grade of NCR or F, if not cleared within one year following the semester of registration. A grade of IP is not considered as enrollment. Students who receive a grade of (IP) must submit all final coursework/assignments by the dates as specified below.

(Note: faculty can designate an earlier date to require all coursework to be submitted. This date is specified on the Directed Study Contract or Independent Study Contract).

If the grade of In Progress (IP) was issued for the following semester:	Deadline to submit coursework to remove "IP" grade is:
Fall	The last day of the following Session
Spring	The last day of the following Session
Summer	The last day of the following Session

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

If the grade of In Progress (IP) was issued for the following semester:	Deadline to submit coursework to remove "IP" grade is:
Fall Semester	The last day of the following Fall semester
January Interterm	The last day of the following January Interterm
Spring Semester	The last day of the following Spring Semester
Summer Semester	The last day of the following Summer Semester

No Grade (NG)

This is a temporary grade issued by the Registrar pending receipt of the official grade from the instructor. If an instructor does not submit a final grade, the NG grades, will be automatically converted to a failing grade of NCR or F. NG grades are automatically converted to failing grades using the same calendar guidelines as stated above for "INC" grades. Students who received an NG are encouraged to contact their instructor immediately to obtain their correct final grade. Students who have an NG on their transcript for longer than one year should contact the Office of the Registrar for review.

Final Grades

Grades submitted to the Office of the Registrar by the instructor of record are final and official. By policy a final grade is based on the instructor's evaluation of course work completed as of the contractual end of the course. Final grades may not be changed as the result of the submission of additional work or the repeating of examinations after the contractual conclusion of the course for the purpose of improving the final grade. The Registrar is authorized to accept an adjusted grade only when all the following conditions are met:

1. The student applies to the instructor for a reevaluation within four weeks after the student grade is available through MyLaVerne;

2. The instructor concludes by re-evaluation that the original grade issued was in error;
3. The revised grade is officially reported by the instructor to the Office of the Registrar as a result of re-evaluation within a reasonable time after the grade report was made available on MyLaVerne.

A student may elect to repeat a University of La Verne course for the purpose of improving a grade only if repeated at La Verne. The student must enroll in the same La Verne course and is expected to repeat the course in its entirety. When a course is repeated, the original course, grade, and semester hours remain on the transcript, but are appropriately marked and are no longer part of the student's GPA or applicable toward credit for graduation. Only the grade and semester hours of the repeated course are counted.

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

Statute of Limitations

The University of La Verne has a Statute of Limitation policy that limits the time period a student can submit appeals in regard to retroactive registration/adds/drops/withdrawals, grade option changes, extensions of time on INC/IP, extension of time for degree completion, as well as submission of grades. The policy can be found under the Academic Appeal section of this catalog.

Appeals of Final Grades

A student who feels that an incorrect grade has been given must consult with the instructor first and must make this appeal within four weeks after grades are issued. A student dissatisfied with the instructor's response may appeal to the program chair and department chair. Subsequently, an appeal may be made to the appropriate college Dean and finally to the Provost. The decision of the Provost is final on all academic matters. Questions of subject matter will usually be handled by the department. Students must be able to submit supporting information such as course assignments and test results. Charges of injustice due to prejudice or capricious action may require the attention of the Dean.

Official Cumulative Record/Transcript

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

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

Student Time Status Calculation

Full Time and Half Time status for all students on the Semester and Session based calendars are calculated based on the total, concurrent enrollment in a given semester (16 weeks of instruction).

Students registered on the Session calendar (8 weeks of instruction, 2 sessions per semester) will have their Full Time or Half Time status calculated based on the total, concurrent enrollment in the semester (16 weeks of instruction) factoring in each Session (8 weeks of instruction).

Students adhering to the Session calendar are encouraged to register for both Session I and Session II in order to meet the standards for Full Time or Half Time enrollment at the University of La Verne.

Academic Standing

Academic standing is determined after every semester. For all other students, academic standing is calculated after Fall, Spring, and Summer Semesters. Academic standing is reported at the end of the semester. Grades submitted at a later date will not result in an updated academic standing status. Academic standing is an end-of-term process and will not be updated with subsequent grade submission.

Academic Warning

An academic warning is given to an undergraduate student in good standing who fails to earn a 2.00 GPA in a given semester. An academic warning is posted on the transcript and grade report for that semester.

Academic Probation

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

Undergraduate students on academic probation must achieve an institutional GPA of 2.00 or above for each semester until their cumulative institutional GPA reaches 2.00 or greater. Undergraduate students will remain on academic probation until their cumulative institutional GPA rises to 2.00 or better and will not be eligible for enrollment in the culminating activity or for commencement until academic probation is removed.

Academic probation is distinct from financial aid probation, which is covered in the Financial Aid section of this catalog.

Academic Disqualification

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

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

ROC undergraduate students must appeal to the Dean of the Regional and Online Campuses for reinstatement to the University of La Verne.

Extenuating circumstances will be reviewed on a case by case basis. Students may be required to sign a contract outlining the conditions that must be met when a student is reinstated.

Academic disqualification will be recorded on the students' academic transcript. Should a reinstated student not meet the conditions specified at the time of reinstatement, academic disqualification will result. The Veterans Administration (in cases where students receive VA funds) or

other appropriate governmental agencies will be notified when a student is academically disqualified.

Reinstatement of Academically Disqualified Students

The readmission of a previously disqualified student is by special approval. La Verne will consider an application for reinstatement only after the student has remained absent for a minimum of one year following disqualification and has fulfilled all conditions of re-enrollment. In every instance, reinstatement action is based on evidence, including transcripts of courses completed elsewhere after disqualification. If reinstated, the student may be placed on academic probation.

Academic Disqualification is distinct from Financial Aid Satisfactory Academic Progress. Students who appeal for academic reinstatement must also appeal to the Office of Financial Aid.

Academic Renewal for Undergraduate Students

Under special circumstances a student may petition for academic renewal. Academic renewal is provided for currently enrolled undergraduate students whose previous academic record was below the acceptable standard (a cumulative institutional GPA of less than 2.00) and is not reflective of their current demonstrated ability to succeed. A student may request Academic Renewal if the following conditions are met:

1. The student is currently matriculated at the University of La Verne.
2. At least five years have elapsed since the end of the period in which the work requested for removal was taken.
3. The student has completed 18 semester hours with a minimum GPA of 3.00, 24 semester hours with a minimum GPA of 2.50, or 30 semester hours with a minimum GPA of 2.00 at the University of La Verne since the work to be removed was completed.
4. The student was matriculated and enrolled full time when the substandard work was completed.

Having met these conditions, a student may petition for removal of University of La Verne degree work from the institution by submitting a request to the appropriate Academic Dean. A student may request the maximum of one academic year (two semesters, four sessions, 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:

1. Conditions 1-4 above have been met, and
2. 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 semesters removed, even if satisfactory, will be applied to the Bachelor's Degree. All work will remain on the transcript to ensure a true and complete academic history, and all work, including the academic renewal terms will be included in the computation for departmental and school honors.

Academic Renewal only applies to course work completed at the University of La Verne. Students who have unsatisfactory grades at other colleges or universities must consult those institutions to see if they are eligible for academic renewal according to the policies of those institutions. Academic renewal from another institution will not

be considered by the University of La Verne after matriculation at the University.

Academic Progress Policy on Semester Hour

At the University of La Verne a semester hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction (at the University of La Verne this equates to a contact hour of 50 minutes) and a minimum of two hours of out-of-class student work each week for approximately sixteen weeks for one semester or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practicum, studio work, and other academic work leading to the awarding of credit hours.

Course Load: Undergraduate

A bachelor's degree candidate must complete an average of 32 semester hours per year to earn a degree within four years. A student at the Main Campus normally accomplishes this by taking 16-18 semester hours each semester, and 1-5 semester hours in January Interterm. A session Bachelor's student normally accomplishes this by taking 8 semester hours for each session offered in an academic year.

CAPA students who attend Weekend cycle courses, CAPA Accelerated Evening, CAPA Accelerated Sunday and/or CAPA Distant Learning terms are all considered to be semester students. Students need to be aware what the minimum time status is required to maintain eligibility for financial aid, athletics, student activities, insurance, housing, I-20 to name a few.

Course Overloads

A Main Campus Undergraduate is eligible to enroll in a maximum of 18 semester hours in a single semester. Students who desire to take 19 semester hours in the 16 week semester can do so by obtaining the signature of their academic advisor. Students who receive permission to take 19 semester hours must submit an appeal form to the Office of the Registrar. Once the appeal to enroll in 19 semester hours is approved and the student has paid the appeal fee, the Office of the Registrar staff will increase the maximum semester hours allowed to permit the student to register. Note: students who are taking the course overload in residence at the University of La Verne will be charged for the additional semester hour(s).

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

A Main Campus undergraduate who is enrolled at the University of La Verne and concurrently enrolls at another institution, cannot enroll in more than 18 semester hours **total** for both institutions for the Fall or Spring Semester. A Main Campus undergraduate who is enrolled at the University of La Verne and concurrently enrolls at another institution,

cannot enroll in more than 12 semester hours **total** for both institutions for the Summer.

Overloads are not permitted for the January Interterm.

Regional Campus and CAPA students requesting to enroll in more than the number of semester hours specified for full-time enrollment must have approval by the Director of their Regional Campus two weeks prior to registration week. Approvals are based on extenuating circumstances. Students who wish to enroll in courses at other institutions should obtain the approval of their academic advisor and the Registrar Office before enrolling.

Enrollment of Undergraduate Students in Graduate Courses

Undergraduate students who wish to take courses for graduate credit must be within eight semester hours and enrolled in their final courses for degree completion of the baccalaureate degree and may take no more than 8 semester hours for graduate credit. The approval form must be completed prior to the beginning of the semester with appropriate signatures (undergraduate program advisor, instructor, Registrar, and appropriate Dean for the graduate courses). All 400-level courses taken without such approval will be considered to have been taken for undergraduate credit. Undergraduates may not enroll in 500 or 600 level courses without prior approval. 500 and 600 level courses are not applicable toward an undergraduate degree. 500 and 600 level courses are typically not applicable toward an undergraduate degree unless otherwise stated or authorization is received.

Standard Academic Progress: Undergraduate

A full-time undergraduate student will be considered making normal academic progress in good standing when completing 24 semester hours per year while maintaining a 2.00 cumulative GPA; a part-time student, when completing 12 semester hours per year while maintaining a 2.00 cumulative GPA.

Student class level is determined by the number of semester hours completed.

To maintain financial aid eligibility, students must also meet financial aid satisfactory academic progress standards as described under Satisfactory Academic Progress Policy in the Financial Aid section of this catalog. Students receiving veterans benefits who fail to maintain the 2.00 cumulative GPA required for graduation in three consecutive semesters will have their benefits interrupted, and the VA office will be notified.

Dean's List

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

National Honor Societies

La Verne has chapters of several national honor societies including: Alpha Chi (all fields), Alpha Kappa Delta (Sociology), Alpha Lambda Delta (all fields), Alpha Psi Omega (Theatre Arts), Lambda Alpha (Anthropology), Lambda Epsilon Chi (Legal Studies), Pi Gamma Mu

(Social Science), Psi Chi (Psychology), Sigma Delta Pi (Spanish), and Sigma Tau Delta (English).

Application for Graduation

All students must submit an application for graduation along with the published fee. Undergraduate students should file an Application for Graduation with the Office of the Registrar two semesters prior to their anticipated completion date. Any student with a major in Liberal Arts, Social Science, or a major not listed in the catalog must also submit a major contract. Any student with a minor not printed in the catalog must submit a minor contract. This application provides the Registrar with the information needed to prepare the diploma and to include the student's name in the list of graduates.

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

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

Commencement Ceremony

The University of La Verne holds commencement ceremonies each year in Spring. A candidate qualifies to participate in the Spring ceremony upon successful completion of all degree and program requirements during the preceding Fall semester, or when the student has enrolled in all final courses during the current Spring semester.

Diplomas

The actual completion date of a student's degree will be noted on the official transcript. The diploma, however, will carry one of the following dates, whichever comes first after degree completion

— May 31, August 31, or January 31. For graduate students, the specific title of the degree with the concentration will appear on the diploma; for undergraduate students, the degree, the major, undergraduate honors, and the concentration (if any) will appear on the diploma (minors do not appear on the diploma).

Changes to Academic Records after Degree Completion

A student's Academic Record is academically sealed at the time the student's degree is posted to their transcript. Except for error, omissions, or documented discrepancies, changes to the student's major, minor, concentration, GPA, academic honors or other components of the academic record are not permitted.

Undergraduate Honors

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

Cum Laude (Honors). The student who completes 44 semester hours or more at the University of La Verne, and who earns a minimum GPA of 3.60 in courses taken at the University and a minimum GPA of 3.60 in all work

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

Magna Cum Laude (High Honors). The student who completes 44 semester hours or more at the University of La Verne, and who earns a minimum GPA of 3.75 in courses taken at the University and a minimum GPA of 3.75 in all work applicable toward the bachelor's degree, will be considered for the honor of Magna Cum Laude upon graduation.

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

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

Departmental Honors - Undergraduate

Departmental honors are granted to undergraduate students who demonstrate a high level of achievement in their majors. Students are encouraged to work toward departmental honors and should apply to the department chairperson or academic advisor. Departmental honors will be awarded based on a high-quality senior thesis/project and a minimum GPA of 3.60 in the major and 3.00 overall. All major courses, except for challenges, must be taken for letter grades. These are the minimum requirements for honors; departments may add other requirements. Departmental honors are printed on the official transcript but not on the diploma. Printing of Department Honors in the Commencement list will be based on the number of semester hours completed and the GPA reflected on the student's academic history at the time the list is prepared for printing. The posting of Department Honors to the student's academic history and diploma will be based on the semester hours completed and GPA at the time of degree posting.

Academic Policies: Registration, Adds, Drops and Withdrawals

Registration, Adds, and Attendance

Registration is the process by which a student selects a course or courses for academic credit for a semester. The registration process is the responsibility of the student which includes

1. consulting with an academic advisor,
2. selecting courses,
3. reserving space in the courses by completing the registration process, and
4. paying for the courses.

The awarding of academic credit, including the issuance of final grades, can only be done after all four steps are completed for the specified session or semester. Students are not allowed to attend classes for which they have not officially registered. Students who do not attend the first-class session (in class or online) may be administratively dropped, however, registration adds, drops and withdrawals are a student responsibility. Students are obligated to make financial arrangements

for courses in which they have enrolled. Financial arrangements must be made prior to the first day of the semester/session.

Students are responsible for verifying that they have, in fact, registered and/or added all classes for which they expect to earn credit.

A student adding a course to his or her initial schedule needs to follow all four steps listed above. Students are expected to complete their registration/add by the first day of classes. To assure their seats, students must attend all their classes during the first week of each session or semester.

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

Registration for the traditional Fall Semester begins in the spring of the prior semester and continues through the first 7 workdays of the semester. Registration for the Spring Semester begins in the fall of the prior semester and continues through the first 7 workdays of the semester.

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

Students enrolling in CAPA classes must be enrolled prior to the first-class meeting on the Friday of the first full weekend.

Registration dates are available at laverne.edu/registrar (<http://www.laverne.edu/registrar/>) for Main Campus semesters. Registration dates for Main Campus can be obtained from the appropriate academic department or at laverne.edu/registrar (<http://www.laverne.edu/registrar/>). Registration dates for Regional Campuses can be obtained from the appropriate Regional Campus.

Change of Program and (Add/Drop) period begins when registration opens and continues through the first 7 work days of the semester. An appeal fee will be assessed beginning the eighth workday of the semester if your appeal for a late registration (add/drop) is approved.

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

All University of La Verne students register and make program changes through their MyLaVerne account. The La Verne Course Catalog and all schedules of courses are available on MyLaVerne. All students can verify the courses they have enrolled in for a specified semester and the amount they will be obligated to pay on their MyLaVerne Account. A student who registers and decides not to attend the course(s) must follow the Drop and Withdrawal policy printed in this section. Complete registration information and procedures are available at: laverne.edu/registrar (<http://www.laverne.edu/registrar/>)

Late Registration/Add

Students must have permission of the instructor of the class to appeal for late entry into a class. Students cannot assume an instructor will allow entry to a class if they do not attend the first-class meeting.

Students must obtain and complete the appropriate appeal form and submit to the Undergraduate or Graduate Academic Appeals Committee. Further information can be obtained in the Appeals section in the catalog.

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

1. Enrolling the 8th workday of a semester or session or thereafter.
2. Enrolling in a January Interterm course on the 5th workday of class or thereafter.

Waitlist

A student can make a request to be on a waitlist for closed classes. This will list the student name on the class roster to notify the instructor they wish to enroll in a specified class. Not all classes will allow a wait list. If a course has the wait list option, this will be designated on the schedule of courses. A student can view how many wait list spaces are available for a specified course. If there is still a space available, the student can request an open waitlisted space on MyLaVerne. The registration system will automatically notify students via their La Verne email address when a space is available. Upon receipt of the email notification that a space is available a student must enroll within 24 hours. One week prior to the first day of classes the automated waitlists process is turned off. Students must contact a faculty member directly to obtain an override to gain access to a closed class. If an override is approved and submitted by the faculty on a student's record through MyLaVerne, it is the responsibility of students to enroll themselves into the class by the last day to register/add. For assistance contact the Office of the Registrar.

Dropping a Class

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

The time period to drop a class is indicated below:

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

Students are responsible for verifying that they have dropped classes they are not attending.

A grade of F or WF will be earned if any such class is not dropped.

Do not assume a faculty member will drop you from a class due to non-attendance.

Withdrawal from Class

Withdrawal is the process through which a student officially notifies the Registrar or Regional Campus of their intent to not attend a class or classes after the drop period is over. Withdrawals are recorded on the

student's official transcript as a W. Withdrawals can be processed via the student's MyLaVerne account.

The withdrawal period for sessions and semesters is indicated below:

1. The withdrawal period for a semester class that is 10 weeks in length or greater begins the 8th workday (Monday through Friday) of the semester, excluding university holidays and continues through 60% of the semester. CAPA Weekend Cycles and Accelerated session students may also withdraw from classes beginning the 8th day of the session dates through 60% of the session.
2. The withdrawal period for January Interterm begins the 5th workday of the semester and continues through 60% of the given semester.

Students can submit their request to withdraw in person, by phone, e-mail, letter, or fax to the Registrar or Regional Campus. Students should view the academic calendar for their semester/session to determine the last day to withdraw.

A student who fails to withdraw officially from a registered course will receive a failing grade (NCR, F, WF, WNC). Faculty are required to submit a student's last date of attendance for all students who stop attending classes prior to the last day to withdraw.

The University assumes that the student who drops or withdraws during a session semester will return the following session or semester. A student not intending to return to the University of La Verne in the following session or semester needs to follow the Official Withdrawal process.

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

Complete Drop and Withdrawal procedures can be found at: laverne.edu/registrar (<http://www.laverne.edu/registrar/>), including applicable deadlines.

Statute of Limitations

The University of La Verne has a Statute of Limitation policy that limits the time period a student can submit appeals concerning retroactive registration/adds/drops/withdrawals, extensions of time on INC/IP, extension of time for degree completion, as well as submission of grades. The policies can be found under the Academic Appeal section of this catalog.

Leave of Absence

Traditional undergraduate student who finds it necessary to interrupt their studies at the University of La Verne and desire to return may apply to the Office of Academic Advising for a Leave of Absence (LOA) prior to leaving the University. The LOA form requires signatures from the Offices of the Registrar, Student Accounts, Financial Aid, and Academic Advising. With a LOA, an undergraduate student may be absent for no more than two semesters.

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

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

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

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

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

Withdrawal from the University

A student who wishes to withdraw from the university must obtain a "Withdrawal" form from the Office of Academic Advising, the Registrar, or their respective campus and have it signed by the academic advisor and the Offices of the Registrar, Student Accounts, and Financial Aid. Students who are transferring to another institution must fill out a Withdrawal form. Students who fail to officially withdraw from classes will receive failing grades. The effective date of withdrawal is the date the student officially withdraws from all courses or the final day of the semester. Students withdrawing from the University of La Verne must also withdraw from University housing if they live in the residence halls.

Cross-Enrollment Policy

College of Law students may only cross enroll during the summer or with special approval of the College of Law Dean.

ADMISSIONS INFORMATION

NON-MATRICULATED (GUEST STUDENTS)

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

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

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

Students who wish to become degree candidates must submit a formal application and complete the admissions process prior to the completion of a total of 12 semester hours at the University. Holds may be placed on student records to prevent further registration for those students who do not complete their admission process in a timely manner after their first semester of enrollment as a non-degree seeking student. The University cannot be held responsible for the degree applicability of courses which are selected by students who have not been officially admitted and assigned an academic advisor.

TERMS OF ADMISSION: UNDERGRADUATE

All offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the admissions offer was based. All information submitted during the admissions process, including the application, the personal essay, any supplements, and any other supporting materials will become property of the University of La Verne and will not be returned to applicants or forwarded to third parties. The university reserves the right to select its students and deny admission at its sole discretion based on applicant's qualifications and the best interest of the University.

The University reserves the right to deny admission to any applicant who fails to completely and accurately disclose all colleges and universities previously attended. Failure to do so, may be interpreted as falsification of documentation. Any applicant who is found to submit altered, forged, or falsified documentation to the University may be denied admission or have any offer of admission already made revoked, and no further applications will be considered. Findings of falsified admission information may also be used to justify disqualification or termination of enrollment for a current student, including revocation of course credit, grades, and degree.

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

of attendance and any institution listed on the application the applicant added and wants removed.

Additionally, inappropriate behavior by applicants, including those that pose a threat or present a danger to the college community or other behaviors where it is considered to be in the best interest of the college to refuse admission, may be used as a basis to deny the student admission or revoke any offer of admission. Such behaviors may also be used to justify disqualification or termination of enrollment for a current student, including revocation of course credit, grades, and degree.

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

Returning Student Readmission: Undergraduate

Traditional undergraduates who have attended La Verne as matriculated students but who have not been in attendance for two consecutive semesters must reapply. Regional and online campus undergraduates who have attended La Verne as matriculated students but who have not been in attendance for two consecutive years must reapply. The two years are counted from the term of last enrollment, regardless of any campus change or program change that may have occurred within the two-year time frame. Readmission will be based on the current admission policies, and the student will be required to meet current graduation requirements. Official transcripts for all academic work taken during the period of absence must be provided.

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

Academically Disqualified Students

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

Admission Decision Appeals

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

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

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

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

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

TRADITIONAL UNDERGRADUATE ADMISSION

Adam Wu, Director of Undergraduate Admission

Freshman Admission

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

Application Procedures and Requirements

Students may apply for admission after completion of their junior year of high school. In some cases, a decision may be delayed until grades from the first semester of the senior year of high school are submitted. Freshman candidates are encouraged to apply by February 1 for the fall semester and by December 1 for the spring semester. Applicants for admission will be considered after these dates on a space-available basis. Students must confirm their intent to enroll in the fall by May 1. Confirmations will be accepted after May 1 on a space-available basis. To apply for admission to the university, the following documents must be submitted to the Office of Admission. *All application materials become the property of the university upon receipt.*

- Application for Admission:** Applicants must sign and submit the completed application form, personal statement, and the non-refundable \$50 application fee.
- High School Transcripts: An applicant may submit an unofficial transcript for an admission decision.** Applicants must request that their official, final high school transcripts be sent directly to the Office of Admission prior to enrollment. A transcript is not considered official if opened prior to receipt by a university official. A final high school transcript with the graduation date will be required and must be submitted to the Office of Admission immediately following high school graduation.

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

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

- One letter of recommendation** from school officials where the applicant is currently enrolled or has most recently attended. Upon admission to

the university, recommendation forms are destroyed and are not a part of the student's permanent record.

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

Transfer Admission

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

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

Application Procedures and Requirements

To apply for admission, transfer applicants must submit the following documents to the Office of Undergraduate Admission. All application materials become the property of the university upon receipt. Applicants must demonstrate minimum proficiency by completing a college-level English course. Completion of college-level math is strongly recommended.

- Application for Admission:** Applicants must sign and submit the completed application form, personal statement, and the non-refundable \$50 application fee.
- Official transcripts: Applicants may submit unofficial transcripts for an admission decision.** Applicants must have official transcripts sent to the Office of Admission from each college or university previously attended prior to enrollment. Applicants with fewer than 28 semester hours of acceptable transfer units must also submit official high school transcripts.
- One letter of recommendation** addressing the applicant's record from a school official where the applicant is currently enrolled or has most recently attended. Upon admission to the university, recommendation forms are destroyed and are not a part of the student's permanent record.

Honors at Entrance: Transfer students who have completed 28 or more semester hours of transferable academic credit with a GPA of 3.5 or above will be invited to apply to the Global Ideas Honors Program.

Transfer students who have completed an Honors Transfer Council of California (HTCC) Honors Transfer Program with an overall transfer GPA of 3.5 will be invited to apply to the Honors Program and will also have the 30 required University of La Verne Honors semester hour reduced to 14 (see information on the Certificate for Honors Program Participation for more).

International Admission

The University of La Verne welcomes applications from students living in countries throughout the world. Sufficient evidence must be provided to ensure that a student is able to depend upon his/her own financial resources. International students must not plan on earnings from employment in the United States, financial assistance, or scholarship grants. The university is authorized to issue the I-20 when international applicants have been accepted and have submitted the tuition deposit. In order to allow time for obtaining visas, it is important for international applicants to provide all required documents a minimum

of two months before the beginning of the semester. Students holding F-1 and J-1 visas may attend only the La Verne **Main Campus** and are not eligible for the CAPA program or ROC. To be considered for admission, international students must provide the following documents to the Office of Admission. All application materials become the property of the University upon receipt.

1. **Application for Admission:** Receipt of the completed and signed application form, personal statement, and the non-refundable \$50 application fee.
2. **Official transcripts and certificates** (with notarized translations into English where appropriate) from all secondary schools, colleges, and universities attended. **Students who have completed studies at a foreign university must send their transcripts for a detailed credential review to be evaluated for transfer credit. There is a fee for this service.** Students attending a foreign university that is accredited by a U.S. accrediting agency are exempt from the detailed credential review. Students may submit unofficial transcripts prior to submitting official records for an admission decision.
3. **Proof of English Proficiency:** Applicants must establish minimum proficiency in English by submitting official scores from one of the following or equivalent:
 - A minimum score of 80 iBT/550pBT on the Test of English as a Foreign Language (TOEFL) with acceptable minimum bandwidth scores
 - A minimum score of 460 on the Evidence-based Reading and Writing Section of SAT
 - A minimum score of 19 on the English section of the ACT
 - A minimum score of 6.5 on the International English Language Testing System (IELTS) with acceptable minimum bandwidth scores
 - A minimum score of 105 on the Duolingo English Test (DET)
 - A minimum of 176 on the Cambridge English Exam (CAE)
 - A minimum of 53 on the Pearson Test of English Academic (PTE)
 - Completion of the equivalent of RCS 110 (English composition) with a grade of C or better
 - Successful completion of ELS Language Centers level 112

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

- A minimum of 5.5 on the International English Language Testing System (IELTS)
- A minimum of 61 on the Test of English as a Foreign Language (TOEFL)
- A minimum of score of 85 on the Duolingo English Test (DET)
- A minimum of 45 on the Pearson Test of English Academic (PTE)
- A minimum score of 1050 on the GTEC
- A minimum score of 110 on the Gaokao
- Successful completion of ELS 109

4. **One letter of recommendation** from school officials where the applicant is currently enrolled or has most recently attended. Upon

admission to the University, recommendation forms are destroyed and are not a part of the student's permanent record.

Admitted Students Confirmation Date

Once accepted, admitted students with the intent to enroll are expected to submit a \$200 tuition deposit. Students admitted after the deposit deadline will be expected to submit a non-refundable deposit within two weeks after the date of acceptance. The deposit is applied to the student's account and is deducted from the first semester's expenses.

Returning Student Readmission

Main campus undergraduates who have attended La Verne as matriculated students but who have not been in attendance for two consecutive semesters must reapply. Readmission will be based on the current admission policies, and the student will be required to meet current graduation requirements. Official transcripts for all academic work taken during the period of absence must be provided.

REGIONAL AND ONLINE CAMPUS UNDERGRADUATE ADMISSION

The regional campuses, various site locations, CAPA (Campus Accelerated Program for Adults) and La Verne Online provide educational opportunities for the adult learner with varied educational backgrounds.

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

The adult learner applicant will be considered for admission to the University based on several factors:

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

Application Procedures and Requirements

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

To apply for admission, applicants must submit the following documents. All application materials become the property of the university upon receipt:

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

- 2. Official transcripts:** Applicants must have official transcripts sent to the Office of Admission from each college or university previously attended. Applicants with fewer than 28 semester hours of acceptable transfer units must also submit official high school transcripts. Applicants may submit unofficial transcripts for an initial admission decision; however, final, official transcripts are required prior to registering for second semester.

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

State Authorization

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

Degree Completion Time Limit and Re-application

Undergraduate students at the regional and online campuses are not required to reapply after a break in enrollment unless the break is longer than two consecutive years. Students pursuing undergraduate programs at the regional and online classes who are inactive for more than two consecutive years will be inactivated and must reapply. Students admitted to a bachelor's degree program at one of the regional or online campuses are required to complete all requirements for the bachelor's degree within seven years from their semester of matriculation. The seven-year period begins during the term the student first registers (whether the course is completed or not), and all requirements must be met by the last day of the last term that constitutes the seventh year.

Associate degree students must complete all degree requirements within four years from their term of matriculation. The four-year period begins during the term the student first registers (whether the course is completed or not), and all requirements must be met by the last day of the last term that constitutes the fourth year.

TRANSCRIPT POLICIES

All transcripts must be issued directly by the degree-granting institution. Transcripts in paper format must remain in their original, sealed institutional envelopes to be considered official. In addition, failure to list this coursework may result in academic dismissal. For additional guidance on obtaining and submitting proper transcripts, please consult with your admission representative.

- Official transcripts from schools must be sent directly by the issuing institution to the University of La Verne Admissions Operations. Applicants wishing to have work completed outside the US considered for transfer credit must have their transcripts evaluated by an approved foreign credential evaluation service that is NACES-recognized. There is a fee for this service.
- The University of La Verne will evaluate military training for credit. Veterans and active duty applicants must submit Joint Service Transcripts (JST) or Community College of the Air Force (CCAF) transcripts.
- International Students:** International students on F or J visas may apply to and attend only the University La Verne's Main Campus programs and the University of La Verne College of Law.

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

Transfer Credit

Transfer of Courses for the Baccalaureate Degree

Students may transfer a maximum of 88 semester hours of credit towards the Bachelor's degree from a regionally accredited institution recognized by the University of La Verne. Courses must be designated as baccalaureate level by the credit granting institution and have a grade of C- or above. Transfer credit will be awarded up to the 88 semester hour limit in the following order: Satisfaction of general education requirements; 2. Satisfaction of major requirements; 3. Satisfaction of upper division requirements; 4. GPA benefit.

Any transfer work completed beyond the 88 semester hour limit will be considered for subject area fulfillment, but will not transfer with unit value (the particular course will be fulfilled by a 0-unit course marker). Regardless of the number of units transferred, all students must meet the University of La Verne's residency, upper division, general education, and major requirements, as well as complete a minimum of 128 semester hours required for the degree.

Associate Degree for Transfer (ADT)

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

C-ID

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

Course Duplication Policy

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

Statute of Limitations of Courses

Each department may establish limits on the age of previously completed coursework in regards to the applicability of that coursework to the major requirements for the undergraduate degree. These limits are stated in the descriptions of individual program and major requirements in the Programs section of this catalog. These limits do not impact the

transferability of coursework to general education or non-major elective requirements.

Advanced Placement Exam (AP) Transfer Credit

The Office of the Registrar articulates up to 44 semester hours of credit for the Bachelor's Degree and 21 semester hours of credit for the Associate Degree in subject area examinations offered by the College Board's Advanced Placement Program. Exams are articulated during the evaluation of the student's file upon matriculation. Credit can only be reviewed at the time the Office of the Registrar receives an official score report provided by the College Board and/or scores that are indicated on a student's official high school transcript.

International Baccalaureate (IB) Transfer Credit

The Office of the Registrar will accept the IB diploma for students who have earned 30 points or more and grant 32 semester hours of transfer credit (sophomore standing). Students who do not successfully achieve the IB diploma will have the subjects individually evaluated as listed on their certificate. La Verne will award 4 semester hours for each subject in which a score of 4 or greater was earned for a maximum of 24 semester hours.

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

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

CLEP and DSST Exams

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

Exam Duplication Policy

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

High School Diploma and Transfer Credit

All undergraduate students entering La Verne may receive up to 32 semester hours of credit for college courses taken before graduation from high school. These courses must appear on an official college transcript and the name of the accredited college must be disclosed on the student's application for admission.

Vocational/Technical Transfer Credit Policy

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

Military Transfer Credit

A total of 21 semester hours of credit can be applied to the Associate Degree and 44 semester hours can be applied to the Bachelor's Degree. Courses taken through the military may be transferred under the guidelines established by the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services and according to La Verne policy. Acceptance of credit is limited by the Vocational/Technical Transfer Credit policy.

Foreign Colleges and Universities Transfer Credit Eligibility

In order for the University's Articulation Office to facilitate faculty review of foreign course work for general education applicability, students must submit a detailed, course-by-course credential evaluation from an approved NACES institution. In cases where course descriptions are not available, students are encouraged to take available placement examinations to qualify for general education credit, or to work with an academic advisor to determine alternative modes of assessment (such as CLEP and DSST exams).

Transfer Credit for ESL and English Composition Courses

La Verne will grant transfer credit for courses articulated to fulfill Written Communication, a sub-area stated within the La Verne General Education Requirements. The course must be completed prior to acceptance into La Verne. The Office of the Registrar will not grant credit for similar courses completed after a student has been accepted to La Verne until all prerequisite ESL courses required by placement criteria have been completed. ESL and Writing courses which the placement test indicates are needed must be taken at La Verne, but the University may grant elective credit for transferable ESL courses and English composition courses not equivalent to RCS 110 that was completed elsewhere prior to acceptance.

Fulfilling La Verne General Education via Transfer Work

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

1. Full CSU-GE and IGETC certifications: At the time of matriculation, students who have completed either the California State University General Education Breadth Certification (CSU-GE) or the Intersegmental General Education Transfer Curriculum (IGETC), with a C- or better in all applicable courses, will be credited with fulfilling La Verne's Critical Skills and Areas of Knowledge General Education requirements with the exception of the Foreign Language requirement, depending on the student's declared major. CSU-GE or IGETC applicability of each course must be documented in the relevant college catalog or through ASSIST.org. Students must provide proof of certification when the final transcript is sent to the University of La Verne.
2. Partial CSU-GE and IGETC certifications: At the time of matriculation, courses completed with a grade of C- or better prior to matriculation at the University of La Verne that partially fulfill selected CSU-GE or IGETC requirements will be credited toward partial fulfillment of similar La Verne General Education requirements with the exception of the Foreign Language requirement, depending upon the student's declared major. CSU-GE or IGETC applicability of each course must be documented in the relevant college catalog or through ASSIST.org.

Students must provide proof of certification when the final transcript is sent to the University of La Verne.

3. Courses from California Community Colleges: Courses completed with a C- or better that are approved as fulfilling an area requirement for either CSU-GE or IGETC requirements will be used to fulfill a similar general education requirement at La Verne on a pre and post-matriculation basis.
4. Courses from non-California Community Colleges: Courses completed with a C- or better at a non-California Community College can be used to fulfill General Education requirements at the University of La Verne provided that:
 - The institution is accredited by an organization recognized by the University of La Verne.
 - The course is considered to be at the baccalaureate level at the sending institution.
 - Course(s) meet the criteria to fulfill a specific general education on a course-by-course basis as stipulated in the University of La Verne Guide Points.

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

BOARD OF TRUSTEES, ADMINISTRATION AND FACULTY

Board of Trustees

Officers of the Board of Trustees

Chairman

Luis Faura¹, Ph.D.

President, C & F Foods, Inc.

Vice Chair

Deborah Proctor¹

Retired Senior Health Administrator

Secretary

Susan M. Searing¹

Retired Educator

Members of the Board of Trustees

Michael Abraham

Chief Executive Officer

MKA Capital Group, Inc.

Kim Bowen

Realtor

Coldwell Banker Millennium

Kim J. Burchiel, M.D., F.A.C.S.

Chairman/Professor

Department of Neurological Surgery

OHSU Brain Institute

Martha Daniel

President/CEO

Cytellix

Ann Quay Davis, C.P.A.¹

Partner Emerita

CliftonLarsonAllen, LLP

Robert Dyer

Retired educator

Chino Valley Unified School District

Peter Eckel¹

Senior Fellow/Director of Leadership Programs

University of Pennsylvania

Zoila Escobar

Vice President of Strategic Development and

Community Support and President

AltaMed Foundation

Joseph V. Fengler

Director, Defense Logistics Policy

Honeywell International

Mark Hicks

President, NHC Medical Supply

Wendy Lau, Esq.

Risk Management Lead – West Region
AECOM

Alex Lester

Attorney

Law Offices of Mark John Tunidis

Kenneth D. Little¹

Partner

Brandes Investment Partners

David Lizarraga

Founder & Chairman

TELACU Education Foundation

Frank Lizarraga

Owner

TELACU Education Foundation

Mary Ann Melleby

Retired Public Relations Professional

Paul Moseley

Owner

Ruby Springs Lodge

Stephen Phinny

President

Saguaro Ranch Development Corporation

Leslie Porras

Public Relations Director

Wellpoint, Inc.

Deborah Proctor

Retired Senior Health Administrator

John Raffoul

President

Adventist Health White Memorial

Anthony Revier

President, CEO

Uyemura USA

Valerie C. Romero

Executive Vice President

Oremor Management and Investment

Margaret Sedenquist¹

Owner

Sedenquist Fraser Enterprises

David D. Shively, D.D.S.

Dental Practice

Alan Simon

Chairman

Omaha Steaks International

Owen "Ray" Skelton¹

Retired business executive

Emmett L. Terrell¹

Retired Deputy Superintendent

Pomona Unified School District

Reginald "Reggie" Webb¹

Owner McDonald's franchises

¹ Member of the Executive Committee.

Emeriti of the Board of Trustees

Marvin Belcher

Retired school administrator

Kenneth L. Calkins

Retired educator

Gerald A. Davis

Retired farmer

Benjamin Harris

Retired business owner

James W. Long

Partner, Magnesium Alloy

Cecilia Martinez-Morris

Owner & Agent

State Farm Insurance Agency

Jay Rodriguez

Retired foundation executive

Donald G. Wilson

Retired business owner

Officers of the University

President

Devorah A. Lieberman

Provost and Vice President of Academic Affairs

Kerop Janoyan

Chief Financial Officer

Avedis "Avo" Kechichian

Vice President of University Advancement

Sherri Mylott

Vice President of Strategic Enrollment Management

Mary Aguayo

Faculty and Administration

Basic directory information on all University faculty and staff is available in the Staff and Faculty Directory at: laverne.edu/directory/ (<http://www.laverne.edu/directory/>)

CATALOG CONTENTS

- Catalog Home (p. 5)
 - Academic Calendars 2022-2023 (p. 6)
 - Academic Definitions (p. 8)
 - Academic Information (p. 11)
 - Admissions Information (p. 23)
 - Board of Trustees, Administration and Faculty (p. 29)
 - Catalog A-Z Index (p. 378)
 - Catalog Contents (p. 31)
- College of Arts and Sciences (p. 35)
 - Programs (<https://laverne-public.courseleaf.com/college-arts-sciences/graduate/>)
 - Undergraduate (p. 35)
 - Art and Art History Department (p. 35)
 - Art History (B.A.) (p. 35)
 - Art History Minor (p. 36)
 - Studio Art (B.A.) (p. 36)
 - Studio Art Minor (p. 37)
 - Associate of Arts Degree in General Studies Program (p. 37)
 - Communications Department (p. 37)
 - Communications (B.A.) (p. 37)
 - Digital Media (B.A.) (p. 38)
 - Journalism (B.A.) (p. 38)
 - English Department (p. 39)
 - English (BA) (p. 39)
 - English Minor (p. 40)
 - History and Political Science Department (p. 40)
 - History (BA) (p. 40)
 - History Minor (p. 41)
 - International Studies (BA) (p. 41)
 - International Studies Minor (p. 41)
 - Political Science (BA) (p. 41)
 - Political Science Minor (p. 41)
 - Public History Minor (p. 42)
 - Social Science (BA) (p. 42)
 - Interdisciplinary Programs (p. 43)
 - Black Studies Minor (p. 43)
 - Create Your Own Major (BA/BS) (p. 44)
 - Gender Studies Minor (p. 44)
 - International Business and Language (BS) (p. 45)
 - Latinx & Latin American Studies Minor (p. 45)
 - Liberal Arts (BA) (p. 46)
 - Sustainability Minor (p. 47)
 - Legal Studies Department (p. 47)
 - American Law Minor (p. 48)
 - Legal Studies (BS) (p. 48)
 - Modern Languages Department (p. 48)
 - Creative Writing (BA) (p. 49)
 - Creative Writing Minor (p. 49)
 - French (BA) (p. 49)
 - French Minor (p. 50)
 - Japanese Minor (p. 50)
 - Spanish (BA) (p. 50)
 - Spanish Minor (p. 51)
 - Music Department (p. 51)
 - Music (BA) (p. 51)
 - Music Minor (p. 51)
 - Natural Science Division (p. 52)
 - Biology Department (p. 52)
 - Biology (p. 52)
 - Biology Minor (p. 53)
 - Natural History (BA) (<https://laverne-public.courseleaf.com/college-arts-sciences/undergraduate/natural-science-division/biology-department/natural-history-ba/>)
 - Chemistry Department (p. 53)
 - Chemistry (BA/BS) (p. 53)
 - Chemistry Minor (p. 54)
 - Computer Science and Computer Engineering Department (p. 54)
 - Computer Science (BS) (p. 54)
 - E-Commerce (BS) (p. 56)
 - Information Science Minor (p. 57)
 - Information Technology (BS) (p. 57)
 - Internet Programming Minor (p. 57)
 - Software Minor (p. 58)
 - Mathematics and Physics Department (p. 58)
 - Mathematics (BA/BS) (p. 58)
 - Mathematics Minor (p. 58)
 - Physics (BA/BS) (p. 59)
 - Physics Minor (p. 59)
 - Photography Department (p. 60)
 - Photography (BA) (p. 60)
 - Photography Minor (p. 60)
 - Programs (p. 42)
 - Honors Program (p. 42)
 - Prelaw Program (p. 43)
 - Psychology Department (<https://laverne-public.courseleaf.com/college-arts-sciences/undergraduate/psychology-department/>)
 - Religion & Philosophy Department (p. 61)
 - Interfaith Studies Minor (p. 61)
 - Philosophy (BA) (p. 61)
 - Philosophy Minor (p. 62)
 - Religion (BA) (p. 62)
 - Religion Minor (p. 63)
 - Religion/Philosophy (B.A.) (p. 63)
 - Rhetoric and Communication Studies Department (p. 64)
 - First-year Rhetoric and Writing Program (p. 64)
 - Rhetoric and Communication Studies (BA) (<https://laverne-public.courseleaf.com/college-arts-sciences/undergraduate/rhetoric-communication-studies-department/first-year-rhetoric-writing/rhetoric-communication-studies-ba/>)
 - Rhetoric and Communication Studies Minor (<https://laverne-public.courseleaf.com/college-arts-sciences/undergraduate/rhetoric-communication-studies-ba/>)

- department/first-year-rhetoric-writing/rhetoric-communication-studies-minor/)
- Sociology/Anthropology Department (p. 65)
 - Anthropology Program (p. 65)
 - Anthropology (BS) (p. 65)
 - Anthropology (BS) With a Concentration in Forensic Investigation & Identification (p. 66)
 - Anthropology Minor (p. 66)
 - Forensic Investigation and Identification Minor (p. 66)
 - Sociology/Criminology Program (p. 67)
 - Criminal Justice & Criminology (BS) (p. 67)
 - Criminology (BS) (p. 68)
 - Criminology Minor (p. 68)
 - Ethnic Studies Minor (p. 68)
 - Sociology (BS) (p. 69)
 - Sociology Minor (p. 70)
- Theatre Arts Department (p. 70)
 - Theatre Arts (BA) (p. 70)
 - Theatre Arts Minor (p. 71)
- College of Business and Public Management (p. 72)
 - Graduate (p. 72)
 - Accounting (MS) (p. 73)
 - Data Analytics (MS) (p. 73)
 - Doctor of Business Administration (DBA) (p. 82)
 - Finance (MS) (p. 74)
 - Health Services Management (<https://laverne-public.courseleaf.com/college-business-public-management/graduate/health-services-management/>)
 - Leadership and Management (MS) (p. 75)
 - Master of Business Administration (MBA) (p. 76)
 - Master of Business Administration for Experienced Professionals (MBAX) (p. 77)
 - Master of Business Administration Preparatory Program (<https://laverne-public.courseleaf.com/college-business-public-management/graduate/business-administration-mb-preparatory/>)
 - Public Administration Programs (p. 79)
 - Doctor of Public Administration (DPA) (p. 81)
 - MPA Degree with Law Concentration (MPA/JD) (<https://laverne-public.courseleaf.com/college-business-public-management/graduate/public-administration/mpa-degree-law-concentration-mpajd/>)
 - Public Administration (MPA) (p. 79)
 - Undergraduate (p. 83)
 - Applied Business Sciences & Economics Department (<https://laverne-public.courseleaf.com/college-business-public-management/undergraduate/applied-business-sciences-economics-department/>)
 - Business Minors (p. 83)
 - Business Administration Minor (p. 83)
 - Business Management Minor (p. 84)
 - Economics Minor (p. 84)
 - Marketing Minor (p. 84)
 - Leadership and Management Programs (<https://laverne-public.courseleaf.com/college-business-public-management/undergraduate/leadership-management-programs/>)
 - Organizational Management (BS) (p. 88)
 - Management & Leadership Department (<https://laverne-public.courseleaf.com/college-business-public-management/undergraduate/management-leadership-department/>)
 - Marketing & Law Department (<https://laverne-public.courseleaf.com/college-business-public-management/undergraduate/marketing-law-department/>)
 - Public Administration Department (<https://laverne-public.courseleaf.com/college-business-public-management/undergraduate/public-health-administration-department/>)
 - Public Administration Programs (<https://laverne-public.courseleaf.com/college-business-public-management/undergraduate/public-administration-programs/>)
 - Public Administration (BS) (p. 89)
 - Regional Campuses (Including CAPA) Undergraduate Business Programs (p. 89)
 - Accounting (BA) (p. 85)
 - Business Administration (BA) (p. 86)
 - Undergraduate Business Programs on the La Verne Campus (p. 84)
 - Accounting (BS) (p. 85)
 - Business Administration (BS) (p. 86)
 - Economics (BS) (p. 88)
 - College of Health and Community Well-Being (p. 95)
 - Athletic Training (MS) (p. 95)
 - Child Life (MS) (p. 97)
 - Gerontology (MS) (<https://laverne-public.courseleaf.com/college-public-health/gerontology-ms/>)
 - Health Services Management (p. 98)
 - Health Administration (BS) (p. 98)
 - Kinesiology (BS) (p. 98)
 - Kinesiology (BS) (p. 99)
 - Kinesiology Minor (p. 99)
 - Marriage and Family Therapy (MS) (p. 100)
 - Master of Health Administration (MHA) (p. 103)
 - Nursing- RN to BSN (p. 104)
 - Physician Assistant Program (MS) (p. 106)
 - Psychology (BS) (p. 115)
 - Psychology Minor (p. 116)
 - PsyD in Clinical Psychology (p. 109)
 - College of Law (p. 90)
 - Course Descriptions (p. 117)
 - Accounting (ACCT) (p. 118)
 - Adv. Studies in Human Devel. (ASHD) (p. 120)
 - Advanced Studies in Child Dev. (ASCD) (p. 120)
 - Advanced Studies in Child Life (ASCL) (p. 121)
 - Anthropology (ANTH) (p. 122)
 - Art (ART) (p. 126)
 - Athletic Training (AT) (p. 128)
 - Biology (BIOL) (p. 130)
 - Business (BUS) (p. 133)
 - Chemistry (CHEM) (p. 144)
 - Computer Engineering (CMPN) (p. 146)
 - Computer Science (CMPS) (p. 147)

- Creative Writing (CWRT) (p. 150)
- Data Analytics (p. 151)
- Economics (ECON) (p. 152)
- Education (EDUC) (p. 154)
- Educational Leadership (EDLD) (p. 170)
- Educational Technology (EDTC) (p. 172)
- English (ENG) (p. 173)
- Finance (FIN) (p. 176)
- French (FREN) (p. 176)
- Gender Studies (GSS) (p. 178)
- General Studies (GNST) (p. 178)
- Geography (GEOG) (p. 178)
- German (GERM) (p. 178)
- Gerontology (GERO) (<https://laverne-public.courseleaf.com/course-descriptions/gero/>)
- Health Services Management (HSM) (p. 178)
- History (HSTY) (p. 182)
- Honors (HONR) (p. 185)
- Humanities (HUM) (p. 187)
- Interdisciplinary (INTD) (p. 187)
- Japanese (JAPN) (p. 187)
- Journalism (JOUR) (p. 188)
- Kinesiology (KINE) (p. 190)
- La Verne Experience (LVE) (p. 199)
- Language (LANG) (<https://laverne-public.courseleaf.com/course-descriptions/lang/>)
- Latinx & Latin America Studies (LLAS) (p. 200)
- Law (LAW) (p. 200)
- Legal Studies (LS) (p. 212)
- Liberal Arts (LA) (p. 214)
- Literature (LIT) (p. 214)
- Management (MGMT) (p. 215)
- Mathematics (MATH) (p. 219)
- Music (MUS) (p. 221)
- Natural Science (NASC) (p. 226)
- Organizational Leadership (ORGL) (p. 227)
- Philosophy (PHIL) (p. 230)
- Photography (PHOT) (p. 231)
- Physician Assistant (PA) (p. 233)
- Physics (PHYS) (p. 235)
- Political Science (PLSC) (p. 237)
- Psychology (PSY) (p. 239)
- Public Administration (PADM) (p. 247)
- Pupil Personnel Services (PPS) (p. 252)
- Radio (RDIO) (p. 257)
- Reading (RDG) (<https://laverne-public.courseleaf.com/course-descriptions/rdg/>)
- Religion (REL) (p. 259)
- Rhetoric Communication Studies (RCS) (p. 261)
- School Psychology (SPSY) (p. 263)
- Social Justice Higher Educ. (SJHE) (p. 269)
- Sociology (SOC) (p. 270)
- Spanish (SPAN) (p. 273)
- Special Education (SPED) (p. 275)
- Television (TV) (p. 279)
- Theatre Arts (THAR) (p. 281)
- Faculty Index (p. 379)
- Financial Aid Policy (p. 285)
- Financial Information (p. 290)
- General Information (p. 297)
- Graduate Studies (p. 304)
 - Graduate Programs (p. 312)
- LaFetra College of Education (p. 314)
 - Graduate (p. 314)
 - Child and Family Professional Programs (p. 314)
 - Child & Adolescent Development (MS) (p. 314)
 - Child Development – Integrated B.S.+ M.S. (p. 316)
 - Education Leadership Program (p. 316)
 - Clear Administrative Services Credential (CASC) Induction Program (<https://laverne-public.courseleaf.com/lafetra-college-education/graduate/education-leadership-program/clear-administrative-services-credential-casc-induction-program/>)
 - Educational Leadership (M.Ed.) (p. 316)
 - Educational Counseling & School Psychology Programs (p. 317)
 - Educational Counseling (MS) (<https://laverne-public.courseleaf.com/lafetra-college-education/graduate/educational-counseling-school-psychology-programs/educational-counseling-ms/>)
 - Educational Counseling (MS) (p. 317)
 - School Psychology (MS) (p. 320)
 - Leadership Programs (p. 321)
 - Doctor of Education In Organizational Leadership (Ed.D.) (p. 321)
 - Master of Education Program (p. 323)
 - Education (Special Emphasis) (M.Ed.) (p. 323)
 - Mild/Moderate Education Specialist Preliminary Credential (<https://laverne-public.courseleaf.com/lafetra-college-education/graduate/mild-moderate-education-specialist-preliminary-credential/>)
 - Social Justice Higher Education Administration (<https://laverne-public.courseleaf.com/lafetra-college-education/graduate/social-justice-higher-education-administration/>)
 - Maser of Arts Social Justice Higher Education: Counseling Concentration (MA) (<https://laverne-public.courseleaf.com/lafetra-college-education/graduate/social-justice-higher-education-administration/social-justice-higher-education-counseling-concentration-ma/>)
 - Master of Arts Social Justice Higher Education (MA) (<https://laverne-public.courseleaf.com/lafetra-college-education/graduate/social-justice-higher-education-administration/social-justice-higher-education-ma/>)
 - Special Education Programs (p. 323)
 - Early Childhood Special Education: Added Authorization (p. 323)
 - Masters of Art in Teaching: Inclusive Education (p. 324)
 - Mild/Moderate Education Specialist Preliminary Credential (p. 326)

- Teacher Credential Programs (p. 328)
- Teaching Preparation Programs (p. 329)
- Undergraduate (p. 334)
 - Child Development (BS) (p. 334)
 - Child Development Minor (p. 336)
 - Child Development – Integrated (BS) + (MS) (p. 337)
 - Educational Studies (BA) (p. 338)
 - Educational Studies Minor (p. 338)
 - Integrated Teacher Preparation Program – (BA) Educational Studies + Credential (p. 338)
- President's Message (p. 340)
- Rights and Responsibilities (p. 341)
- Search Courses (p. 361)
- Student Services and Athletics (p. 362)
- Undergraduate & Graduate Certificates (p. 365)
 - Graduate Certificates (p. 365)
 - [/undergraduate-graduate-certificates/graduate-certificates/org-leadership-cert/](https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/org-leadership-cert/) (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/org-leadership-cert/>)
 - Accounting Certificate (p. 365)
 - Early Childhood Special Education Added Authorization (p. 365)
 - Finance Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/finance/>)
 - Geriatric Administration Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/geriatric-administration-certificate/>)
 - Geriatric Care Management Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/geriatric-care-management-certificate/>)
 - Health Services Certificates (p. 366)
 - Human Resource Management Certificate (p. 367)
 - Information Technology Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/information-tech/>)
 - International Business Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/international-business/>)
 - Management and Leadership Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/management-leadership/>)
 - Marketing Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/marketing/>)
 - Nonprofit Management Certificate (p. 366)
 - Organizational Leadership Certificate (p. 367)
 - Reading Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/reading-certificate/>)
 - Spanish Bilingual Bicultural Counseling Certificate (p. 367)
 - Supply Chain Management Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/supply-chain-cert/>)
- Teacher Leadership Certificate (p. 367)
- Transitional Kindergarten Certificate (TK) (p. 367)
- Undergraduate Certificates (p. 368)
 - Computer Coding Certificate (p. 368)
 - Cybersecurity Certificate (p. 368)
 - Honors Program Participation Certificate (p. 368)
 - Paralegal Studies Certificate (p. 369)
 - Publishing Certificate (p. 369)
 - Systems Engineering Certificate (p. 369)
 - Website and Internet Applications Development Certificate (p. 370)
- Undergraduate Degrees & Programs (<https://laverne-public.courseleaf.com/academic-degrees-programs/>)
- Undergraduate Graduation Requirements (p. 371)

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is the historic core of the University of La Verne. All majors provide students with the foundation of a liberal arts education, grant opportunities to reflect on values and questions of meaning, and build skills to meet the challenges of the 21st-century workplace. Faculty prepare graduates to think critically and creatively about local, national, and global problems. A degree from the college does more than prepare students for a career, though – it prepares them for a full, rich, and rewarding life.

Undergraduate Degrees

With more than 40 majors, minors, and certificates to choose from in the Arts, Humanities, Natural Sciences, and Social Sciences, students can pursue a variety of degrees at the university's largest and most diverse college. Every student passing through the College of Arts and Sciences completes foundational requirements, gains critical thinking and hands-on experience, and leaves well prepared to enter the workforce or pursue a terminal degree. Whether interested in writing, photography, theatre arts, biology, computer science or history we offer a degree for each passion. See the full list of undergraduate programs here (<https://artsci.laverne.edu/programs/>).

Flexibility

The College of Arts and Sciences at the University of La Verne is committed to offering programs that are accessible to everyone. That's why many degrees can be earned part-time, online, and at regional campuses throughout California. Visit the locations (<https://laverne.edu/locations/>) page to learn more about which programs are offered at each particular campus. These accelerated programs (<https://laverne.edu/capa/>) allow students to return to school to complete a bachelor's degree on a flexible schedule, with many classes being offered in 8- to 16-week formats one evening a week.

Competitive Performance Scholarships

The College of Arts and Sciences offers Performance Scholarships to students majoring in art/art history, communications, music, photography, speech, and theatre. Two scholarships are available in each of the six areas of visual and performing arts: Art/Art History, Communications (video production), Music (voice or instrument), Photography, Speech (debate), and Theatre (performance or design).

These \$25,000 scholarships, which celebrate the artistic spirit of the Leo community, are offered annually and may be renewed. Visit the Performance Scholarships (<https://artsci.laverne.edu/scholarship/>) page for more information.

Organizations

Some of the university's most renowned organizations may be found within the College of Arts and Sciences. The Debate Team (<https://artsci.laverne.edu/rhetoric/debate-team/>) has been ranked among the best in the nation; members have taken the stage at Politicon and routinely go up against – and defeat – Yale, Stanford, and international heavyweights like Oxford and Cambridge. The college also supports and sponsors LeoFM (<http://leofmradio.com/>), multiple television stations (<https://artsci.laverne.edu/communications/>),

the student newspaper (<https://lvcampustimes.org/>) and magazine (<https://lavernemagazine.org/>), and art gallery exhibitions.

- Undergraduate (p. 35)

Undergraduate

- Art and Art History Department (p. 35)
- Associate of Arts Degree in General Studies Program (p. 37)
- Communications Department (p. 37)
- English Department (p. 39)
- History and Political Science Department (p. 40)
- Honors and Pre-Law Programs (p. 42)
- Interdisciplinary Programs (p. 43)
- Legal Studies Department (p. 47)
- Modern Languages Department (p. 48)
- Music Department (p. 51)
- Natural Science Division (p. 52)
- Photography Department (p. 60)
- Religion & Philosophy Department (p. 61)
- Rhetoric and Communication Studies Department (p. 64)
- Sociology/Anthropology Department (p. 65)
- Theatre Arts Department (p. 70)

Art and Art History Department

Chairperson: Keith Lord

Regular Faculty: Jon Leaver, Keith Lord, Ruth Trotter

Director of Art Galleries & Distinguished Artist: Dion Johnson

Studio Manager & Art Instructor: Chuck Feesago

Adjunct Faculty: Agnes Bertiz, Walpa D'Mark, Christy Roberts Berkowitz, Gerald Slattum

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

Program Offerings

Majors

- Art History (B.A.) (p. 35)
- Studio Art (B.A.) (p. 36)

Minors

- Art History Minor (p. 36)
- Studio Art Minor (p. 37)

Art History (B.A.)

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

critical thinking. Students who intend to pursue graduate study in art history should be proficient in a foreign language and should include these courses in their study. Students who intend to pursue graduate study and/or a career in museums and arts administration should take MGMT 300 Principles of Management. Students may do both the internship and study abroad, but only one is required.

Degree Requirements

Total program: 40-46 semester hours

Core Requirements

20-26 semester hours

Code	Title	Semester Hours
ART 200	Introduction to Visual Culture	4
ART 210	Art History Foundation: Ancient through Early Renaissance	4
ART 211	Art History Foundation: Renaissance through Contemporary	4
Internship in Art or study abroad		4-10
ART 499	Senior Project Seminar	4
Total Semester Hours		20-26

Electives

20 semester hours

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

Art History Minor

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

Degree Requirements

Total program: 28 semester hours

Core Requirements

12 semester hours

Code	Title	Semester Hours
ART 200	Introduction to Visual Culture	4
ART 210	Art History Foundation: Ancient through Early Renaissance	4
ART 211	Art History Foundation: Renaissance through Contemporary	4
Total Semester Hours		12

Electives

16 semester hours

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

Studio Art (B.A.)

Degree Requirements

Total program: 48 semester hours

Core Requirements

22 semester hours

Code	Title	Semester Hours
ART 120	Foundations of Design	4
ART 140	Drawing Techniques and Materials	4
ART 200	Introduction to Visual Culture	4
ART 212	Materials, Tools & Techniques for the Visual Arts	4
ART 392	Junior Seminar	2
ART 499	Senior Project Seminar	4
Total Semester Hours		22

Electives

26 semester hours

Code	Title	Semester Hours
100-200 Level Studio Courses		

Select a minimum of 8 semester hours of the following:	8
ART 221	Introduction to Design for Stage and Studio
ART 250	Sculpture I
ART 260	Painting I
ART 270	Installation Art
ART 280	Beginning Digital Art Practices
PHOT 110	Introduction to Analog Photography
PHOT 130	Introduction to Digital Photography

Art History Courses

Select a minimum of 8 semester hours of the following:	8
ART 210	Art History Foundation: Ancient through Early Renaissance
ART 211	Art History Foundation: Renaissance through Contemporary
ART 390	Art History: Selected Topics

300-400 level Art History courses

Select a minimum of 10 semester hours of the following:	10
ART 340	Life Drawing I
ART 343	Life Drawing II
ART 350	Sculpture II
ART 370	Painting II
ART 380	Advanced Digital Art Practice
ART 460	Oil Painting
PHOT 315	Alternative Processes
PHOT 351	Landscape Photography

Internship in Art

Study Abroad

Total Semester Hours	26
----------------------	----

Studio Art Minor

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

Degree Requirements

Total program: 32 semester hours

Core Requirements

16 semester hours

Code	Title	Semester Hours
ART 120	Foundations of Design	4
ART 140	Drawing Techniques and Materials	4
ART 200	Introduction to Visual Culture	4
ART 212	Materials, Tools & Techniques for the Visual Arts	4
Total Semester Hours		16

Electives

16 semester hours

Code	Title	Semester Hours
300-400 Level Studio Courses		
Select a minimum of 16 semester hours of the following:		16
ART 340	Life Drawing I	
ART 343	Life Drawing II	
ART 350	Sculpture II	
ART 370	Painting II	
ART 380	Advanced Digital Art Practice	
ART 460	Oil Painting	
PHOT 315	Alternative Processes	
PHOT 351	Landscape Photography	
Internship in Art		
Study Abroad		
Total Semester Hours		16

Associate of Arts Degree in General Studies Program

Degree Requirements

Total Program: 60 semester hours

(Available at selected locations, including La Verne Online)

Core Requirements

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

Code	Title	Semester Hours
Written Communication A	1 course	
Communication B		
Oral Communication C	1 course	

Written Communication A 1 course

Communication B

Oral Communication C 1 course

Quantitative Reasoning 1 course

Creative Expression and/or Humanities 2 courses

Natural World (Life or Physical Science) 1 course

Social Sciences 1 course

Elective Units

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

Communications Department

Program Offerings

Majors

- Communications (B.A.) (p. 37)
- Digital Media (B.A.) (p. 38)
- Journalism (B.A.) (p. 38)

Communications (B.A.)

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

Degree Requirements

Prerequisite Requirement

Code	Title	Semester Hours
JOUR 100	News Reporting	4
Total Semester Hours		4

Core Requirements

27 semester hours

Code	Title	Semester Hours
JOUR 166 or JOUR 465	Introduction to Mass Media History of Mass Media-Printed and Electronic	4
JOUR 220	Newspaper Production	2
JOUR 226	Digital Storytelling for Journalism	4
JOUR 317	Graphic Production Processes and Design for Publications	4

JOUR 460	Law and the Mass Media	4	Film & Television Concentration
JOUR 467	Ethics of Mass Media-Printed and Electronic	4	
JOUR 497	Internship	1	
JOUR 499	Senior Project	4	
Total Semester Hours		27	45-58

Public Relations Concentration

32 semester hours

Code	Title	Semester Hours
JOUR 301	Writing for Public Relations	4
JOUR 305	Radio and TV Newswriting and Editing	4
JOUR 325	Magazine Production	2
JOUR 328	Media Sales	4
JOUR 330	Theory and Principles of Public Relations	4
JOUR 430	Public Relations Methods	4
Select one of the following three:		4
BUS 360	Principles of Marketing	
BUS 368	Integrated Marketing Communication	
MGMT 354	Oral Communication in Organization	
Select 6 units of electives from courses in the Communications Department and/or other related fields.		6
Total Semester Hours		32

Digital Media (B.A.)

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

Degree Requirements

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

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

Core Requirements

24 semester hours

Code	Title	Semester Hours
RDIO 112	Intro to Digital Audio	4
RDIO/TV 166	Introduction to Mass Media	4
RDIO 230	Radio Production I	4
TV 225	Fundamentals of Video Production	4
TV 251	Writing the Short Script	4
RDIO/TV 460 or RDIO/TV 467	Law and the Mass Media Ethics of Mass Media-Printed and Electronic	4
Select one of the following concentrations:		21-34
Digital Audio and Radio Concentration		

Total Semester Hours **45-58**

Digital Audio and Radio Concentration

21-24 semester hours

Code	Title	Semester Hours
RDIO 240	Radio Production II	4
RDIO 426	Radio Station Operation	2,2
RDIO/TV 305	Radio and TV Newswriting and Editing	4
RDIO 328	Media Sales	4
RDIO 497	Internship	1-4
RDIO 499	Senior Project	4
Total Semester Hours		19-22

Film & Television Concentration

33-36 semester hours

Code	Title	Semester Hours
TV 190	Intro to Cinema	4
TV 235	Intermediate Video Production	4
TV 325	Multicamera TV Production	4
TV 330	Film and Television Editing	4
TV 350	Cinematography	4
TV 351/ THAR 360	Playwriting and Screenwriting I	4
TV 430	Film Directing	4
TV 497	Internship	1-4
TV 499	Senior Project	4
Total Semester Hours		33-36

Journalism (B.A.)

The Journalism major prepares students for careers in the news media as Multimedia Journalists working as on-air Television News and Radio reporters; Newspaper, Magazine and Online reporters, writers and editors; Podcasters and Visual Journalists working in photojournalism or graphic design for the media.

The major includes the core requirements and a concentration of their choice (Print-Online Journalism, Broadcast Journalism or Visual Journalism).

Prerequisite Requirement

Code	Title	Semester Hours
JOUR 100	News Reporting	4
Total Semester Hours		4

Core Requirements

Code	Title	Semester Hours
JOUR 220	Newspaper Production	2
JOUR 226	Digital Storytelling for Journalism	4
JOUR 305	Radio and TV Newswriting and Editing	4

JOUR 315	Syntax and Grammar for the Professional Writer	4	or JOUR 465	History of Mass Media-Printed and Electronic	
JOUR 460	Law and the Mass Media	4	JOUR 308	TV News Production	2
JOUR 467	Ethics of Mass Media-Printed and Electronic	4	JOUR 318	Survey of Multi-Media	4
JOUR 497	Internship	1	JOUR 325	Magazine Production	2
JOUR 499	Senior Project	4	JOUR 317	Graphic Production Processes and Design for Publications	4
Select one of the following concentrations:		24-26	PHOT 327	Staff Photography	2
Broadcast Journalism Concentration			One of the following two:		
Print-Online Journalism Concentration			PHOT 130	Introduction to Digital Photography	4
Visual Journalism Concentration			or PHOT 100	Media Arts Foundations	

Total Semester Hours **51-53**

Broadcast Journalism Concentration

Code	Title	Semester Hours
RDIO 230 or RDIO 112	Radio Production I Intro to Digital Audio	4
JOUR 300	Advanced News Reporting	4
JOUR 308	TV News Production	2,2
JOUR 317	Graphic Production Processes and Design for Publications	4
JOUR 345	Intermediate Broadcast Journalism	4
JOUR 465	History of Mass Media-Printed and Electronic	4
Select eight semester hours of the following:		
JOUR 115	News Editing	
JOUR 318	Survey of Multi-Media	
JOUR 408	Selected Topics in Communications	
RDIO 306	Radio Station Newswriting & Editing	
TV 330	Film and Television Editing	

Print-Online Journalism Concentration

Code	Title	Semester Hours
JOUR 115	News Editing	2
JOUR 220	Newspaper Production	2
JOUR 300	Advanced News Reporting	4
JOUR 317	Graphic Production Processes and Design for Publications	4
JOUR 325	Magazine Production	2,2
JOUR 345	Intermediate Broadcast Journalism	4
PHOT 130	Introduction to Digital Photography	4
Select eight semester hours of the following:		8
JOUR 313	Feature Writing	
JOUR 318	Survey of Multi-Media	
JOUR 320	Newspaper Production	
JOUR 408	Selected Topics in Communications	
JOUR 465	History of Mass Media-Printed and Electronic	
PHOT 327	Staff Photography	
RDIO 306	Radio Station Newswriting & Editing	

Visual Journalism Concentration

Code	Title	Semester Hours
JOUR 115	News Editing	2
JOUR 166	Introduction to Mass Media	4

JOUR 308	TV News Production	2
JOUR 318	Survey of Multi-Media	4
JOUR 325	Magazine Production	2
JOUR 317	Graphic Production Processes and Design for Publications	4
PHOT 327	Staff Photography	2
One of the following two:		
PHOT 130	Introduction to Digital Photography	4
or PHOT 100	Media Arts Foundations	
Choose eight units from these electives:		
TV 330	Film and Television Editing	4
TV 340	Television Graphics	4
JOUR 408	Selected Topics in Communications	1-4
Additional courses in Communications, Art, Computer Science, Photography and/or other related fields.		

English Department

Program Offerings

Majors

- English (BA) (p. 39)

Minors

- English Minor (p. 40)

English (BA)

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

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

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

Degree Requirements

Total program: 60 semester hours

Core Requirements

40 semester hours

Code	Title	Semester Hours	
ENG 270	The Foundations of Linguistics	4	
ENG 275	Introduction to Literary Criticism	4	
ENG 351	British Literature I	4	
ENG 352	British Literature II	4	
ENG 353	American Literature I	4	
ENG 354	American Literature II	4	
ENG 421	Modern Poetry in English	4	
ENG 431 or ENG 434	Studies in British Fiction Studies in the American Novel	4	
ENG 460	Shakespeare	4	
ENG 499	Senior Capstone	4	
Total Semester Hours		40	

Electives

A minimum of 20 semester hours of upper division ENG courses. One of these courses must be a diversity elective taken from an approved list, such as Graphic Novel, Horror Fiction, Myth in Literature, Women Writers, Studies in Ethnic American Literature, Urban Fiction, or Science-Fiction Literature and Film. Courses from other departments may serve as electives upon approval of the English Department Chairperson.

Code	Title	Semester Hours	
ENG 370	Magical Realism	4	
ENG 381	Horror Fiction	4	
ENG 383	Myth in Literature	4	

English Minor			
Degree Requirements			
Total program: 40 semester hours			
Core Requirements			
Code	Title	Semester Hours	
One survey of American Literature		4	
One survey of English Literature		4	
One course in Shakespeare		4	
One additional 400-level ENG course		4	
Two ENG electives		8	
Total Semester Hours		24	
Select one of the following:			4
HSTY 100	World Civilizations I		
HSTY 101	World Civilizations II		
HSTY 110	US History to 1877		
HSTY 111	US History 1877 to the Present		
HSTY 200	Issues in History		4
HSTY 310	The American Experience to 1877		4
or HSTY 311	The American Experience from 1877		
HSTY 330	Early Modern Europe		4
or HSTY 331	Modern Europe		
HSTY 315	Intro to Latinx Histories		4
or HSTY 320	History of Latin America		
HSTY 398	Approaches to History		4
HSTY 499	Senior Project		4
Total Semester Hours			28

History and Political Science Department

Chairperson: Gitty Amini

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

Adjunct Faculty: Frank Carlson, Jack Cunningham, Gregory Cumming, Samuel Fullerton, Soha Hammam, Bridget Lawlor, Brian McCabe

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

Program Offerings

Majors

- History (BA) (p. 40)
- International Studies (BA) (p. 41)
- Political Science (BA) (p. 41)
- Social Science (BA) (p. 42)

Minors

- History Minor (p. 41)
- International Studies Minor (p. 41)
- Political Science Minor (p. 41)
- Public History Minor (p. 42)

History (BA)

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

Degree Requirements

Total program: 40 semester hours

Core Requirements

Code	Title	Semester Hours
Select one of the following:		4
HSTY 100	World Civilizations I	
HSTY 101	World Civilizations II	
HSTY 110	US History to 1877	
HSTY 111	US History 1877 to the Present	
HSTY 200	Issues in History	4
HSTY 310	The American Experience to 1877	4
or HSTY 311	The American Experience from 1877	
HSTY 330	Early Modern Europe	4
or HSTY 331	Modern Europe	
HSTY 315	Intro to Latinx Histories	4
or HSTY 320	History of Latin America	
HSTY 398	Approaches to History	4
HSTY 499	Senior Project	4
Total Semester Hours		28

Electives

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

Concentration in Public History

12 semester hours

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

Code	Title	Semester Hours
HSTY 350	Intro to Public History	4
HSTY 351	Internships in Public History	4
HSTY 450	Topics in Public History	4
Total Semester Hours		12

History Minor

Degree Requirements

Total program: 24 semester hours

Core Requirements

Code	Title	Semester Hours
100 level	One course	4
200 level	One course	4
300 level	Two courses: one in US or Public History and one in European History	4
400 level	Two courses	8
Total Semester Hours		20

International Studies (BA)

Chairperson: Jason Neidleman

The International Studies major combines an area of study with an academic core program that provides an interdisciplinary approach to learning about the international community, culture, legal systems, trade, and relations between states.

Degree Requirements

Total program: 44 semester hours

Prerequisite Requirements

Two years of a foreign language

Core Requirements

24 semester hours

Code	Title	Semester Hours
ECON 325	International Economics	4
PLSC 231	International Relations	4
PLSC 261	Comparative Govt & Politics	4
HSTY 100 or HSTY 101	World Civilizations I World Civilizations II	4
PLSC 489 or HSTY 398	Political Science Research Methods Approaches to History	4
HSTY 499 or PLSC 499	Senior Project Senior Project	4
Total Semester Hours		24

Electives

A minimum of 20 semester hours in upper division courses in the student's area(s) of emphasis approved by the advisor.

International Studies Minor

Degree Requirements

Total program: 24 semester hours

Core Requirements

Code	Title	Semester Hours
ECON 325	International Economics	4
HSTY 100 or HSTY 101	World Civilizations I World Civilizations II	4
PLSC 231 or PLSC 261	International Relations Comparative Govt & Politics	4
Total Semester Hours		12

Electives

A minimum of 12 semester hours in upper division courses in the student's area(s) of emphasis approved by the advisor.

Political Science (BA)

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

Degree Requirements

Total program: 44 semester hours

Core Requirements

28 semester hours

Code	Title	Semester Hours
PLSC 100	Introduction to Political Science	4
PLSC 201	American Government & Politics	4
PLSC 231	International Relations	4
PLSC 261	Comparative Govt & Politics	4
PLSC 371 or PLSC 373	Classical Political Philosophies Modern Political Theory	4
PLSC 489	Political Science Research Methods	4
PLSC 499	Senior Project	4
Total Semester Hours		28

Electives

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

Political Science Minor

Degree Requirements

Total program: 28 semester hours

Core Requirements

Code	Title	Semester Hours
PLSC 100	Introduction to Political Science	4
PLSC 201	American Government & Politics	4

PLSC 231 or PLSC 261	International Relations Comparative Govt & Politics	4	or PLSC 499	Senior Project
PLSC 371 or PLSC 373	Classical Political Philosophies Modern Political Theory	4		
Total Semester Hours		16	Total Semester Hours	44

Electives

A minimum of 12 semester hours in upper division Political Science courses.

Public History Minor

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

Degree Requirements

Total program: 20 semester hours

Core Requirements

12 semester hours

Code	Title	Semester Hours
HSTY 350	Intro to Public History	4
HSTY 351	Internships in Public History	4
HSTY 450	Topics in Public History	4
Select two of the following:		8
HSTY 310	The American Experience to 1877	
HSTY 311	The American Experience from 1877	
HSTY 415	Borderlands and Migration in North America	
HSTY 416	Los Angeles: Study of a City	
HSTY 417	California History	
Total Semester Hours		20

Social Science (BA)

Degree Requirements

Total program: 56 semester hours

Core Requirements

Code	Title	Semester Hours
HSTY 100	World Civilizations I	4
HSTY 101	World Civilizations II	4
HSTY 110	US History to 1877	4
HSTY 111	US History 1877 to the Present	4
HSTY 417	California History	4
HSTY 398 or PLSC 489	Approaches to History Political Science Research Methods	4
PLSC 201	American Government & Politics	4
ECON 220	Economic Analysis I	4
ECON 221	Economic Analysis II	4
GEOG 201	Introduction to Geography	4
HSTY 499	Senior Project	4

Electives

12 semester hours in upper division History or Political Science

Programs

Program Offerings

- Honors Program (p. 42)
- Prelaw Program (p. 43)

Honors Program

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

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

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

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

Eligibility Requirements

For entering first-year students, there are two pathways to enter the Honors Program. The first pathway requires a high school GPA of 3.5 or above and one of the following: SAT of 1240, ACT of 26, TOFEL of 97, IELTS of 7.0, or a high school rank in the top 15%. The second pathway requires a high school GPA of 3.0 or above and one of the following: SAT of 1300, ACT of 29, TOFEL of 97, IELTS of 8.0, or a high school rank in the top 10%. For currently enrolled students, an application essay, a 3.5 GPA or above, and the recommendations of two University of La Verne instructors is required. All applications will be considered on an individual basis, and final acceptance will be determined by the Honors Program.

Transfer students who have completed 28 or more semester hours of transferable academic credit with a GPA of 3.5 or above will be invited to apply to Honors at Entrance and may be admitted pending program approval. Transfer students who have completed an HTCC Honors Transfer Program with an overall transfer GPA of 3.5 will be admitted to Honors and will also have the 24 required University of La Verne Honors elective credits reduced to 12.

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

Core Requirements

18 semester hours

Code	Title	Semester Hours	
HONR 111	Solving the Modern World	4	Prelaw students may select any undergraduate major offered at the University of La Verne.
HONR 205	Global Ideas I: Multiethnic American Literature and Philosophy	4	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.
HONR 215	Global Ideas II: Post-Colonial/Modern Identity, Representation, and Space	4	
HONR 370	Honors Colloquium I	2	
HONR 380	Honors Colloquium II	2	
HONR 499	The World is Our Neighborhood	2	
Total Semester Hours		18	

Electives

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

Area A

Code	Title	Semester Hours
HONR 301	Literature Interdisciplinary Seminar	4
HONR 302	Philosophy and Religion Interdisciplinary Seminar	4
HONR 303	Mass Media Interdisciplinary Seminar	4
HONR 304	History Interdisciplinary Seminar	4
HONR 305	History of Fine Arts Interdisciplinary Seminar	4
HONR 306	Inter-Area Humanities Interdisciplinary Seminar	4
HONR 351	Creative and Artistic Expression Interdisciplinary Seminar	4

Area B

Code	Title	Semester Hours
HONR 112	Oral Communication Interdisciplinary Seminar	4
HONR 311	Behavioral Science Interdisciplinary Seminar	4
HONR 312	Political Science Interdisciplinary Seminar	4
HONR 313	Economics Interdisciplinary Seminar	4
HONR 314	Inter-Area Social and Behavioral Science Interdisciplinary Seminar	4

Area C

Code	Title	Semester Hours
HONR 321	Life Science Interdisciplinary Seminar	4
HONR 322	Physical Science Interdisciplinary Seminar	4
HONR 341	Quantitative Reasoning Interdisciplinary Seminar	4
HONR 361	Lifelong Fitness Interdisciplinary Seminar	4

Prelaw Program

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

Interdisciplinary Programs Program Offerings

Majors

- Create Your Own Major (BA/BS) (p. 44)
- International Business and Language (BS) (p. 45)
- Liberal Arts (BA) (p. 46)

Minors

- Black Studies Minor (p. 43)
- Gender Studies Minor (p. 44)
- Latinx & Latin American Studies Minor (p. 45)
- Sustainability Minor (p. 47)

Black Studies Minor

Program set to launch Fall 2023

Total program: 24-28 semester hours

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

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

Understanding Historical and Cultural Knowledge

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

Code	Title	Semester Hours
ANTH 335 or SOC 335	Black Experience in the United States Black Experience in the U.S.	4
REL 390	Topics in Religion (African American Liberation Theology)	4

Analyzing Systems of Power, Oppression, Privilege, and Affordances

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

Code	Title	Semester Hours
LS 420	Critical Race Theory & the Foundations of Race and Law	4

Applying the above to Community Engagement

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

Code	Title	Semester Hours
LS 425	The Economics of Racism	4

Community Service

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

Code	Title	Semester Hours
LVE 400	Senior GE Capstone (Difference as a Social Construct)	1
LVE 305	Learning Through Community Service	1-4

Create Your Own Major (BA/BS)

Students may design a major of their own with faculty advisement and approval. A major consists of not less than 40 semester hours of which at least 24 must be upper division. No more than 16 semester hours may be required beyond this as pre-requisites. For more information please contact the Office of Academic Advising.

Gender Studies Minor

This minor offers students the opportunity to think critically about gender and sexuality within the weave of cultural, historical, political, and social forces, recognizing that gender and sexuality are shaped by context, location, and other significant identities, such as race, class, and nationality. Students may complete a minor of 20, 24, or 30 semester hours: the Core requirements and at least 16 semester hours of upper division electives.

Degree Requirements

Total program: 20 semester hours

Core Requirements

Code	Title	Semester Hours
SOC 314	Sexuality and Gender Issues	4
ANTH 333 or ANTH 334	Women Across Cultures Women's Experience in the US	4
Total Semester Hours		8

Humanities and Fine Arts Electives

A minimum of 8 semester hours in upper division courses from the following courses or others approved by the Gender Studies advisor.

Code	Title	Semester Hours
ENG 415	Women Writers	4
ENG 420	Queer Literature	4
PHIL 317	Power and Oppression	4
PHIL 370	Contemporary Issues in Philosophy: Love and Sex	4
PHOT 365	The Female Frame	4
REL 390	Topics in Religion	4
SPAN 386	Chicano Literature	4
RCS 380	Feminist Rhetorics	4
RCS 390	Queer Theory and BIPOC Rhetorics	4
THAR 370	Theatre and Community	4

Social Science Electives

A minimum of 4 semester hours from the following courses or other upper division courses approved by the Gender Studies advisor.

Code	Title	Semester Hours		
ASHD 301	Human Sexuality	4	SPAN 420	Commercial Spanish
SOC 315	Race and Ethnicity	4	A 300 or 400 level FREN, JAPN, or SPAN course in the target language	4
SOC 331	Gender Inequality	4	ANTH 220	Cultural Anthropology
ANTH 333	Women Across Cultures	4	BUS 360	Principles of Marketing
ANTH 334	Women's Experience in the US	4	BUS 466	International Marketing
EDUC 301	Human Sexuality for Educators	4	ECON 324	Comparative Economic Systems
EDUC 420	Sex, Drugs, and Health Education	2	ECON 325	International Economics
PSY 409	Multicultural Psychology	4	MGMT 300	Principles of Management
PSY 450	Selected Topics	4	MGMT 451	International Management
MGMT 358	Culture and Gender Issues in Management	4	PLSC 231	International Relations
			PLSC 261	Comparative Govt & Politics
			BUS 496	Business Seminar (or FREN, JAPN, or SPAN 499 Senior Project)
				Total Semester Hours
				48

International Business and Language (BS)

College of Arts & Sciences: Ann Hills

The goals of this degree are to develop the ability to communicate and interact in a business context with people of other nationalities and/or economies, to provide language students with career opportunities in international business, and to prepare graduates to function more efficiently in cross-cultural environments. French, Japanese, or Spanish may be chosen as the language of concentration.

Degree Requirements

Total program: 80 semester hours

Prerequisites Requirements

20 semester hours

Code	Title	Semester Hours
Select one of the following:		
FREN 101	Elementary French II	4
JAPN 101	Beginning Japanese II	
SPAN 101	Elementary Spanish II	
Select one of the following:		
FREN 210 & FREN 211	Intermediate French Stories and Conversation and Intermediate French Conversation and Film	8
JAPN 210 & JAPN 211	Intermediate Japanese I and Intermediate Japanese II	
SPAN 210 & SPAN 211	Intermediate Spanish I: Short Stories and Intermediate Spanish II: Short Films	
ACCT 203	Financial and Managerial Accounting	4
ECON 228	Economic Theories & Issues	4
Total Semester Hours		20

Core Requirements

48 semester hours

Code	Title	Semester Hours
Select one of the following:		
FREN 420	Commercial French	4
JAPN 420	Commercial/Business Japanese	

Electives

Three 4-semester hour, 300 or 400 level courses in BUS, ECON, FREN, JAPN, MGMT, PLSC, or SPAN chosen with the approval of the program Chairperson. Students who wish to take BUS 496 Business Seminar as their culminating activity must take MGMT 388 Statistics and BUS 330 Business Finance as two of their three electives. *Students who are not going to enroll in BUS 496 Business Seminar cannot take MGMT 388 Statistics as one of their major electives.*

Latinx & Latin American Studies Minor

Director: Elaine Padilla, Ph.D.

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

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

1. **Understanding Historical and Cultural Knowledge**
 - a. Pre-colonial, colonial, post-colonial, and decolonial socio-political histories of Latin America.
 - b. Historical and political developments of Latinx communities in the US and elsewhere.
 - c. Arts, literature, and representation as mechanisms for establishing identity and promoting social change.
 - d. The processes and implications of Latinidad as an umbrella term that both connects and obscures group and individual identities and differences.
 - e. The relationship between language and identity.
2. **Analyzing Systems of Power, Oppression, Privilege, and Affordances**

- a. Social processes and stratification across race, class, gender, ethnicity, locale, language(s), generations, sexuality, religion (and so on).
 - b. Colonial and de-colonial epistemologies.
 - c. Transnational, border, diaspora, social, meta-barrio, slavery, and migration ecologies.
- 3. Applying the above to Community Engagement**
- a. Through critical perspectives and de-colonial theories (e.g., Asset-based understandings of community interactions) to students' respective local and global engagements.
 - b. In students' roles as global citizens who understand that group and/or individual actions have real life ethical ramifications.

Degree Requirements

Total program: 24-28 semester hours

Core Requirements

12 semester hours

Code	Title	Semester Hours
LLAS 100	Introduction to Latinx Studies	4
PLSC 455	Topics in Modern Latin America	4
RCS 220	Intercultural Communication	4
Total Semester Hours		12

Electives

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

Natural and Social Sciences Electives

Code	Title	Semester Hours
ANTH 221	Peoples and Culture of Mexico	4
ANTH 252	Forensic Anthropology	4
ANTH 453	Human Adaptation and Variation	4
BIOL 385	Community-Engaged Health Research	2,4
EDUC 113	Critical Pedagogies	4
HONR 380	Honors Colloquium II	2
HSM 306	Systemic Racism, Disparities, and Health: The Impact on Latinx Community	4
SOC 315	Race and Ethnicity	4
PADM 313	Urban Studies	4
PSY 450	Selected Topics ¹	4

1

Humanities and Fine Arts Electives

Code	Title	Semester Hours
ART 390	Art History: Selected Topics	4
CWRT 336	Latinx: The Magical & the Real	4
LIT/FREN 364	Caribbean Francophone Literature & Culture	4

MUS 106	Latin Music: Cajon Band	1
MUS 362	Music of Latin America	4
PLSC 415 or HSTY 415	Borderlands and Migration in North America	4
REL 352	Latin American-Latinx Liberation Thought	4
RCS 390	Queer Theory and BIPOC Rhetorics	4
SPAN 350	Indigenous Writer-Translator	4
SPAN 386	Chicano Literature	4
SPAN 430	Caribbean Literature	4
SPAN 431	Word & Image: Mexico 1920-1940	4
THAR 113	Theatre, Acting, and Performance	4
THAR 344	Staging the Latinx Revolution	4
TV 408	Selected Topics	1-4

Liberal Arts (BA)

This major gives students the opportunity to design an individualized, interdisciplinary major centered around a focus, theme, or issue area of the student's choosing. It is ideal for students planning to pursue graduate studies or work in fields that require a broad-based bachelor's degree.

Degree Requirements

Total program: 47-49 semester hours

Core Requirements

7-9 semester hours

Code	Title	Semester Hours
LA 200	Foundations of Interdisciplinary Studies	4
LA 390	Research Methods Across the Disciplines	1
LA 499	Senior Project/Seminar	2-4
Total Semester Hours		7-9

Electives

A minimum of 20 semester hours selected from a list of approved upper division courses available from the program chairperson. At least one course in each of the following four areas, and no more than two courses in any one area:

- Fine Arts
- Humanities
- Natural Sciences
- Social Sciences

Concentration

The concentration consists of a minimum of 20 semester hours, focusing on the student's theme or issue area, chosen by the student in consultation with an academic advisor. A concentration is defined as a social/political/cultural issue or theme that can be studied from an interdisciplinary perspective. Students must have at least two areas represented in their concentration and must include at least 12 units of upper division course work.

Sustainability Minor

Chairperson: Christine Broussard

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

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

Degree Requirements

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

Total program: 30-32 semester hours

Natural Sciences

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

Code	Title	Semester Hours
Natural Science		
NASC 201	General Geology	4
Life Science		
BIOL 101	Life Science: The Human Environment	4
BIOL 201	General Biology I	4
BIOL 204	Plant Biology	4
BIOL 205	Animal Biology	4
BIOL 312	Environmental Biology	4
Chemistry		
CHEM 103	Introduction to Chemistry	4
CHEM 201	General Chemistry I	5
CHEM 280	Topics in Modern Chemistry	4
CHEM 303 or PHYS 303	Energy Issues	4
CHEM 420	Environmental Chemistry	4

Social Sciences and Business

(Four courses from at least two of the following areas)

Code	Title	Semester Hours
Anthropology/Sociology		
ANTH 231	Food and Culture	4
ANTH 220	Cultural Anthropology	4
ANTH 453	Human Adaptation and Variation	4
SOC 370	Social Change	4
Business/Economics		
ECON 228	Economic Theories & Issues ¹	4
BUS 343	Foundations of Business Ethics	4
History/Political Science		
PLSC 201	American Government & Politics	4
PLSC 363	Politics of Developing Nations	4
Interdisciplinary		
INTD 302	Mass Media Effects and the Human Condition	4
PHIL 310	Women and the Environment	4
REL 325	Religion, Ethics, and Sustainability	4
NASC 316		4
PLSC 412	Justice, Sustainability, and the Politics of the Environment ¹	4

Community Service

(One course)

- LVE 305 Learning Through Community Service ¹

Sustainability Reflection – Systems Thinking

(One course)

- LVE 400 Senior GE Capstone¹

¹ Approved sections. i.e. Not all sections of these courses deal with sustainability. See the sustainability minor coordinator to determine which sections qualify.

Legal Studies Department

The American Bar Association has approved this program for the education of paralegals. Legal Studies prepares individuals for careers as paralegals or for positions where organizational and analytical skills as well as knowledge of the law and legal procedures are necessary. Paralegals work under the supervision of an attorney or perform work for which an attorney is responsible. Paralegals do not practice law nor give legal advice. The goal of the department is to educate students of diverse backgrounds to become effective, ethical, and professional paralegals who are employable in a variety of legal settings. The five cornerstones to achieving this goal are knowledge of law, practical application, analytical ability, effective communication, and technology literacy.

The minor in American Law is not approved by the American Bar Association and does not prepare a student for a career as a paralegal.

LS 301 American Legal Studies and LS 304 Legal Research and Writing are prerequisites to all other courses, and a grade of C or better in each is required for the student to continue.

Program Offerings

Majors

- Legal Studies (BS) (p. 48)

Minors

- American Law Minor (p. 48)

American Law Minor

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

Degree Requirements

Total semester hours: 24

Core Requirements

Code	Title	Semester Hours
LS 301	American Legal Studies	4
LS 304	Legal Research and Writing	4
LS 380	Torts	4
LS 390	Contracts	4
Total Semester Hours		16

Electives

A minimum of 8 semester hours in LS courses approved by the advisor. A related course in another department may be substituted for one elective if approved by the advisor.

Legal Studies (BS)

Students should complete RCS 110 College Writing A and six additional semester hours of general education prior to taking LS courses. At least 18 semester hours of general education must meet the Legal Studies Program's approval. Transfer courses are accepted into this program if approved by the Legal Studies Department. We do not transfer civil procedure, litigation, on-line research or internship courses, or courses over seven years old. Courses transferred must be legal specialty courses as defined by the American Bar Association. Majors must take a minimum of 24 semester hours of upper division LS courses from La Verne. The major requires a minimum of 46 semester hours.

Degree Requirements

Total program: 46 semester hours

Core Requirements

36 semester hours

Code	Title	Semester Hours
LS 301	American Legal Studies	4
LS 304	Legal Research and Writing	4
LS 311	Law Office Computer Applications	2
LS 355	Advanced Research & Writing	2

LS 365	Litigation I	4
LS 368	Litigation II	4
LS 380	Torts	4
LS 390	Contracts	4
LS 490	Paralegal Internship & Ethics	4
LS 499	Senior Project	4
Total Semester Hours		36

Electives

Code	Title	Semester Hours
Select a minimum of ten semester hours of the following:		10
LS 321	Family Law	
LS 328	Property and Real Estate Transactions	
LS 330	Business Organizations	
LS 331	Bankruptcy	
LS 338	Intellectual Property	
LS 340	Special Topics	
LS 345	Immigration Law & Procedure	
LS 350	Wills, Trusts, and Probate	
LS 357	E Discovery	
LS 358	Trial Technology	
LS 370	Criminal Law and Procedures	
LS 410	Law in Film and Literature	
LS 420	Critical Race Theory & the Foundations of Race and Law	
LS 425	The Economics of Racism	
MGMT 457	Mediation	
Total Semester Hours		10

Total Semester Hours 10

Modern Languages Department

Chairperson: Ann Hills

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

La Verne's world language programs with majors in French and Spanish, a minor in Japanese, and courses in German aim to familiarize students with the cultural richness and diversity of the world through the intensive study of the linguistic, literary, and cultural expressions of other global communities. Since cultural values are best understood experientially, study abroad is strongly encouraged for Spanish and French majors.

Students who complete La Verne's foreign language major should demonstrate the linguistic competence and cultural sensitivity necessary to function effectively as informed world citizens in a growing number of professional fields, including international affairs, business, teaching, and communications. The La Verne foreign language majors also prepare students for graduate studies.

Program Offerings

Majors

- Creative Writing (BA) (p. 49)
- French (BA) (p. 49)
- Spanish (BA) (p. 50)

Minors

- Creative Writing Minor (p. 49)
- French Minor (p. 50)
- Japanese Minor (p. 50)
- Spanish Minor (p. 51)

Creative Writing (BA)

The Creative Writing guides students in developing their writing craft, examining the literary and cultural contexts of their works, and expanding their readers' understanding of what it means to live. Through course offerings and co-curricular opportunities, students carefully study contemporary modes and theories, gain professional experience in publishing, and creating their own original literary works.

Degree Requirements

Total program: 44 semester hours

Core Requirements

24 semester hours

Code	Title	Semester Hours
CWRT 303	Poetry Writing	4
CWRT 204	Introduction to Prose Writing	4
CWRT 305	Literary Magazine Staff	2,2
CWRT 336	Latinx: The Magical & the Real	4
CWRT 390	Great Author Immersion	2
CWRT 499	Senior Seminar in Writing	2
Select two of the following:		8
CWRT 303	Poetry Writing (repeatable once)	
CWRT 304	Advanced Fiction Writing	
CWRT 324	Advanced Non-Fiction Writing	

Total Semester Hours 28

Elective Core

Code	Title	Semester Hours
Select eight semester hours of the following:		8
CWRT 305	Literary Magazine Staff	
CWRT 307	Special Topics Writing & Lit	
CWRT 309	Creative Writing Workshop	

Total Semester Hours 8

Literature Electives

Code	Title	Semester Hours
Select 12 semester hours of the following:		12
CWRT 307	Special Topics Writing & Lit	
ENG 335	Los Angeles Fiction	
ENG 385	Studies in Ethnic American Literature	
ENG 430	Contemporary American Fiction	
ENG 434	Studies in the American Novel	
FREN 365	French Literature in Translation	

SPAN 350	Indigenous Writer-Translator
Total Semester Hours	12

Creative Writing Minor Degree Requirements

Total semester hours: 24

Core Requirements

Code	Title	Semester Hours
CWRT 204	Introduction to Prose Writing	4
CWRT 303	Poetry Writing	4
CWRT 305	Literary Magazine Staff	2,2
CWRT 390	Great Author Immersion	2
CWRT 499	Senior Seminar in Writing	2
Select two of the following:		8
CWRT 304	Advanced Fiction Writing	
CWRT 307	Special Topics Writing & Lit	
CWRT 324	Advanced Non-Fiction Writing	
CWRT 336	Latinx: The Magical & the Real	

Total Semester Hours 24

French (BA)

Degree Requirements

Total program: 40 semester hours

Core Requirements

33-36 semester hours

Code	Title	Semester Hours
ANTH 240	Language and Culture	4
or ENG 270	The Foundations of Linguistics	
FREN 210	Intermediate French Stories and Conversation	4
FREN 211	Intermediate French Conversation and Film	4
FREN 320	French Civilization and Culture I	4
or FREN 321	French Civilization and Culture II	
FREN 322	La Francophonie: The French-Speaking World	4
FREN 330	Second Language Teaching	4
FREN 430	French Literature I	4
FREN 431	French Literature II	4
FREN 499	Senior Seminar/Project	1-4

Total Semester Hours 33-36

Electives

Additional upper division French courses to complete 40 semester hours in French. Many of these may be taken abroad. 4 units of upper-division work in a related field, including HSTY 436 French Revolution & Napoleon, may be counted toward the French major with French faculty approval.

Study Abroad

French majors are strongly encouraged to complete a semester of study in France or a French-speaking country and select a curriculum

which includes at least one course in French Phonetics, Linguistics, or Advanced Syntax.

French Minor

Degree Requirements

Core Requirements

A minimum of 20 upper division semester hours from the following list or a total of 24 semester hours in French of which at least 16 are upper division:

Code	Title	Semester Hours
ANTH 240	Language and Culture	4
FREN 302	World Literature and Disability Studies	4
FREN 320	French Civilization and Culture I	4
FREN 321	French Civilization and Culture II	4
FREN 322	La Francophonie: The French-Speaking World	4
FREN 330	Second Language Teaching	4
FREN 364	Caribbean Francophone Literature & Culture	4
FREN 365	French Literature in Translation	4
FREN 374	Experiencing Paris: Text and Reality	4
FREN 420	Commercial French	4
FREN 430	French Literature I	4
FREN 431	French Literature II	4

4 units of upper-division work in a related field may be counted toward the French major with French faculty approval¹

¹ Including HSTY 436 French Revolution & Napoleon.

Japanese Minor

Degree Requirements

Total semester hours: 20-24

Core Requirements

Code	Title	Semester Hours
JAPN 320	Advanced Japanese Grammar and Conversation I	4
or JAPN 321	Advanced Japanese Grammar and Conversation II	

Select an additional four upper division courses, or an additional 16-20 five courses, three of which must be upper division, from among the following:

ANTH 240	Language and Culture	
or ENG 270	The Foundations of Linguistics	
JAPN 210	Intermediate Japanese I	
JAPN 211	Intermediate Japanese II	
JAPN 330	Second Language Teaching	
JAPN 374	Experiencing Japan, Its Culture and Its People	
JAPN 420	Commercial/Business Japanese	
LIT 375	Modern Asian Literature in Translation	
REL 305	World Religions: East	
HSTY/PLSC 464	Modern East Asia	

ART 390	Art History: Selected Topics ¹	
Total Semester Hours		20-24

¹ Counts toward the minor only when the topic is Asian/Japanese Art.

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

Spanish (BA)

Degree Requirements

Total program: 40 semester hours

Prerequisite Requirements

8 semester hours

Code	Title	Semester Hours
SPAN 210	Intermediate Spanish I: Short Stories	4
SPAN 211	Intermediate Spanish II: Short Films	4
Total Semester Hours		8

Core Requirements

25-28 semester hours

Code	Title	Semester Hours
ANTH 240	Language and Culture	4
or ENG 270	The Foundations of Linguistics	
SPAN 314	Spanish Composition & Advanced Grammar	4
SPAN 320	Hispanic Civilization and Culture I	4
or SPAN 321	Hispanic Civilization and Culture II	
SPAN 330	Second Language Teaching	4
SPAN 350	Indigenous Writer-Translator	4
SPAN 499	Senior Project	1-4
Select one of the following:		4
SPAN 430	Caribbean Literature	
SPAN 431	Word & Image: Mexico 1920-1940	
SPAN 432	Hispanic Reading III	
SPAN 433	Hispanic Reading IV	
Total Semester Hours		25-28

Electives

Additional upper division Spanish courses to complete a total of 40 semester hours, many of which may be taken abroad. Literature in translation courses do not apply toward the major, with the exception of SPAN 386 Chicano Literature.

Study Abroad

Spanish majors are strongly encouraged to supplement their La Verne language program with study in an approved program in a Spanish-speaking country.

Spanish Minor

Degree Requirements

Core Requirements

A minimum of 20 semester hours of upper division courses are required for students beginning at the 300 level, or a minimum of 24 semester hours for students beginning at the 200 level, 16 of which must be upper division courses. Literature in translation courses do not apply toward the minor, with the exception of SPAN 386 Chicano Literature.

Code	Title	Semester Hours
SPAN 314 or SPAN 420	Spanish Composition & Advanced Grammar Commercial Spanish	4
SPAN 320	Hispanic Civilization and Culture I	4
SPAN 321	Hispanic Civilization and Culture II	4
SPAN 300 and 400 level electives		8
Total Semester Hours		20

Music Department

Chairperson: Reed Gratz

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

Adjunct Faculty: Steve Alaniz, Michael Boos, Homero Chavez, Marge Moh Wei Chen-Hribar, Zachary DeChance, Robert Dominguez, Andrew Ford, Yalil Guerra, Anita Hanawalt, Rachel Vetter Huang, Hedy Lee, Jason Lo, Rafael Liebich, Ariel Pisturino, Ellen Rondina, Courtney Taylor, Joshua Williams, Jackie Yu

Artist-in-Residence: Todd Strange

The mission of the Music Department is to provide students opportunities to experience a broad spectrum of musics from the Western art tradition, American music, and the musics of diverse cultures. Through the courses and performances offered by the department, students will develop critical understanding of artistic expression as an essential part of life and learn skills essential to musicians today.

Students may choose a major or minor with a concentration in performance, history, or theory/composition.

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

Program Offerings

Majors

- Music (BA) (p. 51)

Minors

- Music Minor (p. 51)

Music (BA)

Degree Requirements

Total program: 50-59 semester hours

Code	Title	Semester Hours
Prerequisite Courses		
MUS 230	Music Theory I	4
MUS 232	Music Theory II	4
Core Requirements		
MUS 330	Music Theory III	4
MUS 332	Music Theory IV	4
MUS 335	Sight-Singing/Ear Training	1
MUS 345	Music Technology	2
MUS 351	History of Western Music I	4
MUS 352	History of Western Music II	4
MUS 358	Music of the United States	4
MUS 359	World Music	4
MUS 409	Selected Topics in Music	2
8 semester hours of the following		8
120-128	Applied Music	
320-328	Applied Music	
106-119; 317	Ensemble	0-6
300-400	Theory, History, or Conducting	4
MUS 499	Senior Project	1-4
Total Semester Hours		50-59

Piano Proficiency

Piano Proficiency: For a student majoring in music: the keyboard requirements shall be met upon completion of one of the following: 1) eight (8) units of Piano Instruction in a combination of Piano Workshops I, II, III, and/or IV respectively, and/or Individual Instruction (MUS 120 or MUS 130), with a final grade of B- or higher; or, 2) a proficiency exam for which the student will prepare in advance (consult the Music Department for specifics regarding the proficiency exam.)

Concert Attendance Requirement is satisfied upon the completion of four upper division MUS courses in residency (Mus 300 - 499) or by appeal to the department chair.

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

Music Minor

Degree Requirements

Total program: 30 semester hours minimum

Core Requirements

Code	Title	Semester Hours
MUS 230	Music Theory I	4
MUS 232	Music Theory II	4
MUS 352	History of Western Music II	4
MUS 358	Music of the United States	4

MUS 359	World Music	4
4 semester hours of the following		4
120-128	Level Applied music	
320-328	Applied Music	
106-119; 317	Level Ensemble	6
Total Semester Hours	30	

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

Natural Science Division

Chairperson: Christine Broussard

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

Biology Department

Chairperson: Todd Lorenz

Regular Faculty: Christine Broussard, Patricia Caldani , Heidy Contreras, Stacey Darling-Novak, Jerome V. Garcia, Todd Lorenz, Sarah MacLean, Tatiana Tatarinova and Pablo Weaver

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

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

The Biology Department offers a major that provides breadth within the natural sciences and depth within the many sub-disciplines of biology. This is accomplished with core areas that include introductory, foundational, and mastery courses, an environmental, applied/translational, and integrative/interdisciplinary themed course, and prerequisite courses from the Natural Science Division. The range of courses prepares students for the health professions, cellular and molecular biology, environmental biology, and teaching.

Program Offerings

Majors

- Biology (p. 52)

Minors

- Biology Minor (p. 53)

Biology

Degree Requirements

Total program: 68 - 74 semester hours

Prerequisite Courses

28 semester hours

Code	Title	Semester Hours
MATH 105	Precalculus	4
PHYS 201 or PHYS 203	General Physics I Physics I: Mechanics	5
CHEM 201	General Chemistry I	5
CHEM 202	General Chemistry II	5
CHEM 311	Organic Chemistry I	5
Any 200-400 Natural Science or advisor approved courses from: MATH, PHYS, CHEM, NASC		4
Total Semester Hours		28

Core Requirements

28-34 semester hours

Code	Title	Semester Hours
Core Introductory Courses		
BIOL 201 or BIOL 205	General Biology I Animal Biology	4
BIOL 202 or BIOL 204	General Biology II Plant Biology	4
Core Foundational Courses		
BIOL 310	Cell Biology	4
BIOL 311	Genetics	4
BIOL 323	Ecology	2
BIOL 378	Evolution and Biosystematics	2
One 200-400 elective biology, or advisor approved course		2-4
Core Mastery Courses		
BIOL 381	Research Writing in the Sciences	2
BIOL 382 or BIOL 383	Statistics for Life Sciences Statistics and Applications for Life Sciences	2-4
Select one of the following:		0-4
BIOL 499A & BIOL 499B	Senior Seminar/Project and Senior Seminar/Project	
BIOL 499	Senior Seminar/Project	
Total Semester Hours		26-34

Requires the completion or concurrent enrollment in two qualified courses with undergraduate research experience aligned with the Council on Undergraduate Research (CUR).

Additional Biology Requirements

12 semester hours

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

Themes

Environmental

(one of the following must be taken)

Code	Title	Semester Hours
BIOL 305	Vertebrate Zoology	4
BIOL 312	Environmental Biology	4

BIOL 322	Marine & Freshwater Biology ¹	4
BIOL 327	Mountain and Desert Biology ¹	4
BIOL 334	Ornithology	4
BIOL 390	Natural History of the Tropics	0-4
BIOL 390F	Natural History of the Tropics Fieldwork Course	2

¹ These courses are designated as CURs. However, the CUR status may not apply every semester. Students must confirm course status before enrolling for CUR credit.

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

Code	Title	Semester Hours
BIOL 302	Microbiology	4
BIOL 316	Molecular Biology ¹	4
BIOL 343	Human Anatomy	4
BIOL 345	Immunology	4
BIOL 346	Molecular Basis of Disease	4
BIOL 376	Human and Environmental Toxicology	4
BIOL 385	Community-Engaged Health Research ¹	4
BIOL 441	Nutrition	2

¹ These courses are designated as CURs. However, the CUR status may not apply every semester. Students must confirm course status before enrolling for CUR credit.

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

Code	Title	Semester Hours
BIOL 313	Developmental Biology ¹	4
BIOL 314	Biochemistry	5
BIOL 344	Human Physiology	4
BIOL 350	Introduction to Computational Biology ¹	4
BIOL 361	Plant Physiology ¹	4

¹ These courses are designated as CURs. However, the CUR status may not apply every semester. Students must confirm course status before enrolling for CUR credit.

Biology Minor

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

Degree Requirements

Total program: 24-26 semester hours

Foundational Requirements

8-10 semester hours

Code Title Semester Hours

Select two of the following:

BIOL 101	Life Science: The Human Environment	8-10
BIOL 201	General Biology I ¹	
BIOL 202	General Biology II ¹	
BIOL 204	Plant Biology ¹	
BIOL 205	Animal Biology ¹	

Total Semester Hours 8-10

¹ May be substituted with an approved upper division course if its counterpart has been taken; therefore taking BIOL 101 Life Science: The Human Environment disqualifies the individual from this choice.

Electives

A minimum of 16 semester hours of upper division BIOL courses are required. One upper division chemistry course may be substituted for one of the upper division Biology courses but is contingent on the completion of BIOL 314 Biochemistry.

Chemistry Department

Chair: Nixon Mwebi

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

Adjunct Faculty: Michael Bentel, Luz Chavez, Nicole Fieder, Hamed Eskandaloo, Andrew Patalano

Emeriti Faculty: Jay Jones, Mark Nelson, Iraj Parchamazad

The Chemistry Department provides a solid theoretical and experimental-based bachelor's program in Chemistry in preparation for graduate study in chemistry, the medical professions, and employment in chemistry-related professions. The Department strongly encourages hands-on laboratory experience with instrumentation. Ample opportunity exists for participation in research and other professional activities. The research areas in the Chemistry Department are related to top-of-the-field topics that will provide the springboard from which the students can acquire the expertise as professional graduates and become involved in hi-tech activities either at universities or industries.

Program Offerings

Majors

- Chemistry (BA/BS) (p. 53)

Minors

- Chemistry Minor (p. 54)

Chemistry (BA/BS)

Degree Requirements

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

Prerequisite Requirements

26 semester hours

Students must show competency in:

- Mathematics (MATH 201 Calculus I & MATH 202 Calculus II)
- Physics (PHYS 201 General Physics I & PHYS 202 General Physics II or PHYS 203 Physics I: Mechanics & PHYS 204 Physics II: Electricity & Magnetism)
- Biology (BIOL 201 General Biology I & BIOL 202 General Biology II or BIOL 204 Plant Biology & BIOL 205 Animal Biology)

Core Requirements

40 semester hours

Code	Title	Semester Hours
CHEM 201	General Chemistry I	5
CHEM 202	General Chemistry II	5
CHEM 230	Analytical Chemistry I	4
CHEM 430	Instrumental Methods of Analysis	4
CHEM 311	Organic Chemistry I	5
CHEM 312	Organic Chemistry II	5
CHEM 411	Physical Chemistry I	4
CHEM 412	Physical Chemistry II	4
CHEM 370	Chemistry Seminar	1,1
Total Semester Hours		37

Electives

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

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

Code	Title	Semester Hours
CHEM 314	Biochemistry	5
CHEM 420	Environmental Chemistry	4
CHEM 440	Inorganic Chemistry	4
CHEM 441	Materials Chemistry	4
CHEM 450	Advanced Organic Chemistry	4

Culminating Requirements

6 semester hours

Code	Title	Semester Hours
CHEM 498	Chemistry Research	2
CHEM 499	Senior Seminar/Project	4
Senior Comprehensive Examination		0
Total Semester Hours		6

Chemistry Minor

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

Degree Requirements

Total Program: 36-37

Core Requirements

24 semester hours

Code	Title	Semester Hours
CHEM 201	General Chemistry I	5
CHEM 202	General Chemistry II	5
CHEM 311	Organic Chemistry I	5
CHEM 312	Organic Chemistry II	5
MATH 202	Calculus II	4

Total Semester Hours

24

Electives

Code	Title	Semester Hours
CHEM 230	Analytical Chemistry I	4
CHEM 430	Instrumental Methods of Analysis	4
CHEM 311	Organic Chemistry I	5
CHEM 312	Organic Chemistry II	5
CHEM 411	Physical Chemistry I	4
CHEM 412	Physical Chemistry II	4
CHEM 370	Chemistry Seminar	1,1

Total Semester Hours

12-13

¹ Requires completion of PHYS 202 General Physics II/PHYS 204 Physics II: Electricity & Magnetism.

Computer Science and Computer Engineering Department

Program Offerings

- Computer Science (BS) (p. 54)
- E-Commerce (BS) (p. 56)
- Information Science Minor (p. 57)
- Information Technology (BS) (p. 57)
- Internet Programming Minor (p. 57)
- Software Minor (p. 58)

Computer Science (BS)

Chairperson: Seta Whitby

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

Adjunct Faculty: Mohammad Muqri, Juan Rodriguez, Samuel Son, Anat Zeelim

This major requires a minimum of 48 semester hours. Students are required to complete the core requirements, select at least one concentration (artificial intelligence, engineering, information science, internet programming, or software), and a minimum of **one** elective course, as well as satisfy the prerequisite requirements. Students may select certificates in Computer Coding, Cybersecurity, Systems Engineering or in Website and Internet Applications Development (see UNDERGRADUATE & GRADUATE CERTIFICATES section).

Degree Requirements

Total program: 79 – 92 semester hours

Core Requirements

Code	Title	Semester Hours
CMPN 280	Computer Organization	4
CMPS 367	Object Oriented Language C++	4
CMPS 368	Principles of Computer Networks	4
CMPS 370	Seminar or CMPS 370C System Engineering Seminar	1
CMPS 385	Data Structures	4
CMPS 420	Cybersecurity	4
CMPS 471	Internship	1
CMPS 498	Comprehensive Exam	0
CMPS 499	Senior Project	4
Total Semester Hours		26

Select one of the Following Concentrations:

Artificial Intelligence Concentration

Code	Title	Semester Hours
CMPS 392	Project Management	4
CMPS 400	Analysis of Algorithms	4
CMPS 450	Automata Theory	4
CMPS 451	Artificial Intelligence	4
CMPS 453	Advanced Topics in Artificial Intelligence	4
Total Semester Hours		20

Engineering Concentration

20 semester hours

Code	Title	Semester Hours
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
CMPS Elective (Upper Division)		4
Total Semester Hours		20

Information Science Concentration

20 semester hours

Code	Title	Semester Hours
CMPS 375	Systems Analysis and Design	4
CMPS 392	Project Management	4
CMPS 410	Management Information Systems	4
CMPS 490	Database Management Systems	4
CMPS Elective (Upper Division)		4
Total Semester Hours		20

Internet Programming Concentration

20 semester hours

Code	Title	Semester Hours
CMPS 218	Publishing on the Web I	4
CMPS 319	Publishing on the Web II	4
CMPS 320	Internet Apps Development	4
CMPS 378	C# Programming	4
CMPS 480	Distributed Internet Computing	4
Total Semester Hours		20

Software Concentration

20 semester hours

Code	Title	Semester Hours
CMPS 371	Assembly Language	4
CMPS 400	Analysis of Algorithms	4
CMPS 455	Compiler Design	4
CMPS 460	Operating Systems	4
CMPS 490	Database Management Systems	4
Total Semester Hours		20

Elective Requirement for Each Concentration

A minimum of **4 semester hours** from the following or students may choose elective courses outside of their declared concentration:

Code	Title	Semester Hours
CMPS 302	The Digital Society	4
CMPS 362	Numerical Algorithms	4
CMPS 369	Local Area Networks	4
CMPS 372	Introduction to Python Programming	4
CMPS 377	Visual Basic.NET	4
CMPS 379	Java	4
CMPS 386	Introduction to Data Mining	4
CMPS 388	Software Engineering	4
CMPS 390	Special Topics in Computer Science	1-4
CMPS 463	Computer Graphics	4
CMPS 481	Mobile Applications Development	4
CMPS 491	Systems Architecture	4

Prerequisite Requirements

21 semester hours

Code	Title	Semester Hours	
CMPS 301	Programming Concepts	4	Regular Faculty: Ahmad Abu Shanab, Ray Ahmadnia, Jozef Goetz, Seta Whitby
CMPS 327	Discrete Mathematics	4	Adjunct Faculty: Mohammad Muqri, Juan Rodriguez, Samuel Son, Anat Zeelim
MATH 201	Calculus I	4	
MATH 202	Calculus II	4	
PHYS 201 or PHYS 203	General Physics I Physics I: Mechanics	5	The major requires a minimum of 48 semester hours of core, concentration and elective courses. In addition, students must satisfy the prerequisite requirements as well. This interdisciplinary program is offered by the Department of Computer Science and Computer Engineering to prepare students for careers in electronic commerce.
Total Semester Hours		21	

Additional Prerequisites for Artificial Intelligence Concentration

Code	Title	Semester Hours
BUS 270	Statistics	4
BUS 343	Foundations of Business Ethics	4
MATH 311	Calculus III	4
MATH 320	Linear Algebra	4
PHYS 204	Physics II: Electricity & Magnetism	5
Total Semester Hours		21

Additional Prerequisites for Engineering Concentration

Code	Title	Semester Hours
CHEM 201 or CHEM 103	General Chemistry I Introduction to Chemistry	4-5
MATH 320	Linear Algebra	4
PHYS 202 or PHYS 204	General Physics II Physics II: Electricity & Magnetism	5
Total Semester Hours		13-14

Additional Prerequisites for Information Science Concentration

Code	Title	Semester Hours
ECON 221 or ECON 228	Economic Analysis II Economic Theories & Issues	4
BUS 270	Statistics	4
Total Semester Hours		8

Additional Prerequisites for Internet Programming and Software Concentrations

Code	Title	Semester Hours
MATH 320	Linear Algebra	4
PHYS 202 or PHYS 204	General Physics II Physics II: Electricity & Magnetism	5
Total Semester Hours		9

E-Commerce (BS)

Chairperson: Seta Whitby

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

Adjunct Faculty: Mohammad Muqri, Juan Rodriguez, Samuel Son, Anat Zeelim

The major requires a minimum of 48 semester hours of core, concentration and elective courses. In addition, students must satisfy the prerequisite requirements as well. This interdisciplinary program is offered by the Department of Computer Science and Computer Engineering to prepare students for careers in electronic commerce.

Degree Requirements

Total program: 66 semester hours

Prerequisites

18 semester hours

Code	Title	Semester Hours
CMPS 200	Information Technology	2
ACCT 203	Financial and Managerial Accounting	4
ECON 228	Economic Theories & Issues	4
BUS 270	Statistics	4
MGMT 300	Principles of Management	4
Total Semester Hours		18

Core Requirements

32 Semester hours

Code	Title	Semester Hours
BUS 360	Principles of Marketing	4
BUS 416	Electronic Commerce	4
CMPS 218	Publishing on the Web I	4
CMPS 368	Principles of Computer Networks	4
CMPS 378	C# Programming	4
CMPS 392	Project Management	4
CMPS 410	Management Information Systems	4
CMPS 499	Senior Project	4
Select one of the following concentrations:		12
Engineering of E-Commerce		
Information System of E-Commerce		
Total Semester Hours		44

Concentrations

12 Semester hours

Engineering of E-Commerce

Code	Title	Semester Hours
CMPS 319	Publishing on the Web II	4
CMPS 320	Internet Apps Development	4
CMPS 481	Mobile Applications Development	4

Total Semester Hours

12

Information System of E-Commerce

Code	Title	Semester Hours
CMPS 375	Systems Analysis and Design	4
CMPS 420	Cybersecurity	4
CMPS 490	Database Management Systems	4
Total Semester Hours		12

Electives

Code	Title	Semester Hours
Select one of the following:		4
CMPS 301	Programming Concepts	4
CMPS 302	The Digital Society	4
CMPS 362	Numerical Algorithms	4
CMPS 369	Local Area Networks	4
CMPS 372	Introduction to Python Programming	4
CMPS 377	Visual Basic.NET	4
CMPS 379	Java	4
CMPS 386	Introduction to Data Mining	4
CMPS 388	Software Engineering	4
CMPS 390	Special Topics in Computer Science	4
CMPS 450	Automata Theory	4
CMPS 451	Artificial Intelligence	4
CMPS 453	Advanced Topics in Artificial Intelligence	4
CMPS 463	Computer Graphics	4
CMPS 480	Distributed Internet Computing	4
CMPS 481	Mobile Applications Development	4
CMPS 491	Systems Architecture	4

Information Science Minor**Degree Requirements**

Total semester hours: 20

Code	Title	Semester Hours
CMPS 375	Systems Analysis and Design	4
CMPS 392	Project Management	4
CMPS 410	Management Information Systems	4
CMPS 490	Database Management Systems	4
CMPS	Elective (Upper Division)	4
Total Semester Hours		20

Information Technology (BS)

Program Chair: Seta Whitby

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

Adjunct Faculty: Mohammad Muqri, Juan Rodriguez, Samuel Son, Anat Zeelim

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

Degree Requirements

Total program: 63 semester hours

Prerequisite Requirements

14 semester hours

Code	Title	Semester Hours
CMPS 200	Information Technology	2
BUS 270	Statistics	4
CMPS 327	Discrete Mathematics	4
BUS 343	Foundations of Business Ethics	4
Total Semester Hours		14

Core Requirements

49 semester Hours

Code	Title	Semester Hours
CMPS 218	Publishing on the Web I	4
CMPS 301	Programming Concepts	4
CMPS 302	The Digital Society	4
CMPS 367	Object Oriented Language C++	4
CMPS 368	Principles of Computer Networks	4
CMPS 375	Systems Analysis and Design	4
CMPS 392	Project Management	4
CMPS 410	Management Information Systems	4
CMPS 420	Cybersecurity	4
CMPS 471	Internship	1
CMPS 490	Database Management Systems	4
CMPS 491	Systems Architecture	4
CMPS 499	Senior Project	4
Total Semester Hours		49

Internet Programming Minor**Degree Requirements**

Total semester hours: 24

Code	Title	Semester Hours
CMPS 218	Publishing on the Web I	4
CMPS 319	Publishing on the Web II	4
CMPS 320	Internet Apps Development	4
CMPS 378	C# Programming	4
CMPS 480	Distributed Internet Computing	4
CMPS 481	Mobile Applications Development	4
Total Semester Hours		24

Software Minor

Degree Requirements

Total semester hours: 20

Code	Title	Semester Hours
CMPS 362	Numerical Algorithms	4
or CMPS 400	Analysis of Algorithms	
Select one of the following:		4
CMPS 377	Visual Basic.NET	
CMPS 378	C# Programming	
CMPS 379	Java	
CMPS 385	Data Structures	4
CMPS 460	Operating Systems	4
CMPS	Elective (Upper Division)	4
Total Semester Hours		20

Mathematics and Physics Department

Program Offerings

Majors

- Mathematics (BA/BS) (p. 58)
- Physics (BA/BS) (p. 59)

Minors

- Mathematics Minor (p. 58)
- Physics Minor (p. 59)

Mathematics (BA/BS)

Chairperson: Gail Tang

Regular Faculty: Yousef Daneshbod, Frank Ives, Xiaoyan Liu, Joan Marge and Rick Simon

Adjunct Faculty: Daniel Akech, Peter Banda, Jr., Jessica Cortez, Scott Phelps

Emeritus Faculty: Michael Frantz

The Mathematics program offers students preparation for graduate study, careers in teaching, scientific computing, and technology-related industry. While offering a basic grounding in the classical areas of mathematics, the curriculum also emphasizes applied mathematics and its constantly evolving role in analyzing and solving problems in fields ranging from economics to aerodynamics to the environment.

Degree Requirements

B.A. 58 semester hours

B.S. 62 semester hours

Core Requirements for B.A. and B.S.

24 semester hours

Code	Title	Semester Hours
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 305	Transition to Advanced Mathematics	4
MATH 311	Calculus III	4
MATH 320	Linear Algebra	4
MATH 499A	Math Senior Seminar A	2
MATH 499B	Math Senior Seminar B	2
Total Semester Hours		24

Additional Core Requirements for B.A.

8 semester hours

Code	Title	Semester Hours
MATH 319	Vector Calculus	4
or MATH 328	Abstract Algebra	
MATH 325	Number Theory	4
or MATH 351	Probability	
Total Semester Hours		8

Additional Core Requirements for B.S.

12 semester hours

Code	Title	Semester Hours
MATH 315	Differential Equations	4
MATH 328	Abstract Algebra	4
MATH 410	Real Analysis	4
Total Semester Hours		12

Prerequisite Requirements for B.A. and B.S.

14 semester hours

Code	Title	Semester Hours
CMPS 367	Object Oriented Language C++	4
PHYS 203	Physics I: Mechanics	5
PHYS 204	Physics II: Electricity & Magnetism	5
Total Semester Hours		14

Electives for B.A. and B.S.

A minimum of 12 semester hours in upper division mathematics courses.

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

Mathematics Minor

Degree Requirements

Total program: 24 semester hours

Core Requirements

Code	Title	Semester Hours
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 305	Transition to Advanced Mathematics	4
MATH 311	Calculus III	4
Two approved upper division MATH course		8
Total Semester Hours		24

Physics (BA/BS)

Program Chairperson: David Chappell

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

Adjunct Faculty: Ulyana Dyudina, Chris Morgan, Scott Phelps, Abdolvahab Majlessi, Laurence Stein, Christos Tzounis

This program offers rigorous and personalized training in physics for students wishing to pursue careers in teaching, industry, and research. The courses cover the fundamentals of Classical Mechanics, Electricity and Magnetism, Modern Physics, and Quantum Mechanics. Upper division electives provide students the opportunity to study Astrophysics, Solid State Physics, Optics, Electronics and Statistical Mechanics.

Degree Requirements

Total program: B.A. 52-55 semester hours B.S. 60-63 semester hours

Core Requirements

32-35 semester hours

Code	Title	Semester Hours
PHYS 203	Physics I: Mechanics	5
PHYS 204	Physics II: Electricity & Magnetism	5
PHYS 322	Electricity and Magnetism	4
PHYS 342	Analytical Mechanics	4
PHYS 360	Modern Physics	5
PHYS 368	Quantum Mechanics	4
PHYS 390	Physics Seminar	2,2
PHYS 499	Senior Project/Seminar	1-4
Total Semester Hours		32-35

Electives for B.A.

A minimum of 8 semester hours selected in consultation with the program advisor.

Electives for B.S.

A minimum of 12 semester hours selected in consultation with the program advisor.

B.A. and B.S. Prerequisite Requirements

12 semester hours

Code	Title	Semester Hours
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 311	Calculus III	4
Total Semester Hours		12

Additional B.S. Prerequisite Requirement

- MATH 315 Differential Equations

4+1 Physics Teaching Track

The Physics teaching track offers rigorous and personalized training in physics and educational pedagogy for students wishing to pursue a career in teaching. The degree is comprised of a subject matter competency courses in physics that include the fundamentals of Classical Mechanics, Electricity and Magnetism, Modern Physics, and Quantum Mechanics. Upper division courses include 16 semester hours of Single Subject Teacher Credential courses, of which 4 semester hours in the final semester of the senior year EDUC 443 Advanced Teaching Practices, Single Subject will be applied to both undergraduate and graduate level requirements. The other 12 upper division semester hours will be applied towards the undergraduate degree only. This program is a direct educational pathway to completing a Teaching Credential Candidacy program and a specialized Master of Arts in Teaching, MAT at the University of La Verne.

This 4+1 program is intended for completion in 5 years according to a detailed and specific plan. Any deviation from the outlined education plan, including extensions, may have financial aid implications, and should be considered with the support of an advisor. The Physics teaching track requires a 2.75 GPA for admission with a minimum 3.0 required for credential courses, a face-to-face interview with the program chair or designee. Students must be fully matriculated into the program by the end of the fall semester of their sophomore year.

Semester advising appointments are required throughout the four years to monitor progress according to the requirements of the accelerated GPA and portfolio requirements. Students who do not progress according to the requirements of the accelerated (4+1) program may be counseled into the traditional B.A./B.S. in Physics program. Upon successful completion of the B.A./B.S. in the Physics teaching track program, students will interview with the Director of the MAT program or designee for authorization to advance to the graduate program in LaFetra College of Education. Advancement will be determined by an interview, credential course completion, GPA (minimum 3.0 required) and recommendation from the B.A./B.S. program chair. All Physics teaching track students must obtain cleared fingerprints (Dept. of Justice, Federal Bureau of Investigation, and the California Child Abuse Index) in accordance with the requirements for the Commission on Teacher Credentialing for credential coursework. Applicable fees apply. A record of current immunizations must be on file.

Physics Minor

Degree Requirements

Total program: 30-31 semester hours

Core Requirements

Code	Title	Semester Hours		
MATH 201	Calculus I	4	PHOT 356	Professional Practice
MATH 202	Calculus II	4	PHOT 360	Studio Lighting
Select one of the following:		10	PHOT 365	The Female Frame
PHYS 201 & PHYS 202	General Physics I and General Physics II		PHOT 499	Senior Project
PHYS 203 & PHYS 204	Physics I: Mechanics and Physics II: Electricity & Magnetism			
Select 3 approved upper division PHYS courses, at least one of which must be from the following:		2-13		
PHYS 322	Electricity and Magnetism		Total Semester Hours	40
PHYS 342	Analytical Mechanics			
PHYS 360	Modern Physics			
PHYS 368	Quantum Mechanics			
Total Semester Hours		30-31		

Photography Department

Chairperson: Shannon Benine

Adjunct Faculty: Rachel Bank, Andrew Thompson, D. Hill, Fred Brashear Jr., Joaquin Palting, Bjarne Bare

The Photography Department at the University of La Verne offers undergraduate-level courses that develop technical, critical and conceptual skills for a practice-based approach to the medium. The combined curriculum of analog and digital photographic methods provides the students with a full technical and theoretical grounding necessary for maintaining an artistic practice while refining the practical skills applicable to building a photographic career in the artistic, commercial and/or media fields.

Program Offerings

Majors

- Photography (BA) (p. 60)

Minors

- Photography Minor (p. 60)

Photography (BA) Degree Requirements

Total program: 52 semester hours

Core Requirements

40 semester hours

Code	Title	Semester Hours
ART 120	Foundations of Design	4
PHOT 110	Introduction to Analog Photography	4
PHOT 130	Introduction to Digital Photography	4
PHOT 305	History of Photography	4
PHOT 220	Intermediate Digital Photography	4
PHOT 327	Staff Photography	2,2

Electives

Select a minimum of **12 semester hours** from at least 3 different courses.

Code	Title	Semester Hours
PHOT 299	Independent Study	1-4
PHOT 315	Alternative Processes	4
PHOT 321	Portrait Photography	4
PHOT 351	Landscape Photography	4
PHOT 354	Documentary Practices	4
PHOT 399	Independent Study	1-4
PHOT 421	Events and Weddings	4
PHOT 422	Architectural Photography	4
PHOT 450	Special Topics in Photography	4
PHOT 497	Internship	1-4

Photography Minor Degree Requirements

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

Core Requirements

18 semester hours

Code	Title	Semester Hours
PHOT 100	Media Arts Foundations	4
PHOT 130	Introduction to Digital Photography	4
PHOT 220	Intermediate Digital Photography	4
PHOT 305	History of Photography	4
PHOT 327	Staff Photography	2
Total Semester Hours		18

Electives

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

Code	Title	Semester Hours
PHOT 110	Introduction to Analog Photography	4
PHOT 321	Portrait Photography	4
PHOT 315	Alternative Processes	4
PHOT 351	Landscape Photography	4
PHOT 354	Documentary Practices	4
PHOT 356	Professional Practice	4
PHOT 360	Studio Lighting	4
PHOT 365	The Female Frame	4
PHOT 421	Events and Weddings	4

PHOT 422	Architectural Photography	4
PHOT 450	Special Topics in Photography	4

Religion & Philosophy Department

Consistent with University of La Verne's history and values orientation, the Religion and Philosophy Department offers Bachelor of Arts degrees in Religion, Philosophy, and Religion/Philosophy. A minor is available in Religion, Philosophy or Interfaith Studies. Religion courses offer the opportunity to explore religion and religious values in a critical, academic context. Philosophy courses challenge students to look seriously at the philosophical traditions which have helped to shape our world views. The Interfaith Studies minor offers students opportunities to think critically about their own evolving worldview within a pluralistic context. In all courses emphasis is upon critical thinking and evaluation of a broad range of views with the goal of refining one's own perspectives. Off-campus religion programs are also offered to enable students in African American and Latino communities of Los Angeles to pursue degrees in Religion and Philosophy. In order to best serve the needs of this diverse group of adult learners, the departmental foreign language requirement is waived. Courses are offered in Pasadena and central Los Angeles in the evenings and on Saturdays.

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

Program Offerings

Majors

- Philosophy (BA) (p. 61)
- Religion (BA) (p. 62)
- Religion/Philosophy (B.A.) (p. 63)

Minors

- Interfaith Studies Minor (p. 61)
- Philosophy Minor (p. 62)
- Religion Minor (p. 63)

Interfaith Studies Minor

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

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

Degree Requirements

Total Program: 21-24 semester hours

Core Requirements

20 semester hours

Code	Title	Semester Hours
Historical Knowledge of Interfaith Cooperation		
REL 100	Introduction to Religion	4
REL 307	Pathways to Peace	4
Appreciative, Integrative, or Synthesizing Knowledge		
REL 305	World Religions: East	4
REL 395	Religion and the City	4
REL 326	Religion, Science, and Consciousness	4
Interfaith, Service/Community Engagement		
REL 317	History of the Holy Land	4
REL 497	Internship	1-4
Interfaith Leadership		
HUM 302	Conflict Resolution and Non-Violence	4
REL 390	Topics in Religion	4

Capstone Reflection

4 semester hours

- REL 401 Interfaith Reflection and Interfaith Action

Philosophy (BA)

Degree Requirements

Total program semester hours: 44-45

Core Requirements

20-21 semester hours

Code	Title	Semester Hours
Core		
PHIL 305	Values and Critical Thinking	4
PHIL 110	Introduction to Philosophy	4
PHIL 330	Ethics	4
PHIL 399	Independent Study	4
PHIL 490	Research Strategies	1
PHIL 499	Senior Project	4

Total Semester Hours

21

Ancient or Medieval Philosophy

One course with AM designation (4 semester hours)

Code	Title	Semester Hours
Select one of the following:		
PHIL 321	History of Ancient and Medieval Philosophy	4
PHIL 350	Topics in Philosophy (AM designation)	
PHIL 371	Classical Political Philosophies	

Total Semester Hours

4

Modern or Contemporary Philosophy

One course with MC designation (4 semester hours)

Code	Title	Semester Hours
Select one of the following:		4
PHIL 322	History of Modern and Contemporary Philosophy	
PHIL 350	Topics in Philosophy (MC designation)	
PHIL 373	Modern Political Theory	
PHIL 375	Contemporary Political Theory	

Total Semester Hours	4
----------------------	---

Philosophy & Society

One course with PS designation (4 semester hours)

Code	Title	Semester Hours
Select one of the following:		4
PHIL 317	Power and Oppression	
PHIL 350	Topics in Philosophy (PS designation)	
PHIL 351	Philosophy of Religion	
PHIL 370	Contemporary Issues in Philosophy: Love and Sex	

Total Semester Hours	4
----------------------	---

Non-Western Religion

One course with NW designation (4 semester hours)

Code	Title	Semester Hours
REL 390	Topics in Religion (NW designation)	4
or REL 305	World Religions: East	

Total Semester Hours	4
----------------------	---

Electives

8 semester hours

Two upper division courses with either the REL or PHIL designation.
(Interdisciplinary courses that include Religion or Philosophy as a discipline can be applied here.)

Philosophy Minor

Degree Requirements

Total semester hours: 24

Core Requirements

Code	Title	Semester Hours
PHIL 110	Introduction to Philosophy	4
PHIL 305	Values and Critical Thinking	4
Upper division PHIL electives ¹		16

Total Semester Hours	24
----------------------	----

¹ REL 305 World Religions: East and interdisciplinary courses that include Religion or Philosophy as a discipline can be applied here.

Religion (BA)

Degree Requirements

Total program semester hours: 44-45

Core Requirements

20-21 semester hours

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

Total Semester Hours	16-17
----------------------	-------

¹ REL 445 must be taken by ECBCS students in lieu of REL 499

Scripture

One course with SC designation

Code	Title	Semester Hours
Select one of the following:		4
REL 220	Survey of Old Testament/Hebrew Scriptures	
REL 230	Survey of New Testament	
REL 331	Jesus and His Teachings	
REL 335	The First Christians	
REL 390	Topics in Religion (SC designation)	

Total Semester Hours	4
----------------------	---

Theology

One course with TH designation

Code	Title	Semester Hours
Select one of the following:		4
REL 348	Formative Thinkers of 20th Century Theologies	
REL 349	Contemporary Themes in Christian Thought	
REL 390	Topics in Religion (TH designation)	

Total Semester Hours	4
----------------------	---

Religion & Society

One course with RS designation

Code	Title	Semester Hours
Select one of the following:		4
REL 325	Religion, Ethics, and Sustainability	
REL 390	Topics in Religion (RS designation)	
REL 398	Topics in Urban Studies	

Total Semester Hours	4
----------------------	---

Non-Western Religion

One course with NW designation

Code	Title	Semester Hours
REL 390	Topics in Religion (NW designation)	4
or REL 305	World Religions: East	
Total Semester Hours		4

Electives

12 semester hours

Three upper division courses with either the REL or PHIL designation.
(Interdisciplinary courses that include Religion or Philosophy as a discipline can be applied here.)

Religion Minor

Degree Requirements

Total semester hours: 24

Core Requirements

Code	Title	Semester Hours
REL 100	Introduction to Religion	4
Select one Scripture course with SC designation of the following:		4
REL 220	Survey of Old Testament/Hebrew Scriptures	
REL 230	Survey of New Testament	
REL 331	Jesus and His Teachings	
REL 335	The First Christians	
REL 390	Topics in Religion	
Total Semester Hours		8

Upper division REL electives

16 semester hours

(PHIL 351 Philosophy of Religion and interdisciplinary courses that include Religion or Philosophy as a discipline can be applied here.)

Religion/Philosophy (B.A.)

Degree Requirements

Total program: 44-45 semester hours

Core Requirements

12-13 semester hours

Code	Title	Semester Hours
PHIL 110	Introduction to Philosophy	4
or REL 100	Introduction to Religion	
PHIL 351	Philosophy of Religion	4
PHIL 490	Research Strategies	1
or REL 490	Research Strategies	
PHIL 499	Senior Project	4

or REL 499 Senior Project

Total Semester Hours

13

Ancient or Medieval Philosophy

One course with AM designation (4 semester hours)

Code	Title	Semester Hours
Select one of the following:		4
PHIL 321	History of Ancient and Medieval Philosophy	
PHIL 350	Topics in Philosophy (AM designation)	
PHIL 371	Classical Political Philosophies	
Total Semester Hours		4

Modern or Contemporary Philosophy

One course with MC designation (4 semester hours)

Code	Title	Semester Hours
Select one of the following:		4
PHIL 322	History of Modern and Contemporary Philosophy	
PHIL 350	Topics in Philosophy (MC designation)	
PHIL 373	Modern Political Theory	
PHIL 375	Contemporary Political Theory	
Total Semester Hours		4

Scripture

One course with SC designation (4 semester hours)

Code	Title	Semester Hours
Select one of the following:		4
REL 220	Survey of Old Testament/Hebrew Scriptures	
REL 230	Survey of New Testament	
REL 331	Jesus and His Teachings	
REL 335	The First Christians	
REL 390	Topics in Religion (SC designation)	
Total Semester Hours		4

Theology

One course with TH designation (4 semester hours)

Code	Title	Semester Hours
Select one of the following:		4
REL 348	Formative Thinkers of 20th Century Theologies	4
REL 349	Contemporary Themes in Christian Thought	4
REL 390	Topics in Religion (TH designation)	4
Total Semester Hours		16

Religion & Society

One course with RS mark (4 semester hours)

Code	Title	Semester Hours
Select one of the following:		
REL 388	American Baptist Missions Today	4
REL 390	Topics in Religion (RS designation)	
REL 398	Topics in Urban Studies	
REL 497	Internship	
Total Semester Hours		4

Code	Title	Semester Hours
REL 390	Topics in Religion (NW designation)	4
or REL 305	World Religions: East	
Total Semester Hours		4

Non-Western Religion

One course with NW designation (4 semester hours)

Code	Title	Semester Hours
REL 390	Topics in Religion (NW designation)	4
or REL 305	World Religions: East	

Total Semester Hours

Electives

8 semester hours

Two upper division courses with either the REL or PHIL designation.
(Interdisciplinary courses that include Religion or Philosophy as a discipline can be applied here.)

Rhetoric and Communication Studies Department

Chair: Judy Holiday

Regular Faculty: Claire Angelici, Kristine Butterly, Judy Holiday, Jennifer Jared, Joshua Jensen, Ian Lising, Mathew Schaupp

The Department of Rhetoric and Communication Studies (RCS) fosters the study and practice of rhetoric, which for more than two thousand years has been defined as the study and art of persuasion. Rhetoric describes how people use language and symbols to make meaning and thus explains why individuals and groups hold the perspectives and values they do. As such, the study of rhetoric and communication is grounded in the everyday practices and understandings of people as social actors. Rhetoric and communication studies therefore provides students with invaluable tools to better understand themselves, others, and the world around them.

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

The department sponsors the La Verne Debate Team, which competes nationally and internationally and is open to students of all majors and colleges

Program Offerings

Majors

- First-year Rhetoric and Writing Program (p. 64)
- Rhetoric and Communication Studies (BA) (<https://laverne-public.courseleaf.com/college-arts-sciences/undergraduate/rhetoric-communication-studies-department/first-year-rhetoric-writing/rhetoric-communication-studies-ba/>)

Minors

- Rhetoric and Communication Studies Minor (<https://laverne-public.courseleaf.com/college-arts-sciences/undergraduate/rhetoric-communication-studies-department/first-year-rhetoric-writing/rhetoric-communication-studies-minor/>)

First-year Rhetoric and Writing Program

Program Chair: Joshua Jensen

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

Adjunct Faculty: Jeffery Anderson, Clara Barr, Ryan Brown, Bryanna Bynum, Catherine Conner, Cristal Gamez, Morgan Jakobcic, Jacqueline Kozak, Troy Mikanovich, Samantha Pedersen, Marc Rodriguez, Emily Schuck, Maseri Kisa Schultz, Benito Solis, Donald Vincent, Patrick Vincent

The First-year Rhetoric and Writing Program views the liberal arts tradition of studying language, rhetoric, and multimodal discourses as foundational to ethical and reflective written communication in the disciplines, professions, and civic life. Writing courses in the General Education Written Communication Area requirement (LVWA and LVWB) are designed to introduce writing processes, audience-based communication, and research writing as fundamental to lifelong learning. Students must complete all Writing courses with a grade of C- or higher to pass. Students placed in RCS 109 Academic Writing for Multilingual Students through the Writing Program placement process must complete RCS 109 Academic Writing for Multilingual Students with a grade of C or higher in order to enroll in RCS 110 College Writing A. Students must complete RCS 110 College Writing A with a grade of C- or higher in order to satisfy LVWA and RCS 111 College Writing and Research with a grade of C- or higher in order to satisfy LVWB.

Prerequisite to LVWA

Code	Title	Semester Hours
RCS 109	Academic Writing for Multilingual Students	4
RCS 109S	Writing Studio Multilingual	1
Total Semester Hours		5

Co-requisite to LVWA

Code	Title	Semester Hours
RCS 110S	Writing Studio	1
Total Semester Hours		1

General Education LVWA and LVWB (Written Communication Area) Requirements

Code	Title	Semester Hours
RCS 110	College Writing A	4
RCS 111	College Writing and Research	4
Total Semester Hours		8

This major provides a balanced four field approach to anthropology: culture, archaeology, linguistics, and biology. It offers a foundation in theory, methodology, and applications of anthropological knowledge. The curriculum emphasizes the comparative study of human beings and their cultures across all times and all places. It prepares students for graduate study and/or careers in such fields as teaching, research, government, human services, health, law, international business, heritage preservation, law enforcement, forensics, and criminalistics. When paired with premed classes, Anthropology majors (general or forensic concentration) are well prepared to go into either medicine or forensic medicine. A maximum of two courses may be transferred into the major to be applied toward the Breadth Requirements.

Writing in the Disciplines

Code	Title	Semester Hours
RCS 381	Research Writing in Sciences	2
Total Semester Hours		2

Sociology/Anthropology Department

Program Offerings

Majors

- Anthropology (BS) (p. 65)
- Anthropology (BS) With a Concentration in Forensic Investigation & Identification (p. 66)
- Criminal Justice & Criminology (BS) (p. 67)
- Criminology (BS) (p. 68)
- Sociology (BS) (p. 69)

Minors

- Anthropology Minor (p. 66)
- Criminology Minor (p. 68)
- Ethnic Studies Minor (p. 68)
- Forensic Investigation and Identification Minor (p. 66)
- Sociology Minor (p. 70)

Anthropology Program

Majors

- Anthropology (BS) (p. 65)
- Anthropology (BS) With a Concentration in Forensic Investigation & Identification (p. 66)

Minors

- Anthropology Minor (p. 66)
- Forensic Investigation and Identification Minor (p. 66)

Anthropology (BS)

Chairperson: Kanya Godde Chrisco

Regular Faculty: Felicia Beardsley

Adjunct Faculty: Monica Argandona, Hilarie Kelly, Lisa DeLance, Amanda Barnes-Kennedy, Patrick Blanchfield-Gadut, Patricia Maloof, Richard Murray

Degree Requirements

Total program: 64 semester hours

Prerequisite Requirement

8 semester hours

Code	Title	Semester Hours
ANTH 305	Quantitative Analysis	4
ANTH 393	Anthropological Writing	4
Total Semester Hours		8

Core Requirements

24 semester hours

Code	Title	Semester Hours
Core		
ANTH 400	Anthropological Theory	4
ANTH 497	Internship	4
Anthropological Methods		
Select two of the following:		
ANTH 270L	Introduction to Biological Anthropology Lab	
ANTH 360L	Archaeology Lab	
ANTH 394	Ethnographic Field Methods	
Senior Capstone		
ANTH 499C	Senior Capstone ¹	4,4
Total Semester Hours		24

¹ Two ANTH 499C Senior Capstone Courses (i.e., Upper Division Research Intensive Courses), as Approved by Advisor.

Breadth Requirements

16 semester hours

Code	Title	Semester Hours
1 Cultural Anthropology Course as Approved by Advisor		4
1 Linguistic Course as Approved by Advisor		4
1 Biological Anthropology Course as Approved by Advisor		4
1 Archaeology Course as Approved by Advisor		4
Total Semester Hours		16

Electives**12 semester hours**

Three Electives as Approved by Advisor

Anthropology (BS) With a Concentration in Forensic Investigation & Identification

The Anthropology Major with a Concentration in Forensic Investigation and Identification is designed specifically for students wishing to pursue careers as coroners, medical examiners, death detectives, homicide detectives, forensic medicine practitioners (including forensic anthropology), and other roles in law enforcement and medicolegal professions. The courses focus on creating and developing skill sets integral to these careers, including:

1. defining and processing crime scenes,
2. identifying and properly collecting evidence,
3. processing evidence (including human remains),
4. understanding the laws and rules governing evidence and testimony,
5. writing case reports, and
6. the role of an expert witness and court testimony.

The courses are designed to make students competitive when applying for jobs and in the work place.

Degree Requirements

Total program: 56 semester hours

Prerequisite Requirement

Code	Title	Semester Hours
ANTH 305	Quantitative Analysis	4
ANTH 393	Anthropological Writing	4
Total Semester Hours		8

Core Requirements**24 semester hours**

Code	Title	Semester Hours
Core		
ANTH 400	Anthropological Theory	4
ANTH 497	Internship	4
Anthropological Methods		
ANTH 270L	Introduction to Biological Anthropology Lab	4
ANTH 360L	Archaeology Lab	4
Senior Capstone		
ANTH 499C	Senior Capstone ¹	4,4

¹ Two ANTH 499C Senior Capstone Courses (i.e., Upper Division Research Intensive Courses), as Approved by Advisor.

Breadth Requirements**28 semester hours**

Code	Title	Semester Hours
ANTH 252	Forensic Anthropology	4
ANTH 262	Forensic Investigations	4
ANTH 354	Human Osteology	4
ANTH 364	Forensic Archaeology	4
ANTH 355	Techniques in Skeletal Biology	4
One Cultural Anthropology Course as Approved by Advisor		4
One Linguistic Course as approved by Advisor		4
Total Semester Hours		28

Anthropology Minor

Degree Requirements

Total program: 24 semester hours

Core Requirements**20 semester hours**

Code	Title	Semester Hours
One Cultural Anthropology Course as approved by Advisor		4
One Linguistic Course as approved by Advisor		4
One Biological Anthropology Course as approved by Advisor		4
One Archaeology Course as approved by Advisor		4
One lab		4
Total Semester Hours		20

Elective**4 semester hours**

One Elective as Approved by Advisor

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

Forensic Investigation and Identification Minor

The Minor in Forensic Investigation and Identification is designed specifically for students wishing to pursue careers as coroners, medical examiners, death detectives, homicide detectives, forensic medicine practitioners (including forensic anthropology), and other roles in law enforcement and medicolegal professions. The courses focus on creating and developing skill sets integral to these careers, including:

1. defining and processing crime scenes,
2. identifying and properly collecting evidence,
3. processing evidence (including human remains),
4. understanding the laws and rules governing evidence and testimony,
5. writing case reports, and
6. the role of an expert witness and court testimony.

The courses are designed to make students competitive when applying for jobs and in the workplace.

Degree Requirements

Total program: 28 semester hours

Code	Title	Semester Hours
ANTH 252	Forensic Anthropology	4
ANTH 262	Forensic Investigations	4
ANTH 354	Human Osteology	4
ANTH 364	Forensic Archaeology	4
ANTH 360L	Archaeology Lab	4
ANTH 355	Techniques in Skeletal Biology	4
One Cultural Anthropology Course as approved by Advisor		4
Total Semester Hours		28

Sociology/Criminology Program

Majors

- Criminal Justice & Criminology (BS) (p. 67)
- Criminology (BS) (p. 68)
- Sociology (BS) (p. 69)

Minors

- Criminology Minor (p. 68)
- Ethnic Studies Minor (p. 68)
- Sociology Minor (p. 70)

Criminal Justice & Criminology (BS)

(Online, Kern County, and Naval Base Ventura County **only**)

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

Degree Requirements

Total program: 52 semester hours

Supportive Courses

8 semester hours

Code	Title	Semester Hours
SOC 250	Introduction to Sociology	4
SOC 303	Applied Quantitative Analysis	4
Total Semester Hours		8

Core Requirements

12 semester hours

Code	Title	Semester Hours
SOC 390	Research Methods	4
SOC 401	Criminological Theory	4
SOC 498	Senior Capstone Project	4
Total Semester Hours		12

Breadth Requirements

8 semester hours

Code	Title	Semester Hours
SOC 322	Introduction to Criminology	4
SOC 326	Criminal Justice System	4
Total Semester Hours		8

Electives

8 semester hours

Code	Title	Semester Hours
Select two of the following:		8
ANTH 262	Forensic Investigations	
SOC 320	Sociology of Deviance	
SOC 321	Juvenile Delinquency	
SOC 329	Correctional Systems	
SOC 342	Urban Crime Patterns	
SOC 345	White-Collar Crime	
SOC 350	Law and Society	
SOC 375	Drugs and Society	
SOC 380	Political Economy of Crime	
Or other advisor approved criminology course(s)		
Total Semester Hours		8

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

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

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

Total Certificate: 16 Semester Hours

RJT Core Requirements (8 semester hours)

Code	Title	Semester Hours
SOC 315	Race and Ethnicity	4
SOC 330	Social Class and Inequality	4
Total Semester Hours		8

RJT Electives (8 semester hours)

Code	Title	Semester Hours
SOC 270	Social Problems	4
SOC 317	Health, Wealth, and Poverty	4
SOC 325	Racism & Anti-Racism Through Film	4
SOC 335	Black Experience in the U.S.	4

SOC 336	Latino Experience	4
SOC 337	Asian-American Experience	4
SOC 338	Native American Experience	4
SOC 341	Urban Sociology	4
HSTY 315	Intro to Latinx Histories	4
PSY 409	Multicultural Psychology	4

Or other advisor approved RJT course(s)

Criminology (BS)

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

Degree Requirements

Total program: 60 semester hours

Prerequisite Requirements

8 semester hours

Code	Title	Semester Hours
SOC 250	Introduction to Sociology	4
SOC 305	Quantitative Analysis	4
Total Semester Hours		8

Core Requirements

20 semester hours

Code	Title	Semester Hours
Core		
SOC 390	Research Methods	4
SOC 401	Criminological Theory	4
SOC 497	Internship	4
Senior Capstone		
Two Capstone Courses ¹		8
Total Semester Hours		20

¹ e.g., SOC 499A Senior Thesis A and SOC 499B Senior Thesis B or two SOC 499C Research Intensive Course courses.

Breadth Requirements

8 semester hours

Code	Title	Semester Hours
SOC 322	Introduction to Criminology	4
SOC 326	Criminal Justice System	4
Total Semester Hours		8

Electives

8 semester hours

Select two of the following:

ANTH 262	Forensic Investigations	8
SOC 320	Sociology of Deviance	
SOC 329	Correctional Systems	
SOC 342	Urban Crime Patterns	
SOC 350	Law and Society	
SOC 375	Drugs and Society	
SOC 380	Political Economy of Crime	

Or other advisor approved criminology course.

Total Semester Hours

8

Completion of Racial Justice and Tolerance (RJT)

Certificate: 16 semester hours

Note: completion of this certificate is required for the Criminology major. See Racial Justice and Tolerance Certificate (<https://laverne.edu/programs/racial-justice-tolerance-certificate/>) for requirements.

Criminology Minor

Degree Requirements

Total program: 24 semester hours

Prerequisite Requirement

4 semester hours

Code	Title	Semester Hours
SOC 250	Introduction to Sociology	4
Total Semester Hours		4

Core Requirements

20 semester hours

Code	Title	Semester Hours
SOC 320	Sociology of Deviance	4
SOC 321	Juvenile Delinquency	4
SOC 322	Introduction to Criminology	4
SOC 326	Criminal Justice System	4
SOC 350	Law and Society	4
One approved 300-400-level elective		4
Total Semester Hours		24

Ethnic Studies Minor

Degree Requirements

Total program: 20 semester hours

Core Requirements

Code	Title	Semester Hours
SOC 315	Race and Ethnicity	4
SOC 330	Social Class and Inequality	4
Select three of the following:		12
ANTH/SOC 335	Black Experience in the United States	
ANTH/SOC 336	Latino Experience	
ANTH/SOC 337	Asian-American Experience	
ANTH/SOC 338	Native American Experience	
Total Semester Hours		20

Sociology (BS)

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

Degree Requirements

Total program: 60 semester hours

Prerequisite Requirements

8 semester hours

Code	Title	Semester Hours
SOC 250	Introduction to Sociology	4
SOC 305	Quantitative Analysis	4
Total Semester Hours		8

Core Requirements

20 semester hours

Code	Title	Semester Hours
SOC 390	Research Methods	4
SOC 400	Sociological Theory	4
SOC 497	Internship	4
Two Senior Capstone Courses ¹		8
Total Semester Hours		20

¹ e.g., SOC 499A Senior Thesis A and SOC 499B Senior Thesis B or two SOC 499C Research Intensive Course courses.

Breadth Requirements

4 semester hours

Code	Title	Semester Hours
Select one of the following:		4
SOC 315	Race and Ethnicity	
SOC 330	Social Class and Inequality	
SOC 331	Gender Inequality	
Total Semester Hours		4

Elective Requirements

12 semester hours (Any 3 sociology courses)

Select a Concentration

16 semester hours

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

Social Justice Concentration

Code	Title	Semester Hours
Select four of the following:		16
SOC 315	Race and Ethnicity	
SOC 330	Social Class and Inequality	
SOC 331	Gender Inequality	
SOC 270	Social Problems	
SOC 314	Sexuality and Gender Issues	
SOC 317	Health, Wealth, and Poverty	
SOC 320	Sociology of Deviance	
SOC 341	Urban Sociology	
SOC 345	White-Collar Crime	
SOC 370	Social Change	
SOC 375	Drugs and Society	
SOC 335	Black Experience in the U.S. ¹	
SOC 336	Latino Experience ¹	
SOC 337	Asian-American Experience ¹	
SOC 338	Native American Experience ¹	
Total Semester Hours		16

¹ Only one of the following may be used.

Applied Statistics Concentration

Code	Title	Semester Hours
Select four of the following:		16
SOC 310	Advanced Quantitative Analysis	
SOC 317	Health, Wealth, and Poverty	
SOC 342	Urban Crime Patterns	
SOC 348	Social Networks	
SOC 371	Birth, Migration and Aging	
SOC 380	Political Economy of Crime	
Total Semester Hours		16

Crime, Law, and Society Concentration

Code	Title	Semester Hours
Select four of the following:		
SOC 320	Sociology of Deviance	16
SOC 321	Juvenile Delinquency	
SOC 322	Introduction to Criminology	
SOC 342	Urban Crime Patterns	
SOC 345	White-Collar Crime	
SOC 350	Law and Society	
SOC 375	Drugs and Society	
SOC 380	Political Economy of Crime	

Total Semester Hours 16

Sociology Minor**Degree Requirements**

Total program: 24 semester hours

Core Requirements

Code	Title	Semester Hours
SOC 250	Introduction to Sociology	4
SOC 330	Social Class and Inequality	4
SOC 400	Sociological Theory	4
Select three of the following:		
SOC 210	Sociology of the Family	
SOC 315	Race and Ethnicity	
SOC 317	Health, Wealth, and Poverty	
SOC 320	Sociology of Deviance	
SOC 331	Gender Inequality	
SOC 341	Urban Sociology	
SOC 348	Social Networks	
SOC 370	Social Change	
SOC 371	Birth, Migration and Aging	

Total Semester Hours 24

Theatre Arts Department

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

Program Offerings**Majors**

- Theatre Arts (BA) (p. 70)

Minors

- Theatre Arts Minor (p. 71)

Theatre Arts (BA)**Degree Requirements**

Total program: 42 semester hours minimum

Core Requirements

Code	Title	Semester Hours
Select one of the following:		
THAR 110	Acting for Anyone	2-4
THAR 113	Theatre, Acting, and Performance	
THAR 210	Acting Studio	
THAR 212	Acting for the Camera I	
THAR 120	Introduction to Stagecraft	2
THAR 321	Production Experience ¹	1,1,1
Select one of the following:		
THAR 232	Lighting Design I	4
THAR 233	Introduction to Design for Stage and Studio	
THAR 234	Costume Design & Construction I	
THAR 251	Introduction to Theatrical Directing	4
or THAR 351	Directing Studio I	
THAR 255	Theatre and Stage Management	2
THAR 270	Theatre Seminar ²	1,1
THAR 370	Theatre and Community	4
THAR 480	Cultural History of World Theatre I	4
THAR 481	Cultural History of World Theatre II	4
THAR 499	Senior Project	1-4
Select two dramatic literature courses of the following:		
THAR 300	Drama on Page and Stage	8
THAR 440	American Stage-Mirror of Society	
THAR 443	Twentieth-Century Drama	
THAR 445	Masters of the Drama	
THAR 449	Shakespeare	
Total Semester Hours		
		40-45

¹ 3 semesters² 2 semesters**Electives**

As approved by advisor include, but are not limited to, the options listed above as well as:

Code	Title	Semester Hours
THAR 100	Introduction to Theatre	4
THAR 111	Voice for Actors	2

THAR 202	Performance Art & Experimental Theatre	4
THAR 215	Rehearsal and Performance	0-4
THAR 220	Stagecraft II	2
THAR 232	Lighting Design I	2
THAR 234	Costume Design & Construction I	4
THAR 299	Independent Study	1-4
THAR 310	Advanced Acting Studio	2
THAR 311	Oral Communication	2
THAR 314	Auditioning & Cold Reading	2
THAR 315	Performance	4
THAR 317	Musical Theatre	2
THAR 320	Stagecraft III	2
THAR 332	Lighting Design II	3
THAR 333	CAD Design Processes for Stage and Studio	2
THAR 334	Costume Design	2
THAR 377	Theater and Drama Instruction for Teachers	4
THAR 399	Independent Study	1-4
THAR 410	The Power of Story	4
THAR 451	Directing Studio II	4
THAR 460	Playwriting and Screenwriting II	4
THAR 499	Senior Project	1-4

Theatre Arts Minor

Degree Requirements

Core Requirements

One of the following three options approved by advisor:

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

COLLEGE OF BUSINESS AND PUBLIC MANAGEMENT

The College of Business and Public Management prepares students to become effective leaders and managers in a rapidly changing global environment. Our programs emphasize hands-on learning experiences that address the needs of today's students. Whether you are an undergraduate, graduate student or a working adult looking to enhance your professional career with a certificate, you will learn how to strategize and use the latest technologies to solve real-world problems and enter the workforce career-ready.

Undergraduate Degrees

The College of Business and Public Management offers a variety of undergraduate majors and minors (<https://business.laverne.edu/programs/>) for traditional-aged students and working adults. Develop key business skills through etiquette training, job interview prep, simulated business scenarios, building case studies, consulting on a real business and even creating a business with classmates.

Graduate Degrees

The College of Business and Public Management offers several master's degree programs (<https://business.laverne.edu/graduate/>), a Doctor of Public Administration (<https://business.laverne.edu/dpa/>), and a Doctor of Business Administration (<https://business.laverne.edu/dba/>) for those looking to take the next step in their education. Some of the graduate programs are offered online (<https://laverne.edu/online/>) or at one of our convenient Southern California locations (<https://laverne.edu/locations/>) to accommodate your busy schedule.

Organizations

The Small Business Development Center (<http://lavernesbdc.org/>) offers free advice for local business owners and hosts events and workshops for entrepreneurs. Through the center, students have the opportunity to start small businesses and market and sell products.

The Center for Career and Professional Development (<https://business.laverne.edu/ccpd/>) provides students and recent graduates with resources and networking opportunities to help them enter the workforce.

Enactus (<https://business.laverne.edu/enactus/>) is a nonprofit organization comprised of students, faculty, and business members that harness the entrepreneurial spirit to transform lives and move toward a more sustainable world.

- Graduate (p. 72)
- Undergraduate (p. 83)

Graduate

Dean: Emmeline de Pillis
Associate Dean: Keeok Park

Graduate Programs in Business

Graduate business programs at La Verne are designed for individuals with proven academic backgrounds and work experience along with a high probability of success in graduate study and in subsequent teaching,

research, or professional careers. All applications are reviewed carefully, based on the following criteria:

1. Completed Admission Application and application fee
2. Official transcripts from all institutions attended.
 - a. A bachelor's degree from a regionally accredited US college or university, or its international equivalent.
 - b. A preferred GPA of 3.0 in the last 60 semester hours of undergraduate work, including grades no lower than a C grade in all prerequisite courses. Applicants with lower GPA's may be required to submit Graduate Management Admissions Test (GMAT) scores. The Graduate Record Examination (GRE) may be substituted for the GMAT.
3. Two positive letters of recommendation, especially from business instructors or employers
4. A current résumé
5. Statement of purpose

Students without a degree from an English-speaking institution, where English is the primary language of instruction and of the geographic area, must establish minimal proficiency in English by accomplishing one of the following: a TOEFL of 79 (iBT), 213 CBT, or 550 PBT or above, Duolingo 105 or above, a GRE verbal score of 146, satisfactory completion of La Verne's English proficiency test, or satisfactory completion of prerequisite courses at La Verne as indicated by a placement examination.

Master's programs in the College of Business and Public Management accept applications from international students with a three-year bachelor's degree. Having high GPA's, high GMAT/GRE scores if any, significant work experience, or strong letters of recommendation may strengthen their application. International applicants with a three-year bachelor's degree may be required to take prerequisite/foundation courses.

All students are expected to be proficient in word processing, spreadsheets, electronic communications, and information retrieval on the Internet.

At the graduate level, the College offers the Master of Science in Accounting, Master of Business Administration (with concentrations in Accounting, Finance, Information Technology, International Business, Management and Leadership, Marketing, and Supply Chain Management), Master of Science in Finance, Master of Public Administration (with concentrations in Urban Management and Affairs, Policy, and Non-Profit), Master of Science in Gerontology, Master of Science in Leadership and Management (with concentrations in Human Resource Management, Non-profit Management, and Organizational Development), and a Doctor of Public Administration. Graduate academic certificates are available in the areas of concentration.

- Accounting (MS) (p. 73)
- Data Analytics (MS) (p. 73)
- Finance (MS) (p. 74)
- Leadership and Management (MS) (p. 75)
- Master of Business Administration (MBA) (p. 76)
- Master of Business Administration for Experienced Professionals (MBAX) (p. 77)
- Public Administration Programs (p. 79)
- Doctor of Business Administration (DBA) (p. 82)

Accounting (MS)

Program Length: 2 Years

Program Director: Renee Miller

Mission

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

Learning Goals

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

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

Degree Requirements

Foundation Courses

0-33 semester hours

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

Code	Title	Semester Hours
BUS 501	Corporate Accounting and Reporting I	3
BUS 502	Corporate Accounting and Reporting II	3
BUS 506	Auditing Standards & Practices	3
BUS 508I	Federal Taxation Concepts and Practices - Individual	3
BUS 509	Cost Accounting	3
Total Semester Hours		15

Students must complete all their foundation courses prior to enrolling in ACCT 595 Accounting Research and Communication.

Students may also be required to take the MBA foundation courses. Undergraduate business courses can be used to satisfy these foundation courses:

Code	Title	Semester Hours
BUS 500A	Accounting Fundamentals	3
BUS 500B	Economics for Decision-Making	3
BUS 500C	Quantitative and Statistical Analysis	3
BUS 500D	Business Finance	3
BUS 500E	Business Management	3

BUS 500F	Business Marketing	3
Total Semester Hours		18
Total Program: 30 semester hours		
Code	Title	Semester Hours
ACCT 501	Financial Accounting Issues	3
ACCT 504	Corporate Taxation	3
ACCT 505	International Financial Reporting Standards	3
ACCT 507	Advanced Cost Accounting	3
ACCT 543	Acct Ethics & Prof Resp	3
ACCT 510	Advanced Auditing	3
ACCT 595	Accounting Research and Communication	3
ACCT 596	Accounting Graduate Seminar	3
Electives		
Select two of the following:		6
ACCT 506	Forensic Accounting	
ACCT 508	Governmental and Not for Profit Accounting	
BUS 505	Accounting for Specialized Entities	
Total Semester Hours		30

Data Analytics (MS)

Program Director: Fengmei Gong

Program Length: 1 year

Mission

The mission of the M.S. in Data Analytics is to provide students with a comprehensive understanding of generating business intelligence and the ability to analyze big data to address today's emerging management issues.

Learning Goals

Students in the M.S. in Data Analytics should develop:

- The ability to utilize a holistic view of business analytics from both company and consumers' point of view.
- Business problem solving and decision-making skills in a changing environment.
- A conceptual and practical knowledge of how to develop performance measurement tools and assess marketing return on investment.
- Skills to build a predictive model to see how digital analytics and Big Data can be used for market predictions.
- A basic understanding of key Big Data technologies and the development of Big Data strategy within a corporation.
- Solid interpersonal, communication, and teamwork skills.
- A commitment to ethical and socially responsible marketing practices.

Degree Requirements

Foundation Courses

0-3 semester hours

The foundation courses a student must fulfill are determined by a review of the student's undergraduate coursework and professional experience.

If foundation courses are needed, they should be among the first courses taken.

Code	Title	Semester Hours
MDA 500	Statistics and Linear Algebra	3
Total Semester Hours		3

Total Program: 36 semester hours

Core Courses

18 semester hours

Code	Title	Semester Hours
BUS 510	Management of Information Technology	3
MDA 501	SAS Programming Essentials	3
MDA 502	Multivariate Statistical Analysis	3
MDA 503	Data Mining and Predictive Analytics I (I)	3
MDA 504	Data Mining and Predictive Analytics II	3
MDA 580	Analytics Graduate Seminar (Culminating Activity)	3
Total Semester Hours		18

Concentrations

18 semester hours

Students in this program must select one of the three available concentrations.

Marketing Analytics Concentration

Code	Title	Semester Hours
BUS 560	Seminar in Marketing Management	3
MDA 561	Theory and Practice of Consumer Behavior	3
MDA 564	Marketing Research Methods	3
MDA 565	Digital Marketing and Social Media Analytics	3
MDA 568	Experimental Design and Market Testing	3
MDA 569	Marketing Analytics	3
Total Semester Hours		18

Supply Chain Management Analytics Concentration

Code	Title	Semester Hours
BUS 512	Integrated Data Management	3
BUS 575	Analysis of Business Operations	3
BUS 576	Supply Chain Management & Strategy	3
MDA 572	Problem Solving Methodologies	3
MDA 573	Analytics in Operations and Planning	3
MDA 579	Analytics in Logistics and Sourcing	3
Total Semester Hours		18

Finance (MS)

Program Length: 2 Years

Program Director: Paul Abbondante

Mission

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

Learning Goals

Students in the M.S. Finance should develop:

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

Degree Requirements

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

Foundation Courses

0-18 semester hours

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

Code	Title	Semester Hours
BUS 500A	Accounting Fundamentals	3
BUS 500B	Economics for Decision-Making	3
BUS 500C	Quantitative and Statistical Analysis	3
BUS 500D	Business Finance	3
BUS 500E	Business Management	3
BUS 500F	Business Marketing	3
Total Semester Hours		18

Total Program: 30 semester hours

Core Courses

21 semester hours

Code	Title	Semester Hours
BUS 509	Cost Accounting	3
BUS 525	Economics of the Firm	3
FIN 530	Managerial Finance	3
FIN 531	Theory of Finance	3
FIN 532	Derivatives	3

FIN 533	Investments	3
FIN 570	Econometrics in Finance	3
Total Semester Hours		21

Electives

6 semester hours

Code	Title	Semester Hours
BUS 532	Management of Financial Institutions	3
BUS 533	Investment Banking	3
BUS 536	International Financial Management	3
BUS 538	Financial Strategy & Policy	3
BUS 540	Innovation & Entrepreneurship	3
FIN 598	Internship in Finance	3
Total Semester Hours		18

Culminating Activity

3 semester hours

Code	Title	Semester Hours
FIN 596	Financial Modeling	3
or FIN 594	Master's Thesis in Financial Economics	
Total Semester Hours		3

Leadership and Management (MS)

Program Length: 3 Years

Program Director: Kathy Duncan

This program emphasizes the human dimensions of management. It is applicable where skills in change management, leadership, and group dynamics are demanded for professional effectiveness. The core classes develop an essential managerial knowledge base; students then customize the balance of the coursework with either electives from one focused concentration or a more generalized program of study, selecting electives from any of the three concentrations. The capstone course, built upon two required research courses, results in the research, writing, and presentation of an applied research project. The M.S. in Leadership and Management (MSLM) program is a networked and mutually supportive community of learners.

The foundation course (MGMT 500 Management: Theory and Practice) provides prerequisite knowledge and tools needed for those with insufficient background. Assessment of need is based on a review of undergraduate coursework. If needed, MGMT 500 Management: Theory and Practice should be among the first courses completed. Students who earned an undergraduate degree in a management field within the past seven years could be exempt from taking MGMT 500 Management: Theory and Practice.

Code	Title	Semester Hours
Foundation Course		
MGMT 500	Management: Theory and Practice	3
Core Courses		
MGMT 520	Leadership: Theory and Practice	3

MGMT 521	Ethics and Decision-Making	3
MGMT 522	Human Resource Management	3
MGMT 523	Organizational Theory and Development	3
MGMT 569	Conflict Management and Organizational Change	3

Research and Culminating Activity

MGMT 586	Organizational Research I	3
MGMT 596	Graduate Seminar	3

Electives or Concentration

Select one of the following:	12
Electives (any 500-level MGMT other than foundation courses)	
Human Resource Management Concentration	
Nonprofit Management Concentration	
Organizational Development Concentration	

Electives or Concentrations: 12 semester hours

Each student can select a set of courses that addresses his or her career needs. Courses can be selected from any 500-level MGMT course (other than foundation courses), or specific concentrations can be pursued. Concentrations require a minimum of four courses (12 semester units). Units do not double count in the Core and the Concentration.

Human Resource Management Concentration

Code	Title	Semester Hours
MGMT 522	Human Resource Management	3
Select a minimum of three of the following:		
MGMT 525	Management of Diversity	
MGMT 526	Training and Development	
MGMT 529	Seminar in Human Resource Management	
MGMT 554	Negotiations and Collective Bargaining	
Total Semester Hours		12

Nonprofit Management Concentration

Code	Title	Semester Hours
MGMT 520	Leadership: Theory and Practice	3
Select a minimum of three of the following:		
MGMT 530	Managing Nonprofits	
MGMT 531	Marketing for Nonprofits	
MGMT 532	Effective Fundraising	
MGMT 533	Accounting & Compliance for Nonprofits	
MGMT 534	Grant Writing for Public and Private Funding	
Total Semester Hours		12

Organizational Development Concentration

Code	Title	Semester Hours
MGMT 523	Organizational Theory and Development	3
Select a minimum of three of the following:		
MGMT 525	Management of Diversity	

MGMT 556	Building Partnerships; Creating Coalitions
MGMT 559	Seminar in Organizational Development
MGMT 582	Managing Groups and Teams
Total Semester Hours	12

Note: Units do not double count in the Core and the Concentration.

Master of Business Administration (MBA)

Program Director: Astrid Keel

Program Length: 3 Years

The MBA provides a strong foundation in the traditional areas of business administration, the interrelationships among the various functional business disciplines, and a broad exposure to the contemporary skills of management. Emphasis is on the development of skills necessary to manage in a critical, rational, and effective manner within the complex global environment. The program does not require work experience or an undergraduate degree in business administration.

Students with professional experience and/or an undergraduate degree in business are also eligible.

Degree Requirements

Foundation Courses

0-18 semester hours

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

Code	Title	Semester Hours
BUS 500A	Accounting Fundamentals	3
BUS 500B	Economics for Decision-Making	3
BUS 500C	Quantitative and Statistical Analysis	3
BUS 500D	Business Finance	3
BUS 500E	Business Management	3
BUS 500F	Business Marketing	3
Total Semester Hours		18

Core Courses

24 semester hours

Code	Title	Semester Hours
BUS 503	Accounting Information for Decision-Making	3
BUS 510	Management of Information Technology	3
BUS 525	Economics of the Firm	3
BUS 530	Financial Management	3
BUS 551	Seminar in Organization Theory & Behavior	3
BUS 560	Seminar in Marketing Management	3
BUS 575	Analysis of Business Operations	3
BUS 581	Managing in a Global Economy	3
Total Semester Hours		24

Concentrations/Electives

9 semester hours

Students may complete one of the concentrations listed below, or the M.S., Leadership and Management, or students may select 9 semester hours of electives from 500-level BUS courses other than foundation courses.

Culminating Activity

3 semester hours

- BUS 596 Graduate Business Seminar

Concentrations/Electives for the MBA and MBA, Experienced Professionals

In addition to the concentrations listed below, students may pursue any of the concentrations listed under the M.S. Management and Leadership. Units do not double count in the Core and the Concentration.

Accounting Concentration

Code	Title	Semester Hours
Required Courses		
BUS 501	Corporate Accounting and Reporting I	3
BUS 502	Corporate Accounting and Reporting II	3
Select a minimum of one of the following:		
BUS 505	Accounting for Specialized Entities	
BUS 506	Auditing Standards & Practices	
BUS 508I	Federal Taxation Concepts and Practices - Individual	
BUS 509	Cost Accounting	
Total Semester Hours		9

Finance Concentration

Code	Title	Semester Hours
Select a minimum of three of the following:		
BUS 531	Investment and Portfolio Analysis	
BUS 532	Management of Financial Institutions	
BUS 533	Investment Banking	
BUS 534	Entrepreneurial Finance	
BUS 536	International Financial Management	
BUS 538	Financial Strategy & Policy	
Total Semester Hours		9

Note: BUS 530 Financial Management Financial Management is a prerequisite to all Finance courses.

Information Technology Concentration

Code	Title	Semester Hours
Select a minimum of three of the following:		
BUS 511	Management Support Systems ¹	
BUS 512	Integrated Data Management	
BUS 513	Information Networks ¹	
BUS 515	Systems Planning and Implementation	
BUS 516	E-Business	

BUS 517	Cyberlaw
Total Semester Hours	9

¹ Currently not being offered.

International Business Concentration

Code	Title	Semester Hours
Select a minimum of three of the following:		9
BUS 516	E-Business	
BUS 528	Contemporary Issues in International Trade	
BUS 536	International Financial Management	
BUS 566	International Marketing Management	
Total Semester Hours		9

Management and Leadership Concentration

Code	Title	Semester Hours
MGMT 522	Human Resource Management	3
BUS 586	Leadership in the Future	3
Additional BUS or MGMT Elective Course		3
Total Semester Hours		9

Marketing Concentration

Code	Title	Semester Hours
Select a minimum of three of the following:		9
BUS 561	Seminar in Consumer Behavior	
BUS 562	New Product Management	
BUS 563	Marketing Channels/Distribution	
BUS 564	Marketing Intelligence	
BUS 5651	Internet Marketing	
BUS 566	International Marketing Management	
BUS 567	The Management & Marketing of Services	
BUS 568	Marketing Communications	
Total Semester Hours		9

Note: BUS 560 Seminar in Marketing Management is a prerequisite to all Marketing elective courses.

Supply Chain Management Concentration

Code	Title	Semester Hours
Required Courses		
BUS 576	Supply Chain Management & Strategy	3
BUS 577	Compliance Issues in Supply Chains	3
Select a minimum of one of the following:		3
BUS 516	E-Business	
BUS 558	Project Management	
BUS 563	Marketing Channels/Distribution	
Total Semester Hours		9

Health Services Management Concentration

Code	Title	Semester Hours
Required Course		
HSM 501	Current Trends and Issues in Health Services	3
Select three of the following:		9
HSM 540	Legal Issues in Health Service Organizations	
HSM 545	Foundations of Public Health	
HSM 547	Public Health Policy	
HSM 562	Human Resource Management in Health Service Organizations	
HSM 571	Management of Clinical and Financial Information	
HSM 598	Field Work/Internship	
Total Semester Hours		12

Healthcare Analytics Concentration

Code	Title	Semester Hours
BUS 571	Fundamentals of Data Analytic Programming	3
BUS 572	Supply Chain Analytics	3
HSM 546	Epidemiology	3
HSM 574	Legal and Ethical Issues in Information Management	3

Additional electives might apply to each concentration, please consult the schedule each academic term.

Master of Business Administration for Experienced Professionals (MBAX)

Program Director: Astrid Keel

Program Length: 3 Years

The Master of Business Administration for Experienced Professionals is designed to develop effective future business leaders. This flexible program is designed primarily for adult professionals with a minimum of three years of full-time professional experience with or without undergraduate business degrees. The curriculum integrates management theory with real-world applications. Students have the ability to custom make their program to meet their professional needs.

Prerequisite

A minimum of three years full-time professional experience. Students without a degree from an English-speaking institution, where English is the primary language of instruction and of the geographic area, must establish minimal proficiency in English by providing a TOEFL score of 79-80 or higher or a minimum score of 105 on the Duolingo English Test.

Degree Requirements

Foundation Courses

0-9 semester hours

The foundation courses a student must complete are determined by the Director's review of the student's undergraduate coursework and

professional experience. If foundation courses are needed, they should be among the first courses taken.

Code	Title	Semester Hours
BUS 600A	Accounting & Finance	3
BUS 600B	Economics	3
BUS 600C	Statistics	3
Total Semester Hours		9

Foundation courses can be waived, if the equivalent undergraduate courses were completed at a regionally accredited college or university with a grade of C or higher within the past seven years.

Total Program: 33 semester hours

Core Courses

12 semester hours

Code	Title	Semester Hours
BUS 630	Corporate Finance	3
BUS 650	Organizational Behavior: Theory and Practice	3
BUS 660	Marketing Management	3
BUS 670	Technology Based Operations Management	3
Total Semester Hours		12

Concentrations/Electives

18 semester hours

Each student can select a set of courses that addresses his or her career needs. Specific concentrations can be pursued or courses can be selected from any 500-level BUS courses (other than foundation courses). **A minimum of 18 semester hours of electives is needed to complete the degree requirements.**

Culminating Activity

3 semester hours

- BUS 690 Strategic Management

Concentrations/Electives for the MBA and MBA, Experienced Professionals

In addition to the concentrations listed below, students may pursue any of the concentrations listed under the M.S. Management and Leadership. Units do not double count in the Core and the Concentration.

Accounting Concentration

Code	Title	Semester Hours
Required Courses		
BUS 501	Corporate Accounting and Reporting I	3
BUS 502	Corporate Accounting and Reporting II	3
Select a minimum of two of the following:		6
BUS 503	Accounting Information for Decision-Making	
BUS 505	Accounting for Specialized Entities	
BUS 506	Auditing Standards & Practices	
BUS 508I	Federal Taxation Concepts and Practices - Individual	

BUS 509	Cost Accounting	
Total Semester Hours		12

Finance Concentration

Code	Title	Semester Hours
Select a minimum of three of the following:		9
BUS 531	Investment and Portfolio Analysis	
BUS 532	Management of Financial Institutions	
BUS 533	Investment Banking	
BUS 534	Entrepreneurial Finance	
BUS 536	International Financial Management	
BUS 538	Financial Strategy & Policy	

Total Semester Hours	9
-----------------------------	----------

Note: BUS 630 Corporate Finance is a prerequisite to all Finance elective courses.

Information Technology Concentration

Code	Title	Semester Hours
Select a minimum of four of the following:		12
BUS 511	Management Support Systems	
BUS 512	Integrated Data Management	
BUS 513	Information Networks	
BUS 515	Systems Planning and Implementation	
BUS 516	E-Business	
BUS 517	Cyberlaw	

Total Semester Hours	12
-----------------------------	-----------

International Business Concentration

Code	Title	Semester Hours
BUS 516	E-Business	3
BUS 528	Contemporary Issues in International Trade	3
BUS 536	International Financial Management	3
BUS 566	International Marketing Management	3

Total Semester Hours	12
-----------------------------	-----------

Management and Leadership Concentration

Code	Title	Semester Hours
MGMT 522	Human Resource Management (Required)	3
BUS 586	Leadership in the Future (Required)	3
Two additional elective course in BUS or MGMT		6

Total Semester Hours	12
-----------------------------	-----------

Marketing Concentration

Code	Title	Semester Hours
Select a minimum of three of the following:		9
BUS 561	Seminar in Consumer Behavior	
BUS 562	New Product Management	
BUS 563	Marketing Channels/Distribution	
BUS 564	Marketing Intelligence	

BUS 5651	Internet Marketing	
BUS 566	International Marketing Management	
BUS 567	The Management & Marketing of Services	
BUS 568	Marketing Communications	

Total Semester Hours **9**

Note: BUS 660 Marketing Management is a prerequisite to all Marketing elective courses.

Supply Chain Management Concentration

Code	Title	Semester Hours
Required Courses		
BUS 576	Supply Chain Management & Strategy	3
BUS 577	Compliance Issues in Supply Chains	3
Select a minimum of two of the following:		
BUS 516	E-Business	
BUS 558	Project Management	
BUS 563	Marketing Channels/Distribution	

Total Semester Hours **12**

Health Services Management Concentration

Code	Title	Semester Hours
Required Course		
HSM 501	Current Trends and Issues in Health Services (Required)	3
Select three of the following:		
HSM 520	Strategic Planning and Management in Health Service Organizations	
HSM 540	Legal Issues in Health Service Organizations	
HSM 555	Ethical Issues in Health Services	
HSM 571	Management of Clinical and Financial Information	
HSM 583	Marketing and Business Development	
HSM 598	Field Work/Internship	

Total Semester Hours **12**

Healthcare Analytics Concentration

Code	Title	Semester Hours
BUS 571	Fundamentals of Data Analytic Programming	3
BUS 572	Supply Chain Analytics	3
HSM 546	Epidemiology	3
HSM 574	Legal and Ethical Issues in Information Management	3

Concentration vary by location and some are also available online. MBAX students are also eligible to pursue concentrations listed under the MSLM program.

Students in the MBAX must take additional electives (over and above the requirements for their concentration) in order to complete the requirement of the degree.

Additional electives might apply to each concentration, please consult the schedule each academic term.

Master of Business Administration Preparatory Program

This program is for International students who do not meet the English proficiency entrance requirements for full admission to the MBA program. This program requires the completion of one course: BUS 500J Foundations of Business Communications. Upon successful completion, students are fully admitted to the MBA program. For further information, contact the program director.

Public Administration Programs

- Doctor of Public Administration (DPA) (p. 81)
- Public Administration (MPA) (p. 79)

Public Administration (MPA)

Program Director: Marcia Godwin

Locations: La Verne, Remote/Hybrid

The mission of the Master of Public Administration (MPA) program is to offer an innovative and practical curriculum that stresses intellectual and theoretical foundations to professionals preparing to take on socially responsible roles in public leadership and service. The mission is achieved through a curriculum that emphasizes:

- The effective use of public resources;
- The changing context (contextual nature) of public administration;
- Analytic and decision-making capacity;
- The practice of public administration in diverse public organizations;
- The ethical dimensions of public service.

The MPA program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and is focused on the following NASPAA competencies:

- To lead and manage in public governance;
- To participate in and contribute to the public policy process;
- To analyze, synthesize, think critically, solve problems, and make decisions;
- To articulate and apply a public service perspective; and
- To communicate and interact productively with a diverse and changing workforce and citizenry.

Please note that the availability of this program in online format is pending review by the WASC Senior College and University Commission (WSCUC) regional accrediting body. Therefore, matriculation of students is contingent upon approval.

Admission

Evaluation of the applicant's qualifications to pursue graduate studies is based on the applicant's statement of purpose, professional experience, college transcripts, and academic and professional references.

Applicants are evaluated by a Faculty Admissions Committee that considers all these measures, including commitment to public and/or nonprofit service.

Admission Requirements

- Official transcripts from every undergraduate and graduate institution attended.

- A bachelor's degree from a regionally accredited college or university.
- A minimum undergraduate GPA of 2.8 and a GPA of 3.0 for any graduate study. Applicants with lower GPAs who have substantial public service experience may be considered. Applicants without previous related coursework and/or lower GPAs may be admitted conditionally with stipulations and/or prerequisite courses.
- A 1-2-page statement of purpose that demonstrates:
 - a. the ability to write at an acceptable level for graduate study,
 - b. experience and interest in public and/or non-profit administration, and
 - c. how the La Verne MPA program complements the student's interests in public service and its values.
- Two positive letters of recommendation discussing academic and/or professional qualifications from work supervisors, college professors, and/or public service professionals.
- A current résumé

Additional Requirements

Additional requirements for applicants with lower GPAs may include but are not limited to a personal interview with the MPA program Director.

PADM 501 Public Service & Society is to be completed the first term of study. If not offered the first term, then it must be taken as soon as it is offered.

Degree Requirements

Total Program: 39 semester hours

Core Courses

27 semester hours

Code	Title	Semester Hours
PADM 501	Public Service & Society ¹	3
PADM 510	Public Management and Leadership	3
PADM 531	Organizational Theory and Development	3
PADM 533	Policy Formation	3
PADM 534	Budgeting and Fiscal Management	3
PADM 555	Ethics in Administration	3
PADM 582	Quantitative Methods for Public Management	3
PADM 596	Graduate Seminar	3
Total Semester Hours		24

¹ PADM 501 Public Service & Society is to be completed the first session of study. If not offered the first session, then it must be taken as soon as it is offered.

Concentration and Elective Courses: 15 semester hours

Concentrations require a minimum of 12 semester hours (four courses) and are listed on final transcripts upon completion of the MPA degree. Students may complete a set of electives instead with advance approval by the program director.

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

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

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

Electives

Code	Title	Semester Hours
Students can choose any of the concentration courses listed, if not already taken for a concentration (no double dip). Additional elective courses may include:		
PADM 561	Legal Environment of Public Administration	3
PADM 580	Applied Research	3
PADM 581	Comparative Public Administration	3
PADM 590	Selected Topics in Public Administration	3
PADM 598	Public Service Internship	3

Urban Management and Affairs Concentration

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

Code	Title	Semester Hours
PADM 501	Public Service & Society	3
PADM 570	Urban and Community Politics	3
Select two of the following:		
PADM 504	Organizational Communication	
PADM 538	Collaborative Public Mgmt	
PADM 587	Managing Sustainable Communities	
Total Semester Hours		12

Nonprofit Management and Governance Concentration

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

Code	Title	Semester Hours
PADM 501	Public Service & Society	3
PADM 520	Nonprofit Governance	3
Select two of the following:		
PADM 504	Organizational Communication	
PADM 522	Grant Management	
PADM 524	Nonprofit Finance and Fundraising	
Total Semester Hours		12

Public Health Concentration

This concentration focuses on measures to prevent disease, promote health and prolong life. Public health activities aim to provide conditions in which people can be healthy. The focus is on populations and systems, not on individual patients or diseases.

Code	Title	Semester Hours
Required Courses:		
PADM 533	Policy Formation	3
HSM 545	Foundations of Public Health	3
Select two of the following:		
HSM 546	Epidemiology	
HSM 548	Applied Research for Public Health Professionals	
HSM 549	Public Health and the Urban Context	
Total Semester Hours		12

Accelerated Master of Public Administration (MPA)

Qualifying University of La Verne undergraduate students may apply to participate in the accelerated Master of Public Administration (MPA) program once they have completed 90 semester units of undergraduate courses. Eligible MPA courses are determined by the MPA program. Participants will need advance approval from their undergraduate advisor for shared credit courses. The MPA courses may not exceed 15 units prior to undergraduate degree completion.

Applicants must have public service experience or have completed the equivalent of PADM 598, Public Service Internship. Applicants must meet all MPA admission requirements, including a minimum GPA of 2.8 for undergraduate work and 3.0 for any graduate work. Applications are evaluated by the MPA Faculty Admissions Committee. Admission to the MPA program is provisional prior to undergraduate degree completion and contingent on applicants continuing to meet MPA admission and program requirements.

JD students at the University of La Verne's College of Law may apply for admission to the M.P.A. program to earn a second degree.

Degree Requirements

Required Courses

- **9 MPA core courses (27 semester hours)**
- **M.P.A. electives/LAW courses: 4 courses (12 semester hours)**

Law courses are reviewed for acceptance; students may request to transfer up to 12 law semester hours toward the MPA degree.

Doctor of Public Administration (DPA)

Program Director: Adrian Velazquez Vazquez

Program Length: 4 Years

The Doctor of Public Administration (DPA) is designed to develop scholarly practitioners as leaders. Students learn to consciously integrate and apply current theoretical, ethical, and institutional perspectives that contribute to the disciplined analysis and resolution of organizational and community issues.

Prerequisites

Applicants should possess a master's degree, ideally in Public Administration or a closely related field. Applicants must also have a minimum of five years of work experience.

Admission

Applicants are evaluated in a two stage process: First stage applicants are initially screened based on undergraduate GPA, graduate GPA, Statement of Purpose and letters of recommendation. Applicants advancing to the second stage may be required to schedule a personal interview. A standardized test score (e.g. GMAT or GRE) may be required, if recommended by the Faculty Admissions Committee. The department considers all of these measures in making a decision on admission. Students accepted into the D.P.A. program will begin their coursework in the Fall.

The program requires a minimum time commitment of three years of coursework (which includes nine units each semester) and at least an additional year to produce and defend a dissertation of publishable quality (which includes 1 unit each semester). Additional semesters (two units each) beyond the fourth year may be needed to complete the dissertation. Students must also take and pass the DPA Comprehensive Exams (after successfully completing all coursework for year two)

Program Coursework

56 semester hours

Course	Title	Semester Hours
First Year		
Fall		
PADM 609	Nature of Inquiry	3
PADM 611	Scope of Public Administration	3
PADM 613	Descriptive Statistics	3
Semester Hours		9
Spring		
PADM 612	Qualitative Analysis	3
PADM 677	Ethics and Decision-Making	3
PADM 681	Inferential Statistics	3
Semester Hours		9
Second Year		
Fall		
PADM 651	Policy Formulation and Processes	3
PADM 665	Economic Perspectives in Administrative and Policy Analysis	3
PADM 685	Selected Topics	1-4
Semester Hours		7-10
Spring		
PADM 620	Organizational Development	3
PADM 667	Urban Theory and Governance	3
PADM 674	Policy Implementation and Evaluation	3
Semester Hours		9
Third Year		
Fall		
PADM 670	Dissertation Seminar	3
PADM 685	Selected Topics	3
PADM 686	Research Specialization I	3
Semester Hours		9
Spring		
PADM 687	Research Specialization II	3
PADM 680	Dissertation Seminar II	3
PADM 695	Applied Research Methods and Techniques	3
Semester Hours		9

Fourth Year		
Fall		
PADM 697C	Dissertation I	1
	Semester Hours	1
Spring		
PADM 697C	Dissertation I	1
	Semester Hours	1
	Total Semester Hours	54-57

Additional Dissertation Units (as needed)

2-18 semester hours

Students must be continuously enrolled in PADM 697D Dissertation II (2 units per semester) until they have successfully completed their dissertation and it has been posted.

Post Coursework Semesters 9-16

PADM 697D Dissertation II (2 units per semester as needed)

Doctor of Business Administration (DBA)

Program Length: 3 Years of Coursework

Program Director: Zhen Zhang

The Doctorate in Business Administration (DBA) curriculum is designed to develop high inquiring minds in business research and practice. Students learn to integrate business disciplines and business ideas. Consistent with the mission of the College of Business and Public Management, the Doctorate in Business Administration degree program would afford the graduates the opportunity to further their career objectives. The DBA will provide the graduates the necessary tools to become well qualified to take on consulting, research, management duties, and teaching should they wish to do so.

DBA Program Goals:

- Developing a highly inquiring mind in business research and practice.
- Ability to integrate business disciplines and business ideas.

DBA Program Outcomes:

- Critical thinking.
- The ability to utilize a holistic solution for complex business problems.
- An understanding of the interrelationships between the theoretical and functional areas of business.
- The ability to innovate and generate solutions for unstructured and complex problems.

Program structure and coursework

The Doctorate in Business Administration program consists of a minimum of 54 semester hours of coursework followed by additional semester hours of dissertation units. All requirements for the DBA degree are to be completed within eight years. Students are expected to complete the course work in three years and begin to write a dissertation after that. Students take coursework in clusters offered mostly on Saturdays or weeknights on the central campus. They take prescribed sequence of courses that are instructed and coordinated by a faculty team made up of both full-time department faculty members and

practitioner adjunct faculty members. Students take courses per term for the first three years and continue to register for dissertation units until graduation.

Please note that the availability of this program in online format is pending review by the WASC Senior College and University Commission (WSCUC) regional accrediting body. Therefore, matriculation of students is contingent upon approval.

Bilingual English/Mandarin Instruction (Cohort Only)

The bilingual online Doctor of Business Administration "DBA" will be offered by the University of La Verne in the US working in partnership with THH Zhidao Education, which is designed for senior executives leaders working full-time in China who seek to contribute to their professional and organization's success.

The requirements of this DBA Program, Bilingual English/Mandarin will be the same as the US version DBA Program except for the languages of the delivery. Students participating in the online bilingual Mandarin and English Doctor of Business Administration, offered in partnership with Zhidao Education, will not be required to demonstrate English proficiency.

Please note that the availability of this program in online format is pending review by the WASC Senior College and University Commission (WSCUC) regional accrediting body. Therefore, matriculation of students is contingent upon approval.

Admission Requirements

Prerequisites: Applicants should possess a master's degree, ideally in Business Administration or a closely related field. Applicants must also have a minimum of five years of work experience.

Program's Starting Date: Students accepted into the DBA program will begin their coursework in the Fall Semester.

Admission: Applicants are evaluated in a two-stage process

First stage applicants are initially screened based on:

1. Undergraduate GPA (official transcript is required)
2. Graduate GPA (official transcript is required)
3. Statement of Purpose
4. Two letters of recommendation
5. A resume

Applicants advancing to **the second stage** will be required to schedule a personal interview (in-person or via zoom). A standardized test score (e.g. GMAT or GRE) may be required if recommended by the Faculty Admissions Committee. The department considers all of these measures in deciding on admission.

First Year:

DBA 681 Nature of Inquiry

DBA 656 Advanced Topics in Leadership and Management

DBA 628 Applied Managerial Economics

DBA 674 Qualitative Research

DBA 675 Quantitative Research I: Applied Regression Analysis

DBA 643 Ethics & Social Responsibility

Second Year:

DBA 647 Business, Law, & Ethics

DBA 635 Finance

DBA 615 Collaborative Technologies & Commerce: Application of Emerging Info Tech in Global Supply Chain Mgmt

DBA 665 Marketing Theory

DBA 651 Seminar in Organizational Behavior

DBA 694 Seminars in Strategic Management

Third Year

DBA 676 Quantitative Research II: Advanced Topics in Regression Analysis

DBA 684 Dissertation Seminar A

DBA 685 Dissertation Seminar B

DBA 686 Research Specialization I

DBA 687 Research Specialization II

DBA 688 Research Specialization III

The DBA comprehensive exam will be taken at the end of the fall term of the third year.

Dissertation Units 1-22

Students must be continuously enrolled in either Dissertation I or II until they successfully complete their dissertation and their degree is posted.

Post Coursework Terms 10-12

DBA 699C Dissertation Seminar I

Post Coursework Terms 13-24

DBA 699D Dissertation Seminar II

Undergraduate College Mission

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

Core Values

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

Ethical Reasoning

- Ethical behavior and social justice

Community and Civic Engagement

- Student, faculty, and staff development through community engagement
- Experiential learning to promote educational effectiveness

Diversity and Inclusivity

- A student-centered educational community with caring faculty and staff
- A strong commitment to students, faculty, and staff and their success personally, academically, and professionally
- Diversity of economic and cultural backgrounds
- A culture of openness that embraces differences of opinion and equality

Lifelong Learning

- A scholar practitioner model to promote intellectual contribution and faculty development
- An environment that promotes self-discovery and programs for working adults

The College offers undergraduate degrees in Accounting, Business Administration (with concentrations in Business Finance, Management, Human Resource Management, Information Technology, International Business, and Marketing), Economics, Organizational Management, and Public Administration. Minors are available in Business Administration, Business Management, Economics, and Marketing.

Traditional-undergraduate business students are advised to participate in co-curricular activities related to business or other student governance and leadership groups. Students may choose to augment on-campus education through job experience in work-study and internship programs. Students are also strongly encouraged to study abroad to broaden their horizons while earning degree credit.

- Business Minors (p. 83)
- Undergraduate Business Programs (La Verne Campus) (p. 84)
- Regional Campuses (Including CAPA) Undergraduate Business Programs (p. 89)

Business Minors

The College of Business and Public Management offers four Business Minors: Business Administration, Business Management, Economics, and Marketing. The Business Minors are suitable for students planning careers in any field where knowledge of business would enhance their career opportunities, such as journalism, behavioral science, law, and government.

Program Offerings

Minors

- Business Administration Minor (p. 83)
- Business Management Minor (p. 84)
- Economics Minor (p. 84)
- Marketing Minor (p. 84)

Business Administration Minor

The Business Administration minor is designed to give the student a broad-based introduction to all the major functions of a business

enterprise (i.e., accounting, economics, finance, management, and marketing).

Degree Requirements

Total program: 24 semester hours

Proficiency in computer spreadsheets before ACCT 203 Financial and Managerial Accounting and proficiency in descriptive statistics before BUS 330 Business Finance.

Core Requirements

Code	Title	Semester Hours
ACCT 203	Financial and Managerial Accounting	4
ECON 228	Economic Theories & Issues	4
BUS 330	Business Finance	4
MGMT 300	Principles of Management	4
BUS 360	Principles of Marketing	4
300-400-level elective in Business Administration		4
Total Semester Hours		24

Business Management Minor

The minor in Business Management provides an overall view of the role and function of human resources management and its importance to the success of the business enterprise.

Degree Requirements

Total program: 20 semester hours

Core Requirements

Code	Title	Semester Hours
MGMT 300	Principles of Management	4
MGMT 455	Managing Human Resources	4
MGMT 459	Organizational Behavior: Theory and Application	4
Select two of the following:		8
BUS 341	International Business	
MGMT 354	Oral Communication in Organization	
MGMT 356	Introduction to Organizational Theory	
MGMT 358	Culture and Gender Issues in Management	
MGMT 451	International Management	
Total Semester Hours		20

Economics Minor

The Economics minor is designed to provide students with a broad-based introduction to the methods and techniques of economic analysis.

Degree Requirements

Total program: 28 semester hours

Core Requirements

Code	Title	Semester Hours
ECON 220	Economic Analysis I	4
ECON 221	Economic Analysis II	4
Select five of the following:		20
ECON 320	Intermediate Macroeconomics	
ECON 321	Intermediate Microeconomics	
ECON 322	Current Economic Problems and Opportunities	
ECON 323	Money & Banking	
ECON 324	Comparative Economic Systems	
ECON 325	International Economics	
ECON 327	Public Finance & Fiscal Policy	
BUS 341	International Business	
Total Semester Hours		28

Marketing Minor

The Marketing minor provides a broad-based introduction to the role and function of marketing in business.

Degree Requirements

Total program: 20 semester hours

Core Requirements

Code	Title	Semester Hours
BUS 360	Principles of Marketing	4
BUS 365	Consumer Behavior	4
BUS 464	Marketing Research	4
8 semester hours of upper division Marketing courses		4,4
Total Semester Hours		20

Undergraduate Business Programs on the La Verne Campus

The College offers undergraduate degrees in Accounting, Business Administration, Economics, and Organizational Management on the La Verne Campus.

Program Offerings

Majors

- Accounting (BA) (p. 85)
- Accounting (BS) (p. 85)
- Business Administration (BA) (p. 86)
- Business Administration (BS) (p. 86)
- Economics (BS) (p. 88)
- Organizational Management (BS) (p. 88)
- Public Administration (BS) (p. 89)

Accounting (BA)

Degree Requirements

Total program: 72 semester hours

Prerequisite Requirements

20 semester hours

Code	Title	Semester Hours		
ACCT 201	Fundamentals of Accounting I	4	ACCT 201	Fundamentals of Accounting I
ACCT 202	Fundamentals of Accounting II	4	ACCT 202	Fundamentals of Accounting II
BUS 270	Statistics	4	BUS 200	Information Technology
BUS 274	Applied Quantitative Analysis	4	BUS 270	Statistics
ECON 228	Economic Theories & Issues	4	ECON 220	Economic Analysis I
			ECON 221	Economic Analysis II
			BUS 272	Introduction to Operations Management
Total Semester Hours		20		

Core Requirements

52 semester hours

Code	Title	Semester Hours		
ACCT 301	Intermediate Accounting I	4	ACCT 301	Intermediate Accounting I
ACCT 302	Intermediate Accounting II	4	ACCT 302	Intermediate Accounting II
ACCT 307	Cost Accounting	4	ACCT 307	Cost Accounting
ACCT 308	Federal Taxation I	4	ACCT 308	Federal Taxation I
ACCT 401	Auditing	4	ACCT 401	Auditing
ACCT 402	Advanced Accounting	4	ACCT 402	Advanced Accounting
ACCT 414	Accounting Information Systems	4	ACCT 414	Accounting Information Systems
ACCT 443	Principles of Ethics and Professional Responsibility in Accounting	4	BUS 330	Business Finance
BUS 330	Business Finance	4	BUS 347	Legal Environment of Business
BUS 347	Legal Environment of Business	4	BUS 360	Principles of Marketing
BUS 360	Principles of Marketing	4	ACCT 443	Principles of Ethics and Professional Responsibility in Accounting
MGMT 300	Principles of Management	4	BUS 456	Operations Management
ACCT 496	Accounting Seminar	4	MGMT 300	Principles of Management
			ACCT 496	Accounting Seminar
Total Semester Hours		52		

52

Accounting (BS)

The Accounting degree develops an understanding of the enterprise's primary information system. It builds on the conceptual, analytical and communication skills necessary to succeed in the business world. It prepares students for careers in all areas of accounting.

Prerequisites

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

Degree Requirements

Total program: 90 semester hours

Prerequisite Requirements

26 semester hours

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

Code	Title	Semester Hours
ACCT 201	Fundamentals of Accounting I	4
ACCT 202	Fundamentals of Accounting II	4
BUS 200	Information Technology	2
BUS 270	Statistics	4
ECON 220	Economic Analysis I	4
ECON 221	Economic Analysis II	4
BUS 272	Introduction to Operations Management	4
Total Semester Hours		20
Total Semester Hours		52
Total Semester Hours		56

Concentrations

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

Master of Science Accounting 4+1 Program for BS and BA Accounting Students

The 4+1 Accounting program will help students prepare for a challenging and rewarding career as an accounting professional practicing public accountancy, working in diverse business industries, or providing specialized services for nonprofits and governmental entities. Also, this program will be helpful in meeting some of the educational requirements needed to become a Certified Public Accountant. During the student's senior year in the undergraduate accounting program, students will begin taking graduate accounting courses, which will count toward both degrees, thereby, providing an accelerated path to completion.

Minimum Requirements to Apply to Participate in the 4+1 Accounting program.

- Must be a current full-time undergraduate student majoring in Accounting
- GPA 2.75 overall and in the major
- All MS Accounting pre-requisite and foundation requirements must be met prior to applying to the program
- Must earn grades of "B" or better in ACCT 301 and ACCT 302
- Must earn grades of "C" or better in each of the following courses:

ACCT 201 Fundamentals of Accounting I

ACCT 202 Fundamentals of Accounting II, BUS 270 Statistics, BUS 330, BUS 360, MGMT 300, and ECON 220/ECON 221 (or ECON 228 for the B.A. program) ^FINISH THIS ADAM!

- Must earn a grade of "C+" or better in each of the following courses: ACCT 401, ACCT 402, and ACCT 308
- If any of the grades for undergraduate ACCT courses are not satisfied, a substantially equivalent course may need to be added and requires approval by the MS Accounting Program Director.

MS Accounting Courses in Senior Undergraduate Year

- A maximum of 12 units of MS Accounting courses can be taken in the senior year with a maximum of 6 units in Fall and 6 units in Spring.
- MS Accounting course options during the senior year may include ACCT 504, ACCT 543, ACCT 505, ACCT 506
- ACCT 543 (3 units) may be used to satisfy BUS 443.
- No undergraduate courses may be used to satisfy MS Accounting graduate level courses
- Once accepted to program, it is expected students will register to attend both the Fall and Spring of their senior year as full-time students with two MS Accounting courses each semester.
- Students may take remaining GE and major requirements concurrently during this senior year.
- Students must maintain a 3.0 GPA in MS Accounting courses.

How to Prepare to Meet Eligibility Requirements

- Meet with your Academic Advisor as early as the first semester of the freshman year to review both undergraduate Accounting curriculum and 4+1 Accounting program requirements.
- Students interested in this program need to work closely with their Academic Advisor to develop a specific educational plan and must meet with their Academic Advisor each semester.

Business Administration (BA)

This degree is designed to enhance the knowledge and effectiveness of students by linking theory with student's work experience and industry practices for a successful career in business. The themes of critical thinking skills, ethics, interpersonal skills, the impact of cultural differences on business practices, learning to work in group settings and lifelong learning skills are woven throughout the program.

Degree Requirements

Total program: 52 semester hours

Prerequisite Requirements

12 semester hours

Code	Title	Semester Hours
BUS 270	Statistics	4
BUS 274	Applied Quantitative Analysis	4
ECON 228	Economic Theories & Issues	4
Total Semester Hours		12

Core Requirements

32 semester hours

Code	Title	Semester Hours
ACCT 203	Financial and Managerial Accounting	4
BUS 330	Business Finance	4
BUS 347	Legal Environment of Business	4
BUS 360	Principles of Marketing	4
BUS 410	Management Information Systems	4
BUS 496	Business Seminar	4
MGMT 300	Principles of Management	4
MGMT 355	Leadership in Organizations	4
Total Semester Hours		32

Electives

8 semester hours

Two or more additional 300-400 level ACCT, BUS, ECON, and/or approved MGMT courses. Except for MGMT 360 Financial Management and Budgeting, MGMT 388 Statistics, and MGMT 496 Seminar in Management.

Concentrations

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

Business Administration (BS)

The Business Administration degree enhances the knowledge and effectiveness of students by linking theory with practice for a successful career in business. The themes of critical thinking, ethics, interpersonal skills, the impact of cultural differences on business practices, working in group settings, and lifelong learning are woven throughout the curriculum.

Prerequisites

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

Degree Requirements

Total program: 78 semester hours

Prerequisite Requirements

30 semester hours

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

Code	Title	Semester Hours
ACCT 201	Fundamentals of Accounting I	4
ACCT 202	Fundamentals of Accounting II	4
BUS 200	Information Technology	2
BUS 242	Achieving Professional Success	4
BUS 270	Statistics	4
ECON 220	Economic Analysis I	4
ECON 221	Economic Analysis II	4
BUS 272	Introduction to Operations Management	4

Core Requirements

All entering students will have to take BUS 330 Business Finance, BUS 360 Principles of Marketing, BUS 390 Integrative Business Practicum, and MGMT 300 Principles of Management as a block. BUS 390 Integrative Business Practicum will be used as an elective.

36 semester hours

Code	Title	Semester Hours
BUS 330	Business Finance	4
BUS 343	Foundations of Business Ethics	4
BUS 347	Legal Environment of Business	4
BUS 360	Principles of Marketing	4
BUS 410	Management Information Systems	4
BUS 456	Operations Management	4
BUS 496	Business Seminar	4
MGMT 300	Principles of Management	4
MGMT 459	Organizational Behavior: Theory and Application	4
Total Semester Hours		36

Electives or Concentration

12 semester hours

Three 300-400 level ACCT, BUS, ECON, and/or approved MGMT (except BUS 346 Written Business Communication, MGMT 360 Financial Management and Budgeting, MGMT 388 Statistics and MGMT 496 Seminar in Management) courses **or** one of the following concentrations:

Business Finance Concentration

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

Code	Title	Semester Hours
BUS 331	Managerial Finance	4
Select two of the following:		8
BUS 431	Investments: Security Analysis & Portfolio Management	
BUS 432	Financial Institutions	

ECON 323 Money & Banking

Total Semester Hours

12

Marketing Concentration

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

Code	Title	Semester Hours
BUS 464	Marketing Research	4
Select two of the following:		8
BUS 365	Consumer Behavior	
BUS 368	Integrated Marketing Communication	
BUS 461	Marketing Management	
BUS 466	International Marketing	
BUS 467	Service Marketing	

Total Semester Hours

12

Business Management Concentration

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

Total Concentration: 12 semester hours

Code	Title	Semester Hours
MGMT 355	Leadership in Organizations	4
Select Two of the following:		8
MGMT 356	Introduction to Organizational Theory	
MGMT 358	Culture and Gender Issues in Management	
BUS 390	Integrative Business Practicum	
MGMT 451	International Management	
MGMT 455	Managing Human Resources	

Total Semester Hours

12

Information Technology Concentration

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

Total Concentration: 16 semester hours

Code	Title	Semester Hours
CMPS 375	Systems Analysis and Design	4
CMPS 490	Database Management Systems	4
CMPS 368	Principles of Computer Networks	4
or CMPS 392	Project Management	
BUS 416	Electronic Commerce (Programming recommended)	4

Total Semester Hours

16

International Business Concentration

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

Total Concentration: 12 semester hours

Code	Title	Semester Hours
BUS 466	International Marketing	4
ECON 325	International Economics	4
MGMT 451	International Management	4
Total Semester Hours		12

Human Resources Management Concentration		
Total concentration: 12 semester hours		
Code	Title	Semester Hours
MGMT 455	Managing Human Resources	4
Select two of the following:		8
MGMT 359	Management of Change and Conflict	
MGMT 426	Training and Development	
MGMT 456	Compensation and Benefits	
MGMT 457	Mediation	
Total Semester Hours		12

Economics (BS)

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

Degree Requirements

Total Program: 78 semester hours

Prerequisite Requirements

30 semester hours

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

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

Code	Title	Semester Hours
ACCT 201	Fundamentals of Accounting I	4
ACCT 202	Fundamentals of Accounting II	4
BUS 200	Information Technology	2
BUS 242	Achieving Professional Success	4
BUS 270	Statistics	4
ECON 220	Economic Analysis I	4

ECON 221	Economic Analysis II	4
BUS 272	Introduction to Operations Management	4

Core Requirements

48 semester hours

Code	Title	Semester Hours
BUS 330	Business Finance	4
BUS 410	Management Information Systems	4
ECON 320	Intermediate Macroeconomics	4
ECON 321	Intermediate Microeconomics	4
ECON 323	Money & Banking	4
ECON 325	International Economics	4
ECON 327	Public Finance & Fiscal Policy	4
ECON 371	Econometrics	4
ECON 499	Senior Project	4
12 semester hours in 300-400 level BUS, ECON, or approved MGMT courses ¹		4,4,4
Total Semester Hours		48

¹ Except for BUS 346 Written Business Communication, MGMT 360 Financial Management and Budgeting, MGMT 388 Statistics, or MGMT 496 Seminar in Management.

Organizational Management (BS)

The mission of the B.S. in Organizational Management (BSOM) degree is to improve management, organizational, and interpersonal skills while earning a bachelor's degree. The program is constructed in two parts: the core requirements and the elective requirements. The core requirements stress general management, organizational, and interpersonal skills critical in a constantly changing environment, with a focus on immediate application in the work setting, and include an opportunity for student research. The second part of the degree is a wide range of electives from a variety of disciplines which allows the student great flexibility to choose those courses which best suit his or her career path. (ALSO FOR CAPA)

Degree Requirements

Total program: 40 semester hours minimum

Core Requirements

32 semester hours

Code	Title	Semester Hours
BUS 343	Foundations of Business Ethics	4
MGMT 300	Principles of Management	4
MGMT 355	Leadership in Organizations	4
MGMT 358	Culture and Gender Issues in Management	4
MGMT 360	Financial Management and Budgeting	4
MGMT 388	Statistics	4
MGMT 459	Organizational Behavior: Theory and Application	4
MGMT 496	Seminar in Management	4
Total Semester Hours		32

Electives

8 semester hours

Code	Title	Semester Hours
Select two of the following:		
BUS 346	Written Business Communication	
BUS 347	Legal Environment of Business	
BUS 410	Management Information Systems	
MGMT 354	Oral Communication in Organization	
MGMT 356	Introduction to Organizational Theory	
MGMT 359	Management of Change and Conflict	
MGMT 390	Research in Management	
MGMT 451	International Management	
MGMT 455	Managing Human Resources	
MGMT 458	Stress Management	
Total Semester Hours		8

Human Resources Management Concentration

12 semester hours

Code	Title	Semester Hours
MGMT 455	Managing Human Resources	4
Select two of the following:		
MGMT 359	Management of Change and Conflict	
MGMT 426	Training and Development	
MGMT 456	Compensation and Benefits	
MGMT 457	Mediation	
Total Semester Hours		12

Public Administration (BS)

The Bachelor's degree in Public Administration is an academic and professional degree program offering basic coursework in the theory, applications, and practice of public sector management. Experience in applying these skills will be gained through class participation, special projects, and research reports. This program is not available to La Verne Campus Traditional Undergraduate Students.

Accelerated MPA

Qualifying University of La Verne undergraduate students may apply to participate in the accelerated Master of Public Administration (MPA) program once they have completed 90 semester units of undergraduate courses. Eligible MPA courses are determined by the MPA program. Participants will need advance approval from their undergraduate advisor for shared credit courses. The MPA courses may not exceed 15 units prior to undergraduate degree completion.

Applicants must have public service experience or have completed the equivalent of PADM 598 Public Service Internship. Applicants must meet all MPA admission requirements, including a minimum GPA of 2.8 for undergraduate work and 3.0 for any graduate work. Applications are evaluated by the MPA Faculty Admissions Committee. Admission to the MPA program is provisional prior to undergraduate degree completion and contingent on applicants continuing to meet MPA admission and program requirements.

Degree Requirements

Total program: 40 semester hours minimum

Core Requirements

28 semester hours

Code	Title	Semester Hours
MGMT 388	Statistics	4
PADM 313	Urban Studies	4
PADM 332	Public Administration	4
PADM 436	Policy-Making Process	4
PADM 469	Management of Change and Conflict	4
PADM 470	Public Management Processes	4
PADM 496	Senior Project	4
Total Semester Hours		28

Electives

12 semester hours

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

Code	Title	Semester Hours
PADM 314	Local Government Management	4
PADM 330	Labor Management Negotiations / Public Sector	4
BUS 343	Foundations of Business Ethics	4
PADM 439/	Organizational Behavior: Theory and Application	4
MGMT 459		
MGMT 354	Oral Communication in Organization	4
BUS 346	Written Business Communication	4
BUS 410	Management Information Systems	4

Regional Campuses (Including CAPA) Undergraduate Business Programs

Undergraduate students enrolled in one of the Regional Campuses should inquire about program offerings at their location. Some programs offered at specific locations. All students are expected to be proficient in word processing, spreadsheets, electronic communications, and information retrieval on the Internet.

Program Offerings

Majors

- Accounting (BA) (p. 85)
- Business Administration (BA) (p. 86)

COLLEGE OF LAW

Juris Doctorate (JD) Degree

Administration

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

Our Vision: La Verne Law is an incubator for innovation in legal education, thought, and advocacy for individuals passionate about serving their communities and promoting access and justice.

Our Mission: The mission of La Verne Law is to guide our students in the discovery of law and self as they prepare for the practice of law or other professional careers. Our faculty of scholars and teachers are committed to creating an innovative, collaborative learning environment designed to develop the knowledge and skills relevant to achieving individual and professional success.

Our mission includes educating and enhancing the professional lives of the members of the local, regional, national, and international communities we encounter: students, faculty, staff, administrators, alumni, members of the bench and bar, and others who pursue social justice.

Our mission is grounded in the core values of the University of La Verne: life-long learning, ethical reasoning and decision-making, diversity and inclusivity, and community and civic engagement. Difference-making is our legacy.

Program Policies

All students admitted to the Juris Doctorate program at the University of La Verne College of Law are expected to be familiar with and abide by the law school's Manuals of Academic Policies & Procedures (MAPP), State Bar of (<https://law.laverne.edu/students/files/2020/08/Manual-for-Academic-Policies-and-Procedures%280%94California-Approved-and-Accredited-Law-Program.pdf>) California Approved and Accredited Program of Legal Education Manual of (<https://law.laverne.edu/students/files/2020/08/Manual-for-Academic-Policies-and-Procedures%280%94California-Approved-and-Accredited-Law-Program.pdf>) Academic Policies and Procedures or the University of La Verne College of Law (<https://law.laverne.edu/students/files/2020/08/Manual-for-Academic-Policies-and-Procedures%280%94California-Approved-and-Accredited-Law-Program.pdf>) Manual of Academic Policies and Procedures (<https://law.laverne.edu/students/files/2020/08/Manual-for-Academic-Policies-and-Procedures%280%94California-Approved-and-Accredited-Law-Program.pdf>). Students admitted fall 2020 and after to the juris doctorate program are expected to be familiar with and abide by the Law School's State Bar of California-Approved and Accredited (<https://law.laverne.edu/students/files/2019/08/Manual-of-Academic-Policies-and-Procedures.pdf>) Program of Legal Education manual of academic policies and procedures (<https://law.laverne.edu/students/files/2019/08/Manual-of-Academic-Policies-and-Procedures.pdf>). All students admitted prior to fall 2020, into the Law's ABA-accredited program are expected to be familiar with and abide by the Law Schools' Manual of Academic Policies and Procedures (MAPP).

Admissions

The College of Law admits students in the fall for its full-time and part-time day program as well as for its part-time evening program. The College of law offers a January start for its part-time evening program. University of La Verne College of Law reviews applications on a continual basis and accepts applications until the class is full. The priority application deadline for Fall 2022 consideration is July 31, 2022. The priority application deadline for Spring 2023, which begins in January, consideration is December 01, 2022.

- Complete application
- Bachelor's Degree recommended, but not required- The Committee of Bar Examiners for the State Bar of California, in accordance with Rule 4.25, requires applicants to have completed a minimum of 60 semester hours or 90 quarter hours of college work. This completed work must be equivalent to at least half that required for a bachelor's degree from a college or university that has degree-granting authority from the state in which it is located; and completed with a grade average adequate for graduation.
- Official transcripts from all colleges/ universities attended at the undergraduate and graduate level must be received no later than 45 days after the start of the Fall term in the year to which the student was admitted.
- Applicants who have taken the LSAT are required to submit their scores. Students who have not taken an LSAT may submit another graduate test score such as the GRE, GMAT, MCAT, DAT or request consideration of their file absent such a score based on demonstrated academic excellence or professional achievement. The dean and the law school admission committee may choose to admit such a candidate, or may notify the candidate that submission of a test score is required for consideration.
- Letter of recommendation (One required, two or more encouraged)
- Personal statement
- Resume
- Personal interview (invitation extended at Dean's discretion)
- Relevant addenda addressing issues pertaining to: Criminal background, Academic background, Prior law school enrollment
- A letter of good standing is required for all transfer students or prior law students who voluntarily withdrew

Instructions for International Students

Transcripts and degree certificates: JD applicants bearing undergraduate/graduate coursework and degree(s) received from foreign institutions outside the U.S. (including its territories) and/or Canada should send their records to: Law School Admission Council, 662 Penn Street, Box-2000M, Newtown, PA 18940-0993. Alternatively, JD applicants may submit an official detailed credential evaluation from any NACES-recognized credentialing service. The review must be a detail credential evaluation to include course title, grades, and credit hours. There is a fee for this service.

English Language Proficiency: International applicants whose native language is not English must take either the Test of English as a Foreign Language Internet Based Test (TOEFL iBT), the International English Language Testing System (IELTS), or the Duolingo English Test.

A passing TOEFL iBT scores is: 100 or above with 20 or above in each section. A passing IELTS scores is: 7 or above with 7 or above in each band.

A passing Duolingo English Test score is: 120 or above

Individuals who meet one of the following conditions are exempted from the English language proficiency requirement: U.S. Citizens; U.S. Permanent Residents; International students who completed the entirety of their baccalaureate degree at a regionally accredited school located in the U.S.; International students who are native English speakers or hold a baccalaureate degree from an institution in which English is the primary language of instruction.

Transfer Admission

The decision regarding a transfer application will be based on a review of the applicant's entire file, including a completed College of Law application, LSATscores, official transcripts from your prior law school(s), letters of recommendation, a personal statement, resume, and reasons for transferring. A decision to admit a transfer applicant is conditional, pending receipt of an official transcript and a letter of good standing from the applicant's current law school. An admitted transfer applicant must agree to all terms and conditions of admission, including those pertaining to which credits will transfer. See more information on transfer policies at: <https://law.laverne.edu/transfer/>

New Student Orientation

La Verne Law organizes an annual Orientation for new and first-year law students during the first week of classes. Faculty conduct several workshops targeted at introducing students to basic skills that are fundamental to academic achievement. These workshops, which address topics like case briefing, case reading, time management, note taking, and course organization, are designed to give students an overview of the types of skills that they need to practice and develop during their law school career.

Dual Degree Programs: JD/MBA & JD/MPA

The University of La Verne College of Law and College of Business and Public Management have joined to offer combined Juris Doctor/Master of Business Administration (JD/MBA) and Juris Doctor/Master of Public Administration (JD/MPA) degree programs. Applicants must meet the admission standards of each degree program and should check with each College for specific entrance requirements. Up to six law elective units that count towards the JD may be earned in courses at the College of Business and Public Management. Similarly, an equivalent of six units may be transferred from La Verne Law toward the MBA or MPA degree. Please consult the La Verne Law Manual of Academic Policies and Procedures (MAPP) for academic policies governing these dual degree programs.

Clinical Programs. La Verne Law currently has three campus-based, live-client clinics: the Disability Rights Legal Center, the Justice and Immigration Clinic, and the Misdemeanor Appellate Advocacy Clinic.

The Disability Rights Legal Center-Inland Empire provides legal services through its Education Advocacy Project (EAP), the Civil Rights Litigation Project, and the Community Advocacy Program (CAP). These services are provided free of charge for low-income families and focus on disability civil rights litigation and special education issues for low-income and minority families.

To learn more about the Disability Rights Legal Center Clinic, you may contact Elizabeth Eubanks at (909) 460-2034. You may also visit the DRLC website at: www.disabilityrightslegalcenter.org (<http://www.disabilityrightslegalcenter.org/>)

The Justice and Immigration Clinic represents asylum applicants who cannot return to their home country because of persecution. While the practice area of the clinic is immigration, this clinic is especially appropriate for those who wish to become litigators. The clinic provides pro bono representation to immigrants seeking asylum or alternative forms of humanitarian relief in the United States due to political, religious, and other human rights persecution. Asylum can lead to permanent residency and U.S. citizenship. The Justice and Immigration Clinic has represented refugees from a variety of countries. The clinic provide students with many opportunities to build lawyering skills by giving personal feedback, as well as having students engage in peer review and self-evaluation.

For more information about the Justice and Immigration Clinic, please contact Associate Dean Gomez at (909) 460-2033 or pgomez@laverne.edu. (pgomez@laverne.edu) You may also visit: <https://law.laverne.edu/academics/>.

The Misdemeanor Appellate Advocacy Clinic represents clients who wish to appeal their cases in the San Bernardino Superior Courts. The clinic works in coordination and collaboration with the San Bernardino Judicial System in providing live-client clinical experiences in misdemeanor criminal cases.

For more information about the Misdemeanor Appellate Advocacy Clinic, please contact Professor Assael-Shafia at (909) 460-2023 or massael-shafia@laverne.edu. (shafia@laverne.edu)

You may also visit: <https://law.laverne.edu/academics/>.

Externship Program. The La Verne Law externship program places students into various public and nonprofit agencies in which students gain practical experience under the supervision of a practicing attorney. The goals of the La Verne Law externship program are to enhance the student's understanding of the practice of law, inspire dedication to the needs of individual clients, and to value the promotion of justice carried out with integrity and civility. Student experiences may include research, conducting factual investigations and discovery, interviewing clients, counseling clients, drafting pleadings, assisting clients in preparing their pleadings, mediating a dispute, preparing an order or a memo of law for the judge or negotiating a resolution to a dispute. For more information, go to: <https://law.laverne.edu/academics/>

Career Services. The Career Development Office offers career counseling, resume/cover letter review, job/externship search assistance, mock interviews, and workshops. In addition, career guidebooks are available in the Career Resource Center.

LICENSING AND BAR PREPARATION

Bar Registration. Statutory requirements for Admission to the Practice of Law in the State of California are set forth in California Business and Professions Code Section 6060. The Committee of Bar Examiners of the State Bar of California examines all applicants for admission to the practice of law in this state and administers the requirements for admission to practice. The Committee certifies to

the California Supreme Court admission to practice only those persons who fulfill the requirements for admission set forth in the Business and Professions Code and the Rules published by the Committee.

Those persons who, upon graduation from law school, seek admission to practice in California must register with the Committee of Bar Examiners within three months after beginning their law studies. Registration forms are available at: <https://www.calbar.ca.gov/Admissions/Requirements/> (<http://www.calbar.ca.gov/Admissions/Requirements/>)v/Admissions/Requirements. (<http://www.calbar.ca.gov/Admissions/Requirements/>)

Students are responsible for insuring that these forms are properly completed and filed in a timely manner. Students who wish to practice in states other than California are cautioned to make their own investigations into the rules for admission to practice in those states. Registration at the commencement of law school studies often is required.

Students starting their legal education at the La Verne College of Law in the fall 2020 or subsequently will be admitted and enrolled in a program of study independently accredited and approved by the Committee of Bar Examiners for the State Bar of California. Such students will not be enrolled nor graduate from a program approved and accredited by the American Bar Association. Such students are hereby informed that graduation from the La Verne College of Law may not qualify them to take the bar examination or be admitted to practice law in jurisdictions other than California. A student who intends to seek admission to practice outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admissions requirements.

Center for Academic & Bar Readiness

La Verne Law's Center for Academic and Bar Readiness provides general counseling for students who want to maximize their educational experience and learning outcomes for law school and the bar exam. The Center's staff maintains flexible weekly office hours and will schedule appointments upon request outside of office hours. The Center has an open-door policy and students are encouraged to take advantage of the resources available to them as early and as often as possible.

Multistate Professional Responsibility Exam (MPRE) Preparation Course

The National Conference of Bar Examiners conducts the Multistate Professional Responsibility Exam (MPRE) annually in March, August and November. The CABR administers a free MPRE preparation program that begins approximately three weeks before each MPRE exam to help students prepare for the exam.

Bar Exam Review. In order to be licensed to practice law, each student must pass a state bar exam. The Bar Exam Strategic Training (BEST) Program is a program for COL graduates that provides comprehensive and targeted assistance after graduation, during the bar exam review period. This customized program is not a stand-alone bar review course but works in tandem with BARBRI to provide our graduates with the best opportunity to perform well on the California Bar Exam. For more information, go to: <https://law.laverne.edu/>

COURSE OF STUDY

Full-Time Division

The course of study in the full-time division requires three academic years of study in residence. In the full-time program, students should expect

to devote most of their time to the study of law. The curriculum usually includes five days of class time per week, 14-15 units per semester for a total of 88 units. Full-time students may be allowed and/or required to enroll in some classes offered in the evening

A typical three-year course of study would be as follows:

1L - Foundational Year

The Foundational (First) Year curriculum consists of the following four two-semester core courses: Contracts, Property, Civil Procedure, and Torts. In the first semester, students are also required to take a one-semester Writing course; and in the second semester, students are required to take a one-semester Criminal law course.

Additionally, in the spring semester, students participate in a Court Observation Week in a small group facilitated by a faculty adviser. During that week, all first year students observe various stages of courtroom litigation. Students have an opportunity to discuss the litigation with attorneys and judges, and engage in reflective activities regarding the experience.

2L - Experiential Learning Year

During the second year students are exposed to experiential learning opportunities with a focus on both litigation and transactional skills. Each semester consists of multiple courses with designated hours for credit which are graded independently. Adjunct professors who are judges and practicing attorneys teach coordinated components of the semester experience. They also review the students' participation in mock trial and mock negotiation sessions. Additionally, the Experiential Learning year incorporates academic success skills and legal writing.

3L - Enhancement Year

The Enhancement Year allows students to enhance their learning and expand their horizons by taking courses covering areas of personal interest as well as gaining valuable experience from clinics, externships, and other possibilities. It also incorporates a rigorous writing, academic success, and bar preparation curriculum. Collectively, the Enhancement Year serves to transition students from academic readiness to bar readiness, allowing them to build on what they have learned, become ready to pass the bar exam and enter the legal profession.

Part-Time Division

To accommodate the needs of working adults or others who cannot devote themselves to the full-time study of law, La Verne Law offers part-time day and evening programs. The part-time programs require four academic years of study. To complete the part-time programs within four years requires part-time students to enroll and study during the summer. In the part-time programs (Day or Evening), students complete 8-11 units per semester, typically attending class 3 times a week. Students may be required to attend class 4 times a week in some

semesters, as well as may be required to attend Saturday classes). While the part-time program substantively mirrors the full-time program in terms of it required courses, experiential learning opportunities, and available electives, students should expect curricular adjustments with regard to timing and scheduling of the part-time programs. Full-time students may be allowed and/or required to enroll in some classes offered in the evening.

Sample Full-Time Division Schedule

- 1L Fall Semester
 - Contracts
 - Civil Procedure
 - Property
 - Torts
 - Writing

Total 15 units

- 1L Spring Semester
 - Contracts II
 - Civil Procedure II
 - Property
 - Criminal Law
 - Torts

Total 15 units

- 2L Fall Semester
 - Constitutional Law I
 - Evidence
 - Criminal Procedure
 - Trial Advocacy
 - Electives

Total 12-15 units

- 2L Spring Semester
 - Constitutional Law II
 - Business Organizations
 - Sales
 - Negotiation
 - Transactional Workshop
 - Electives

Total 12-15 units

- 3L Year
 - Wills & Trusts
 - Capstone
 - Upper Division Writing
 - Professional Responsibility
 - Experiential Course
 - Electives

Total 24-30 units

Total Program: 88 semester hours

Sample Part-time Division Schedule

- 1L Part-Time Evening Program:
 - 1L Fall Semester:
 - Contracts
 - Torts
 - Writing

Total 9 units

- 1L Spring Semester
 - Contracts II
 - Torts II
 - Civil Procedure I

Total 9 units

- 1L Summer:
 - Civil Procedure II
 - Electives

Total 3-5

- 2L Fall Semester
 - Constitutional Law I
 - Property I
 - Criminal Law
 - Electives

Total 8-11

- 2L Spring Semester
 - Constitutional Law II
 - Property II
 - Writing II
 - Electives

Total 8-11

- 2L Summer:
 - Professional Responsibility
 - Electives

Total 4-5 units

- 3L Fall Semester
 - Evidence
 - Criminal Procedure
 - Trial Advocacy
 - Electives

Total 9-11

- 3L Spring Semester
 - Business Organizations I
 - Sales
 - Negotiations
 - Transactional Workshop
 - Electives

Total 9-11

- 4L Year
 - Wills & Trusts
 - Business Organizations II
 - Capstone
 - Remedies
 - Community Property
 - Upper Division Writing

- Experiential Courses
- Electives

Total 12-22

Total Program: 88 semester hours

(See summary details of full-time and part-time programs here: <https://law.laverne.edu/academics/wp-content/uploads/sites/12/2021/03/1L-Curriculum-Programming.pdf>

Electives

Elective courses may not be offered every year.

- Administrative Law (LAW 650 Administrative Law, 2 units)
- Advanced Appellate Advocacy (LAW 587 Advanced Appellate Advocacy, 2 units)
- Advanced Legal Research (LAW 562B Advanced Legal Research, 2 units)
- Advanced Mediation (LAW 559 Advanced Mediation, 2 units)
- Advanced Trial Techniques (LAW 648 Advanced Trial Techniques, 2-3 units)
- Adversarial Evidence Seminar (LAW 642 Adversarial Evidence Seminar, 1-2 units)
- Alternate Dispute Resolution Competition Team (LAW 589 ADR Competition Team, 1-2 units)
- Antidiscrimination Law Seminar (LAW 635 Antidiscrimination Seminar, 2-3 units)
- Appellate Advocacy (LAW 580 Appellate Advocacy, 2 units)
- Arbitration (LAW 543 Arbitration, 2 units)
- Aviation Law (LAW 664 Aviation Law, 2 units)
- Bankruptcy (LAW 615 Bankruptcy, 2 units)
- California Civil Procedure (LAW 549 California Civil Procedure, 2 units)
- Civil Rights Law (LAW 594 Civil Rights Law, 2-3 units)
- Clinical Externship (LAW 690 Clinical Externship, 1-4 units)
- Community Property (LAW 522 Community Property, 2 units)
- Construction Law and Ethics (LAW 647 Construction Law and Ethics, 2 units)
- Contemporary Issues in Civil Rights (LAW 592 Contemporary Issues of Civil Rights, 2 units)
- Criminal Procedure: Pre-Trial, Trial, and Sentencing (LAW 504 Criminal Procedure: Pre-Trial, Trial and Sentencing, 2 units)
- Disability Rights Legal Center Clinic (LAW 691 Disability Rights Legal Center, 1-6 units)
- Disability Rights Law (LAW 534 Disability Rights Law, 2 units)
- Discovery Techniques and Practices (LAW 636 Discovery Techniques and Practices, 3 units)
- Employment Law (LAW 653 Employment Law Seminar, 2 units)
- Entertainment Law (LAW 611 Entertainment Law, 2 units)
- Family Law (LAW 523 Family Law, 2 units)
- Family Law Practicum (LAW 531 Family Law Practicum, 1 unit)
- Federal Courts (LAW 547 Federal Courts, 2 units)
- Federal Income Taxation (LAW 624 Federal Income Taxation, 2-3 units)
- First Amendment Freedoms (LAW 591 First Amendment Freedoms, 2 units)
- Hearsay (LAW 663 Hearsay, 1 unit)
- Immigration Law (LAW 655 Immigration Law, 2-3 units)
- Independent Research (LAW 699 Independent Research, 1-3 units)
- Insurance Law (LAW 614 Insurance Law, 2 units)
- Intellectual Property Overview (LAW 610 Intellectual Property Overview, 2-3 units)
- International Law (LAW 538 International Law, 2-3 units)
- Issues in Constitutional Law Seminar (LAW 595 Issues in Constitutional Law, 3 units)
- Journal for Law, Business, and Ethics Seminar (LAW 693 Journal for Law, Business and Ethics Seminar, 2 units)
- Journal for Law, Business, and Ethics Production (LAW 694 Journal for Law, Business and Ethics Production, 1 unit)
- Jurisprudence Seminar (LAW 572 Jurisprudence, 2-3 units)
- Jury Selection (LAW 509 Jury Selection, 2 units)
- Justice and Immigration Clinic (LAW 692 Justice and Immigration Clinic, 4 units)
- Law and Terrorism Seminar (LAW 651 Law & Terrorism, 3 units)
- Law Practice Management (LAW 648 Advanced Trial Techniques, 2 units)
- Law Review Seminar (LAW 695 Law Review Seminar, 2 units)
- Law Review Production (LAW 697 Law Review Production, 1 unit)
- Lawyering Skills Practicum (LAW 557 Lawyering Skills Practicum, 3 units)
- Local Government Law (LAW 654 Local Government Law, 2 units)
- Math and Physics for Lawyers (LAW 529 Math and Physics for Lawyers, 2 units)
- Mediation (LAW 546 Mediation, 2-3 units)
- Mediation Ethics Seminar (LAW 556 Mediation Ethics Seminar, 3 units)
- Mediation Practicum (LAW 555 Mediation Practicum, 3 units)
- National Moot Court Competition Team (LAW 588 National Moot Court Competition Team, 1-2 units)
- Patent Law (LAW 620 Patent Law, 2 units)
- Remedies (LAW 514 Remedies, 3 units)
- Remedies Overview (LAW 514A Remedies, 2 units)
- Strategic Legal Methods I and II (LAW 566A Strategic Legal Methods I and LAW 566B Strategic Legal Methods II, 1 unit each semester. Mandatory for students with GPA of 2.5 or lower; others may take as an elective with instructor's permission.)
- Special Education Law (LAW 596 Special Education Law, 2 units)
- Trial Competition Team (LAW 586 Trial Team, 1-2 units)
- Video Game Law Seminar (LAW 631 Video Game Seminar, 2-3 units)
- Workers Compensation (LAW 658 Workers' Compensation, 2 units)

COLLEGE OF HEALTH AND COMMUNITY WELL-BEING

The guiding vision of the College of Health and Community Well-Being is to make a significant contribution to the intellectual, social, and economic vitality of the region. It will train diverse and highly competent healthcare professionals across disciplines who can address health inequities and social determinants of health and community well-being. And it will help students find not only a career path, but a sense of belonging and purpose as well.

"It's an exciting time to be moving forward," said Brian Clocksin, interim vice provost for strategic health initiatives and development, who is helping to lead the effort. "Students at the University of La Verne are from this region. They represent the demographics of the region, and they are interested in going back to the region. We have a chance to train the next generation of a diverse health and well-being workforce."

Graduate Degrees and National Accreditations

All graduate programs in the College of Health and Community Well-Being feature small class sizes, which means students benefit from personalized attention from faculty, as well as from collaboration in graduate cohorts.

The college offers a Master's in Marriage and Family Therapy (<https://artsci.laverne.edu/mft/>) and a Doctorate in Clinical Psychology (<https://artsci.laverne.edu/psyd/>) (PsyD). The PsyD program is accredited by the American Psychological Association Commission on Accreditation.

The Master of Science in Athletic Training (<https://artsci.laverne.edu/msat/>) (MSAT) program features real-world learning that prepares students to pursue careers in athletic training and to take the Board of Certification exam. University of La Verne's practical, clinical-focused program produces dynamic clinicians who display comprehensive decision-making informed by critical thinking.

At its June 2022 meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) extended Accreditation-Probation status for the University of La Verne Physician Assistant Program (<https://health.laverne.edu/physician-assistant/>) sponsored by the University of La Verne until its next review in June 2024.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation – Provisional or Accreditation – Continued does not, in the judgment of the ARC-PA, meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-university-of-la-verne/>

Graduate Programs

- Athletic Training (MS) (p. 95)
- Child Life (MS) (p. 97)
- Marriage and Family Therapy (MS) (p. 100)
- Master of Health Administration (MHA) (p. 103)
- Physician Assistant Program (MS) (p. 106)
- PsyD in Clinical Psychology (p. 109)

Undergraduate Programs

- Health Administration (BS) (p. 98)
- Kinesiology (BS) (p. 98)
- Kinesiology (BS) (p. 99)
- Kinesiology Minor (p. 99)
- Nursing- RN to BSN (p. 104)
- Psychology (BS) (p. 115)
- Psychology Minor (p. 116)

Athletic Training (MS)

Program Director: Megan Granquist

The Masters of Science in Athletic Training (MSAT) prepares students to become certified athletic trainers who are compassionate global citizens and leaders from diverse backgrounds and who possess the skills necessary to be competent, ethical, collaborative, and accomplished healthcare providers. This degree program was designed in response to the decision by the Commission on Accreditation of Athletic Training Education (CAATE), the Board of Certification (BOC), and the National Athletic Trainers' Association (NATA) to transition all undergraduate athletic training degrees to entry-level master's degree as a requirement for certification eligibility. The MSAT prepares students for the BOC examination by addressing the required educational standards through a challenging curriculum that integrates didactic knowledge and clinical application.

Grounded in evidence-based practice, the first year focuses on critical knowledge and skills grouped by body areas (e.g., fall semester is lower extremity, spring semester is upper extremity and head/spine) and the second year focuses on patient care. Students' final semester includes the new CAATE mandated 'immersive' experience where students have a minimum of 4 weeks full-time (i.e., no in-class meetings) at a clinical site. The curriculum also intentionally reflects our University's and Program's values of diversity and inclusivity.

The MSAT is a cohort-model program beginning in the fall of each year. The program is delivered over two academic years (Fall-January-Spring-Summer-Fall-Spring). The MSAT is a rigorous and intense program. The Technical Standards establish the essential qualities considered necessary for admitted students to achieve the knowledge, skills, and competencies of an entry-level athletic trainer and meet the expectations of the CAATE. All students must meet the Technical Standards to be admitted to and continue within the MSAT. In the event a student is unable to fulfill the Technical Standards, with or without reasonable

accommodation, he or she will not be admitted to or retained in the MSAT.

Athletic Training: 3-2 Program

The Athletic Training 3-2 program is designed for students interested in becoming certified athletic trainers and allows students to complete their Bachelors of Science in Kinesiology and Masters of Science in Athletic Training (MSAT) in 5 years. Athletic trainers are healthcare providers who work with patients in a variety of settings including: college and universities, high schools, hospitals and rehabilitation clinics, performing arts centers, fitness and recreation sports centers.

Please refer to the Master of Science in Athletic Training (MSAT) program for MSAT admission requirements and additional information.

Application and Admissions

Early Admission deadline: January 15

Regular deadline: May 15

Applicant who apply by January 15, 2022 for early admission and by March 15, 2022 will have full consideration to enter with the fall 2022 cohort. Students admitted by these dates will have until April 15, 2022 to confirm their intent to enroll. Subsequent applications will be considered on a space-available basis through May 15, 2022 and these students will have two weeks after their admission decision is released to confirm their intent to enroll. Admitted students who do not confirm their intent to enroll by the stated deadlines may be placed on a waitlist pending space available.

Applications will be accepted through the Centralized Applications System for Athletic Training (ATCAS): <https://atcas.liaisoncas.com> (<https://atcas.liaisoncas.com/>)

Application requirements include:

- Professional resume
- 500 word personal statement summarizing why the applicant desires to be a Certified Athletic Trainer and why the applicant wants to attend the University of La Verne
- Three letters of recommendation (preferably at least one letter from a Certified Athletic Trainer)
- Verification of at least 50 hours of observation, under a BOC Certified Athletic Trainer

Pre-requisite courses for admission (Grade of 'C' or better):

- Biology
- Chemistry
- Physics
- Psychology
- Anatomy
- Physiology
- Prevention & Care of Athletic Injuries (also known as: Introduction to Athletic Training; Foundations of Athletic Training)

Recommended courses for admission:

- Biomechanics
- Exercise Physiology

Accepted students will need to submit the following materials:

- Signed declaration of understanding and ability to meet MSAT Technical Standards for Admission and Retention
- Signed declaration of understanding and all MSAT Program Policies
- Evidence of current certifications in First Aid and Emergency Cardiac Care (including Adult, Pediatric, and 2-person CPR; AED; airway obstruction, & barrier devices)

Enrolled students may need to submit the following materials before clinical site placement:

- Evidence of completed background check
- Evidence of completed immunizations (full COVID-19 immunization) and a negative Tuberculosis (TB) Skin Test (also known as the tuberculin or PPD test)
- Provide a copy of current health insurance card or proof of coverage
- Other procedures as delineated in the MSAT Policies and Procedures Manual

Additional Requirements:

- Enrolled students are required to attend MSAT Orientation in August on campus before classes begin
- Practicum I-VII requires students to complete a minimum of 12 weeks and 200 hours at the clinical site for course and clinical experience completion
- Practicum IV includes the Immersive Experience and requires students to participate in the day-to-day and week-to-week role of an athletic trainer for a minimum of a continuous four-week period

COVID-19 Policy:

The University of La Verne MSAT follows the CDC recommendations and requirements for healthcare providers with regard to all immunizations.

The current recommendations for COVID-19 immunization can be found at: <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/recommendations/hcp.html>. Not having recommended vaccines may affect your ability to participate in clinical rotations that require vaccines for placement. Graduation and successful completion of the Program is dependent on completion of all required rotations.

Total Semester Hours: 55

Degree Requirements

Course	Title	Semester Hours
Fall 1		
AT 500	Emergency Care and Acute Injuries and Conditions in Athletic Training	3
AT 510	Orthopedic Assessment of Lower Extremity Injuries and Conditions	3
AT 511	Therapeutic Exercise & Modalities for Lower Extremities	3
AT 519	Practicum in Athletic Training I	1
Semester Hours		10
January 1		
AT 520	General Medical Conditions in the Physically Active	3
AT 521	Inter-Professional Care I	1
Semester Hours		4
Spring 1		
AT 530	Orthopedic Assessment of Upper Extremity and Head/Neck/Spine Injuries and Conditions	3

AT 531	Therapeutic Exercise & Modalities for Upper Extremity & Head/Neck/Spine	3
AT 532	Applied Research Methods and Evidence-Based Practice in Athletic Training	3
AT 539	Practicum in Athletic Training II	1
	Semester Hours	10
Summer 1		
AT 540	Pharmacology in Athletic Training	3
AT 541	Patient Care: Diversity/Inclusivity I	3
	Semester Hours	6
Fall 2		
AT 550	Advanced Rehabilitation Techniques in Athletic Training	3
AT 551	Psychosocial Aspects of Injury and Rehabilitation	3
AT 560	Ethics, Management, and Professional Issues in Athletic Training	3
AT 559	Practicum in Athletic Training III	1
	Semester Hours	10
January 2		
AT 552	Sports Nutrition	3
AT 561	Inter-Professional Care II	1
	Semester Hours	4
Spring 2		
AT 570	BOC Examination Preparation	1
AT 571	Patient Care: Diversity/Inclusivity II	3
AT 572	Evidence Based Practice & Clinical Application in Athletic Training	3
AT 579	Practicum in Athletic Training IV	4
	Semester Hours	11
	Total Semester Hours	55

Child Life (MS)

Program Chairperson: Leslie Anne Young

Program Includes: The Child Life Teaching Team

Program Length: 3 Years (including internship)

This stand-alone Master's Program in the field of Child Life prepares individuals for careers working with children from birth through adolescence, who are medically fragile, hospitalized, or serviced in community healthcare facilities because of illness, injury, or specialty needs. While working with other health care professionals providing medical care, the child life specialist helps children and adolescents minimize anxiety, maintain relationships with their families, and retain their independence and self-esteem. The child life specialist is a clinical educator who provides developmental interventions to help patients and families understand and cope with traumatic experiences always respecting and honoring diversity and the family system. All M.S., Child Life Courses are taught by a Certified Child Life Specialist and are designed, implemented and evaluated according to the specific clinical and academic standards set forth by the National Association of Child Life Professionals. The Teaching Team has over 60 years of clinical Child Life Hospital Experience.

Admission Requirements for Child Life Masters

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

1. Completed Admission Application and application fee.
2. Official transcripts from all institutions attended. A Bachelor's degree from a regionally accredited institution with a preferred GPA of 3.0 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
3. Two letters of recommendation: one from an individual who can comment on applicant's ability to work with children, and the second from an individual who can comment on the applicant's academic skills and ability to succeed in graduate school
4. A professional resume.
5. Statement of purpose (approximately 500 words) that includes 1) any personal or professional experiences and qualifications related to your field of study, 2) your perspective on the importance and role of cultural competence in child life and the health care environment, and 3) applicant's motivation for seeking admission to the program
6. A individual interview (in person or virtually based on the location and availability).

Admissions Prerequisites

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

Degree Requirements

Total Program: 36 semester hours for M.S.

Foundation/Prerequisite Courses

The foundation courses a student must fulfill is determined by the chairperson's review of the student's undergraduate coursework, professional work experience with children experience with children and the writing assessment. If foundation courses are needed, they must be among the first courses taken (unless approved by the chairperson).

Code	Title	Semester Hours
EDUC 350	Child Psychology and Development	4
EDUC 352	Writing for Child Development	1-4
EDUC 353	Teaching in a Diverse Society	4
EDUC 354P	Early Childhood Observation and Assessment Practicum	4
EDUC 451	Infant & Toddler Development	4
EDUC 452	Parenting Theory in Cultural Contexts	4
EDUC 454P	Early Childhood Student Teaching	4
SPED 401	Assessment: Education Specialist Professionalism	3
SPED 402	Culturally Responsive Instruction, Mindfulness, and Inclusivity	3
ASCD 550	Human Development	3
ASCD 551	Studies in Attachment	3
ASCD 558	Cognition and Brain Development	3

ASCL 599	Independent Study (Chairperson Approval Required)	1-4
----------	---	-----

Core Courses

33 semester hours

Code	Title	Semester Hours
ASCL 504	Research Methods	3
ASCL 530	Child Life Administration and Program Development	3
ASCL 530A	Multi-Cultural Family Centered Care Class	3
ASCL 530C	Outreach and Technology for Child Life Educators	3
ASCL 530H	Effects of Disease and Injury on the Hospitalized Child-Part A	3
ASCL 530I	Child Life Assessment, Preparation and Medical Terminology	3
ASCL 530M	Helping Children Cope in the Health Care and Medical Setting	3
ASCL 530S	Developmental Issues of Grieving	3
ASCL 530T	Pediatric Educational and Therapeutic Interventions	3
ASCL 553F	Child Life Internship I	3
ASCL 553P	Child Life Internship II	3
Total Semester Hours		33

Culminating Activity

3 semester hours

- ASCL 596 Advanced Studies in Child Life - Graduate Seminar

Health Services Management

The curriculum in health services management is designed to prepare healthcare professionals for positions of increased responsibility in health and health-related organizations. In the programs offered, students will learn to:

1. analyze problems with a greater critical awareness,
2. apply sound methods of statistical and financial control, and
3. utilize management techniques and manage contracts.
4. understand the public health context of health services management

Program Offerings

Majors

- Health Administration (BS) (p. 98)

Health Administration (BS)

(Available only at selected regional campuses)

The B.S. in Health Administration is designed to prepare health industry personnel with the necessary knowledge and skills to assume supervisory and mid-management positions in health organizations.

Degree Requirements

Total program: 48 semester hours

Prerequisites

8 semester hours

Code	Title	Semester Hours
HSM 201	Statistics	4
HSM 203	Accounting in Health Service Organizations	4
Total Semester Hours		8

Core Requirements

36 semester hours

Code	Title	Semester Hours
HSM 401	Leadership and Management in Health Services	4
HSM 405	Ethical & Legal Issues in Health Services Management	4
HSM 407	Human Resources Mgmt in HSOs	4
HSM 409	Communications in Health Services Organizations	4
HSM 411	Information Management	4
HSM 413	Quantitative & Qualitative Decision Making in Health Service Organizations	4
HSM 415	Budgeting & Fin Mgmt in HSOs	4
HSM 417	Econ, Soc & Pol Issues in HC	4
HSM 496	Senior Seminar: Culminating Program Summary	4
Total Semester Hours		36

Electives

4 semester hours

Code	Title	Semester Hours
Select one of the following:		4
HSM 301	Strategic Planning and Management of Health Service Organizations	
HSM 303	Management of Change and Conflict in Health Service Organizations	
HSM 305	Management of Diversity in Health Service Organizations	
HSM 306	Systemic Racism, Disparities, and Health: The Impact on Latinx Community	
HSM 309	Introduction to Gerontology	
Total Semester Hours		4

Kinesiology (BS)

The Kinesiology Department offers two undergraduate programs of study within two majors and one graduate program. The Physical Education Teacher Education (PETE) program prepares students to teach Physical Education in the State of California public school system. The Health and Human Performance (HHP) concentration prepares students for careers and graduate education in health and sport science professions.

Program Offerings

Majors

- Kinesiology (BS) (p. 99)

Minors

- Kinesiology Minor (p. 99)

Kinesiology (BS)

Degree Requirements

PETE Concentration total program: 64 semester hours
 HHP Concentration total program: 53 semester hours

Prerequisite Requirement

4 semester hours

- BIOL 343 Human Anatomy

Core Requirements

26 semester hours

Code	Title	Semester Hours
KINE 001	Fitness for Life	2
KINE 201	Foundations of Kinesiology	4
KINE 323	Biomechanics	4
KINE 345	Research Methods & Design	4
KINE 355	Anatomical Kinesiology	4
KINE 456	Physiology of Exercise	4
KINE 456L	Physiology of Exercise Lab	0
KINE 499	Senior Project	4
Select one of the following concentrations:		23-34
PETE Concentration		
HHP Concentration		
Total Semester Hours		49-60

PETE Concentration

34 semester hours

Code	Title	Semester Hours
KINE 210	Skill Themes and Movement Concepts	2
KINE 211	Using Sport & Physical Activity to Teach Personal & Social Responsibility	2
KINE 212	Teaching Games to Enhance Physical Literacy	2
KINE 213	Enhancing Physical Literacy through Sport Education	2
KINE 214	Promoting Lifelong Fitness	2
KINE 215	Methods and Practices of Teaching Gymnastics and Dance	2
KINE 250	Introduction to Adapted Physical Education	4
KINE 330	Elementary Physical Education	4
KINE 333	Curriculum and Organization in Physical Education	4
KINE 380	Motor Development	4
KINE 381	Motor Learning	4
KINE 460	Philosophy of Physical Education and Athletics	2
Total Semester Hours		34

HHP Concentration

23 semester hours

Code	Title	Semester Hours
KINE 380	Motor Development	4
or KINE 381	Motor Learning	
A minimum of 3 Instructional Activity Courses ¹		0-3
KINE electives (upper-division courses)		8
A minimum of 8 semester hours of Advisor-approved related coursework		8
Total Semester Hours		20-23

¹ KINE 002 Step Aerobics-KINE 048 Fundamentals of Water Polo.

Athletic Training (AT) Concentration: 30 semester hours

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

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

The Athletic Training 3-2 program is designed for students interested in becoming certified athletic trainers and allows students to complete their Bachelors of Science in Kinesiology and Masters of Science in Athletic Training (MSAT) in 5 years. Athletic trainers are healthcare providers who work with patients in a variety of settings including: college and universities, high schools, hospitals and rehabilitation clinics, performing arts centers, fitness and recreation sports centers.

Please refer to the Master of Science in Athletic Training (MSAT) program for MSAT admission requirements and additional information.

Kinesiology Minor

Degree Requirements

Total program: 30 semester hours

Code	Title	Semester Hours
KINE 001	Fitness for Life	2
KINE 201	Foundations of Kinesiology	4
KINE 323	Biomechanics	4
KINE 355	Anatomical Kinesiology	4

KINE 456	Physiology of Exercise	4
Total Semester Hours		18

Electives

A minimum of 8 upper division semester hours from KINE courses selected in consultation with the KINE department chair. Additional Minor options can be developed with the Department Chair.

Marriage and Family Therapy (MS)

Program Length Part-Time: 4.5 Years

Program Length Full-Time: 3 Years

Program Chair: Leticia Arellano-Morales

Fieldwork Coordinator: Yesim Keskin

The MS in Marriage and Family Therapy (MFT) specialization prepares students for careers as licensed marriage and family therapists. The primary mission of the program is to prepare masters students to become multiculturally competent professionals in the specialty of marriage and family therapy. Principles of diversity and multiculturalism are infused throughout the curriculum to meet the psychological needs of families, couples, and children in a changing and multicultural society. The MFT curriculum combines theoretical training with practical experiences to prepare students for professional counseling careers, emphasizing the best practices of the Recovery Model. In addition to the Recovery Model, students receive exposure to a range of theoretical orientations that reflect a systems perspective. In California, completion of this program fulfills all of the academic requirements of the Board of Behavioral Science (BBS) for licensure in California as a Marriage and Family Therapist, as well as the academic requirements for California Community College counseling and instructor positions. The program also meets statutory requirements for the Licensed Professional Clinical Counselors (LPCC) license in California. Those who plan to apply for the LPCC, in addition to the degree plan of classes, must complete a three-unit course in Career Counseling. They are also encouraged to review BBS policies for any potential changes in licensure requirements.

Statement on Diversity and Nondiscrimination

The MFT program embraces diversity within its various forms. The program welcomes students, faculty, and staff from diverse ethnic, cultural, religious, sexual orientation, age, and ability backgrounds. The program is committed to creating and maintaining a positive educational experience and affirmation of all aspects of human diversity.

The MFT program is committed to providing equal access and opportunity for all members of the University community in a safe and non-discriminatory learning, living, and working environment. In accordance with the requirements and prohibitions of Title IX of the Education Amendments of 1972 ("Title IX"), Titles VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal and California laws, the program (and University) does not discriminate on the basis of race, color, religion, national origin, ethnic origin, ancestry, citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability, medical condition, genetic characteristics, military and veteran status, or any other characteristic or status protected by applicable law as to the admission or enrollment of any student, or its educational programs and activities; the employment of any member of the faculty or staff; the

selection and treatment of volunteers or unpaid interns; or to the election of any officer or trustee of the University.

Program Goals and Student Learning Outcomes

Goal 1: Students will gain knowledge of the subject matter and best practices within the field of mental health, specifically for Marriage, Family Therapists (MFTs) in the State of California.

Learning Outcome 1.1: Students will be able to list and discuss the various psychotherapeutic approaches, and correctly classify corresponding diagnostic and intervention techniques (from perspectives of theory, research, and practice).

Learning Outcome 1.2: Students will be able to list and explain the ethics and California State and U.S. Federal laws pertaining to mental health services for MFTs.

Learning Outcome 1.3: Students will be able to define and describe the scientific method, and summarize its role in the field of mental health.

Goal 2: Students will demonstrate the ability to apply theory and research to their training and practice as a mental health professional.

Learning Outcome 2.1: Students will be able to perform thorough intake interviews (including suicide assessments), summarize the themes of the interview, discuss diagnostic considerations, and identify goals and potential treatment plans for therapy through a recovery model framework.

Learning Outcome 2.2: Students will be able to effectively apply the field (MFT) ethics, and California State and U.S. Federal laws, to case vignettes and in vivo counseling sessions. This includes competency in the assessment, detection, and intervention for spousal abuse and for abuse reporting (e.g. child, elder, dependent adult).

Learning Outcome 2.3: Students will be able to synthesize various psychotherapeutic approaches. Furthermore, they will be able to provide rationale for selected theory integration.

Learning Outcome 2.4: Students will be able to use critical and creative thinking, informed by the scientific method, to evaluate and criticize specific issues in psychology.

Goal 3: Students will have an awareness of culture and diversity issues in the field of psychology.

Learning Outcome 3.1: Students will develop cultural responsiveness in terms of alliance building, intake, diagnosis, treatment planning, and intervention selection.

Learning Outcome 3.2: Students will be able to discuss the various types of privilege and oppression that often arise for select cultural identities (i.e., select racial and ethnic groups, socioeconomic status, gender, sexual orientation, age, physical and mental ability).

Learning Outcome 3.3: Students will be able to identify potential limitations of mainstream, Western Psychological Practices for diverse populations and make suggestions for minimizing these limitations, as informed by theory, practice, and by the research literature.

Goal 4: Students will have an awareness of self (cultural identities/values/biases) as it applies to their role as mental health professionals.

Learning Outcome 4.1: Students will be able to express an increased level of self-awareness as it applies to their role as therapists, which includes

an understanding and ability to articulate their own cultural identities, related values and biases.

Learning Outcome 4.2: Students will demonstrate case conceptualizations which reflect a refined understanding of the impact their cultural identities and related values have on the therapeutic process (specifically the therapeutic alliance/relationship).

Learning Outcome 4.3: Students will demonstrate good listening skills during in vitro and in vivo client sessions.

Goal 5: Communication – Students will be able to effectively communicate ideas in speech, writing and other forms of expression.

Learning Outcome 5.1: Students will be able to describe and evaluate select topics in, or related to, counseling psychology in speech.

Learning Outcome 5.2: Students will be able to describe and evaluate select topics in, or related to, counseling psychology in writing.

Admission Requirements (Fall 2023 and Forward)

The graduate psychology programs participate in a Centralized Application Service (PSYCAS). Applications are accepted beginning in September each year. All MFT applicants must have their applications completed by February 1st for consideration of Fall admission.

1. Completed PSYCAS application.
2. Official transcripts from a regionally accredited institution. A bachelor's degree is required and completion of the following three pre-requisite courses: introduction to psychology, abnormal psychology, and psychological research methods or experimental psychology. A bachelor's degree in psychology is not required. Undergraduate course work is evaluated on an individual basis for its currency and appropriateness for the MFT program.
3. A minimum overall undergraduate GPA of 3.0.
4. Completion of a 3-page double-spaced statement of purpose and a 3-page double-spaced autobiography that address all required content areas from the guidelines (i.e., relevant clinical or volunteer experience, long-term professional goals, specific interest in our MFT Program, knowledge of MFT as a profession, commitment to working with underserved populations, being a consumer of research, etc.).
5. A current Curriculum Vitae.
6. Three letters of recommendation are required from professors and other professionals who are qualified to objectively assess the applicant's ability to succeed in graduate-level study and potential to function competently as professional Marriage & Family Therapist. At least one letter should be from a professor and letters from friends or family members are not allowed.
7. International students must submit proof of proficiency in the English language via a satisfactory total TOEFL or Duolingo score. The minimum required TOEFL total score for the 3 versions of the TOEFL are as follows: 600 (paper-based version), 250 (computer-based version), and 100 (internet-based version). Duolingo English Test score of 120 or higher.
8. Applicants are strongly encouraged to have at least one year of volunteer or paid experience working with families, children, couples, or individuals.

9. Applicants are also strongly encouraged to demonstrate that they are consumers of research and demonstrate their commitment to working with underserved populations.

Following receipt and review of application materials by the Admissions Committee, applicants who are being considered for admission will receive an invitation for an interview. Applicants will interview with faculty members and complete a writing examination in March. Applicants will receive notification of their admission status in April and admitted students must respond no later than May 15. Applicants may solely defer their admission for one year.

Prior to enrolling in the fall, admitted students must provide an official transcript indicating their undergraduate degree and required transcripts were completed. Simultaneous enrollment of pre-requisites and MFT courses is not permitted. Applicants who fail to complete all of their required pre-requisites before the start of the Fall semester are not allowed to register for their courses. They will automatically forfeit their eligibility for admission due to noncompliance with admission requirements. Only admitted students may enroll in MFT courses.

Admission Requirements (Fall 2022 and Prior)

The graduate psychology programs participate in a Centralized Application Service (PSYCAS). Applications are accepted beginning in September each year. All MFT applicants must have their applications completed by March 1st to be considered for admission in the fall.

1. Completed PSYCAS application.
2. A bachelor's degree with the following three courses: general psychology, abnormal psychology, and psychological research methods/experimental psychology. The undergraduate course work will be evaluated on an individual basis for its currency and appropriateness to the graduate program. In exceptional circumstances, applicants missing select courses may be admitted with stipulations, at the program's discretion.
3. An overall undergraduate GPA of 3.0. Applicants with a GPA below 3.0 may be considered with additional requirements.
4. Completion of a 3-page statement of purpose and a 3-page autobiography.
5. A current résumé.
6. Three letters of recommendation from professors and colleagues who are familiar with the applicant's academic and professional abilities, potential, and appropriateness for the counseling profession. At least one letter should be from a professor.
7. Applicants are strongly encouraged to have at least one year of volunteer or paid experience working with families, children, couples, or individuals.
8. An interview.
9. Completion of an academic assessment exam. With the program chair's permission, a student may be eligible to enroll in up to six semester hours of graduate coursework prior to being admitted into the MFT program.

Professionalism

MFT students' professional conduct and attitude should reflect an understanding of professional ethics codes, such as those set forth by the **American Association for Marriage and Family therapy (AAMFT)** and the California Association of Marriage and Family Therapists (CAMFT). The MFT program is a professional training program and as a result

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

This includes but is not limited to:

- Being on time: to class and with assignments
- Respectful interactions with students and faculty
- Proactive engagement in the learning process and assignments
- Being organized and prepared
- Managing paperwork and technology effectively
- Managing personal crises effectively
- Managing personal information (own and others') appropriately

Participation and Attendance. This program requires regular and prompt attendance to each class meeting. You are also required to participate in classroom exercises and discussion. Students with more than one excused absence or any non-excused absence will have points deducted from their course grade; the percent deduction will be determined by the reason for absence and the student's manifested responsibility regarding the absence.

Classroom Conduct, Behavior Standards, and Ethics. Professionals in the field of counseling are governed by a number of ethical principles. Students in the MFT program are expected to follow such principles. Students should be aware that evaluations will consider personal suitability for the field and professional development. Classroom conduct, behavioral standards, and ethical behavior will be considered in this evaluation. Failure to display appropriate behaviors in each of these areas may result in dismissal from the program.

Note: Serious problems with professional conduct will increase the weight of the participation grade in any required course up to 100%; students in this situation may be withheld or removed from the program due to serious conduct concerns.

Academic Progress

The program adheres to the grading policies stated in the current University of La Verne catalog. It should be noted that grades of B- or better are required for successful completion of the MFT program. Students earning grades lower than B- will be required to retake these classes if they are required for the MFT degree. In addition, students must maintain a cumulative GPA of 3.0 in order to maintain normal academic progress and good standing in the program.

Time Limitation

All requirements for the master's degree are to be completed within five years from the time of first course registration post admission for the MFT program at the University of La Verne. Appeals for extension of time limitations must be made in writing to the Graduate Appeals Committee.

Program Candidacy

All students are admitted into the program under a pre-candidacy status. After the completion of PSY 512 Clinical Psychopathology, PSY 516 Counseling Theories & Skills I, PSY 517 Counseling Theories & Skills II, and PSY 527 Professionalism, Ethics, and Law in Counseling, all students become eligible for candidacy status and are evaluated by the following criteria: GPA of 3.0 or above, a passing score on the PSY 595 Competency Exam, and demonstrated personal suitability for the counseling profession. Occasionally, students may receive provisional candidacy status in which certain conditions must be completed before they can receive candidacy status. In some instances, students may be

denied candidacy and will be discontinued from the program. All students must receive candidacy status in order to complete the program.

During their coursework in the program, students continue to be evaluated for demonstrated suitability to the program and the counseling profession. Occasionally, discontinuation of a student from the program may occur, even after the conferring of candidacy status, if the student's personal or professional behavior does not continue to meet minimum professional and/or academic standards.

Personal Psychotherapy

The program believes that students entering the counseling profession benefit professionally, personally, and academically from experiencing personal psychotherapy, and believes that psychotherapy is a necessary training experience for counseling professionals. Therefore, all students enrolled in the MFT program are required to complete a minimum of 10 hours of personal psychotherapy during their year of fieldwork placement (PSY 580 Supervised Fieldwork in Marriage, Family, and Child Therapy I & PSY 581 Supervised Fieldwork in Marriage, Family, and Child Therapy II). Students should design a treatment plan for program approval with their fieldwork instructor. Students must complete 5 (five) hours of personal therapy by the end of PSY 580 Supervised Fieldwork in Marriage, Family, and Child Therapy I to earn academic credit for that class and must complete all 10 (ten) required hours by the end of PSY 581 Supervised Fieldwork in Marriage, Family, and Child Therapy II in order to receive credit for that course. The therapy may include individual, couple, family, or group therapy, depending on the individual student's issues and preferences.

Competency Exam

The Competency Exam (PSY 595 Competency Exam) is a program requirement that must be completed in order to be eligible to begin the fieldwork experience. For students in the MFT program, the exam is based upon, and occurs after successful completion of PSY 512 Clinical Psychopathology, PSY 516 Counseling Theories & Skills I, PSY 517 Counseling Theories & Skills II, and PSY 527 Professionalism, Ethics, and Law in Counseling. The exam is scheduled in June each year. All conditions of admission must be completed, and the student must be making satisfactory progress in the program, in order to sit for the exam. Students should complete the competency exam after all graduate level pre-requisites are completed but prior to the start of the 30th semester hour. Exceptions to this must be approved by the Program Chair in writing.

Advanced Standing

Students must receive Advanced Standing in order to enroll in PSY 596 Graduate Seminar, the culminating activity for students in the MFT program. Students are eligible to apply for Advanced Standing when they have completed 43 semester hours. Students must have completed all stipulations of admission, have passed the competency exam, be in Good Standing, and have attained a minimum GPA of 3.0 for all work applicable in the degree program in order to apply for Advanced Standing. To apply for Advanced Standing, students must submit an application for Advanced Standing with the approval of their academic advisor/program chair along with an Application for Graduation (with graduation fee) to the Office of Graduate Academic Services. Approval for Advanced Standing can take 2-3 weeks to complete.

Leave of Absence

Students are expected to participate in coursework each semester until degree completion. A student who finds it necessary to interrupt his or her studies and desires to return should contact the Program Chair to

request a leave of absence. With a Leave of Absence, a student may be absent from the University of La Verne for no more than two semesters without reapplying for admission. Students absent during a Fall or Spring semester without an approved Leave of Absence will be considered withdrawn.

Degree Requirements

Code	Title	Semester Hours
PSY 502	Research Methods in Counseling	3
PSY 507	Human Development	3
PSY 522	Group Counseling	3
PSY 523	Multicultural Counseling	3
PSY 527	Professionalism, Ethics, and Law in Counseling	3
PSY 595	Competency Exam	0
PSY 506	Human Sexuality	1
PSY 509	Psychology Testing	3
PSY 512	Clinical Psychopathology	3
PSY 516	Counseling Theories & Skills I	3
PSY 517	Counseling Theories & Skills II	3
PSY 518	Family Therapy	3
PSY 519	Couples Therapy	3
PSY 521	Child Therapy	2
PSY 528	Substance Abuse Counseling	3
PSY 530	Violence and Abuse in Family Systems	2
PSY 534	Psychopharmacology	3
PSY 536	Counseling Older Adults	1
PSY 542	Working with Clients' Anger Issues	1
PSY 543	Grief and Loss Counseling	1
PSY 544	Trauma Focused Treatment	1
PSY 545	Working with Anxiety Disorders	1
PSY 550	Community Mental Health Counseling	3
PSY 580	Supervised Fieldwork in Marriage, Family, and Child Therapy I	3
PSY 581	Supervised Fieldwork in Marriage, Family, and Child Therapy II	3
PSY 596	Graduate Seminar	3
Courses Not Required for All MFT Students		
PSY 584	Supervised Fieldwork Continuation	1
Total Semester Hours		62

Master of Health Administration (MHA)

Program Length: 3 Years

Program Director: Keith Schildt

The Masters in Health Administration (MHA) is designed to provide the key competencies and specialized knowledge required of health services professionals to manage effectively. Key competencies are developed in the core courses; specialized knowledge and understanding are developed in the concentrations.

Please note that the availability of this program in online format is pending review by the WASC Senior College and University Commission

(WSCUC) regional accrediting body. Therefore, matriculation of students is contingent upon approval.

Admission Requirements

Required Application Materials

- Completed Admission Application and non-refundable application fee
- Official transcripts from all institutions attended.
 - A bachelor's degree from a regionally accredited college or university is required.
 - A preferred GPA of 3.0 in the last 60 semester hours of undergraduate work, including grades no lower than a C grade in all prerequisite courses. Applicants with lower GPA's may be required to submit Graduate Management Admissions Test (GMAT) scores. The Graduate Record Examination (GRE) may be substituted for the GMAT.
- Statement of purpose
- Resume

Students without a degree from an English-speaking institution, where English is the primary language of instruction and of the geographic area, must establish minimal proficiency in English by accomplishing one of the following: a TOEFL of 79 (iBT), 213 CBT, or 550 PBT or above, Duolingo 105 or above, a GRE verbal score of 146, satisfactory completion of La Verne's English proficiency test, or satisfactory completion of prerequisite courses at La Verne as indicated by a placement examination.

Admission is evaluated on two criteria:

- Overall performance in undergraduate studies; while no minimum GPA is required, it is expected that the applicant demonstrates the academic ability to succeed at the graduate level.
- Personal statement of purpose that details applicants desire to work in health serving organizations.

Prerequisites

- Experience in the health services industry preferred. Healthcare internship required if no health services industry experience.

Degree Requirements

Total program: 36 semester hours

Core Requirements

Code	Title	Semester Hours
HSM 500	Management & Organizational Theory & Practice	3
HSM 501	Current Trends and Issues in Health Services	3
HSM 502	Financial and Cost Analysis	3
HSM 503	Healthcare Economics	3
HSM 504	Organizational Communications	3
HSM 545	Foundations of Public Health	3
HSM 555	Ethical Issues in Health Services	3
Total Semester Hours		21

Research and Culminating Courses

3 semester hours

Code	Title	Semester Hours	HSM 546	Epidemiology
HSM 596	Graduate Seminar	3	HSM 574	Legal and Ethical Issues in Information Management
Total Semester Hours		3		

Financial Management Concentration

12 semester hours

Code	Title	Semester Hours	Accelerated 4+1 Master of Health Administration (MHA)
HSM 502	Financial and Cost Analysis	3	Qualifying University of La Verne undergraduate students may apply to participate in the accelerated Master of Health Administration (MHA) program once they have completed 90 semester units of undergraduate courses. Eligible MHA courses are determined by the MHA Program Director. Participants will need advance approval from their undergraduate advisor for shared credit courses. The MHA courses may not exceed 15 units prior to undergraduate degree completion.
Select a minimum of three of the following:		9	
HSM 532	Budgeting and Cost Control		
HSM 534	Program Evaluation in Health Services		
HSM 571	Management of Clinical and Financial Information		
HSM 590	Selected Topics		
Total Semester Hours		12	Applicants must meet all MHA admission requirements. Admission to the MHA program is provisional prior to undergraduate degree completion and contingent on applicants continuing to meet MHA admission and program requirements.

Public Health Concentration

Code	Title	Semester Hours	
HSM 545	Foundations of Public Health	3	
A minimum of three of the following:		9	
HSM 546	Epidemiology		
HSM 547	Public Health Policy		
HSM 549	Public Health and the Urban Context		
HSM 551	Food Systems & Public Health		
HSM 590	Selected Topics		
Total Semester Hours		12	

Supply Chain Management Concentration

Code	Title	Semester Hours	
HSM 501	Current Trends and Issues in Health Services	3	
A minimum of three of the following:		9	
HSM 541	Fundamentals of Supply Chain Management		
HSM 542	Planning and Purchasing		
HSM 543	Logistics and Financial Operations		
HSM 590	Selected Topics		
Total Semester Hours		12	

Health Data Analytics Concentration

12-18 Semester Hours

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

Code	Title	Semester Hours	
Foundation Courses			
BUS 500C	Quantitative and Statistical Analysis	3	
HSM 501	Current Trends and Issues in Health Services	3	
Required Courses			
BUS 571	Fundamentals of Data Analytic Programming		
BUS 572	Supply Chain Analytics		

Note: HSM 590 Special Topics requires Program Director approval for use in any concentration

Note: Units do not double count in the Core and the Concentration.

Accelerated 4+1 Master of Health Administration (MHA)

Qualifying University of La Verne undergraduate students may apply to participate in the accelerated Master of Health Administration (MHA) program once they have completed 90 semester units of undergraduate courses. Eligible MHA courses are determined by the MHA Program Director. Participants will need advance approval from their undergraduate advisor for shared credit courses. The MHA courses may not exceed 15 units prior to undergraduate degree completion.

Applicants must meet all MHA admission requirements. Admission to the MHA program is provisional prior to undergraduate degree completion and contingent on applicants continuing to meet MHA admission and program requirements.

Nursing- RN to BSN

Program length: 3 semesters

Program Director: TBD

The Registered Nurse to Bachelors of Science in Nursing (RN to BSN) program is grounded in the values of the University of La Verne and aligns with the mission and vision of the forthcoming College of Health and Community Well-Being. Threaded throughout the program is a commitment to explore ways health inequities impact health and well-being outcomes and the way social determinants of health constrain disparities in outcomes at the individual, systems, and community levels. RN to BSN degree completion program is designed for registered nurses with a previous associate degree or diploma, and current, unrestricted RN licensure, who wish to obtain a Bachelor's degree in the professional field of nursing. Students learning outcomes in aging, leadership, health advocacy, health informatics, and social determinants of health will prepare graduates for existing and future opportunities in health and well-being infrastructures.

The baccalaureate curriculum offers registered nurses with an associate degree in nursing (or its equivalent) an upper-division program leading to a Bachelor of Science in Nursing. The program consists of a specific combination of prerequisites, general education, nursing and elective courses. The RN to BSN program has a minimum of 44 semester hours required in-residence (28sh of Nursing courses and 16sh of upper division electives or general education courses). The required course of study includes a nursing capstone course. The RN-BSN program is currently being offered online and is designed to be completed full-time in three semesters or part-time in six semesters. *Program pending full accreditation*

Admission Requirements

The following are required at the time of admission:

- Completed admission application and application fee
- Official transcripts from all institutions attended

- a. Overall GPA of 2.5 or higher on a 4.0 scale
- b. An Associate Degree in Nursing (or equivalent) from a regionally accredited institution. In-progress degrees are acceptable for admission consideration as long as the degree is earned prior to matriculation.
- 3. Resume or curriculum vitae (optional)
- 4. Professional Goal Statement of no more than 2 pages (optional)
- 5. One professional Letter of Recommendation from an academic instructor or clinical supervisor (optional)

Preferred prerequisite classes with a grade of C or better:

If not completed at the time of admission, student must complete missing General Education or transfer courses while taking RN-BSN courses. Students' individualized curriculum plan may be longer than three semesters depending on the number of courses needed to complete the required 128 units for Bachelors' Degree.

- Oral Communication
- Written Communication
- Anatomy with Lab
- Physiology with Lab
- Microbiology with Lab
- Chemistry (with lab preferred)
- Statistics

Program Requirements: optional, if available at the time of admissions.

The following items are program requirements and may also be submitted at the time of admission. They will be required prior to registration for specific coursework:

1. Current RN license or be eligible for a RN license. The license must be unencumbered per the BreEZe system for California licenses; students with non-California licenses will be required to demonstrate unencumbered licensure.
2. Proof of current healthcare provider CPR.
3. Immunizations, including but not limited to Hepatitis B or titer and a TB screen test, prior to registration for some coursework. Contact the program director for details.

Degree Requirements

Total Program: 44 semester hours

Core Requirements:

NURSING CORE (28 S.H.)

NURS 311 Informatics in Nursing Practice

NURS 313 Health Assessment

NURS 325 Professional Nursing

NURS 333 Evidence Based Practice and Nursing Research

NURS 463 Applied Leadership in Nursing

NURS 465 Applied Population-Focused Public Health Nursing

NURS 499 Nursing Capstone

RECOMMENDED ELECTIVES (16 S.H.)

Code	Title	Semester Hours
ANTH 220	Cultural Anthropology	4
ANTH 333	Women Across Cultures	4
ANTH 334	Women's Experience in the US	4
ANTH 355	Techniques in Skeletal Biology	4
BIOL 310	Cell Biology	4
BIOL 311	Genetics	4
BIOL 314	Biochemistry	5
BIOL 316	Molecular Biology	4
BIOL 345	Immunology	4
CHEM 311	Organic Chemistry I	5
CHEM 314	Biochemistry	5
KINE 300	Applied Exercise Testing and Prescription	4
KINE 355	Anatomical Kinesiology	4
KINE 360	Nutrition and Health	4
KINE 380	Motor Development	4
KINE 381	Motor Learning	4
KINE 456	Physiology of Exercise	4
PSY 306	Cognitive Psychology	4
PSY 307	Child Psychology and Development	4
PSY 308	Social Psychology	4
PSY 312	Abnormal Psychology	3,4
PSY 327	Health Psychology	4
PSY 407	Life-Span Development	4
PSY 409	Multicultural Psychology	4
SOC 314	Sexuality and Gender Issues	4
SOC 315	Race and Ethnicity	4
SOC 330	Social Class and Inequality	4
SOC 331	Gender Inequality	4
SOC 335	Black Experience in the U.S.	4
SOC 336	Latino Experience	4
SOC 337	Asian-American Experience	4
SOC 338	Native American Experience	4
SOC 375	Drugs and Society	4

Note: Students must complete a total of 128 semester hours through the combination of ADN/RN coursework and BSN courses. At least 44sh must be upper division (300+).

The RN to BSN program is a cohort-model program with both a fall and spring start.

Fall Start

Semester 1 Semester 2 Semester 3

Fall Session I

NURS 311 Informatics in Nursing Practice

NURS 313 Health Assessment

Fall Session II

NURS 325 Professional Nursing

ELECTIVE I (4sh)	Fall Session I
January Intersession	NURS 311 Informatics in Nursing Practice
ELECTIVE II (4sh)	Fall Session II
Spring Session I	ELECTIVE I (4sh)
NURS 333 Evidence Based Practice and Nursing Research ELECTIVE III (4sh)	Spring Session I
Spring Session II	NURS 313 Health Assessment
ELECTIVE IV (4sh)	Spring Session II
Fall Session I	NURS 325 Professional Nursing
NURS 463 Applied Leadership in Nursing	Fall Session I
Fall Session II	NURS 333 Evidence Based Practice and Nursing Research
NURS 465 Applied Population-Focused Public Health Nursing NURS 499 Nursing Capstone	Fall Session II
Spring Start	ELECTIVE II (4sh)
Semester 1 Semester 2 Semester 3	Semester 4 Semester 5
Spring Session I	Fall Session I
NURS 311 Informatics in Nursing Practice	NURS 463 Applied Leadership in Nursing
NURS 313 Health Assessment	Fall II
Spring Session II	ELECTIVE III
NURS 325 Professional Nursing	Spring I
ELECTIVE I (4sh)	ELECTIVE IV (4sh)
Fall Session I	Spring II
NURS 333 Evidence Based Practice and Nursing Research) ELECTIVE II (4sh)	NURS 465 Applied Population-Focused Public Health Nursing NURS 499 Nursing Capstone
Fall Session II	
ELECTIVE III (4sh)	
January Intersession	
ELECTIVE IV (4sh)	
Spring Session I	
NURS 463 Applied Leadership in Nursing	
Spring Session II	
NURS 465 Applied Population-Focused Public Health Nursing NURS 499 Nursing Capstone	
Students seeking to complete the degree part-time can complete one course per session. The nursing core should be complete sequentially (311, 313, 325, 333, 363, 365, 499). Individual completion plans can be created in consultation with an academic advisor.	
Fall Start (part-time)	

Physician Assistant Program (MS)

Program Director: Ann Schultz

Medical Director: James Lally

Associate Director: J. Dante Awkward

Regular Faculty: Mario Esquivel, Aaron Kan

Accreditation Statement

At its June 2022 meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) extended Accreditation-Probation status for the University of La Verne Physician Assistant Program sponsored by the University of La Verne until its next review in June 2024.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation – Provisional or Accreditation – Continued does not, in the judgment of the ARC-PA,

meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-university-of-la-verne/>

Program Details

A physician assistant or physician associate (PA) is a type of advanced health care provider. PAs can diagnose illnesses, develop and manage treatment plans, prescribe medications, and may serve as a principal healthcare provider. PAs are required in nearly all States to have a direct agreement with a physician for supervision and collaboration.

The ULV Physician Assistant Program requires 27 consecutive months of full time academic and clinical coursework. The program trains and educates students to become health care providers who perform physical examinations, diagnose and treat illness, order and interpret laboratory and radiological tests, perform clinical procedures, assist in surgical cases, provide patient education and counseling and "round" in hospital and nursing home settings. All states and the District of Columbia allow PAs to practice, prescribe, transmit and administer prescription medications.

Graduates from the program will be eligible to sit for the Physician Assistant National Certifying Exam (PANCE) and apply for state licensure to practice medicine upon passing the board examination as physician assistant. Students must apply to the program and be admitted prior to registering for all courses. No audits and observation of program courses in any portion of the curriculum will be permitted without written consent of the program director or designee.

Admission Requirements

Admission to the PA Program is competitive and multifaceted. The screening of applicants consists of prerequisite coursework, minimal overall and science GPA, and a graduate application, references, a personal statement, shadowing hours, and an in-person panel interview.

All in-person activities may be changed to remote when public health policy requirement are updated due to the COVID-19 pandemic.

Accreditation standards require that admission criteria into a PA program are established by the PA Program faculty; they also include the Technical Standards for Admission developed by the PA accrediting agency, the Accreditation Review Commission on Education for the Physician Assistant. Listed below are the admission criteria required for entry into the program.

1. Completed Admission Application and application fee.
2. Official transcripts from all institutions attended.
3. Completion or evidence that a bachelor's degree from a regionally accredited university or college will be completed prior to submission of application.
 - a. Cumulative science pre-requisite GPA minimum 3.0 on a 4.0 scale.

- b. Overall Cumulative GPA minimum 3.0 on a 4.0 scale.
- c. Successful completion of all pre-requisite coursework with a minimum of a "C" or better.
- d. Applicants who have not earned their prior degree in the USA, Australia, Canada (English-language provinces), United Kingdom, New Zealand, or South Africa must provide proof of English proficiency in one of the following ways:
 - i. A minimum score on the Test of English as a Foreign Language (TOEFL) of 88 (iBT).
 - ii. A minimum score on the International English Language Testing System (IELTS) of 6.5.
 - iii. A minimum score of 110 on the Duolingo English Test.
- 4. Three letters of recommendation assessing the applicant's ability to be a physician assistant. We recommend that one be from a practicing MD/DO/PA and one be from a college professor or supervisor.
- 5. Shadowing is recommended but not required. Shadowing for 20 or more hours should be documented on the Shadowing Verification Form (<https://artsci.laverne.edu/physician-assistant/shadowing-verification-form/>).
- 6. Personal statement: Not to exceed 5,000 characters describing your personal goals in becoming a physician assistant.
- 7. Copy of DD-Form 214, military identification, or active orders. This is for Military Veterans or Active Personnel *only* who are applying to the program.
- 8. Meet the technical standards which are the abilities and skill that a student must possess in order to complete the program and are essential for clinical practice as a licensed PA.
- 9. A panel interview: After initial assessment and screening of applications, a portion of selected applicants will be invited to interview on the University of La Verne main campus. Recent graduates with a degree from the University of La Verne as well as Veterans of the United States Military who meet the admission criteria will be guaranteed an interview.

Prerequisites

Prerequisites Course Work

(credit hours are semester units)

Code	Title	Semester Hours
Sciences		
	Human Anatomy with lab	4
	Human Physiology with lab	4
	General Biology with lab	4
	General Chemistry with lab I	4
	General Chemistry with lab II	4
	Microbiology with lab	4
General Education		
	English Composition I	4
	English Composition II	4
	Speech Communication	2
	Philosophy or Religion or critical thinking	3
	Psychology: general, developmental or abnormal	3
	Sociology or Anthropology	3

Statistics or Bio-statistics
Medical Terminology (one course)

Recommended Prerequisite Coursework

Code	Title	Semester Hours
Creative and Artistic Expression		3
History of Fine Arts		3

- Anatomy, Physiology, and all non-science prerequisites must be completed by December 31 of the year prior to when you plan to enter University of La Verne's PA Program. No exceptions will be made.
- Human Anatomy with lab, Physiology with lab, and Microbiology with lab must have been completed within 7 years of the cohort start date to ensure recent knowledge in the subject area.
- Human Anatomy with lab, Physiology with lab, Chemistry with lab and Biology with lab and Microbiology with lab must not be taken online or correspondence format. They must have a lab. The program wants to ensure that all students have tactile experiences in using laboratory equipment.

Technical Standards

The candidate for the PA program must possess ability, aptitude and skills in the following areas as established by the PA profession: observation, communication, motor, intellectual, behavioral and social.

1. **Observation:** The candidate must be able to observe demonstrations and experiments in the basic sciences, visual presentations in lectures and laboratories, laboratory evidence and microbiologic cultures, microscopic studies of microorganisms, and tissues in normal and pathologic states. A candidate should be able to observe a patient accurately and completely at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by a sense of smell.
2. **Communication:** A candidate should be able to speak, to hear, and to observe patients in order to elicit information, perceive non-verbal communication, describe changes in mood, activity and posture. A candidate should be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. Communication in oral and written form with the health care team must be effective and efficient.
3. **Motor:** Candidates should have sufficient motor function to elicit information from patients through palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to carry out basic laboratory tests (urinalysis, CBC, wet mount, gram stain, etc.) carry out diagnostic and therapeutic procedures (phlebotomy, venipuncture, placement of catheters and tubes), and read ECG's and X-rays. A candidate should have the motor functions sufficient to execute motor movements reasonably required to provide general care and emergency treatment for patients. Examples of emergency treatment reasonably required of a physician assistant are cardiopulmonary resuscitation, the administration of intravenous medications, the application of pressure to arrest bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers. Such skills require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.
4. **Intellectual:** Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of PA's

requires all these abilities. The candidate must also be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.

5. **Behavioral and Social Attributes:** A candidate should possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates should be able to tolerate physically taxing workloads, and to function effectively under stress. They should be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainty inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the Admission and education processes.

Application Timelines

Application Deadlines

- Application Available: January 2022
- Priority Application Deadline: February 15, 2022
 - Applicants who meet the priority deadline will be notified if they are eligible for an interview in early to mid-March 2022.
 - Interviews for those meeting the priority deadline will be conducted in March 2022.
- Final Application Deadline: April 1, 2022
 - Applicants who do not meet the priority deadline will be notified of interviews between late March and mid April for consideration.

Decision Notifications

- Admitted and waitlisted students will be notified in early April 2022.
- Confirmation of attendance and a deposit is due by May 1, 2022.
- Waitlisted students being offered admission will be contacted beginning in early May 2022 and will have two weeks from notification to confirm their attendance and pay their deposit to reserve their place in the class. Waitlist students may receive notification of an open seat as late as two weeks into the first trimester.

Program Requirements

- All students will be required to submit proof of immunization prior to matriculation in accordance with CDC recommendations for health care providers (<https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>) and state of California standards, including COVID-19, prior to matriculation.
- PA students are required to have a physical examination prior to matriculation in the program.
- Applicants should be aware that successfully passing a background check is required for licensure in the state of California. Additionally, a background check and a drug screen may be required for clinical rotations which are required prior to completion of the Master of Science Physician Assistant Program.

Academic Progress

Standards of acceptable performance (cognitive and psychomotor) for courses are communicated to students in writing via the syllabus and orally reviewed at the introduction of the course. A student must achieve and maintain the required 3.00 semester Grade Point Average (GPA) to remain in good academic standing and graduate from the Physician Assistant Program. The required GPA is intended to promote academic

excellence and clinical competence. Performance in didactic (pre-clinical) courses is commonly assessed by written exams, oral presentations and/or research papers, direct observation, and final written exams. In designated courses, psychomotor performance may be assessed by skill competency exams and small group exercises. Grades "A or B" represent passing and satisfactory. Any grade of "C" or below is not meeting program academic standards.

Student Conduct

The PA student is required to abide by academic, clinical and professional behavior policies as described in the PA Student Handbook and the University of La Verne academic policies found in the catalog. In some instances, the PA Student Handbook delineates and defines policy used in the PA program. Should a student (pre-clinical or clinical year) be arrested or convicted of a crime prior to the time he/she is prepared to enter the profession, that criminal record may have further implications for the student's eligibility to practice. Students should immediately notify the program director if arrested or convicted of a crime. Students should be aware of state and federal or professional restrictions barring the practice of individuals with criminal records.

Advanced Standing

The University of La Verne PA Program does not give advanced standing to any applicant admitted to the PA program. No advanced placement or transfer credit may be applied toward fulfilling the physician assistant program curriculum regardless of previous foreign, domestic, graduate or undergraduate coursework. No pre-clinical or clinical phase courses will be waived and no transfer credit for any previous coursework will be permitted even though it may be similar or identical to coursework in the PA Program. All courses in the curriculum are designated as required and must be completed by every student enrolled in the program.

Leave of Absence Policy

A Leave of Absence (LOA) is a student-initiated withdrawal from all Program activities for a specific and defined period of time. Students must be in satisfactory academic standing to request a leave of absence. Students may find it necessary to interrupt their studies due to multiple variables. It is expected that all students participate in coursework as sequenced in the program. Under extraordinary circumstance, the Program may mandate that a student suspend all student activities for a specific period of time such as an infectious disease or illness, or allegations of academic or professional misconduct. Should a student require taking a temporary leave of absence, the request must be presented in writing to the Program Director or designee. Only one leave of absence will be granted during the student's tenure in the program. Leave may not be more than 2 trimesters. Students missing any coursework during a leave of absence will be required to fulfill all course work requirements with a minimum grade of "B" and with an overall GPA of 3.0 on a 4.0 scale or better before advancing in the program.

Degree Requirements

Total Program: 118 semester hours

Course	Title	Semester Hours
Didactic Instruction Year I (15 months)		
Fall		
PA 501	Human Anatomy and Physiology I	4
PA 513	Pathophysiology I	2
PA 511	General Medicine I	4
Clinical Procedures I		
PA 512	General Medicine II	4
PA 514	Physical Assessment I	4
PA 515	Applied Pharmacology I	2
Pediatrics		2
Semester Hours		
Spring		
PA 503	Human Anatomy and Physiology II	4
PA 523	Pathophysiology II	2
PA 521	General Medicine III	4
PA 522	General Medicine IV	4
PA 524	Physical Assessment II	4
PA 525	Applied Pharmacology II	2
PA 505	Health Medicine and Society I	2
Clinical Procedures II		2
Semester Hours		
Summer		
PA 502	Genetics of Health and Disease for Physician Assistants	2
PA 516	Health Medicine and Society II	2
PA 531	General Medicine V	4
PA 533	Pathophysiology III	2
PA 534	Physical Assessment III	4
PA 535	Applied Pharmacology III	2
Semester Hours		
Fall 2		
PA 504	Research and Evidence Based Medicine for Physician Assistants	2
PA 526	Health Medicine & Society III	2
PA 531	General Medicine V	4
PA 532	Clinical Procedures III	4
PA 536	Introduction to Clinical Medicine	2
Semester Hours		
Clinical Instruction Year II (12 months)		
Spring		
PA 601	Supervised Clinical Rotation I	4
PA 602	Supervised Clinical Rotation II	4
PA 603	Supervised Clinical Rotation III	4
PA 604	Masters Project I	2
PA 605	Intro to Medical Practice	2
Semester Hours		
Summer		
PA 611	Supervised Clinical Rotation IV	4
PA 612	Supervised Clinical Rotation V	4
PA 613	Supervised Clinical Rotation VI	4
PA 614	Masters Project II	4
Semester Hours		
Fall 1		
PA 621	Supervised Clinical Rotation VII	4
PA 622	Supervised Clinical Rotation VIII	4
PA 623	Supervised Clinical Rotation IX	4
PA 624	Masters Project III	2
PA 625	Comprehensive Review and Examinations	4
Semester Hours		
Total Semester Hours		

PsyD in Clinical Psychology

Program Length: 5 Years

Program Chair/Director of Clinical Training: Jerry L. Kernes

Accreditation

Accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accreditation status should be directed to the following:

Office of Program Consultation and Accreditation,
American Psychological Association
750 1st Street NE, Washington, DC 20002-4242
Phone: (202) 336-5979
Email: apaaccred@apa.org
Website: www.apa.org/ed/accreditation ([http://www.apa.org/ed/accreditation/](http://www.apa.org/ed/accreditation))

Program Policies

All students admitted into the PsyD program at the University of La Verne are governed by, expected to be familiar with, and abide by the Program's policies as described in the *PsyD Program Policies and Procedures Handbook* located on the program's website.

The *PsyD Program Policies and Procedures Handbook* is designed to orient and guide students admitted to the PsyD Program in Clinical Psychology through their educational journey at the University of La Verne. It contains information regarding the policies and procedures that govern both administrative and academic matters. Where appropriate, students may be referred to additional documents for further information on program policies and procedures. The *PsyD Program Policies and Procedures Handbook* applies to all students active in the program (i.e. to all students whose PsyD degree has not posted). Clarification of matters contained in this handbook may be obtained from the Program Chair/Director of Clinical Training (PC/DCT). PsyD students should note that the policies outlined in the *Program Policies and Procedures Handbook* may be more stringent than the policies contained in the university catalog. PsyD students are expected to abide by the policies outlined in the *PsyD Program Policies and Procedures Handbook* and will be held accountable to them.

Statement on Diversity and Nondiscrimination

The PsyD program is a secular doctoral program and embraces diversity of all kinds. The program welcomes students, faculty, and staff from diverse ethnic, cultural, religious, sexual orientation, age, and ability backgrounds. The program is committed to creating and maintaining a positive training climate that

- a. allows for open inquiry, free expression, and effective conflict resolution, and
- b. promotes the understanding and affirmation of all aspects of human diversity.

The PsyD program is committed to providing equal access and opportunity for all members of the University community in a safe and non-discriminatory learning, living, and working environment. In accordance with the requirements and prohibitions of Title IX of the Education Amendments of 1972 ("Title IX"), Titles VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal and California laws, the program (and University) does not discriminate on the basis of race, color, religion, national origin, ethnic origin, ancestry, citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability,

medical condition, genetic characteristics, military and veteran status, or any other characteristic or status protected by applicable law as to the admission or enrollment of any student, or its educational programs and activities; the employment of any member of the faculty or staff; the selection and treatment of volunteers or unpaid interns; or to the election of any officer or trustee of the University.

Mission, Philosophy, Principles, and Aims

The University of La Verne's APA accredited PsyD program prepares students for careers as licensed psychologists. The primary mission of the program is to prepare doctoral students to become multiculturally competent professionals in the specialty of clinical psychology.

The program's philosophy is that clinical practice is based on the scientific foundations of psychology and that the science of psychology is informed by effective clinical practice. Consistent with this view, our program emphasizes systematic training in research and practice and students develop competencies in clinical and research domains. The curriculum is designed to prepare clinicians who can critically evaluate empirical research pertinent to the practice of clinical psychology and who can incorporate this information into their professional practice.

The program is guided by an overarching set of principles designed to:

- a. integrate theory, research, and practice;
- b. infuse multicultural issues throughout;
- c. provide a sequential, cumulative, and graded in complexity experience that enhances coherency and depth;
- d. encourage active collaboration among students and foster cooperative classroom and program environments; and
- e. meet NCSPP core professional competencies.

The PsyD program has established the following aims:

Aim 1: Knowledge and Integration. Produce graduates who are knowledgeable of, skilled in applying, and able to integrate among: the theoretical and scientific foundations of the discipline of psychology; the core foundations of professional psychology; and multicultural clinical psychology.

Aim 2: Practice Application. Produce graduates who are skilled in the foundational and functional competencies associated with the practice of clinical psychology.

Aim 3: Research Application. Produce graduates who are knowledgeable about and skilled in the principles of psychological research and can utilize and integrate such knowledge with clinical practice.

Discipline-Specific Knowledge and Profession-Wide Competencies

Consistent with standard II B1 of the American Psychological Association's *Standards of Accreditation*, the PsyD program is designed to ensure that students have attained the necessary *discipline-specific knowledge* that provides a foundation for the practice of health service psychology, including the following graduate-level competencies:

Competency 1: Students will demonstrate comprehensive understanding of the history and systems of psychology including the origins and development of major ideas in the discipline of psychology.

Competency 2: Students will demonstrate comprehensive understanding of the affective aspects of behavior including affect, mood, and emotion.

Competency 3: Students will demonstrate comprehensive understanding of the biological aspects of behavior including neural, physiological, anatomical, and genetic aspects of behavior.

Competency 4: Students will demonstrate comprehensive understanding of the cognitive aspects of behavior including learning, memory, thought processes, and decision-making.

Competency 5: Students will demonstrate comprehensive understanding of the developmental aspects of behavior including transitions, growth, and development across the lifespan.

Competency 6: Students will demonstrate comprehensive understanding of the social aspects of behavior such as group processes, attributions, discrimination, and attitudes.

Competency 7: Students will demonstrate comprehensive understanding of the integration of affective and cognitive aspects of behavior.

Competency 8: Students will demonstrate comprehensive understanding of research methods including strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, descriptive, and experimental research designs; measurement techniques; sampling; replication; theory testing, qualitative methods; meta-analysis; and quasi-experimentation.

Competency 9: Students will demonstrate comprehensive understanding of quantitative methods including mathematical modeling and statistical analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.

Competency 10: Students will demonstrate comprehensive understanding of psychometrics including theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory and standardization.

Consistent with standard II B1 of the American Psychological Association's Standards of Accreditation, the PsyD program is designed to ensure that students have attained the necessary, *profession-wide competence* as health service psychologists in clinical psychology, including:

Competency 1: Research:

Students will demonstrate the ability to:

- a. Independently formulate research or other scholarly activities (such as critical literature reviews, program development/evaluation, clinical case studies, efficacy studies, theoretical dissertation).
- b. Conduct research and/or other scholarly activities.
- c. Critically evaluate and disseminate research and/or other scholarly activity via professional publication and presentation at local, regional, or national level.

Competency 2: Ethical and legal standards.

Students will demonstrate the ability to:

- a. Understand and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws, regulations, rules, and policies governing health service psychologists, and relevant professional standards and guidelines.

- b. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve dilemmas.
- c. Conduct oneself in an ethical manner in all professional activities.

Competency 3: Individual and cultural diversity

Students will demonstrate:

- a. Understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- b. Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- c. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g. research, services, and other professional activities). This includes the ability to apply a framework for working with areas of individual and cultural diversity not previously encountered. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- d. The requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Competency 4: Professional values, attitudes, and behaviors

Students will demonstrate the ability to:

- a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- c. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 5: Communication and interpersonal skills

Students will demonstrate the ability to:

- a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 6: Assessment

Students will demonstrate the ability to:

- a. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

- b. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- c. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 7: Intervention

Students will demonstrate the ability to:

- a. Establish and maintain effective relationships with the recipients of psychological services.
- b. Develop evidence-based intervention plans specific to the service delivery goals.
- c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- d. Apply relevant research literature to clinical decision-making.
- e. Modify and adapt evidence-based approaches effectively when a clear evidenced-base is lacking.
- f. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 8: Supervision

Students will demonstrate:

- a. Knowledge of supervision models and practices.
- b. Apply this knowledge in practice with peer supervisees.

Competency 9: Consultation and interprofessional/interdisciplinary skills.

Students will demonstrate:

- a. Knowledge and respect for the roles and perspectives of other professions.
- b. Demonstrate knowledge of consultation models and practices.

Grading Policies

The PsyD program uses the following grades in evaluation of students' performance (A, A-, B+, B, B-, and F) or (Credit, No Credit). The minimal passing grade for all letter grade courses is B-. The minimal passing grade for all Credit/No Credit courses is "Credit." A final grade lower than a B- in a letter grade course or "No Credit" in a CR/NCR course is evaluated as failing the course and the course must be retaken for course credit to be obtained. PsyD students may retake a course for course credit only once. Any student failing any course in the program twice will be dismissed from the program.

Masters of Psychology

Students may apply for a MS in Psychology at the completion of their second year of the PsyD program. This degree is intended only as an en route degree toward completion of the PsyD and is not a terminal master's degree. Students must be in good academic standing at time of application and have successfully completed their first two years of required coursework. Courses required during the first two years of the program are identified below. Completion of PSYD 629 Competency Exam is not required for advancement to the master's degree. Those students awarded the degree may participate in Commencement during their third

year. For more information on applying for the Masters of Psychology, please see the *PsyD Program Policies and Procedures Handbook*.

Advancement to Doctoral Candidacy

Students are admitted into the PsyD program as pre-candidates. To be advanced for doctoral candidacy, pre-candidates must, at a minimum

- a. complete their first 3 years of coursework,
- b. complete a minimum of 1,500 clinical practicum hours,
- c. pass PSYD 629 Competency Exam, and
- d. complete PSYD 641 Dissertation II.

Evaluation for doctoral candidacy occurs after completion of both PSYD 629 Competency Exam and PSYD 641 Dissertation II. All students must earn candidacy status in order to complete the program. Students must be advanced to candidacy before they can apply for internship. Once candidacy is granted, students are permitted to use the title "Doctoral Candidate" or "PsyD Candidate." Students are prohibited from using these titles before then and should instead refer to themselves as a "Doctoral Student," or "PsyD Student." Dismissal of a student may occur even after the conferring of candidacy and passing the Competency Exam if the student does not meet the dissertation competency and/or internship competency, or if the student's personal or professional behavior does not continue to meet required standards for the profession.

Continuous Enrollment

Students must be continuously enrolled in the program until their degree is completed. The program distinguishes between two types of continuous enrollment: Dissertation Continuance and Program Continuance. Details concerning continuous enrollment are presented in the PsyD Program Policies and Procedures Handbook.

Degree Completion Time Limit

While students are expected to complete their PsyD requirements and graduate in five years from the date of matriculation, all requirements for the doctoral degree must be completed within 8 years from the start of the student's first course in the PsyD program.

Dismissal from Program

Students may be dismissed from the program under several circumstances including, but not limited to: academic dishonesty, academic disqualification, failure to maintain minimum academic standards, failure of program activities measuring student competencies, failure to maintain satisfactory academic progress, unethical or unprofessional conduct, circumstances interfering with training, well-being of others, or felony conviction. Students dismissed from the program may not apply for readmission.

Licensure

Courses in the PsyD curriculum are consistent with educational requirements for licensure in California. Because licensure requirements vary among states, students interested in practicing outside of California are encouraged to consult the licensing boards in the states where they intend to practice.

Degree Length and Residency Requirements

The PsyD program is designed to be completed in five years. The program consists of a total of 120 semester hours (SH). The program requires all students to be enrolled on a full-time basis for four years of coursework. Students complete a one-year, fulltime predoctoral internship in their fifth year. The internship must be completed before the doctoral degree is granted.

Admissions Requirements and Procedures

Admission Requirements (Fall 2023 and Forward)

The graduate psychology programs participate in a Centralized Application Service (PSYCAS). The program welcomes applicants from diverse ethnic, cultural, religious, sexual orientation, age, and ability backgrounds.

1. Completed PSYCAS application.
2. Applicants to the PsyD program must submit documentation of having earned a bachelor's degree in psychology or a closely related field from a regionally-accredited institution.
3. A minimum overall undergraduate GPA of 3.10 is required. A Master's degree is not required for admission and a Master's GPA may not be substituted for a deficient undergraduate GPA.
4. Pre-requisite coursework with a grade of C-/credit or better must include: introductory or general psychology, statistics, experimental psychology or research methods, abnormal psychology; and two additional psychology courses including but not limited to: history and systems of psychology, social psychology, theories of personality, human development/developmental psychology, clinical psychology, physiological psychology, biopsychology, multicultural psychology, psychological testing/psychometrics, cognitive psychology, learning/memory, or sensation and perception.
5. International students must submit proof of proficiency in the English language via a satisfactory total TOEFL or Duolingo score. The minimum required TOEFL total score for the 3 versions of the TOEFL are: 600 (paper-based version), 250 (computer-based version), and 100 (internet-based version). Duolingo English test of 120 or higher.
6. Official test scores for the Graduate Record Examination (GRE) General test (Verbal, Quantitative, and Analytical Writing). The minimum required GRE scores are 295 (Verbal and Quantitative combined) and 3.5 (Analytical Writing). Scores must be recent (no older than 5 years).
7. A current curriculum vita.
8. A statement of professional goals and aspirations (double spaced, 1000 words maximum) is also required. The statement should address the applicant's interest in our program; their compatibility with the research interests of the PsyD faculty; their goals for training; and their future aspirations.
9. Three letters of recommendation from individuals familiar with the applicant's academic preparation, fieldwork, employment, or volunteer experience. All three letters must be from individuals who are qualified to objectively assess the applicant's ability to succeed in doctoral-level study and potential to function competently as a professional clinical psychologist.

Following receipt and review of application materials, an interview is required for those being considered for admission. Interviews are held in January and February. Students are notified of their admission status by the middle of March, and are given until April 15th to respond. Prior to

enrolling in the fall, admitted students must provide an official transcript indicating their undergraduate degree has been completed. Admission may not be deferred. Only admitted students may take courses in the program.

Admission Requirements (Fall 2022)

Applications are accepted beginning in September each year. All Psy.D. applicants must have their applications completed by December 15th to be considered for admission to the following fall.

1. Completed PSYCAS application.
 2. Official undergraduate transcripts from a regionally-accredited institution. An undergraduate major in psychology or closely related major is required. Coursework must include: introductory/general psychology, statistics, experimental psychology/research methods, and abnormal psychology; and two of the following courses: history and systems of psychology, social psychology, theories of personality, human development/developmental psychology, clinical psychology, physiological psychology/biopsychology, multicultural psychology, psychological testing/psychometrics, cognitive psychology, learning/memory, or sensation and perception.
- A minimum overall undergraduate GPA of 3.10 is required. A Master's degree is not required for admission and a Master's GPA may not be substituted for a deficient undergraduate GPA.
3. International students must submit proof of proficiency in the English language via a satisfactory total TOEFL score. The minimum required TOEFL total score for the 3 versions of the TOEFL are: 600 (paper-based version), 250 (computer-based version), and 100 (internet based version). International students must also provide proof of financial sponsorship and financial statements.
 4. Official test scores for the Graduate Record Examination (GRE) General test (Verbal, Quantitative, and Analytical Writing). The minimum required GRE scores are 295 (Verbal and Quantitative combined) and 3.5 (Analytical Writing). Scores must be recent (no older than 5 years).
 5. Three letters of recommendation from individuals familiar with the applicant's academic preparation, fieldwork, employment, or volunteer experience. All three letters must be from individuals who are qualified to objectively assess the applicant's ability to succeed in doctoral-level study and potential to function competently as a professional clinical psychologist.
 6. A current curriculum vita.
 7. A statement of professional goals and aspirations (double spaced, 1000 words maximum) is also required. The statement should address the applicant's interest in our program; their compatibility with the research interests of the Psy.D. faculty; their goals for training; and their future aspirations.

Following receipt and review of application materials, an on-campus interview is required for those being considered for admission. Interviews are held in January and February. Students are notified of their admission status by the middle of March, and are given until April 15th to respond. Prior to enrolling in the fall, admitted students must provide an official transcript indicating their undergraduate degree has been completed. Admission may not be deferred. Only admitted students may take courses in the program.

Students with Disabilities

Students with disabilities, who need reasonable modifications, special assistance, or accommodations in the program, should direct their request to the PC/DCT at the time of the program orientation. Students must register with the Services for Students with Disabilities office and provide documentation of their disability to receive services. If a student with a disability feels that modifications, special assistance, or accommodations offered by the program are insufficient, that student should seek the assistance of the Services for Students with Disabilities office.

Student Self-Disclosure while in Program

The American Psychological Association (APA) Code of Ethics states:

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if,

1. the program or training facility has clearly identified this requirement in its admissions and program materials or
2. the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally-related activities in a competent manner or posing a threat to the students or others.

Several courses in the program (such as but not limited to: practicum courses, the multicultural competency sequence, group therapy, and supervision) require students to explore their world view as it affects their work with clients. Because of the effect that students' personal experiences and perspectives might have on their work with clients, these courses often include experiential activities such as self-disclosure, group process, role plays, and exploration of personal issues as they affect the therapeutic relationship.

Program Requirements and Progression through Program

Students are continuously evaluated on their professional, ethical, and legal conduct while in the program. Several activities measure students' competency while in the program including: course grades, practicum performance, completion of peer supervision requirement, completion of the personal psychotherapy requirement, performance on the clinical competency exam, progression and performance on the dissertation, and performance during the predoctoral internship. In addition, students are evaluated on their professional development including participation in extracurricular activities, and on their ability to engage in self-reflection and evaluation.

Transfer Credit for Previous Graduate Work

Students who have completed previous graduate work at another university may request transfer credit for this work. Request for transfer of academic credit and coursework will be reviewed by the PC/DCT on a case-by-case basis for currency and academic applicability. Only courses completed within 5 years from date of admission into the Psy.D. program, at a regionally accredited university, with a grade of B (3.0) or

better may be considered for transfer. The maximum number of transfer credits is 12 semester hours. Transfer credit may reduce course load during various semesters of the program but does not shorten residency requirements nor the number of years required to complete the program. Practicum, internship, statistics, research methods, and dissertation units are non-transferable and are not accepted for transfer credit. Students requesting transfer credit for previous graduate work must submit official transcripts and copies of relevant syllabi to the PC/DCT for formal review by November 1st of their first semester in the program. Requests for transfer credit past that date will not be honored. The PC/DCT, in consultation with relevant course instructors, decides whether or not to award transfer credit.

Degree Requirements Curriculum

Course	Title	Semester Hours
Year 1 coursework		
PSYD 600	Professional Development Seminar I	0
PSYD 601	Professional Development Seminar II	0
PSYD 602	Advanced Statistics I	3
PSYD 602L	SPSS Lab I	1
PSYD 603	Advanced Statistics II	3
PSYD 603L	SPSS Lab II	1
PSYD 604	Advanced Multicultural Competency I	3
PSYD 605	Advanced Multicultural Competency II	3
PSYD 606	Advanced Psychopathology	3
PSYD 607	Psychotherapy Efficacy & Outcome	3
PSYD 608	Professional Issues & Ethics	3
PSYD 609	Clinical Skills & Interviewing Techniques	3
PSYD 610	Cognitive & Intellectual Assessment	3
PSYD 611	Personality Assessment I	3
Semester Hours		32
Year 2 coursework		
PSYD 612	Practicum I	3
PSYD 612L	Supervision Lab I	1
PSYD 613	Practicum II	3
PSYD 613L	Supervision Lab II	1
PSYD 620	Psychological Measurement	3
PSYD 621	Advanced Human Development	3
PSYD 622	Quantitative Research Methods	3
PSYD 623	Qualitative Research Methods	3
PSYD 624	Evidence-Based Practice I	3
PSYD 625	Evidence-Based Practice II	3
PSYD 626	Personality Assessment II	3
PSYD 627	Full Battery Assessment	3
PSYD 629	Competency Exam	0
Semester Hours		32
Year 3 coursework		
PSYD 630	Practicum III	3
PSYD 631	Practicum IV	3
PSYD 632	Biological Bases of Behavior	3
PSYD 633	Cognitive & Affective Bases of Behavior	3
PSYD 634	Advanced History & Systems	3
PSYD 635	Advanced Social Psychology	3
PSYD 636	Aging and Long-term Care	1
PSYD 637	Child Abuse Assessment and Reporting	1
PSYD 638	Advanced Human Sexuality	1
PSYD 639	Spousal/Partner Abuse Assessment, Detection, & Intervention	1
PSYD 640	Dissertation I	3

PSYD 641	Dissertation II	3	PSY 649 Full Battery Assessment	3
	Semester Hours	28	PSY 660 Competency Exam	
Year 4 coursework			Semester Hours	28
PSYD 642	Advanced Supervision Skills I	1	Year 3 coursework	
PSYD 642L	Supervision Lab III	1	PSY 604 Biological Bases of Behavior	3
PSYD 643	Advanced Supervision Skills II	1	PSY 633 Advanced Human Development	3
PSYD 643L	Supervision Lab IV	1	PSY 637 Advanced History & Systems	3
PSYD 644	Advanced Consultation Skills	3	PSY 638 Cognitive & Affective Bases of Behavior	3
PSYD 646 or PSYD 699	Practicum V or Independent Study	1	PSY 639 Advanced Social Psychology	3
PSYD 647 or PSYD 699	Practicum VI or Independent Study	1	PSY 643 Medical Psychology	3
PSYD 649	Suicide Risk Assessment and Intervention	1	PSY 655 Practicum III	2
PSYD 651	Substance Abuse Detection and Treatment	1	PSY 656 Practicum IV	2
PSYD 660	Dissertation III	3	PSY 661 Dissertation I	3
PSYD 661	Dissertation IV	3	PSY 662 Dissertation II	3
PSYD 690A	Selected Topics in Clinical Psychology	1	Semester Hours	28
	Semester Hours	18	Year 4 coursework	
Year 5 coursework			PSY 663 Dissertation III	3
PSYD 680	Full-time Internship I	5	PSY 664 Dissertation IV	3
PSYD 681	Full-time Internship II	5	PSY 670 Adv. Supervision Skills I	1
	Semester Hours	10	PSY 671 Adv. Supervision Skills II	1
	Total Semester Hours	120	PSY 670L Supervision Lab III	1
			PSY 671L Supervision Lab IV	1
			PSY 672 Adv. Consultation Skills I	1
			PSY 673 Adv. Consultation Skills II	1
			Semester Hours	11
Year 5 coursework			Year 5 coursework	
			PSY 690A Full-Time Internship I	
			PSY 680B Full-Time Internship II	5
			Semester Hours	5
			Total Semester Hours	104

Course offerings subject to change.

Electives

Students must complete 2 elective units. Students electing to take a third year of practicum must enroll in PSYD 646 & PSYD 647 as their electives. Students not taking a third year of practicum take Independent Study (PSYD 699). PSYD 690 Selected Topics will vary depending on faculty interest and availability and may be substituted with Independent Study.

Course	Title	Semester Hours	Code	Title	Semester Hours
Year 1 coursework			Electives		
PSY 605 Advanced Statistics I		3		A minimum of eight semester hours of the following:	
PSY 605L SPSS Lab (Univariate)		1	PSY 644 Counseling Older Adults		1
PSY 606 Advanced Statistics II		3	PSY 651 Substance Abuse: Detection and Treatment		1
PSY 606L SPSS Lab (Multivariate)		1	PSY 652 Child Abuse: Detection & Treatment		1
PSY 608 Cognitive & Intellectual Assessment		3	PSY 653 Human Sexuality		
PSY 610 Professional Development Seminar		0,0	PSY 654 Domestic Violence		
PSY 612 Advanced Psychopathology		3	PSY 657A Practicum V		
PSY 614 Clinical Skills & Interviewing Techniques		3	PSY 657B Practicum VI		1
PSY 615 Psychotherapy Efficacy and Outcome		3	PSY 690 Selected Topics		1-3
PSY 617 Professional Issues and Ethics		3	PSY 699 Independent Study		1-3
PSY 623 Advanced Multicultural Competency I		3			
PSY 624 Advanced Multicultural Competency II		3			
PSY 628 Personality Assessment		3			
	Semester Hours	32			
Year 2 coursework					
PSY 603 Psychological Measurement		3			
PSY 629 Personality Assessment II		3			
PSY 635 Practicum I		2			
PSY 636 Practicum II		1			
PSY 635L Supervision Lab I		1			
PSY 636L Supervision Lab II		1			
PSY 640 Quantitative Research Methods		3			
PSY 641 Qualitative Research Methods		3			
PSY 645 Cognitive-Behavioral Psychotherapy		3			
PSY 645A Third-Wave Behavioral Treatment and Mindfulness-Based Approaches		3			
PSY 647 Advanced Group Psychotherapy		3			

Psychology (BS)

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

Degree Requirements

Total program: 52 semester hours

Prerequisite Requirements

Complete both courses; 6 SH

Code	Title	Semester Hours	PSY 439	Industrial-Organizational Psychology	4
PSY 101	Principles of Psychology	4	PSY 450	Selected Topics	4
PSY 102	Psychology as a Career	2			
Total Semester Hours		6			

Core Requirements

Complete all 7 courses; 26 SH

Code	Title	Semester Hours	Code	Title	Semester Hours
PSY 305	Statistics	4	PSY 101	Principles of Psychology	4
PSY 312	Abnormal Psychology	4			
PSY 390	Research Methods	4			
PSY 395	Computer Data Analysis	2			
PSY 405	Behavioral Neuroscience	4			
PSY 407	Life-Span Development	4			
PSY 409	Multicultural Psychology	4			
Total Semester Hours		26			

Area of Emphasis

Choose 2 from below; 8 SH

Code	Title	Semester Hours	Code	Title	Semester Hours
Select two of the following:		8	PSY 312	Abnormal Psychology	4
PSY 303	Learning and Behavior Change		PSY 400	History of Psychology	4
PSY 306	Cognitive Psychology		PSY 407	Life-Span Development	4
PSY 308	Social Psychology		PSY 409	Multicultural Psychology	4
PSY 320	Advanced Statistics and Design		Select two of the following:		8
			PSY 303	Learning and Behavior Change	
			PSY 306	Cognitive Psychology	
			PSY 308	Social Psychology	
			PSY 320	Advanced Statistics and Design	
			PSY 405	Behavioral Neuroscience	
			One 300 or 400-level PSY elective		
Total Semester Hours		8	Total Semester Hours		24

Advanced Topics

Complete all courses; 12 SH

Code	Title	Semester Hours
PSY 400	History of Psychology	4
PSY 404	Experimental Psychology	4
PSY 497	Internship	4
Total Semester Hours		12

Electives

Optional

Code	Title	Semester Hours
PSY 315	Psychological Testing	4
PSY 316	Personality Theory & Research	4
PSY 327	Health Psychology	4
PSY 375	Community Psychology	4
PSY 408	Adolescent Psychology	4
PSY 422	Substance Abuse	4
PSY 429	Counseling and Interviewing Skills	4
PSY 430	Forensic Psychology	4

Psychology Minor Degree Requirements

Total program: 28 semester hours

Prerequisite

4 semester hours

Code	Title	Semester Hours
PSY 101	Principles of Psychology	4
	Core Requirements	
	24 semester hours	
	Code	Title
	PSY 312	Abnormal Psychology
	PSY 400	History of Psychology
	PSY 407	Life-Span Development
	PSY 409	Multicultural Psychology
	Select two of the following:	
	PSY 303	Learning and Behavior Change
	PSY 306	Cognitive Psychology
	PSY 308	Social Psychology
	PSY 320	Advanced Statistics and Design
	PSY 405	Behavioral Neuroscience
	One 300 or 400-level PSY elective	
Total Semester Hours		24

COURSE DESCRIPTIONS

A

- Accounting (ACCT) (p. 118)
- Adv. Studies in Human Devel. (ASHD) (p. 120)
- Advanced Studies in Child Dev. (ASCD) (p. 120)
- Advanced Studies in Child Life (ASCL) (p. 121)
- Anthropology (ANTH) (p. 122)
- Art (ART) (p. 126)
- Athletic Training (AT) (p. 128)

B

- Biology (BIOL) (p. 130)
- Business (BUS) (p. 133)

C

- Chemistry (CHEM) (p. 144)
- Computer Engineering (CMPN) (p. 146)
- Computer Science (CMPS) (p. 147)
- Creative Writing (CWRT) (p. 150)

D

- Data Analytics (MDA) (p. 151)

E

- Economics (ECON) (p. 152)
- Education (EDUC) (p. 154)
- Educational Leadership (EDLD) (p. 170)
- Educational Technology (EDTC) (p. 172)
- English (ENG) (p. 173)

F

- Finance (FIN) (p. 176)
- French (FREN) (p. 176)

G

- Gender Studies (GSS) (p. 178)
- General Studies (GNST) (p. 178)
- Geography (GEOG) (p. 178)
- German (GERM) (p. 178)

H

- Health Services Management (HSM) (p. 178)
- History (HSTY) (p. 182)
- Honors (HONR) (p. 185)
- Humanities (HUM) (p. 187)

I

- Interdisciplinary (INTD) (p. 187)

J

- Japanese (JAPN) (p. 187)
- Journalism (JOUR) (p. 188)

K

- Kinesiology (KINE) (p. 190)

L

- La Verne Experience (LVE) (p. 199)
- Latinx & Latin America Studies (LLAS) (p. 200)
- Law (LAW) (p. 200)
- Legal Studies (LS) (p. 212)
- Liberal Arts (LA) (p. 214)
- Literature (LIT) (p. 214)

M

- Management (MGMT) (p. 215)
- Mathematics (MATH) (p. 219)
- Music (MUS) (p. 221)

N

- Natural Science (NASC) (p. 226)

O

- Organizational Leadership (ORGL) (p. 227)

P

- Philosophy (PHIL) (p. 230)
- Photography (PHOT) (p. 231)
- Physician Assistant (PA) (p. 233)
- Physics (PHYS) (p. 235)
- Political Science (PLSC) (p. 237)
- Psychology (PSY) (p. 239)
- Public Administration (PADM) (p. 247)
- Pupil Personnel Services (PPS) (p. 252)

R

- Radio (RDIO) (p. 257)
- Religion (REL) (p. 259)
- Rhetoric Communication Studies (RCS) (p. 261)

S

- School Psychology (SPSY) (p. 263)
- Social Justice Higher Educ. (SJHE) (p. 269)
- Sociology (SOC) (p. 270)
- Spanish (SPAN) (p. 273)
- Special Education (SPED) (p. 275)

T

- Television (TV) (p. 279)
- Theatre Arts (THAR) (p. 281)

Accounting (ACCT)

ACCT 201 Fundamentals of Accounting I

This course introduces financial accounting, emphasizes measuring, reporting and analyzing financial activity. It covers the accounting cycle, accounting for assets and current liabilities, and financial statements. It introduces the student to the language of business (terminology, concepts and information processes); introduces the student to financial accounting and provides a well-balanced presentation of the measurement, reporting, and analysis of financial activity for service and merchandising proprietorships. It covers the completion of the accounting cycle, accounting for assets and current liabilities, the income statement, statement of owner's equity, and balance sheet are to be covered; develops an understanding of how financial information is processed, organized, retrieved, analyzed and used to assist in making business decisions; develops business communication skills in the context and format commonly employed in the business environment; explores ethical considerations in the collection, formulation, interpretation, analysis and use of financial information. (Formerly ECBU 201).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ACCT 202 Fundamentals of Accounting II

Prerequisite: Completion of ACCT 201

This course is a continuation from ACCT 201 and introduces managerial accounting. It covers accounting for corporate activity, financial statement analysis, managerial/cost concepts, job-order and process costing, CVP relationships, and budgeting. It provides a well-balanced presentation of the measurement, reporting, and analysis of financial activity for corporations, as well as an introduction to management accounting; presents an introduction of the accounting for corporations, including corporate formation, equity issues, long-term debt and investments, the statement of cash flows, financial statement analysis, management accounting concepts, CVP relationships, job-order and process costing, and budgeting; develops an understanding of how financial information is processed, organized, retrieved, analyzed and used for decision-making purposes; develops business communication skills in the context and format commonly employed in the business environment; and explores ethical considerations in the collection, formulation, interpretation, analysis and use of financial information.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ACCT 203 Financial and Managerial Accounting

This course emphasizes the nature and purpose of financial statements and the uses of accounting information for planning, control, and decision-making. It introduces financial reporting concepts in a balanced user-oriented presentation of the measurement, reporting and analysis of financial activity for all types of business entities; introduces management accounting concepts and terminology, CVP analysis, product costing methods, and budgeting; develops business communication skills in the context of format commonly employed in the business environment; and explores ethical considerations in the collection, formulation, interpretation, analysis and use of financial information. (Formerly ECBU 203).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ACCT 301 Intermediate Accounting I

Prerequisite: Completion of ACCT 202

This course examines financial accounting and its theoretical foundations at a more sophisticated level. It covers the accounting for assets and related codified pronouncements. Discuss in detail the traditional financial accounting topics, procedures and reporting requirements; explores the recent developments in financial accounting valuation and reporting practices promulgated by the leading professional accounting organizations; continues the development of analytical and conceptual thinking of financial accounting theory by exploring the authoritative pronouncements; balances the coverage so that the conceptual discussion and procedural presentation are mutually reinforcing; and develop an understanding of the ethics of the accounting profession and be able to make value-based judgments. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ACCT 302 Intermediate Accounting II

Prerequisite: Completion of ACCT 301

This course discusses liabilities, equities, and related codified pronouncements, together with reporting requirements and analytical practices. It also explores the recent developments in financial accounting valuation and reporting practices promulgated by the leading professional accounting organizations. It also develops an understanding of the ethics of the accounting profession and be able to make value-based judgments. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ACCT 307 Cost Accounting

Prerequisite: Completion of ACCT 202 AND MATH 172 or BUS 274 or BUS 272

Students will study the fundamental concepts and techniques of cost accounting, how to use accounting information, and the ethical issues related to accounting. Increasingly complex decision-making problems will be assigned to enhance the student's analytical abilities. In addition, students will develop written and oral communication skills. Topics will include: cost accounting fundamentals, systems and methods of product costing, planning and control tools and techniques, using cost accounting information for decision-making and evaluating performance. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ACCT 308 Federal Taxation I

Prerequisite: Completion of ACCT 202

This course covers federal and state income tax laws and application to taxpayers. It covers individual income tax accounting systems and procedures. Preparation of income tax returns. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ACCT 390 Voluntary Income Tax Assistance

Prerequisite: ACCT 202 and ACCT 308

Gives students the opportunity to apply their knowledge of individual taxation by helping residents of the local community file their taxes electronically. This is an elective for the Business and Accounting programs. Credit/No Credit only. Not challengeable.

Semester Hours: 1

ACCT 399 Independent Study**Grade Mode:** Letter, Credit/No Credit**Semester Hours:** 1-4**ACCT 401 Auditing****Prerequisite:** Completion of ACCT 302 and BUS 270

Students will be introduced to the public accounting profession, professional standards, audit reports, and the auditor's professional responsibilities for ethical behavior, sound judgment and legal liability. Scope of coverage will include Sarbanes-Oxley and Section 404, the audit process, auditor's consideration of internal control, detailed tests of controls, and substantive tests. Increasingly complex decision-making problems will be assigned to enhance the student's analytical abilities. In addition, students will develop written and oral communication skills. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**ACCT 402 Advanced Accounting****Prerequisite:** Completion of ACCT 302

Students will study financial accounting and reporting requirements for various specialized entities. Topics will include: a) business combinations and consolidated financial statements; b) segment and interim reporting; c) foreign currency translation and financial statements; d) international accounting; e) SEC reporting; e) legal reorganizations and liquidations; f) accounting for partnerships; g) government accounting; and h) accounting for not-for-profit organizations. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**ACCT 414 Accounting Information Systems**

Students will learn to design, use, and control accounting information systems (AIS). Information systems concepts are addressed with emphasis given to information technology relevant to accounting applications. The operational and information functions of several major AIS subsystems and how those subsystems interface with each other and the overall management information system environment are explored.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**ACCT 443 Principles of Ethics and Professional Responsibility in Accounting****Prerequisite:** Completion of ACCT 202

This course will introduce ethical reasoning, integrity, objectivity, independence, core values, and professional issues in accounting. Key responsibilities of accountants and auditors will be reviewed. The textbook, detailed review of the AICPA's Code of Professional Conduct, will be leveraged throughout this course. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 4**ACCT 496 Accounting Seminar**

Prerequisite: Completion of ACCT 302 with a minimum grade of C
Study and application of accounting theory to current and emerging issues in accounting practice. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 4**ACCT 501 Financial Accounting Issues****Prerequisite:** Completion of BUS 502

The primary purpose of this course is two-fold: 1) to serve as a third course in intermediate accounting studies which is not included in the undergraduate accounting major, nor in the MBA accounting concentration; and 2) to provide the theoretical foundation for corporate accounting and reporting and the linkages to issues and practices in accounting. This course will enable students to: a) further develop an in-depth understanding of financial accounting principles and the theoretical framework of accounting; b) further explore the application of accounting principles and techniques utilizing real world examples; and c) further strengthen critical thinking within the context of accounting theory and the accounting profession. The scope of coverage will include FASB projects and proposed accounting standards updates; revenue recognition, lease accounting, accounting for income taxes, pensions and post-retirement benefits, share-based compensation, troubled-debt restructuring, asset retirement obligations, fair value measurement and other relevant topics.

Semester Hours: 3**ACCT 504 Corporate Taxation****Prerequisite:** BUS 500A and BUS 501

This course will give students a current and operational knowledge of federal tax concepts and practices as they relate to corporations and partnerships. Not challengeable.

Semester Hours: 3**ACCT 505 International Financial Reporting Standards****Prerequisite:** BUS 500A and BUS 502

This course will introduce students to the international financial reporting standards and their implication in decision-making. Not challengeable.

Semester Hours: 3**ACCT 506 Forensic Accounting****Prerequisite:** BUS 502

This course covers fraud auditing, litigation support, valuation, cyber crime, and other key forensic accounting topics. Not challengeable.

Semester Hours: 3**ACCT 507 Advanced Cost Accounting****Prerequisite:** BUS 509

This course focuses on the use of quantitative decision models and contemporary technology used in management accounting, including strategic performance measurement, strategic positioning, value chain analysis, managing constraints, quality function deployment, business process reengineering, customer profitability analysis, economic and market value added considerations, core management competencies, balanced scorecard, price optimization models, and management control systems. Letter grade only. Not challengeable.

Semester Hours: 3**ACCT 508 Governmental and Not for Profit Accounting****Prerequisite:** Completion of BUS 502

This course is a graduate level course designed to cover financial reporting, managerial, auditing, taxation, and information systems issues in governmental and nonprofit entities. Not challengeable.

Semester Hours: 3

ACCT 510 Advanced Auditing**Prerequisite:** BUS 506

This course examines the audit process, professional standards, and the auditor's report. Case studies are utilized which highlight important issues and problems in both public accounting and internal auditing. Not challengeable.

Semester Hours: 3**ACCT 543 Acct Ethics & Prof Resp****Prerequisite:** BUS 501

This course will introduce ethical reasoning, integrity, objectivity, independence, core values, and professional issues in accounting. Key responsibilities of accountants and auditors will be reviewed and guest speakers will share their professional perspectives and experiences. The textbook, case studies and a detailed review of the AICPA's Code of Professional Conduct will be leveraged throughout this course. Not challengeable.

Semester Hours: 3**ACCT 590 Voluntary Income Tax Assistance****Prerequisite:** Completion of or waiver from BUS 500A and BUS 508I or BUS 508

Gives students the opportunity to apply their knowledge of individual taxation by helping residents of the local community file their taxes electronically. This is an elective for the Business and Accounting programs. Credit/No Credit only. Not challengeable.

Semester Hours: 1**ACCT 595 Accounting Research and Communication****Prerequisite:** Completion of all MS Accounting Foundation courses, completion of ACCT 501, completion of 3 of the following: ACCT 504, ACCT 505, ACCT 506, ACCT 507, ACCT 508, ACCT 510, ACCT 543, or BUS 505 (NOTE: no more than 2 of the following may be selected: ACCT 506, ACCT 508, BUS 505)

This course introduces techniques used to conduct proper scientific and accounting research. Identification and investigation of business problems. Stating hypotheses, problem statements, defining and collecting data, and selecting appropriate analysis techniques. Examination of types of business research. Not challengeable.

Semester Hours: 3**ACCT 596 Accounting Graduate Seminar****Prerequisite:** ACCT 595 and completed application for advanced standing

In this course, students will integrate accounting and research concepts and techniques to generate new knowledge or a solution to an accounting problem. Not challengeable.

Semester Hours: 3**Adv. Studies in Human Devel. (ASHD)****ASHD 301 Human Sexuality**

This course is an introductory survey of the educational, psychological, and emotional dimensions of human sexuality, with emphasis on the socio-cultural factors involved in intimate relating, sexuality, and loving. The course also examines emotional and psychological perspectives of human sexuality, especially in relation to social and cultural influences, human rights, and social justice, and examines anatomy, behavior, intimacy, love, relationships, sexual development, diseases, and reproductive mechanisms. Students must have reached at least 18 years of age by the first day of the term. This course carries a mutual exclusion with EDUC 301. You may not enroll in it if you have completed EDUC 301 with a passing grade.

Semester Hours: 4**Advanced Studies in Child Dev. (ASCD)****ASCD 500 Academic Writing**

This course will help students further develop their writing skills by focusing on word choice, organization, summarizing and synthesizing research findings, editing, and APA style. Letter grade only.

Semester Hours: 3**ASCD 503 Educational Psychology**

Theories of the learning process. Relationships of learning to teaching. Writings of modern critics of education reviewed in relationship to learning theory.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 3**ASCD 504 Methods of Research**

This course will examine multiple methods of research in counseling and human development. Quantitative, qualitative, and mixed-methods research will be discussed. Specifically, students will be exposed to the many aspects of the research process: theoretical frameworks, research questions, research proposal, survey design and implementation, interviews, observations, interpretation of statistics, and presentation of findings. Students will learn how to use research and data to inform their professional practice.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 3**ASCD 510 Infant and Toddler Development****Prerequisite:** ASCD 500 and ASCD 504

This course provides an overview of key concepts and theories underlying the study of infants and toddlers. Students will learn about the physical, social, cognitive, emotional, and psychological changes that occur from conception through age two. Letter grade only. Not challengeable.

Semester Hours: 3**ASCD 518 Language, Reading, and Concept Development**

Examines (L1) and second (L2) language acquisition and their relationships to concept formation.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 3

ASCD 530 Motivation in Education**Prerequisite:** ASCD 500 and ASCD 504

This course focuses on the social-cognitive processes, fundamental principles, and key theories in the study of motivation. Research on the psychological and physiological aspects of motivation and emotion in human behavior, as well as how situational factors impact emotions, motivation, and behavior will be discussed. Letter grade only. Not challengeable.

Semester Hours: 3**ASCD 550 Human Development**

Reviews developmental physiology, social-psychological factors in personality development, behavior patterns, and interactional capacity through life cycle.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 3**ASCD 551 Studies in Attachment**

Reviews biological and ethological theories of psychological attachment and research related to it. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit**Semester Hours:** 3**ASCD 555 Child Development Internship**

Student will intern with an agency or educational organization that provides educational services or child-care services that relate to the care and education of children prenatal through age five. May be taken for letter grade only. Not challengeable.

Semester Hours: 3**ASCD 556 Early Childhood Assessment**

Students will study assessment of young children ages birth through eight. Basic descriptive statistics, program evaluation, categories of tests and uses of tests toward curriculum development will be studied. Not challengeable. May be taken for letter grade only.

Grade Mode: Letter, Audit**Semester Hours:** 3**ASCD 557 Teaching Adults**

Students will study adult learning theory, active learning strategies, and planning instruction for adult learners, strategies for lesson planning, writing objectives, promoting student writing and assessment will be practiced. Not challengeable. May be taken for letter grade only.

Grade Mode: Letter, Audit**Semester Hours:** 3**ASCD 558 Cognition and Brain Development**

Describes brain development and learning in preschool, school age, and adolescent children. Addresses cognitive theory and pedagogy. May be taken for letter grade only.

Semester Hours: 3**ASCD 559 Developmental Curriculum**

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.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 3**ASCD 570 Adolescent Development****Prerequisite:** ASCD 500 and ASCD 504

This course provides an overview of the key concepts and theories underlying the study of adolescence. Students will learn about the physical, social, cognitive, emotional, and psychological changes that occur during the adolescent period of the lifespan. Letter grade only. Not challengeable.

Semester Hours: 3**ASCD 575 Adolescents and Risk****Prerequisite:** ASCD 500, ASCD 503, ASCD 504, ASCD 530, ASCD 550, ASCD 557, and ASCD 570

This course focuses on adolescent risk taking and includes discussions of the physical, social-emotional, cognitive, cultural, and environmental factors that interact to promote or hinder development. Current theory and research which relates to typical and atypical development patterns and their effect on student learning will be studied. Letter grade only. Not challengeable.

Semester Hours: 3**ASCD 595 Special Topics in Child and Adolescent Development**

Special topics of current interest in child and adolescent development. Can be taken for letter grade only. Not challengeable.

Semester Hours: 1-3**ASCD 596 Graduate Seminar****Prerequisite:** Completed application for Advanced Standing

This seminar is the culminating activity for the Master of Science or Education degrees. Students focus on or tie together concepts, issues, or problems from their area of concentration that warrant further investigation and study. Students prepare a paper in their area of concentration. The students will end their experience in ASCD 596 by submitting their research to a professional journal in their field or for a conference presentation in their field of study. In addition, students will prepare a poster session to share their research with the larger university community. Not challengeable.

Semester Hours: 3**ASCD 599 Independent Study**

Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan is required. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 1-4

Advanced Studies in Child Life (ASCL)

ASCL 504 Research Methods

This course will examine multiple methods of research in counseling and human development. Quantitative, and mixed methods of research will be discussed. Specifically, students will be exposed to many aspects of the research process: theoretical frameworks, research questions, research proposal, survey design and implementation, interviews, observations, and presentation of findings.

Semester Hours: 3

ASCL 530 Child Life Administration and Program Development
 Skills for administration and organization of child life programs in hospitals and other medical care settings. 60 hours of fieldwork required.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

ASCL 530A Multi-Cultural Family Centered Care Class
 Examines parenting issues with medically fragile children in home, school, hospital, and community. Covers legal, ethical, moral, educational, cultural, religious, and gender issues. May be taken for letter grade only.

Grade Mode: Letter, Audit
Semester Hours: 3

ASCL 530C Outreach and Technology for Child Life Educators
 This course introduces candidates to the many diverse health care environments including hospitals and health care community settings where through research, technology, and practical application incorporating Child Life theories, approaches, practices and program development into the field of health care. Each candidate gains firsthand experience by completing a hospital practicum and practical work experience in community health care and outreach settings/organizations, developing the appropriate child life skill sets and competencies. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit
Semester Hours: 3

ASCL 530H Effects of Disease and Injury on the Hospitalized Child-Part A

Prerequisite: Completion of or concurrent enrollment in ASCL/EDUC 530, ASCL/EDUC 530M, ASCL/EDUC 530S, and ASCL/EDUC 530T
 Effects of disease and/or injuries on physical, emotional, and social needs of hospitalized children. Includes anatomy, physiology, and medical terminology. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

ASCL 530I Child Life Assessment, Preparation and Medical Terminology

Prerequisite: Completion of or concurrent enrollment in ASCL/EDUC 530, ASCL/EDUC 530M, ASCL/EDUC 530S, and ASCL/EDUC 530T
 Psychosocial and emotional needs of hospitalization in relation to medical illness. Developing clinical education interventions for medical procedures. Can be taken for letter grade only.

Grade Mode: Letter, Audit
Semester Hours: 3

ASCL 530M Helping Children Cope in the Health Care and Medical Setting

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

ASCL 530S Developmental Issues of Grieving

Examines concepts of loss, grief, and death. Includes interventions with families. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

ASCL 530T Pediatric Educational and Therapeutic Interventions
 Play techniques and pediatric information. Role of child development specialist working with children under stress and in hospitals. 60 hours of fieldwork required. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

ASCL 533F Child Life Internship I
Prerequisite: Completion of ASCL/EDUC 530, ASCL/EDUC 530H, ASCL/EDUC 530I, ASCL/EDUC 530M, ASCL/EDUC 530S, and ASCL/EDUC 530T
 Acquaints teachers with current concepts regarding their involvement with individual students, groups, and parents. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

ASCL 533P Child Life Internship II
Prerequisite: Completion of or concurrent enrollment in ASCL/EDUC 533F

Advanced specialization for child life specialist in hospital/ medical setting. Emphasizes clinical education, interventions, and interaction with children, family, and medical staff. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

ASCL 596 Advanced Studies in Child Life - Graduate Seminar

Prerequisite: Completed application for Advanced Standing
 This seminar is the culminating activity for Master of Science in Education degrees. Students focus on or tie together concepts, issues, or problems from their area of concentration that warrant further investigation and study. Students prepare a paper in their area of concentration. Not challengeable.

Semester Hours: 3

ASCL 599 Independent Study

Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan is required. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit
Semester Hours: 1-4

Anthropology (ANTH)

ANTH 220 Cultural Anthropology

Examines traditional and industrialized cultures, focusing on ethnographic methodology and cross-cultural analysis. Emphasizes conceptualization and adaptation through social, economic, political, and religious systems. Not challengeable. Formerly ANTH 320. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 4

ANTH 221 Peoples and Culture of Mexico

This course provides an overview of the cultural history of Mexico, including prehistory from the earliest evidence of human habitation through early indigenous cultures and civilizations, European conquest and colonization, modern national and indigenous societies, and the impact of globalization on Mexico and Mexicans. Not challengeable.

Grade Mode: Letter, Credit/No Credit
Semester Hours: 4

ANTH 231 Food and Culture

The cultural meaning of food from the local, national and global levels. Covers topics such as identity, restrictions and standards, systems of food distribution and consumption, land use, commodification of food and health, the future of food. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 240 Language and Culture

Explores the relationship between language and culture in cross-cultural context, including comparative and historical linguistics, ethnolinguistics, and sociolinguistics. Formerly ANTH 340. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 250 Issues in Anthropology

Explores human biological and cultural diversity through a variety of anthropological perspectives and issues. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 252 Forensic Anthropology

Ethical assessment of medicolegal information from the human skeleton. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

ANTH 260 Archaeology

Studies archaeological methods and theoretical approaches to understanding human societies through analysis of material remains. Includes ethnoarchaeology, experimental archaeology, and an overview of archaeological evidence for cultural evolution. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 262 Forensic Investigations

Covers forensic investigative techniques, analysis of evidence, preservation of a crime scene, physical and trace evidence, and interpretations and reconstructions of a crime scene. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 270 Intro to Biol Anthropology

Presents the concepts, methods of inquiry, and theory of biological evolution and their application to human and non-human primate species. More specifically, molecular, Mendelian and population genetics, mechanisms of evolution, primatology, paleoanthropology, biocultural adaptations, and human variation are focused upon. The scientific method is the foundation to this course. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 270L Introduction to Biological Anthropology Lab

Prerequisite: Completion of or concurrent enrollment in one of the following: ANTH 252, ANTH 270, ANTH 354, ANTH 355, BIOL 343, KINE 355

. Designed to familiarize the student with the materials and techniques of biological anthropology as an application of lecture. Includes human and other primate osteology, anthropometric techniques, and allied methods in the gathering and analysis of biological anthropological data. Through working with the departmental collection of fossil and contemporary organism casts and a wide variety of charts and models, the student also becomes familiar with the stages of human and primate evolution. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 299 Independent Study

An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Traditional 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; RCA students, until the last day to withdraw from a course. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

ANTH 305 Quantitative Analysis

Prerequisite: Completion of MATH 102 or Quantitative Reasoning or Maple Math Test A with a minimum score of 16, or Maple Math Test B with a minimum score of 11 or Guided/Directed Math Placement with a minimum score of 20

Introduces basic concepts and applications of descriptive and inferential statistics. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 321 Kinship and Social Organization

Explores social relationships and institutions as they shape traditional and modern societies, includes kinship, special interest groups and social stratification. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

ANTH 325 Anthropology of Terrorism

This course is an exploration of how anthropologists contribute to our understanding of terrorism. The course uses the four sub-disciplines of anthropology: cultural, physical, archaeological and linguistic anthropology, to understand the concepts, values, beliefs, and practices of current and historical terrorism. Throughout the course, students will evaluate influential variables related to acts of terrorism utilizing applied and theoretical anthropological criteria. Letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

ANTH 328 Ethnographies

The Study of culture through written ethnographies and ethnographics film. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 331 Culture and the Individual

Examines cross-cultural psychological issues in a sociocultural context. Includes perception, cognition, intellectual, and social development, sex differences, mental illness, and testing of psychological theories. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 333 Women Across Cultures

Cross cultural exploration of women's experiences in traditional and industrialized societies worldwide. Focuses on cultural expectations for gender and their impact on women's lives. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 334 Women's Experience in the US

An interdisciplinary survey course of women's experience in the United States, taught from a feminist perspective. Explores the cultural and social diversity found among women including gender, ethnicity, race, social class, age, physical disability, and women's movements. Also SOC 334. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 335 Black Experience in the United States

Examines the African-American experience in US society, including heritage, history, culture, and political movements. Also SOC 335. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 336 Latino Experience

Examines the Latino experience in US society, including heritage, history, culture, and political movements of a variety of Latino groups. Also SOC 336. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 337 Asian-American Experience

Examines the Asian-American experience in US society, including heritage, history, culture, and political movements of a variety of Asian-American groups. Also SOC 337. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 338 Native American Experience

Examines the Native American experience in US society, including history, culture, and political movements. Also SOC 338. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 351 Primate Morphology, Behavior and Ecology

The study of primates, including evolution, taxonomy, anatomy and physiology, growth and development, behavior ecology, and conservation. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

ANTH 354 Human Osteology

Prerequisite: Completion of ANTH 350L or BIOL 101 or BIOL 201 or BIOL 343 or KINE 355

. In-depth study of human osteology. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

ANTH 355 Techniques in Skeletal Biology

Prerequisite: Completion of ANTH 354 or BIOL 343 or KINE 355. Advanced methodology in human osteological identification and forensic anthropology

Research intensive course. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

ANTH 356 Human Origins

Modern evolutionary theory and genetic approaches are applied, along with investigations of phylogeny, morphology, and paleoecology of human ancestors. The course uses the fossil record to investigate the origins of humans, while also exploring issues of sustainability through time. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 357 Research in Biological Anthropology

Prerequisite: Completion of ANTH 252 or ANTH 270 or ANTH 350L or ANTH 354 or ANTH 355

This course focuses on the interactions between differing approaches for assessing modern and ancient human/hominin/primate skeletons. Although the same basic methodology exists for each context, the theoretical foundations are often drastically different. Thus, the course will examine each element of the biological profile (age, sex, ancestry, stature, other) and learn the differing approaches of forensic anthropologists and bioarchaeologists to the material (which also informs paleoanthropological and primatological methodology). Over the course of the semester, students will conduct biological anthropology analyses focusing on genetic and/or skeletal material, which will culminate in a final project that utilizes statistics to analyze evolution and/or population structure. Fieldwork is required. Research intensive course. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 360 Archaeology

Studies archaeological methods and theoretical approaches to understanding human societies through analysis of material remains.

Includes ethnoarchaeology, experimental archaeology, and an overview of archaeological evidence for cultural evolution. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 360L Archaeology Lab

Practical application of archaeological methods in both field and laboratory settings. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 364 Forensic Archaeology

Integrates the principles and techniques of archaeology and anthropology with the search for, recovery, and analysis and interpretation of human remains and other material evidence associated with remains. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

ANTH 390 Research Methods

Methodology and research design in the behavioral sciences, including qualitative and quantitative methods. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 393 Anthropological Writing

Examines how to write like an anthropologist, including formats and styles in cultural, physical, linguistic, and archaeological anthropology. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 394 Ethnographic Field Methods

An introduction and practical application of ethnographic field methods in the study of cultures. May be repeated for credit, but will count only once for major elective. Not challengeable.

Semester Hours: 4

ANTH 399 Independent Study

An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Traditional 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; RCA students, until the last day to withdraw from a course. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

ANTH 400 Anthropological Theory

Covers major theoretical models, including neo-evolutionism, functionalism, psychological anthropology, cultural materialism, cultural ecology, ethnoscience, cognitive, and evolutionary psychology. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 409 Selected Topics in Anthropology

Course may be taken multiple times. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 1-4

ANTH 420 Environmental Anthropology

This course provides an overview of human relationships and interactions with the environment from diverse anthropological perspectives. Letter grade only. Not challengeable.

Semester Hours: 4

ANTH 453 Human Adaptation and Variation

Detailed study of human adaptation and variation that focuses on the interaction between biology and culture in response to environmental stressors. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit

Semester Hours: 4

ANTH 460 Research in Material Culture

Authentic research and materials analyses on museum specimens and artifacts to produce a citable extended annotation for the museum catalog. Letter grade only. Not challengeable.

Semester Hours: 4

ANTH 470 Medical Anthropology

An introduction to the field of medical anthropology including cross-cultural perspectives on health, disease, illness, health practitioners and healing practices within and between cultures, as well as how ethnocentrism and cultural relativism affect health issues in today's global world. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 497 Internship

Applies anthropological methods, theories, and principles under supervision of working professionals. Requires junior standing.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 1-4

ANTH 499 Senior Thesis

Culminating activity required by all 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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ANTH 499A Senior Thesis A

Culminating activity required by all 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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2,4

ANTH 499B Senior Thesis B**Prerequisite:** Completion of ANTH 499A

Culminating activity required by all 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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 2,4**ANTH 499C Senior Capstone**

Culminating activity required by all 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. Not challengeable.

Semester Hours: 4

Art (ART)

ART 120 Foundations of Design

Introduces basic design structure, concepts, and process. Explores origins and applications of two-dimensional design. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 121 3-D Design**

Covers basic elements of 3-dimensional design in the studio. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 140 Drawing Techniques and Materials**

Various approaches to drawing, utilizing traditional and contemporary artist's materials and subject matter. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 199 Independent Study**

An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Traditional 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; RCA students, until the last day to withdraw from a course. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 1-4**ART 200 Introduction to Visual Culture**

Introduces the development of visual culture studies in response to changing cultural conditions of the late twentieth and early twenty-first centuries, examining issues of globalization and the emergence of digital media.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**ART 210 Art History Foundation: Ancient through Early Renaissance**

Surveys art history from antiquity through early Renaissance. Covers major monuments and basic tools of visual analysis. May be taken twice for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 211 Art History Foundation: Renaissance through Contemporary**

Surveys art history from the Renaissance through today. Covers major monuments and basic tools of visual analysis. May be taken twice for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 212 Materials, Tools & Techniques for the Visual Arts**

Introduction to the methods of fabrication in the visual arts using traditional and contemporary materials.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**ART 221 Introduction to Design for Stage and Studio**

Includes exercises in design, drawing, drafting, model construction, painting, lighting, and computer-aided design for stage and TV. Not challengeable. Also THAR 233 and TV 233.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 250 Sculpture I**

Introduces the materials and techniques of sculpture. Explores spatial and aesthetic issues as well as technical possibilities. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 260 Painting I**

Explores painting methods in a variety of media that may include acrylic, gouache, and oil. May be taken twice for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 270 Installation Art**

This is a hands-on study of the skills useful to installation art, its history and contemporary context. Students will produce a work of installation.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**ART 280 Beginning Digital Art Practices**

Introduction to the creation, manipulation and critique of digitally based artwork.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4

ART 300 Writing for the Visual Arts**Prerequisite:** Completion of Written Communication B

Emphasizes the development of writing skills applied to art analysis, art criticism, and art education for art majors. Also JOUR 310.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 320 Graphic Production Processes and Design for Publications**

Practical design experience in display ads, poster and magazine layouts, brochures, logotypes, and letterheads. Also JOUR 317.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 340 Life Drawing I**

Human figure as subject. Emphasizes structural anatomy. May be taken twice for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 340L Life Drawing I Lab****Prerequisite:** Completion of ART 140

Human figure as subject. Emphasizes structural anatomy. May be taken twice for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit**Semester Hours:** 0**ART 343 Life Drawing II****Prerequisite:** Completion of ART 340

Human figure as subject. Emphasizes structural anatomy. Continuation of 340. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 350 Sculpture II****Prerequisite:** Completion of ART 150 or ART 250

Explores spatial and aesthetic issues as well as technical possibilities. Continuation of 250.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 356 Digital Portfolio**

This course explores multimedia production with a focus on web and/or CD-ROM authoring for an artist portfolio. Emphasis is on innovative ways by which to design and create dynamic interactive art and interfaces. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit**Semester Hours:** 4**ART 370 Painting II**

Advanced painting. Emphasizes painting as a contemporary art form. May be taken twice for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 371 Culture and the Arts**

Studies problems concerning nature of art, aesthetic experience, and function of the artist. Also PHIL 332.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 375 Rome, The Eternal City: Art and Culture Through the Ages**

In this travel course, students will explore the city of Rome first hand, experiencing the rich artistic and architectural legacy of its long history. Through lectures, discussions, visits to museums and historical sites in Rome, students will gain an understanding of the city as a many-layered composite of ancient and modern, religious and secular, political and cultural.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**ART 376 Kyoto/Tokyo: Ancient and Modern Japan**

This study tour will explore two of Japan's most important and fascinating cities: historic Kyoto and futuristic Tokyo. Through lectures, discussions, visits to temples, museums, historical sites, and urban walks, students will gain an understanding of the impact of the country's history on the formation of the distinctive character of Kyoto and Tokyo, and how diverse artistic styles and aesthetic tastes have shaped the form and sensibility of these cities. Letter grade only. Not challengeable.

Semester Hours: 4**ART 380 Advanced Digital Art Practice****Prerequisite:** ART 280

Continuation of ART 280. Explores the broad range of artistic concepts and visual technologies used in video/digital media and time-based art forms.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 390 Art History: Selected Topics**

Provides in-depth art-historical investigation beyond the survey level. Topics cover specific periods, specific media, or aesthetic categories. May be taken multiple times with a different topic for credit.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ART 392 Junior Seminar**

Preparation for Senior Project and introduction to the content and discourse of contemporary art.

Semester Hours: 2**ART 399 Independent Study**

An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Traditional 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; RCA students, until the last day to withdraw from a course. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 1-4

ART 460 Oil Painting

Techniques and materials of oil painting applied to still life, landscapes, and abstraction. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

ART 499 Senior Project Seminar

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

Athletic Training (AT)

AT 500 Emergency Care and Acute Injuries and Conditions in Athletic Training

This course is designed to prepare the student to recognize, monitor and administer the appropriate emergency medical care to an injured or ill athlete. This course emphasizes the epidemiological analysis of trauma and the knowledge and skill development in areas including recognition and management of emergency situations, such as cardiac, respiratory, heat related illnesses, diabetic, and spinal cord injuries. Letter grade only. Not challengeable.

Semester Hours: 3

AT 510 Orthopedic Assessment of Lower Extremity Injuries and Conditions

This course is designed to introduce and develop assessment principles and techniques, diagnosis, and management of injuries/conditions of the physically active at the advanced level. Students will utilize an evidence-based approach to recognize, explain, and assess emergency medical situations and orthopedic injuries and conditions of the lower extremity and lumbopelvic region. Letter grade only. Not challengeable.

Semester Hours: 3

AT 511 Therapeutic Exercise & Modalities for Lower Extremities

This course is designed to provide a thorough overview of tissue injury, inflammatory response, healing process and neurophysiology applied to musculoskeletal injuries. Theory, application, and clinical decision-making processes using therapeutic modalities will be emphasized. Letter grade only. Not challengeable.

Semester Hours: 3

AT 519 Practicum in Athletic Training I

First of seven supervised clinical experiences in the application of Athletic Training techniques. This course is designed to further develop and enhance the athletic training student's knowledge and skills necessary for clinical practice. Students will better understand the duties and responsibilities of the athletic trainer. By focusing on psychomotor skills and the application of didactic knowledge, students build a foundation that prepares them for future clinical rotations. Students will review and demonstrate foundational athletic training skills and emergency management techniques. Letter grade only. Not challengeable.

Semester Hours: 1

AT 520 General Medical Conditions in the Physically Active

This course is designed for students to understand knowledge, skills, and values that an entry-level certified athletic trainer must possess in order to recognize, treat, and refer when dealing with general medical conditions and disabilities related to athletes or others involved in physical activity. Letter grade only. Not challengeable.

Semester Hours: 3

AT 521 Inter-Professional Care I

Second of seven supervised clinical experiences in the application of Athletic Training techniques. This course is designed to further develop and enhance the athletic training student's knowledge and skills necessary for clinical practice. Students will review and demonstrate lower extremity evaluation techniques as well as application methods and implementation of therapeutic modalities and exercise. Letter grade only. Not challengeable.

Semester Hours: 1

AT 530 Orthopedic Assessment of Upper Extremity and Head/Neck/Spine Injuries and Conditions

This course is designed to introduce and develop competency in athletic injury/condition assessment principles and techniques at the advanced level. Specific areas include assessment of orthopedic injuries and conditions of the upper extremity and brachial plexus. Letter grade only. Not challengeable.

Semester Hours: 3

AT 531 Therapeutic Exercise & Modalities for Upper Extremity & Head/Neck/Spine

This course is designed to familiarize the student with the theory, skills, and clinical application of manual therapy and rehabilitation techniques utilized to treat individuals with musculoskeletal conditions that limit physical activity. Emphasis is placed on application and integration of theoretical constructs, evidence-based practice, intervention, and proper technique. Letter grade only. Not challengeable.

Semester Hours: 3

AT 532 Applied Research Methods and Evidence-Based Practice in Athletic Training

This course is designed to establish or advance the student's understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Students will use these theoretical underpinnings to begin to critically review literature relevant to Athletic Training and determine how research findings may translate to Evidence-Based Practice. Letter grade only. Not challengeable.

Semester Hours: 3

AT 539 Practicum in Athletic Training II

Second of seven supervised clinical experiences in the application of Athletic Training techniques. This course is designed to further develop and enhance the athletic training student's knowledge and skills necessary for clinical practice. Students will review and demonstrate lower extremity evaluation techniques as well as application methods and implementation of therapeutic modalities and exercise. Letter grade only. Not challengeable.

Semester Hours: 1

AT 540 Pharmacology in Athletic Training

This course is designed for students to understand knowledge, skills, and values that an entry-level athletic trainer must possess in pharmacological applications, including awareness of the indications, contraindications, precautions and interactions of medications, and the governing regulations relevant to physically active individuals. Letter grade only. Not challengeable.

Semester Hours: 3

AT 541 Patient Care: Diversity/Inclusivity I

In this course, students will formulate searchable, answerable questions from clinical issues, critically appraise best evidence to answer the selected clinical questions, and discuss strategies for implementing evidence into daily practice. The clinical issues addressed in the course will focus on lower extremity injuries and conditions, therapeutic interventions, injury and illness pathologies, and general medical conditions. Letter grade only. Not challengeable.

Semester Hours: 3

AT 550 Advanced Rehabilitation Techniques in Athletic Training

This course is designed to introduce the physiological concepts and principles of a comprehensive rehabilitation program for managing athletic injuries and conditions. Letter grade only. Not challengeable.

Semester Hours: 3

AT 551 Psychosocial Aspects of Injury and Rehabilitation

This course is designed to explore the theory and research related to the psychosocial aspects of injury and injury rehabilitation. The focus is on theory and application. Case studies will be used to explore assessment and intervention approaches relevant for the entry-level athletic trainer. Letter grade only. Not challengeable.

Semester Hours: 3

AT 552 Sports Nutrition

This course is designed to introduce the student to the essentials of human nutrition that improve and sustain optimal performance for sport and exercise. The effects of eating disorders, weight management, and sport nutrition resources are also discussed. Letter grade only. Not challengeable.

Semester Hours: 3

AT 559 Practicum in Athletic Training III

Third of seven supervised clinical experiences in the application of Athletic Training techniques. This course is designed to further develop and enhance the athletic training student's knowledge and skills necessary for clinical practice. Students will demonstrate an advanced level of lower extremity evaluation techniques and the application and implementation of therapeutic modalities and exercise. Students will review and recognize a variety of general medical conditions among the physically active population. Letter grade only. Not challengeable.

Semester Hours: 1

AT 560 Ethics, Management, and Professional Issues in Athletic Training

This course focuses on all administrative aspects of the athletic training profession involving human, physical, and financial resources including risk management, budget development, facility and personnel policies and procedures and OSHA guidelines. This course will also cover the contemporary guidelines of the prescreening and physical examination of athletes and medical documentation. Letter grade only. Not challengeable.

Semester Hours: 3

AT 561 Inter-Professional Care II

Fifth of seven supervised clinical experiences in the application of Athletic Training techniques. This course is designed to further develop and enhance the athletic training student's knowledge and skills necessary for clinical practice. Students will further review and demonstrate upper extremity evaluation techniques and integration of application and implementation of therapeutic modalities and exercise. Letter grade only. Not challengeable.

Semester Hours: 1

AT 570 BOC Examination Preparation

This course is designed to provide a structured directed study for the Board of Certification Examination (BOC) through faculty-led review sessions. Students will develop individual and group study plans and complete practice BOC examinations. Letter grade only. Not challengeable.

Semester Hours: 1

AT 571 Patient Care: Diversity/Inclusivity II

In this course, students will formulate searchable, answerable questions from clinical issues, critically appraise best evidence to answer the selected clinical questions, and discuss strategies for implementing evidence into daily practice. The clinical issues addressed in the course will focus on upper extremity injuries and conditions, general medical conditions, pharmaceutical considerations, and psychological perspectives for the physically active. Letter grade only. Not challengeable.

Semester Hours: 3

AT 572 Evidence Based Practice & Clinical Application in Athletic Training

In this course, students will formulate searchable, answerable questions from clinical issues, critically appraise best evidence to answer the selected clinical questions, and discuss strategies for implementing evidence into daily practice. The clinical issues addressed in the course will focus on orthopedic assessment and injury and conditions recognition of the head, neck, and spine; manual therapy and rehabilitation techniques, and sports nutrition. A research project resulting in a substantive paper that involves original collection (or treatment) of data and/or results. The final product is a paper of publishable quality. The research project involves original research and exemplifies an original contribution to scholarship. Writing intensive. Letter grade only. Not challengeable.

Semester Hours: 3

AT 579 Practicum in Athletic Training IV

Fourth supervised clinical experiences in the application of Athletic Training techniques. This course is designed to further develop and enhance the athletic training student's knowledge and skills necessary for clinical practice. Students will review and demonstrate sophisticated evaluation and diagnostic evaluations methods as well as health care management skills. Letter grade only. Not challengeable.

Semester Hours: 4

Biology (BIOL)

BIOL 101 Life Science: The Human Environment

Examines principles of biology and ecology that will help students function more effectively in a complex, technological society. We explore the power and use of the scientific method and examine current scientific discoveries as they affect the world's diverse cultures. We examine our environment and how we are modifying it, the cell as the basic unit of life, reproduction, genetics, evolution, anatomy and physiology, and the diversity of the life. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 199 Independent Study

An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Traditional 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; RCA students, until the last day to withdraw from a course. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

BIOL 201 General Biology I

Environmental and behavioral biology, classification, and evolutionary adaptations of plants and animals. Includes lab and fieldwork. Required of Biology Majors, premedical, predental, and pre-nursing students. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 202 General Biology II

Cellular and molecular biology, physiology, and genetics. Includes lab and fieldwork. Required of Biology Majors, premedical, predental, and pre-nursing students.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 203 Principles of Biology

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 204 Plant Biology

This course is a study of plants including cell structure, biochemical/molecular make-up, metabolism, physiology, anatomy and development. Plant Biology also explores the diversity of plants through the lens of evolution, genetics and ecology. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 205 Animal Biology

Introduces animal biology. Focuses on diversity, growth, development, behavior, ecology, evolution, structure and function, and phylogenetic relationships. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 299 Independent Study

An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Traditional 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; RCA students, until the last day to withdraw from a course. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

BIOL 302 Microbiology

Prerequisite: Completion of Natural World: Life Science

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 305 Vertebrate Zoology

The course will consist of a survey of the vertebrates beginning with non-vertebrate Chordate taxa and culminating with mammals. Pre-vertebrate chordates, fishes (jawless, cartilaginous and bony), amphibians, reptiles, mammals and birds will be studied independently and comparatively to learn diagnostic attributes and the role they play in global ecosystems. Emphasis will be placed on vertebrate structure and function, ecology, and evolution. A laboratory requiring field-work, and investigations of vertebrate structure, function, and identification is required. Animal Biology (BIOL 205) will be a prerequisite. This course is not challengeable.

Semester Hours: 4

BIOL 310 Cell Biology

Prerequisite: Completion of two of the following: BIOL 201, BIOL 202, BIOL 204 or BIOL 205

Structure and function of cellular organelles, cellular metabolism, gene expression, and regulation. Historical and experimental emphasis. Lab Included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 311 Genetics

Prerequisite: Completion of two of the following: BIOL 201, BIOL 202, BIOL 204 or BIOL 205

This course emphasizes two main topics, transmission and molecular genetics to explain principles of heredity and the existence of diverse phenotypes. Time is also spent on population genetics to understand the impact of shifting gene pools on populations.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 312 Environmental Biology

Prerequisite: Completion of BIOL 323

The balance of forces that operate to maintain stability within the ecosphere. Methods of preserving natural resources through education, research, and public action. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 313 Developmental Biology

Embryonic development in various organisms. Mechanisms underlying fertilization, differentiation, induction, and teratogenesis. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 314 Biochemistry

Prerequisite: Completion of CHEM 311

Introduces biochemical diversity and function, as well as metabolism. Covers all major catabolic and anabolic pathways, including synthesis of major groups of secondary metabolites. Enzymology and control mechanisms are introduced along with signaling pathways, biochemical "machines" and other complexes. A comprehensive lab is included. Also CHEM 314. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 5

BIOL 316 Molecular Biology

Prerequisite: Completion of BIOL 311

Surveys molecular biology of the cell (including replication, transcription, translation and the regulation of gene expression) and techniques such as Western blotting, PCR, Southern blotting, and molecular cloning. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 322 Marine & Freshwater Biology

Prerequisite: Completion of a Life Science GE course (LVLS) and completion of BIOL 323

Ecological study of fresh-water, estuarine, and marine systems. Effects of thermal, chemical, and radioactive pollutants in aquatic ecosystems. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 323 Ecology

Prerequisite: Completion of BIOL 201 or 205 and BIOL 202 or BIOL 204

Ecology is the study of the interactions between organisms and their environment. This course provides background in the fundamental principles of ecological science including those governing energy flow, nutrient cycling, community structure and organization, succession, population dynamics, and evolution. Students will develop their ecological literacy about how the natural world works and understand how scientific methods are used to construct ecological knowledge. Letter grade only. Not challengeable.

Semester Hours: 2

BIOL 325 Field Biology

Ecological field investigations including identification, sampling techniques and equipment, data analysis, population dynamics, and behavior. Each course offering typically focuses on a particular biotic habitat or organismal group. Offered on both the ULV home campus and at the Magpie Ranch. Course may be repeated two times for a total of 6 credit hours.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1,2

BIOL 327 Mountain and Desert Biology

Prerequisite: Completion of BIOL 202 or BIOL 204 and BIOL 201 or BIOL 205, and completion of BIOL 323

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 333 Animal Physiology

Study of animal organ and tissue functions. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 334 Ornithology

Prerequisite: Completion of Natural World: Life Science

Systematic, distributional, behavioral, and ecological study of shore, fall migratory, and canyon birds of Southern California. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 343 Human Anatomy

Prerequisite: Completion of BIOL 101 or BIOL 201 or BIOL 202 or BIOL 204 or BIOL 205

Integrated study of the gross and microscopic anatomy of the human body. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 344 Human Physiology

Prerequisite: Completion of BIOL 343

Studies human body function. Emphasizes homeostasis. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 345 Immunology**Prerequisite:** Completion of BIOL 310

Emphasizes experimental foundation of immunology. Covers elements of the immune system, principles of innate and adaptive immunity, molecular and cellular structure/function, development of the immune system, and normal/abnormal immune responses. Laboratory is a CURE (course-based undergraduate research experience) focused on environmental impacts on immune system development using current immunological research techniques. Letter grade only. Not challengeable.

Semester Hours: 4**BIOL 346 Molecular Basis of Disease****Prerequisite:** Completion of CHEM 202

Examines mechanisms of genetic, bacterial, viral, and prion diseases, and individual diseases such as cystic fibrosis, AIDS, Scrapie, and cholera.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**BIOL 350 Introduction to Computational Biology****Prerequisite:** Completion of BIOL 201, 202, 379, and 382 or 383

The course introduces students to fundamentals of bioinformatics and computational biology, focusing on data analysis in a modern genomic laboratory. The students will learn basic programming approaches to solve bioinformatics problems. The students will become familiar with genomic databases, their organization and usage. Letter grade only. Not challengeable.

Semester Hours: 4**BIOL 361 Plant Physiology****Prerequisite:** Completion of CHEM 201 or CHEM 202

Completion of or concurrent enrollment in BIOL 204. 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.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**BIOL 376 Human and Environmental Toxicology****Prerequisite:** Completion of BIOL 101 or BIOL 204 or BIOL 205

Covers principles and mechanisms of toxicology. Emphasizing agents likely to be encountered in industry and the environment. Includes pathology, toxicity determination, dose response, hazard and risk assessment, and transfer and transformation of toxins in the environment.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**BIOL 378 Evolution and Biosystematics****Prerequisite:** Completion of BIOL 311

Examines the historical, philosophical, and conceptual bases of evolutionary principles and processes.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 2**BIOL 379 Research Methods****Prerequisite:** Completion of BIOL 201 or BIOL 205 and BIOL 202 or BIOL 204

Introduces research methods. Includes hypothesis development, experimental design, data analysis, presentation, and the use, interpretation, and presentation of descriptive and inferential statistics. Includes Science Seminar.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 2**BIOL 380 Biostatistics****Prerequisite:** Completion of BIOL 202 or BIOL 204 and BIOL 201 or BIOL 205 and BIOL 379

Topics covered include data analysis, the use, interpretation, and presentation of descriptive and inferential statistics and their applications in Biology, proposal design, and grant writing. Participation in Science Seminar required. Course is not challengeable.

Grade Mode: Letter, Audit**Semester Hours:** 2**BIOL 381 Research Writing in the Sciences****Prerequisite:** Written Communication B

This course focuses on analysis and practice of various forms of scientific discourse, with attention to research methods, design of papers, technical style, citation conventions, and editing strategies. Students develop their command of scientific discourse through multi-stage writing processes, rhetorical communication, active in-class learning workshops, peer review, and individual feedback. Also WRT 380. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 2**BIOL 382 Statistics for Life Sciences****Prerequisite:** MATH 105

The students will gain theoretical and practical skills needed for data analysis in life sciences. Fundamentals of probability and statistics will be covered, with emphasis on principles of inferential statistics. The students will learn hypothesis testing, data analysis and visualization. Letter grade only. Not challengeable.

Semester Hours: 2**BIOL 383 Statistics and Applications for Life Sciences****Prerequisite:** MATH 201

The course covers theoretical and practical concepts of modern statistical analysis in application to research life sciences. The course will equip the students with necessary skills to design experiments, analyze, visualize and present the results. The course will cover descriptive and inferential statistics and teach students to use computer tools to implement statistical analysis. Letter grade only. Not challengeable.

Semester Hours: 4

BIOL 385 Community-Engaged Health Research

Prerequisite: BIOL 201 or BIOL 205 and BIOL 202 or BIOL 204
 This upper division course introduces students to community-based health research through Service Learning. Students will learn theory and practice in community health research by participating in a community health research project, documenting and reporting findings. Students will work within a Participatory Action Research model in the 2 unit version of the class, and with PAR and conventional research in the 4 unit version. This course fulfills the Community Service (LVCS) requirement and requires 40 hours of community service. Letter grade only. Not challengeable.

Semester Hours: 2,4

BIOL 390 Natural History of the Tropics

Studies natural history of a tropical habitat. Also includes flora, fauna, geology, and history. Lab and fieldwork course. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BIOL 390F Natural History of the Tropics Fieldwork Course

Prerequisite: Completion of or concurrent enrollment in BIOL 390
 See BIOL 390 - The Natural History of the Tropics. May be taken multiple times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

BIOL 399 Independent Study

An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Traditional 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; RCA students, until the last day to withdraw from a course. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

BIOL 441 Nutrition

Family and institutional food planning and health programs. Emphasizes nutritional needs, holistic health, and diet. Also EDUC 422.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 2

BIOL 490 Selected Topics in Biology

Studies in areas not addressed in other courses. May be taken six times for credit. May be taken for letter grade only.

Grade Mode: Letter, Letter, Audit

Semester Hours: 1-4

BIOL 499 Senior Seminar/Project

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. May be taken for letter grade only. Not challengeable.

Semester Hours: 0

BIOL 499A Senior Seminar/Project

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. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 1

BIOL 499B Senior Seminar/Project

Prerequisite: Completion of BIOL 499A

A continuation of BIOL 499A. 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. May be taken for letter grade only. Not challengeable.

Semester Hours: 1-3

Business (BUS)

BUS 100 Introduction to Business and Society

The business outreach program was developed with a mission to overcome issues that usually restrict the college ambitions of the targeted population. The objective of this program is to put college in general and business education in particular within the reach of any student. In essence, REACH provides participants with a taste of various aspects of college life to create and sustain their motivation to aim for college (with an emphasis on business education) after graduating from high school. This program introduces participating students to topics such as market and economics, success skills (including management, organization, creating an organization website, and presentations and job interviewing techniques), entrepreneurship, financial literacy, and business ethics. All classes will be delivered by professors from the College of Business and Public Management at the University of La Verne. While the program provides an opportunity for participants to experience a taste of college life and get a hands-on learning opportunity, a competition will also be held where students are divided into different teams to create a business plan that culminated in formal presentations to a panel of judges made up of college professors, college students' leaders, and local business leaders. In addition to the business courses, counselors from the university will provide workshops with the Admissions and Financial Aid Offices, and students will attend two SAT preparation sessions with a focus on Mathematics and English.

Semester Hours: 1

BUS 101 Connect for Success Mentoring

Supports smooth transition to college life through mentoring, skill development, and training. Not challengeable.

Semester Hours: 1

BUS 200 Information Technology

Prerequisite: none. (Also CMPS 200.)

The course gives the student the knowledge and experience needed to use technology effectively. Topics include the following: desktop and electronic publishing, presentation and multimedia, data collection and organization using spreadsheets and databases. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

BUS 242 Achieving Professional Success

Prerequisite: Completion of Written Communication A

This course is designed to prepare students to be successful during their time at ULV and for the business world. This course is required before taking any internship. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

BUS 248 Experiential Learning through ENACTUS

ENACTUS provides students with unique opportunities to learn about and teach the principles of free enterprise. Students learn to work both individually and as a group to develop and complete projects designed to teach the principles of a market economy to a level of understanding and appreciation. The student will be required to take a significant leadership role in ENACTUS as part of this course.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 2

BUS 270 Statistics

Prerequisite: Completion of MATH 102, Quantitative Reasoning, Maple Math Test A with a minimum score of 16, or Maple Math Test B with a minimum score of 11 or Guided/Directed Math Placement with a minimum score of 20

This course introduces majors in Business or Economics to the concept of employing statistical methodology for the treatment, analysis and interpretation of large data sets. It prepares the student to characterize data measurements both graphically and mathematically, and to employ the resultant characterizations by forming inferences about the population from which data are obtained using the laws of probability. The covered topics include descriptive data interpretation, elementary laws of probability, and inferential parametric statistics using an applications approach, and linear regression techniques. (Formerly BUS 370).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 272 Introduction to Operations Management

Prerequisite: BUS 200 and MATH 104, Quantitative Reasoning, Maple Math Test A with a minimum score of 19, or Maple Math Test B with a minimum score of 11 or Guided/Directed Math Placement with a minimum score of 40

This course introduces students to the management of the efficient transformation of materials, labor, capital, and management into products or services to satisfy consumer demands. The course provides an introduction to the business operations and the related strategic and daily management concepts including the explanation of the role of business operations, and their interaction with the firm's finance, marketing, organization, and corporate governance. The course also introduces the analysis of operation processes from various perspectives such as efficiency, responsiveness, quality and productivity.

Semester Hours: 4

BUS 274 Applied Quantitative Analysis

This course surveys applied quantitative techniques including model building, optimization and probability theory that underlie effective managerial decisions. Applies operations research techniques such as decision analysis, forecasting and linear programming to the decision-making process. The course prepares students to utilize a variety of quantitative techniques to support the business decision-making process. The course emphasizes the applicable number crunching process both manual and using the computer and the recognition of problem type and application of appropriate solution procedures. (Formerly BUS 374)

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 299 Independent Study

An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Traditional 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; RCA students, until the last day to withdraw from a course. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

BUS 330 Business Finance

Prerequisite: Completion of BUS 270 AND ACCT 202 or ACCT 203 AND ECON 221 or ECON 228

Introduce students to the fundamentals of business finance. The purpose is to show what kind of information is needed, where it can be obtained, and how this information is used by managers as they perform their investing, financing, planning and control responsibilities. The covered topics include financial statements analysis and forecasting, time value of money, risk and return, cost of capital and capital structure, and capital budgeting.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 331 Managerial Finance

Prerequisite: Completion of BUS 330

This course provides students with an understanding of the theory of corporate finance. The course concentrates on the role of a financial manager in making decisions regarding investing, financing, options and hedging financial risk. Covered topics include capital budgeting and performance evaluation, risk and return, capital budgeting and risk, sensitivity analysis and decision trees, market efficiency, interaction between financing and investment decisions, lease financing, working capital management, and mergers and acquisitions.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 341 International Business

Prerequisite: Completion of Written Communication B

International Business is an integral and pivotal part of management in the context of contemporary global business. This course provides an overview of international business, and analyzes the opportunities, challenges, problems, and mechanics of conducting business across national boundaries.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 343 Foundations of Business Ethics

Prerequisite: Completion of Written Communication B

Fundamental concepts underlying individual value systems as applied to practical issues of running a business or organization.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 345 Personal Finance

Prerequisite: Completion of College Algebra (MATH 104) or equivalent

This course introduces students personal financial planning, the process of managing the financial aspects of life in order to achieve economic satisfaction. Topics covered include career planning, budgeting, investing, use of debt/credit, insurance, taxes, and retirement and estate planning.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 346 Written Business Communication

Prerequisite: Completion of Written Communication A

This course provides the learner with an introduction to written theory and techniques of business communication. The fundamentals relative to effective messages, job hunting, business messages, interpersonal communication, and reports will be explored.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 347 Legal Environment of Business

Prerequisite: Completion of Written Communication B

Critical examination of selected federal rules and regulations that affect operations of business.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 360 Principles of Marketing

Prerequisite: Completion of Written Communication B

Basic marketing concepts, principles, practices, activities, and institutions. Environmental forces and marketing interaction with other areas of business.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 361 Media Sales

Emphasizes professional selling and sales management techniques. Also JOUR 328, RDIO 328, and TV 328. (Formerly ECBU 361).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 365 Consumer Behavior

Prerequisite: Completion of BUS 360

Consumer behavior and attitudes to marketing management decisions. Includes advertising, product policy, product development, marketing research, and pricing.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 366 Professional Selling Skills

Prerequisite: Completion of Written Communication B

Examines the theory and practice of personal selling within the context of relationship marketing.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 368 Integrated Marketing Communication

Prerequisite: Completion of BUS 360

Theoretical foundations, applications, and current practice in the management of the advertising, personal selling, public relations, and sales promotion elements. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

BUS 375 Project Management

Presents project types from public, business, engineering, and information science fields. Includes selecting, initiating, operating, and managing projects. May be taken for letter grade only. Not challengeable. Also CMPS 392.

Grade Mode: Letter, Audit

Semester Hours: 4

BUS 390 Integrative Business Practicum

Prerequisite: Completion of BUS 270, ACCT 202 or ACCT 203,

ECON 220/221 or ECON 228 and Written Communication B

Completion of or concurrent enrollment in BUS 330, BUS 360, and MGMT 300.. This practicum draws from the concurrent courses (BUS 330, BUS 360 and MGMT 300) the knowledge and tools needed to establish and operate a small business to demonstrate the student's understanding as a vehicle for experiential learning. Not challengeable.

Semester Hours: 4

BUS 399 Independent Study

An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Traditional 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; RCA students, until the last day to withdraw from a course. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

BUS 410 Management Information Systems**Prerequisite:** Completion of Written Communication B

This course introduces Information Technology as it impacts management of organizations and discusses the development, management and utilization of IT in organizations. This course synthesizes models from management and IT for students to integrate contributions of each discipline to analyze various situations to understand its complexity, and recommend a path that leads to higher levels of performance. The covered topics include planning process and communication process that are influenced by information technology, impact of IT on business models and organizational structure, and develop familiarity of IT technologies, their applications and how they affect individuals, organizations, and society. Also CMPS 410.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**BUS 416 Electronic Commerce**

This course introduces students to issues and techniques regarding the role of Information Technology in business commerce. The major topics include network options and trade offs, inter organization vs intra organization commerce (internet, intranet, extranet), transactional security, payment systems, and legal issues. The course discusses fundamental concepts and techniques in constructing such systems. Not challengeable. (Formerly ECBU 416).

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**BUS 431 Investments: Security Analysis & Portfolio Management****Prerequisite:** Completion of BUS 330

This course provides the theoretical and practical framework needed to analyze stocks, bonds, options, and futures contracts and whether they are appropriate for inclusion in an investment portfolio. This course integrates theoretical concepts with practical investment applications and stresses the economic rationale for various investment concepts

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**BUS 432 Financial Institutions****Prerequisite:** Completion of BUS 330

This course provides an overview of the complex and evolving structure of the American financial institutions industry, and explores how this has affected the management of banks and financial institutions. The course integrates real world considerations with academic principles, with a major emphasis on the asset/liability management of commercial banks. Topics include: Review of financial markets and interest rates, interest rate risk management, asset management, liability management, and GAP analysis. (Formerly ECBU 432).

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**BUS 436 International Finance****Prerequisite:** Completion of BUS 330

This course will provide the theory required for understanding, formulating, and solving the financial problems of an international firm. This course provides an introduction to the structure, technology, and analytical methods of international financial system, foreign exchange rates and markets, foreign exchange risk management, international working capital management, international cost of capital and capital structure, and international capital budgeting. The required prerequisites are BUS 330 (Business Finance) or equivalent.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**BUS 456 Operations Management****Prerequisite:** Completion of MGMT 300 AND MATH 172 or BUS 270

This course provides students with the management and analytical concepts/tools for the management of operations and the decision-making process within the scope of the product life cycle. Coverage is topical and will include the general operations management framework, process and quality management (Statistical Process Control, TQM, and Six Sigma), product design considerations, lean manufacturing, supply chain issues, inventory management, logistics/distribution networks, 3PLs, and reverse logistics.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**BUS 461 Marketing Management****Prerequisite:** Completion of BUS 360

Managing the marketing function, including development and implementation of the marketing mix, and development of tactical and strategic marketing plans.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**BUS 464 Marketing Research****Prerequisite:** Completion of BUS 360 and BUS 270

Studies the formalized means of obtaining, analyzing and interpreting information to be used by marketing managers in making decisions. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**BUS 465 Digital Marketing****Prerequisite:** Completion of BUS 360

This course provides a primer to digital marketing and social media. This course explains digital marketing's role in reaching customers, creating customer value, and generating revenue. Businesses and non-profits must harness digital media to attract, convert, and satisfy customers, and avoid common pitfalls and challenges. We will apply our knowledge in a semester-long project that focuses on strategy development and implementation.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4

BUS 466 International Marketing**Prerequisite:** Completion of BUS 360

Foreign market potentials; marketing mechanisms across national boundaries; adaptations of markets to nations with different cultural, economic, legal, and political characteristics.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**BUS 467 Service Marketing****Prerequisite:** Completion of BUS 360

Applies marketing concepts and practices to service organizations.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**BUS 493 Variable Topics****Prerequisite:** Completion of Written Communication B

Provides group study of a selected topic, specified in advance. May be taken five times with a different topic for credit. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 4**BUS 494 Business Consulting****Prerequisite:** BUS 390

This course will provide students the opportunity to apply what they have learned in a real life setting. Letter grade only.

Semester Hours: 4**BUS 496 Business Seminar****Prerequisite:** Completion of BUS 330 and BUS 360 and MGMT 300

This course is designed for the graduating senior. The class takes the perspective of the CEO and Top Management Team (TMT) as they analyze the firm and create strategic direction integrating the entire business curriculum, and applies it to firm strategy in a dynamic, global world. A good understanding of finance, management, marketing, and economics is assumed. Emphasizing on the individual (I) and group (G) skills, activities apply firm analysis and a business simulation game to encourage critical thinking, to enable application of functional skills to the total business. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit**Semester Hours:** 4**BUS 498 Internship in Economics and Business****Prerequisite:** Completion of BUS 242

This is a 1 to a 4 credit course. The time requirement is 100 hours for 4 semester credits, 80 to 99 hours for 3 semester credits, and 60 to 79 for 2 semester credit.. This course affords students the opportunity to apply business and economic principles in actual business practice. The internship can be obtained either by the student or from a selection in the business department. The required report is a minimum of 10 pages per credit. The required prerequisite is junior standing. May be taken for no more than four semester hours of credit.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 2-4**BUS 500A Accounting Fundamentals****Prerequisite:** Completion of or waiver from BUS 500J

This course was designed as a foundation course for the MBA students who are current with their accounting background. The topics to be covered include recording business transactions, the accounting cycle, preparing financial statements, cash and internal controls, receivables, inventories, plant assets and depreciation, intangible assets, liabilities, stockholders' equity, managerial accounting concepts, job costing, activity-based costing, cost-volume-profit analysis, and budgeting.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 3**BUS 500B Economics for Decision-Making****Prerequisite:** Completion of or waiver from BUS 500J

This course was designed as a foundation course for the MBA students who are current with their economics background. The topics to be covered include the market forces of supply and demand, efficiency of markets, the costs of taxation, the costs of production, firms in competitive markets, measuring a nation's income, measuring the cost of living, savings, investment, and the financial system, and the monetary system. Also BUS 600B.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 3**BUS 500C Quantitative and Statistical Analysis****Prerequisite:** Completion of or waiver from BUS 500J

This course was designed as a foundation course for the MBA students who are current with their quantitative and statistical analysis background. The topics to be covered include applied descriptive and inferential statistics, model building, descriptive statistics, fundamentals of probability, random variables/probability distributions, sampling distributions/estimation, test of hypotheses, simple linear regression/correlation, nonlinear/multiple regression, analysis of variance, and selected nonparametric tests. Also BUS 600C.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 3**BUS 500D Business Finance****Prerequisite:** Completion of or waiver from BUS 500J

This is a 3 credit course. This course was designed as a foundation course for the MBA students who are current with their finance/financial management background. This course introduces students to basic business finance concepts. It also emphasizes the tools used in decision-making. The topics to be covered include distinguishing between the different forms of business in the US and know the advantages of each, calculate time value of money, calculate expected returns based on a security's risk, calculate the price and returns of stocks and bonds, and choose and rank capital investments based on various capital budgeting techniques. Can be taken for letter grade only.

Grade Mode: Letter, Audit**Semester Hours:** 3

BUS 500E Business Management

Prerequisite: Completion of or waiver from BUS 500J

This course is intended to examine traditional and modern management concepts, important contemporary management issues, fundamental management principles, management functions, and management processes as preparation for more advanced courses in business and management. This course is a foundation (prerequisite) course for the MBA program. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 500F Business Marketing

Prerequisite: Completion of or waiver from BUS 500J

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. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 500I Foundations of Business Communications I

Works to overcome English deficiencies of international students in oral, written, and presentation skills. Can be taken for credit/no credit only. Not challengeable. Also ENG 403. (Formerly ECBU 500I).

Grade Mode: Credit/No Credit, Audit

Semester Hours: 4

BUS 500J Foundations of Business Communications

Works to overcome English deficiencies of international students in oral, written, and presentation skills. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 4

BUS 501 Corporate Accounting and Reporting I

Prerequisite: Completion of or waiver from BUS 500A

This is a 3 credit course. This is the first of a two course series, BUS 501 and BUS 502 are to be taken sequentially. The purpose of these two courses is to enable students to: a) develop an in-depth understanding of financial accounting principles and the theoretical framework of accounting; b) explore the application of accounting principles and techniques utilizing real world examples; and c) strengthen critical thinking within the context of accounting theory and the accounting profession. Topics to be covered in include theoretical structure of financial accounting, the financial accounting process, financial statement reporting including the balance sheet, income statement, and statement of cash flows, revenue recognition issues and complexities, cash and receivables, time value of money concepts, and accounting for inventories and operational assets.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 3

BUS 502 Corporate Accounting and Reporting II

Prerequisite: Completion of BUS 501

This is a 3 credit course. This is the second of a two course series, BUS 501 and BUS 502 are to be taken sequentially. The purpose of these two courses is to enable students to: a) develop an in-depth understanding of financial accounting principles and the theoretical framework of accounting; b) explore the application of accounting principles and techniques utilizing real world examples; and c) strengthen critical thinking within the context of accounting theory and the accounting profession. Topics to be covered in include accounting for and reporting of investments, current liabilities and contingencies, bonds and long-term notes, leases, shareholders' equity, share-based compensation, earnings per share, accounting changes and error corrections, and accounting for income taxes. Can be taken for letter grade only.

Semester Hours: 3

BUS 503 Accounting Information for Decision-Making

Prerequisite: Completion of BUS 500A or equivalent

This is a 3 credit course. Students will improve their ability to solve business problems and make decisions utilizing accounting information. Case studies of real business situations will be analyzed to enable students to improve their critical thinking skills and practice exercising judgment. Topics include: the nature of management accounting, cost behavior, product costing, the management control environment and process, strategic planning and budgeting, and alternative choice decisions. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 505 Accounting for Specialized Entities

Prerequisite: Completion of BUS 502

This is a 3 credit course. Students will study financial accounting and reporting requirements for various specialized entities. Topics will include: a) business combinations and consolidated financial statements; b) segment and interim reporting; c) foreign currency translation and financial statements; d) international accounting; e) SEC reporting; e) legal reorganizations and liquidations; and f) accounting for partnerships. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 506 Auditing Standards & Practices

Prerequisite: Completion of BUS 502

This is a 3 credit course. Students will examine the audit process, professional standards, and the auditor's report. Case studies are utilized which highlight important issues and problems in both public accounting and internal auditing. The goals of the course are to: a) Explore all aspects of the audit process, from the planning phase through issuance of the auditor's opinion; b) Become familiar with generally accepted auditing standards and other authoritative pronouncements; c) Develop an understanding of internal controls; d) Gain an understanding of the tools and techniques used to conduct an audit; and e) Develop an awareness of other CPA services and its distinction from the audit process. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 508I Federal Taxation Concepts and Practices - Individual

Prerequisite: Completion of or waiver from BUS 500A or BUS 600A . This is a 3 credit course. This course provides students with a current and operational knowledge of federal tax concepts and practices. The emphasis is on understanding the federal tax system with an emphasis on individual taxation. The purpose is to show how to prepare individual tax returns tax returns, S-Corporation tax returns and Partnership tax returns. Students are expected to have computer proficiency, including word processing, spreadsheets, electronic research skills and information retrieval on the Internet. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 509 Cost Accounting

Prerequisite: BUS 500A

This is a 3 credit course. This course covers key concepts in cost management, costing systems, and cost allocations. The covered concepts include budgeting for planning and control, management strategies and tools, profitability analysis, cost efficiencies, and pricing decisions, and capital investment and various inventory management approaches. The covered topics include job order system, process costing, activity-based costing, cost assignments and allocations, budgeting, standard costing, balanced scorecard, quality and environmental cost management, lean accounting and productivity measurement, cost-volume-profit analysis, resource usage model, pricing and profit analysis, capital investment, economic order quantity, just-in-time inventory and theory of constraints. Can be taken for letter grade only. Not challengeable.

Semester Hours: 3

BUS 510 Management of Information Technology

This course is designed as an advanced study of the management of information systems/information technology (IS/IT) in organizations. The topics covered include the impact information technology on organizations and society from strategic and operations point of view, current issues in hardware and software, current trends in telecommunications, including networking, techniques and issues of data management, systems acquisition, developing and executing an acquisition plan, impact and role of end-user computing/development in organizations, global trends in information technology, awareness of the role and benefits of information systems planning and some of the current methodologies, ethical issues in information management and ability to establish one's own professional ethics and standards. Can be taken for letter grade only. Not challengeable. (Formerly ECBU 510).

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 511 Management Support Systems

Addresses the role of management support systems in decision-making within organizations. Includes decision support systems, expert systems, and neural networks. (Formerly ECBU 511).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 512 Integrated Data Management

The goal of this course is to provide students with advanced topics in databases and the use of database management systems for applications. The course covers the entity relationship (E/R) approach to database design, the relational data model, mapping E/R designs to relations, relational design theory, abstract query language such as relational algebra, and programming in SQL. Students will get exposure to how relational database management systems are used to implement a database. (Formerly ECBU 512).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 513 Information Networks

Includes network architectures, distributed networks, technology options, capacity planning, and implementation. (Formerly ECBU 513).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 515 Systems Planning and Implementation

This is a course in Systems Analysis and Design. It covers the issues of systems analysis, process modeling, design, and implementation of Information Systems. The topics covered in this course include introduction and discussion of a structured approach to systems development. The course also covers planning, scheduling, resource allocation, coordination and control of an Information System. (Formerly ECBU 515).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 516 E-Business

This course addresses topical issues regarding the role of Information Technology in business. The combination of the computer and the Internet has created an incredible market space. The course examines the foundation, operation and implications of the Internet economy. Topics include Internet technologies, online market mechanisms, interactive customers, smart physical products and services, pricing in the internet economy, online auctions and e-marketplaces, for the internet economy and an outlook for the new economy, Economics of Electronic Commerce, Strategic issues, New business models, Electronic Data Interchange, Proprietary vs. ubiquitous networks, Inter-organization vs. Intra-organization Commerce (Internet, Intranet, Extranet), Electronic Payment, planning and developing E-commerce, and Transactional Security. Not challengeable. (Formerly ECBU 516).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 517 Cyberlaw

Studies business transacted on the Internet. Focuses on legal impact and implications for management. Can be taken for letter grade only. Not challengeable. (Formerly ECBU 517).

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 525 Economics of the Firm

Prerequisite: Completion of or waiver from BUS 500B or equivalent
 This is a 3 credit course. This course provides a body of knowledge that can be applied to a variety of problems facing a typical firm. Students will learn how fundamental theories in economics can be used for making managerial decisions. The course covers main principles in decision making by a firm and a consumer, underlying mechanisms behind market phenomena, and strategic incentives of the firms competing with each other. The course applies these principles, mechanisms and incentives to many interesting and important questions that a contemporary firm must answer when it attempts to correctly understand different aspects of a given environment and come up with the best strategic decision.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 528 Contemporary Issues in International Trade

Prerequisite: Completion of or waiver from BUS 500B or equivalent
 The course discusses new trends, developments and challenges in international trade at the regional and global levels. Topics covered include important theoretical concepts from international trade and international economics, such as the law of comparative advantage, together with practical applications; discussion of free trade and trade barriers, changing international trade environments, free trade and substantial development, importance of international trade to main economic actors and individual countries; and reviews of relevant international developments. Can be taken for letter grade or audit only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 530 Financial Management

Prerequisite: Completion of BUS 503 and completion of or waiver from BUS 500C and BUS 500D

This is a 3 credit course. This course provides students with an understanding of the theory and application of advanced corporate finance. The emphasis is on the utilization of financial information by business managers. The topics covered in this course include financial statement analysis, financial forecasting, risk and return, cost of capital, and capital budgeting.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 531 Investment and Portfolio Analysis

Prerequisite: Completion of BUS 530 or BUS 635 or BUS 630

This is a 3 credit course. This course provides an in-depth analysis of the process of investing, both in theory and in practice. The investing process is divided into two parts: security analysis and portfolio management. Security analysis is the attempt to determine whether an individual security is correctly valued in the market place: that is, it is the search for miss-priced securities. Portfolio management is the process of combining securities into a portfolio tailored to the investor's preferences and needs, monitoring that portfolio, and evaluating its performance.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 532 Management of Financial Institutions

Prerequisite: Completion of BUS 530 or BUS 635 or BUS 630

This is a 3 credit course. This course provides an overview of the complex and evolving structure of the American financial institutions industry and explores how this has affected the management of banks and financial institutions. Topics include: Review of financial markets and interest rates, interest rate risk and GAP/DGAP analysis, hedging, liability and asset management, consumer and commercial lending, and introduction to central banking. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 533 Investment Banking

Prerequisite: Completion of BUS 530 or BUS 635 or BUS 630

This is a 3 credit course. This course provides an in-depth analysis of the functions and activities of investment banking. The course integrates real-world considerations with academic principles with a major emphasis on the legal responsibility and the valuation techniques used in investment banking. Topics include: an overview of investment banking today, capital raising, transactional activities, specialized financial instruments, tax-exempt financing, brokerage activities, commercial banks and investment banking, asset-backed securities, financial engineering, and mergers and acquisitions. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 534 Entrepreneurial Finance

Prerequisite: Completion of BUS 530, BUS 535, BUS 635 or BUS 630

This is a 3 credit course. Introduce students to the fundamentals of Entrepreneurial Finance. The emphasis is on the unique issues faced by entrepreneurs and small businesses. The course introduces students to essential principles of small business finance, applying general financial theory where applicable as well as focusing on small-business specific issues such as sources of capital. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 536 International Financial Management

Prerequisite: Completion of BUS 530, BUS 535, BUS 635, or BUS 630

This is a 3 credit course. This course provides the theory and practical knowledge in finance that are crucial for a firm to succeed in an international environment. This course covers the details of international financial system, foreign exchange rates and markets, foreign exchange risk management, international cost of capital and capital structure, and international capital budgeting.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 538 Financial Strategy & Policy

Prerequisite: Completion of BUS 530, BUS 535, BUS 635, or BUS 630
 This is a 3 credit course. This course focuses on problems, practices, and innovations that impact the formulation of financial strategy. Issues considered include information analysis, strategic analysis of cash flows, consequences of debt and equity financing, design of acquisition programs, assessment of acquisition value, leveraged buy-outs, and the ethical issues of investment policy and strategy. May be taken twice. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 540 Innovation & Entrepreneurship

Prerequisite: Completion of or waiver from BUS 500D and BUS 500F
 This is a 3 credit course. This course provides a comprehensive exposure to the unique dynamics of entrepreneurship including the essential creativity principles, emergent markets, start-up financing, and emergent operations associated with resource-constrained enterprises. The purpose of this course is to develop an awareness of existing business boundaries relative to the unique competitive dynamics of entrepreneurship/intrapreneurship environment and to develop skills in information access and information needs assessment appropriate to those environments. Specifically, this course is designed to provide exposure to the distinctions of emerging companies and industries. Completion of BUS 503, BUS 530/BUS 635, BUS 551/BUS 655, BUS 560/BUS 665 or equivalents is highly recommended. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 543 Ethics in Organizations & Society

Considers important issues in building ethical organizations. Critically examines individual and group ethical behaviors, rules of conduct, and the resulting managerial implications. (Formerly ECBU 543)

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 547 Law & Management

Studies current issues in the legal environment of business organizations, including managerial implications in employment, safety, advertising, product design and liability, and contracts. Not challengeable. (Formerly ECBU 547)

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 551 Seminar in Organization Theory & Behavior

Prerequisite: Completion of or waiver from BUS 500E

This seminar is intended to examine different perspectives in organization theory and behavior and their impact on organizations and management. It will provide the opportunity to introduce and discuss major works in organizational theory and behavior and practical applications in dealing with human issues in organizations. It provides fundamental knowledge for students to work and manage others effectively in organizations. Further, the seminar explores how organizations function, develop, and modify themselves to reflect the needs of the external as well as the internal environments.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 558 Project Management

Prerequisite: Completion of BUS 575 or BUS 675 or BUS 670
 This is a 3 credit course. This course introduces and discusses a structured and systematic approach to modern project management. The course covers planning, scheduling, resource allocation, coordination and control of project activities using networks, critical path analysis, resource leveling, and cost expediting.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 560 Seminar in Marketing Management

Prerequisite: Completion of or waiver from BUS 500C or equivalent and BUS 500F or equivalent

Use of marketing mix by firm for consumer and industrial products. Product development, pricing strategies, promotion, and distribution techniques.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 561 Seminar in Consumer Behavior

Prerequisite: Completion of BUS 560 or BUS 665 or BUS 660

Theoretical models of consumer behavior from behavioral and practical marketing aspects.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 562 New Product Management

Prerequisite: BUS 560 or BUS 665 or BUS 660

This course focuses primarily on new product management and it will follow along each of the steps of a typical new product development process. The focus of this course will be limited primarily to marketing-related involvement and activities. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 563 Marketing Channels/Distribution

Prerequisite: Completion of BUS 560 or BUS 665 or BUS 660

Covers design, development, and relationships between channel members for sustaining competitive advantage through product distribution in a global market. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 564 Marketing Intelligence

Prerequisite: Completion of BUS 560 or BUS 665 or BUS 660

Examines the marketing intelligence acquisition process and the role of marketing research in organizations. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 565I Internet Marketing

Prerequisite: BUS 560 or BUS 665 or BUS 660

This course is designed as a primer for understanding how many of the best practices within traditional marketing can be applied online. The course has a strong orientation toward marketing accountability and strategic decision-making that can assist in achieving long-term competitive advantage. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 566 International Marketing Management

Prerequisite: Completion of BUS 560 or BUS 665 or BUS 660
 Studies marketing in the world marketplace. Emphasizes the impact of culture and environment on business marketing, and the problems of competing in worldwide markets.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 567 The Management & Marketing of Services

Prerequisite: Completion of BUS 560 or BUS 665 or BUS 660
 Develops an understanding of customer expectations of services. Studies designing and managing service operations systems matching those expectations.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 568 Marketing Communications

Prerequisite: Completion of BUS 560 or BUS 665 or BUS 660
 Develops a management perspective of advertising and promotion. Examines budgeting and both effective and ineffective advertising design.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 571 Fundamentals of Data Analytic Programming

Students will learn the basic elements of programming and how to solve problems in data analytics through an overview of programming languages and functions. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 572 Supply Chain Analytics

Prerequisite: Completion of BUS 575
 This course provides applications of analytics in various fields of supply chain management, including analytics in buy, make, move, and sell. It covers demand and forecasting, supply chain risk management, distribution and logistics, inventory analytics, sales, and operations planning, sourcing analytics, etc. Students learn to define the right data set, ask the right questions to drive supply chain efficiency and business value, and use the right models and tools to develop data-driven decisions. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 573 Methods of Multivariate Analysis

This course provides students with an in-depth review of various multivariate statistical techniques including MANOVA, Discriminate Analysis, and Multiple Regression. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 575 Analysis of Business Operations

Prerequisite: Completion of or waiver from BUS 500C or equivalent
 This is a 3 credit course. This course was designed to provide management and analytical concepts/tools for the management of operations and the decision-making process within the scope of the product life-cycle. Coverage is topical and will include the general operations management framework, process and quality management (Statistical Process Control, TQM, and Six Sigma), product design considerations, lean manufacturing, supply chain issues, inventory management, logistics/distribution networks, 3PLs, and reverse logistics. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 576 Supply Chain Management & Strategy

Prerequisite: Completion of or waiver from BUS 500C or equivalent
 This is a 3 credit course. This course was designed to further provide management and strategic concepts/tools for the management of operations and the decision-making process within the scope of the supply chain. Coverage is topical and will include the rationale and value of supply chain management, the role of operations in the synchronization of supply chains, The Bullwhip Effect, Collaborative Planning, Forecast, Replenishment(CPFR), Consumer Driven Replenishments(CDR), logistics strategies and 3PLs, off-shoring issues, strategic alliance issues, IT in supply chains, best practices and concepts. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 577 Compliance Issues in Supply Chains

This is a 3 credit course. The overall course objective is to provide MBA professionals with knowledge about compliance in supply chain management and to focus that knowledge onto the practical problems encountered by top level business executives in managing global supply chains. Not challengeable. (Formerly ECBU 577).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 581 Managing in a Global Economy

Prerequisite: Completion of or waiver from BUS 551
 In today's global economy, all businesses need to understand the international business environment. From a strategic systems perspective, the international market is considered from the viewpoint of competition and emerging opportunities. Internal functional operations need to conform to international requirements with reference to marketing, taxation, finance, management, and labor. This course explores cultural, social and political forces, and governmental regulations that affect strategies and profit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 584 Managerial Negotiations

Examines the theories and processes of negotiation and the spectrum of negotiation problems and situations facing managers through role-playing and case analysis. Not challengeable. (Formerly ECBU 584).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 585 Strategies in Change Management

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. Not challengeable. (Formerly ECBU 585).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 586 Leadership in the Future

This course focuses on leadership issues in the increasingly interdependent environments of today's organizations. Students will examine a variety of leadership styles used in contemporary organizations. The future of leadership will be explored. Can be taken for letter grade only. Not challengeable. (Formerly ECBU 586).

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 588 Power & Politics in Organizations

Examines types, uses, and abuses of power, its role in organizational politics, expectations of leaders, and social responsibility of managers and organizations. Can be taken for letter grade only. Not challengeable. (Formerly ECBU 588).

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 593 Variable Topics

Group study of a selected topic. May be taken multiple times with a different topic for credit if approved by chairperson or dean. Can be taken for letter grade only. Not challengeable. (Formerly ECBU 593).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 596 Graduate Business Seminar

Prerequisite: Completed application for Advanced Standing Culminating activity that integrates knowledge from different functional areas of business. Emphasizes application of academic learning to "real world" situations. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

BUS 598 Internship in Business

Internships in business firms, applies academic principles to real-world situations. May be taken for a total of three semester hours for credit. Can be taken for credit/no credit only. Not challengeable. (Formerly ECBU 598).

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1-3

BUS 599 Graduate Independent Study

An independent study course is a course initiated and written by a student that deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. An independent study form must be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV. Traditional 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; RCA students, until the last day to withdraw from a course. (Formerly ECBU 599).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

BUS 600A Accounting & Finance

An overview of financial and managerial accounting and time value of money principles. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 600B Economics

An overview of micro and macro economics. Also BUS 500B. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 600C Statistics

This course covers applied descriptive and inferential statistics, model building and application through linear and multivariate regression techniques. Also BUS 500C. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 615 Managing Technology

This is a 3 credit course. This course is designed as an advanced study of the management of information systems/information technology (IS/IT) in organizations. The primary objective of the course is to familiarize students with current IS/IT and future trends, both in concept and practice, in various business environments so that students can use it in solving business problems, increasing productivity and deploying the competitive advantage opportunity. Major topics of the management of IS/IT are covered, including: IT organizational framework, strategic and operational issues, IT architecture, data management, intelligence systems, m-commerce, networks, security, Web 2.0, and online communities. International and ethical issues will also be covered. Can be taken for letter grade only. Not challengeable. (Formerly ECBU 615).

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 630 Corporate Finance

Prerequisite: Completion of BUS 600A, and BUS 600B, and BUS 600C, or equivalents

This course will emphasize optimizing asset allocation in corporations. The topics covered in this course include financial statement analysis, stocks and bonds, risk and return, cost of capital and capital budgeting, leasing, mergers and acquisitions, and working capital management. Also BUS 635. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 635 Managing Financial Resources

Prerequisite: Completion of or waiver from BUS 500A, BUS 500C, and BUS 500D

This is a 3 credit course. This course provides students with the current and operational knowledge of managerial finance. The emphasis is on the utilization of financial information by business managers. The purpose of this course is to show how information is used by managers as they perform their investing, financing, planning, and control responsibilities. The topics covered in this course include financial statement analysis, financial forecasting, risk and return, cost of capital, and capital budgeting. Also BUS 630. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 650 Organizational Behavior: Theory and Practice

This course provides students with an overview of theoretical and practical applications when dealing with the human element of the organization. Also BUS 655. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 655 Designing Effective Organizations

This course provides students with an overview of theories and practical applications in dealing with various organizational challenges. Worldwide competition and increasing environmental munificence, complexity and dynamism are having a dramatic effect on how organizations are structured and managed. Learning how to allocate resources is increasing the need for managers as generalists, to develop skills and competencies in planning, organizing, motivating and controlling a broad spectrum of organizational activities. Organizations are structuring their activities and workforces into teams capable of developing innovative solutions to complex problems, headed by team leaders. Thus, the need for professional general managers will continue to remain strong into the future. Also BUS 650. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 660 Marketing Management

Prerequisite: Completion of BUS 600A and BUS 600C, or equivalents

This course covers strategic marketing analysis and planning. Students will analyze internal and external forces that influence marketing decision making, develop viable solutions, and evaluate the probable success. Also BUS 665. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 665 Strategic Marketing Management

Prerequisite: Completion of or waiver from BUS 500A, BUS 500C, and BUS 500F

Studies successful marketing programs as an organizational goal of maximizing customer satisfaction. Also BUS 660. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 670 Technology Based Operations Management

Prerequisite: Completion of BUS 600C or equivalent

This course will provide concepts and tools for the management of operations and information technology. Also BUS 675. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 675 Management of Business Operations

Prerequisite: Completion of or waiver from BUS 500C

This is a 3 credit course. This course is designed to provide management and analytical concepts/tools for supplementing the management of operations and the decision-making process within the scope of the product life-cycle. Coverage is topical and will include the general operations management framework, process and quality management (Statistical Process Control, TQM, and Six Sigma), product design considerations, lean manufacturing, supply chain issues, inventory management, logistics/distribution networks, 3PLs, and reverse logistics. Also BUS 670. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 685 Global Business Management

Prerequisite: Completion of BUS 655 or BUS 650

Conducting business outside of the United States involves a unique set of challenges. Diverse cultures, laws, languages, and currencies add to the complexity of putting together and managing international business ventures. This course prepares students for these types of activities by exploring a number of questions that focus on various aspects of international business. The primary vehicle for accomplishing this will be class discussions built around presentations by the instructor and the students dealing with a range of issues, countries and industries. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

BUS 690 Strategic Management

Prerequisite: Advanced standing

Integrates business disciplines by utilizing the principles of strategic planning. Also BUS 695. Letter grade only. Not challengeable.

Semester Hours: 3

BUS 695 Strategic Management

Prerequisite: Completed application for Advanced Standing

Integrates knowledge gained in MBA program with strategic management. Also BUS 690. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

Chemistry (CHEM)

CHEM 103 Introduction to Chemistry

For students with limited background in chemistry to prepare them to continue study in chemistry and science. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CHEM 201 General Chemistry I

Prerequisite: Completion of high school chemistry or CHEM 103
Completion of or concurrent enrollment in a Quantitative Reasoning course.. Beginning course for science and pre-health science students. Chemical calculations, atomic and molecular structure, chemical and physical properties, and chemical bonding theories. Lab involves quantitative chemical relationships. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 5

CHEM 202 General Chemistry II

Prerequisite: Completion of CHEM 201
Continuation of 201. Thermochemistry, chemical equilibrium and kinetics, acid-base properties, electrochemistry, etc. Lab involves qualitative chemical analysis. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 5

CHEM 230 Analytical Chemistry I

Prerequisite: Completion of CHEM 202
Introduces analytical chemistry by means of gravimetric, volumetric, and instrumental analyses. Lab techniques of analysis and chemical calculations. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CHEM 280 Topics in Modern Chemistry

Selected topics of current interest in chemistry and biochemistry. Emphasizes problems of social significance, such as antibiotics, pesticides, drugs, food additives, and pollution. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CHEM 303 Energy Issues

Introduces energy concepts, resources, technologies, 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 NASC 303 and PHYS 303. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CHEM 311 Organic Chemistry I

Prerequisite: Completion of CHEM 201 and CHEM 202
Synthesis, structure, reactivity, reaction mechanisms, and organic spectroscopy. Lab includes synthesis and organic analysis, using separations. IR, NMR Spectra. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 5

CHEM 312 Organic Chemistry II

Continuation of 311. Includes introductory molecular orbital calculations and Woodward Hoffmann rules. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 5

CHEM 314 Biochemistry

Prerequisite: Completion of CHEM 311

Introduces biochemical diversity and function, as well as metabolism. Covers all major catabolic and anabolic pathways, including synthesis of major groups of secondary metabolites. Enzymology and control mechanisms are introduced along with signaling pathways, biochemical "machines" and other complexes. A comprehensive lab is included. Also BIOL 314. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 5

CHEM 315 Advanced Biochemistry

Prerequisite: Completion of BIOL 314 or CHEM 314

An in-depth examination of biochemistry, thermodynamics, reaction mechanisms, regulation of gene expression, metabolic pathways, and special topics. Also BIOL 315. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CHEM 320 Physical Chemistry for Life Sciences

Prerequisite: Completion of CHEM 202, MATH 201, and PHYS 201 or PHYS 203

This physical chemistry course is designed for students interested in minoring in chemistry or majoring in biology. The topics discussed include thermodynamics, chemical kinetics, electrochemistry, quantum chemistry, chemical bonding, and spectroscopy. The course introduces the basic concepts of physical chemistry within the context of biological systems and emphasizes how physical chemistry provides insight into modern biochemical and biological problems. Letter grade only. Not challengeable.

Semester Hours: 4

CHEM 370 Chemistry Seminar

This course consists of attendance and participation in weekly meetings and seminars. Topics include: research methods, literature review, and career and graduate school opportunities. Students will be guided through the process of selecting a senior project, conducting relevant literature searches and preparing a senior project proposal with research advisors. Students will participate in a journal club in which they find a research article to review and present to the class, so their scientific presentation skills are improved. Credit/No Credit only. May be taken a total of 4 times for credit. Not challengeable.

Semester Hours: 1

CHEM 409 Special Topics in Chemistry

Prerequisite: Completion of CHEM 202 and CHEM 312

Special topics in chemistry is a course that deals with specific topics or special fields of study in chemistry. Letter grade only. Not challengeable.

Semester Hours: 4

CHEM 411 Physical Chemistry I

Prerequisite: Completion of CHEM 202, MATH 201, MATH 202, PHYS 201 and PHYS 202

Laws of thermodynamics as applied to physiochemical systems. Introduces statistical mechanics. Chemical dynamics including molecular kinetic theory and chemical kinetics. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CHEM 412 Physical Chemistry II**Prerequisite:** Completion of CHEM 411

Introduces quantum mechanics, symmetry, group theory, atomic and molecular structure, and chemical bonding. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**CHEM 420 Environmental Chemistry****Prerequisite:** Completion of CHEM 202

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**CHEM 430 Instrumental Methods of Analysis****Prerequisite:** Completion of CHEM 230 and CHEM 311

Surveys modern instrumental methods of analysis. Analytical and spectroscopy labs. Lab included.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**CHEM 440 Inorganic Chemistry****Prerequisite:** Completion of CHEM 202

Chemistry of the elements and their compounds. Relation of structure and bonding to chemical reactivity. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**CHEM 441 Materials Chemistry****Prerequisite:** CHEM 440

The application of chemical principles to problems in material discovery, design, and characterization. Letter grade only. Not challengeable.

Semester Hours: 4**CHEM 450 Advanced Organic Chemistry****Prerequisite:** Completion of CHEM 311 and CHEM 312

Selected topics, such as physical organic, reaction mechanisms, and stereochemistry. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**CHEM 498 Chemistry Research****Prerequisite:** CHEM 370

In this course, students will start their senior research project guided by a faculty mentor in the chemistry department. Progress reports, project outlines, presentations will be required depending on the research advisor. Letter grade only. Not challengeable.

Semester Hours: 2**CHEM 499 Senior Seminar/Project**

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. Can be taken for letter grade only. Not challengeable.

Semester Hours: 4

Computer Engineering (CMPN)

CMPN 150 Principles of Electronics and Computer Engineering**Prerequisite:** Completion of or concurrent enrollment in MATH 201 and PHYS 201

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**CMPN 202 Electronic Devices and Circuits****Prerequisite:** Completion of CMPN 150 AND MATH 201 or MATH 202

Bipolar and field effect transistor theory. Audio and RF circuit design and analysis. Bias stabilization techniques. Operational amplifiers. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**CMPN 280 Computer Organization**

Registers and arithmetic logic units. Control unit. Memory unit. I/O systems. Instruction set fundamentals and addressing modes. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**CMPN 330 Microprocessor Systems****Prerequisite:** Completion of CMPN 280 with a C- or better

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**CMPN 480 Advanced Computer Architecture****Prerequisite:** Completion of CMPN 280 and CMPN 330

System design with bit slice processors. Trends in microprogramming. High-speed arithmetic processors. Pipelined and multiprocessor systems. Performance evaluation techniques. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4

Computer Science (CMPS)

CMPS 200 Information Technology

Prerequisite: none. Lab included. (Also BUS 200.)

The course gives the student the knowledge and experience needed to use technology effectively. Topics include the following: desktop and electronic publishing, presentation and multimedia, data collection and organization using spreadsheets and databases.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

CMPS 218 Publishing on the Web I

Demonstrates the ability to code static websites in HTML and CSS by hand. Covers building static websites in HTML5 and CSS3, links, tables, color and graphics, frames, forms, multimedia, development life cycle, the modern design principles, Web design best practices, development and testing of web pages. Introduces Web Development Tools such as Adobe Dreamweaver, Web Developer Add-Ons, Notepad++, tools to upload websites, HTML and CSS Validators, and modern browsers. The final part of the course consists of a presentation, a written final report and a demo of the final website published on a web server. Lab included. Not challengeable. Formerly CMPS 318.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 260 Introduction to Linux

This lower division seminar introduces students to the commands, utilities, and supporting architecture used in the Linux operating system. It develops conceptual foundations of operating systems and practical skills required for system administration. Topics include historical notes on Linux; using the command line interface; understanding users and file system; using text editor; managing processes; managing users and groups; shell scripting. Students will learn basic shell scripting to automate system administration tasks and become familiar with the structure and commands of the Linux operating system. Letter grade only. Not challengeable.

Semester Hours: 1

CMPS 301 Programming Concepts

Emphasizes problem solving and structured programming. Elementary input/output; arrays; strings; functions, and pointers. Not applicable toward the Mathematics major. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 302 The Digital Society

The course will expose students to different technologies and their impact on society, business, personal relationships, and the legal ramifications thereof. The course introduces the effect of different technologies on the environment in which they are applied and public attitude affecting their use. The course emphasizes the impact of science and technology on human institutions, social values, ethics, and human self image. Students will improve their critical thinking skills, and explore current event topics. Moreover, students will formulate, analyze, synthesize, and defend their ideas both orally and in written form. In addition, students will work individually on some of the assignments and collaborate with teammates to produce a research paper. Letter grade only. Not challengeable.

Semester Hours: 4

CMPS 319 Publishing on the Web II

Prerequisite: Completion of CMPS 218 with a C- or better

Demonstrates the ability to code dynamic and interactive websites in HTML, CSS, and JavaScript by hand. Covers design, development, debugging, testing dynamic and interactive websites, HTML, and Cascading Style Sheets review, introduction to scripting, JavaScript control statements, functions, arrays, objects, JavaScript event handling, XML, Document Object Models (DOM), and building Ajax-enabled internet applications. Develops an understanding of the programming process and programming logic using flowcharts. Introduces Web Development Tool, and current debugging online tools. The final part of the course consists of a presentation, a written final report and a demo of the final website published on a web server. Lab included. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

CMPS 320 Internet Apps Development

Prerequisite: Completion of CMPS 218 or CMPS 378 with a C- or better

Covers building Data-Driven Web applications, Customized, Secure, Content Management System using PHP and MySQL, Web Servers, Linux Environment, Structured Query Language (SQL), MySQL, creating a database, PHP basics, Programming with PHP, connecting to MySQL with PHP, form processing, regular expressions, creating dynamic web sites, shopping cart and MySQL Administration. Lab included. Not challengeable.

Semester Hours: 4

CMPS 327 Discrete Mathematics

Prerequisite: Completion of MATH 201 or MATH 202 with a minimum grade of C-

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 362 Numerical Algorithms

Prerequisite: Completion of MATH 202 and CMPS 367 with a C- or better

Solution of linear and polynomial equations. Solution of ordinary and partial differential equations. Iterative methods, interpolation, and approximation. Lab included. Not challengeable. Also MATH 362.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 366 Programming in C

Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 367 Object Oriented Language C++

Prerequisite: Completion of CMPS 301 with a C- or better

Object-oriented programming. Reviews basic C++ concepts, operators, functions overloading, classes and class inheritance, virtual functions, and file structures. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 368 Principles of Computer Networks

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

CMPS 369 Local Area Networks

Prerequisite: Completion of CMPS 368 with a C- or better

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 370 Seminar

Discussion of new and innovative topics in computer science, computer engineering, and information systems. May be taken for four semester hours for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1

CMPS 370C System Engineering Seminar

This course provides students with an understanding of the systems engineering principles, methodologies, processes, models, and tools over the systems development life cycle. Familiarize with the systems engineering elements such as requirements analysis, functional analysis & allocation, synthesis & integration, system analysis & control, and verification & validation. Students gain knowledge of key systems engineering activities such as systems engineering planning & scheduling, configuration management, technical reviews, and risk, issue & opportunity management. Letter grade only. Not challengeable.

Semester Hours: 1

CMPS 371 Assembly Language

Prerequisite: Completion of CMPN 280 and CMPS 367

Covers structure and principles of assembler operation; macro programming and use of assembly language in high level languages. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 372 Introduction to Python Programming

Prerequisite: Completion of CMPS 301 with a C- or better

This course introduces students to the Python programming language with an overview of the basic functionalities of the language and libraries needed to solve a problem in data analytics. Topics include Python syntax (built-in data types, expressions, and statements); control flow (selection and loops); user-defined functions; Object-Oriented programming in Python; built-in functions; strings and things; file and text operations; advanced topics (data analysis in Python). Students will learn the basic elements of programming in Python and how to solve problems in data analytics. Lab included. Letter grade only. Not challengeable.

Semester Hours: 4

CMPS 375 Systems Analysis and Design

Prerequisite: Completion of BUS/CMPS 410

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, database descriptions, prototyping, etc. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 377 Visual Basic.NET

Prerequisite: Completion of CMPS 301 with a C- or better

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. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

CMPS 378 C# Programming

Prerequisite: Completion of CMPS 218 or CMPS 301 with a C- or better

Covers an overview of .NET technology and the role of C# programming, Visual Studio .NET, C# as a general purpose object oriented programming language, Control Structures, Methods, Arrays, Exception Handling, Strings, Inheritance and Graphic User Interface with Windows Forms, Console and Window Apps. Lab Included. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

CMPS 379 Java

Prerequisite: Completion of CMPS 301 with a C- or better

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. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

CMPS 385 Data Structures

Prerequisite: Completion of MATH 327 and CMPS 367 with a C- or better

Algorithms and data structures. Arrays. Lists. Stacks and queues. Tree structures. Searching and sorting algorithms. Files. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 386 Introduction to Data Mining

Prerequisite: CMPS 372 and MATH 201

This course is focused on data mining with an emphasis on data visualization and the processes of data cleansing, clustering, and classification using Excel, SQL, NoSQL, Python, and R programming. Letter grade only. Not challengeable.

Semester Hours: 4

CMPS 388 Software Engineering

Prerequisite: Completion of CMPS 367 with a C- or better
 A hands-on introduction to software engineering. Recognition of conditions for production of high quality software. Use of current software development technology. Organization and management of software development projects. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

CMPS 390 Special Topics in Computer Science

Special topics in computer science. Must have junior or senior standing and instructor approval. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

CMPS 392 Project Management

Presents project types from public, business, engineering, and information science fields. Includes selecting, initiating, operating, and managing projects. Can be taken for letter grade only. Not challengeable. Also BUS 375.

Grade Mode: Letter, Audit

Semester Hours: 4

CMPS 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

CMPS 400 Analysis of Algorithms

Prerequisite: Completion of CMPS 385 and MATH 327 with a C- or better
 Principles of algorithm design. Complexity of sorting and searching algorithms. Combinational and graph algorithms, divide and conquer algorithms, linear and dynamic programming and greedy algorithms. Methods for providing correctness and asymptotic analysis. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 410 Management Information Systems

Prerequisite: Completion of Written Communication B
 This course introduces Information Technology as it impacts management of organizations and discusses the development, management and utilization of IT in organizations. This course synthesizes models from management and IT for students to integrate contributions of each discipline to analyze various situations to understand its complexity, and recommend a path that leads to higher levels of performance. The covered topics include planning process and communication process that are influenced by information technology, impact of IT on business models and organizational structure, and develop familiarity of IT technologies, their applications and how they affect individuals, organizations, and society. Not challengeable. Also BUS 410.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 420 Cybersecurity

Prerequisite: Completion of CMPS 368 with a C- or better
 This course discusses the vulnerabilities created by system, hardware and software developers, and their usual exploitation by hackers to attack. The counter measures against these attacks are covered, including: identification and authentication of users and network nodes, access control alternatives to limit the authorized actions by any process, protections mechanisms in a network, intrusion detection, intrusion protection and firewalls, security management, and methods to build trusted computer systems. Students will learn how to manage the risk, and translate the risk reduction through security architecting and systems engineering. Computer security counter measures are deployed throughout an information infrastructure. To build trust into a system, the course covers the topics of security requirements, design, development, integration, test, operation, and maintenance. Finally, the course covers the topic of ethics and professionalism as related to computer security. Lab included. Letter grade only. Not challengeable.

Semester Hours: 4

CMPS 450 Automata Theory

Prerequisite: Completion of CMPS 385 and MATH 327 with a C- or better
 Includes finite and infinite languages, context-free and non-context-free languages, pushdown automata, and Turing machines. Not challengeable.

Semester Hours: 4

CMPS 451 Artificial Intelligence

Prerequisite: Completion of CMPS 385 and MATH 327 with a C- or better
 Representation of knowledge and control strategies. Searching. Predicate calculus. Automata theorem proving. LISP, PROLOG, VP Expert, etc. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 453 Advanced Topics in Artificial Intelligence

Prerequisite: Completion of CMPS 451 with a grade of C-
 Includes topics such as Block-chain, data analytic, data mining, decision tree, expert systems, fuzzy logic, machine learning theory, and virtual reality. Lab included. Letter grade only. Not challengeable.

Semester Hours: 4

CMPS 455 Compiler Design

Prerequisite: Completion of CMPS 385 and MATH 327 with a C- or better
 Introduces compilers. Finite automata and lexical analysis. Parsers. Error detection and recovery. Case studies. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 460 Operating Systems

Prerequisite: Completion of CMPS 385 with a C- or better
 Evolution of operating systems. CPU scheduling. File systems. Memory management. Device management. Protection. Multiprocessing and time-sharing. Case studies: Linux, UNIX, and VMS. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 463 Computer Graphics

Prerequisite: Completion of CMPS 385 and MATH 201 with a C- or better
Fundamentals of programming for computer graphics. Covers interactive graphics, animation, color, and three-dimensional modeling. Lab included. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 471 Internship

Applies theoretical principles and methods in industry under supervision of working professionals. For Computer Science and Computer Engineering majors. Junior or senior standing and instructor approval required. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 1

CMPS 480 Distributed Internet Computing

Prerequisite: Completion of CMPS 378 with a C- or better
Covers Polymorphism, Interfaces, Abstract Classes, Delegates, Files and Streams, Generics, Language Integrated Query (LINQ), Connecting to a Database in ASP.NET, Database and SQL enabled applications, Web App Development with ASP.NET, ASP.NET AJAX, Web Services and Building a Windows Azure Cloud Computing App. Lab included. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

CMPS 481 Mobile Applications Development

Prerequisite: Completion of CMPS 480 with a C- or better
Topics include: application architecture, XAML, basic principles, concepts, and constructs of Windows phone applications, Silverlight and dynamic layout, XNA framework, controls and properties, application bars, navigation, pivot, panorama, and creation of mobile applications; lab included. May be taken for letter grade only. Not challengeable.

Semester Hours: 4

CMPS 490 Database Management Systems

Prerequisite: Completion of CMPS 375 or 367 with a C- or better
Study of database management fundamentals focusing on relational data modeling, database organization, file organization, query processing, recovery, data integrity, and normalization of relational databases. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

CMPS 491 Systems Architecture

Prerequisite: Completion of CMPS 370C
Foundations of systems architecture, including classical architecting methods and models. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit

Semester Hours: 4

CMPS 498 Comprehensive Exam

Computer science students are expected to take this comprehensive exam during their late junior or senior year. The exam covers all Core and Concentration requirements. Senior standing or instructor approval required. CRD/NCR only. Not challengeable.

Semester Hours: 0

CMPS 499 Senior Project

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. Can be taken for letter grade only. Not challengeable.

Semester Hours: 4

Creative Writing (CWRT)

CWRT 200 Life of the Artist

Career course in which students study the backgrounds, practices, and habits of artists and the pathways taken to finding a fulfilling career in the arts. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 2

CWRT 201 Intro to Creative Writing

Introduction to creative writing and analytical reading of diverse poetry and prose with application of creative writing theories. Public presentation of compositions involved. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

CWRT 204 Introduction to Prose Writing

Prerequisite: Completion of Written Communication A

Creative prose writing that emphasizes research skills and strategies in order to develop written communication skills. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

CWRT 302 Experimental Writing Genres

Prerequisite: Completion of CWRT 201

Intensive writing and reading of non-traditional discursive forms (e.g. feminist, multimedia, performative) with analysis and application of discourse theory. Workshop included. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

CWRT 303 Poetry Writing

Intensive writing and reading of poetry with analysis and application of poetic theory. Workshop included. Course may be taken twice for credit. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CWRT 304 Advanced Fiction Writing

Intensive writing and reading of fiction and creative non-fiction with analysis of narrative theory. Course may be taken twice for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CWRT 305 Literary Magazine Staff

This course covers writing and publishing literary journals, chapbooks, programs, posters, publicity and newsletters. May be taken for letter grade only. Course may be repeated three times for up to 8 semester hours of credit. Not challengeable.

Semester Hours: 2

CWRT 307 Special Topics Writing & Lit

Specialized study in a topic chosen by the instructor (e.g., performative writing; translation). May be taken three times for credit with different topics. May be taken for letter grade only. Not challengeable.

Semester Hours: 4

CWRT 309 Creative Writing Workshop

Prerequisite: Completion of CWRT 201 or Special Permission of Creative Writing Program Director

An advanced writing workshop in which students read and assess creative compositions and apply principles of revision strategies to poems, fiction, non-fiction, and dramatic writing. Not Challengeable.

Semester Hours: 4

CWRT 324 Advanced Non-Fiction Writing

Intensive writing and reading of memoir, literary journalism, autobiography and other creative non-fiction modes with analysis of narrative theory. Course may be taken twice for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

CWRT 336 Latinx: The Magical & the Real

This course immerses students in the creative writings of Latinx authors, considering especially the relationship between the writing act and the cultures to which it both responds and challenges. The course is a required core class in the Creative Writing BA. Letter grade only. Not challengeable.

Semester Hours: 4

CWRT 390 Great Author Immersion

A directed study junior year course in which creative writing students critically and creatively immerse themselves in a great contemporary author's style and works. Not challengeable. Letter grade only.

Semester Hours: 2

CWRT 399 Independent Study

Semester Hours: 1-4

CWRT 499 Senior Seminar in Writing

Prerequisite: Completion of Written Communication A and Written Communication B

Project selection and mentoring for the completion of a final writing project for the writing certificate and the writing minor. May be taken twice for credit. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 2-4

Data Analytics

MDA 500 Statistics and Linear Algebra

This course provides the essential knowledge in statistics and linear algebra. It introduces students to basic concepts and tools of employing statistical methodology for the analysis and interpretation of data, and to provide essential knowledge in matrix algebra, vector spaces, and linear transformations. Letter grade only. Not challengeable.

Semester Hours: 3

MDA 501 SAS Programming Essentials

This course is an introduction to the use of the SAS programming language for business analytics and decision making. After an introduction to the SAS environment on a PC, SAS will be used to write programs for reading and processing data, and for performing descriptive and basic predictive analyses for various business analytics and decision making problems. Letter grade only. Not challengeable.

Semester Hours: 3

MDA 502 Multivariate Statistical Analysis

This course is designed to provide students with a working knowledge of the basic concepts underlying the most important multivariate techniques, with an overview of actual applications in various fields, and with experience in using such techniques on managerial problems. The course will address both the underlying mathematics and problems of applications. As such, a reasonable level of competence in both statistics and mathematics is needed. This course builds on the univariate statistical analysis in BUS 500C. Letter grade only. Not challengeable.

Semester Hours: 3

MDA 503 Data Mining and Predictive Analytics I

Prerequisite: Completion of MDA 502

This will be an introductory course with focus on the basic concepts of data mining and predictive models. The course will cover fundamental aspects and techniques of processing and analyzing large, complex datasets. Students will learn to use popular data mining methods to discover patterns and make predictions in the business analytics context. Letter grade only. Not challengeable.

Semester Hours: 3

MDA 504 Data Mining and Predictive Analytics II

Prerequisite: Completion of MDA 503

This course covers advanced data mining and statistical techniques for both qualitative and quantitative data. Letter grade only. Not challengeable.

Semester Hours: 3

MDA 561 Theory and Practice of Consumer Behavior

Prerequisite: Completion of BUS 560 and MDA 502

This course will introduce the student to the study of consumer behavior. The student will apply principles and research from the social sciences (on such topics as attention and perception, learning, memory, attitudes, decision making, and social influences) to marketing problems such as positioning, branding, communication, and building relationships with customers. Students will draw on marketing theory and consumer psychology to understand how firms attempt to influence consumers. Letter grade only. Not challengeable.

Semester Hours: 3

MDA 564 Marketing Research Methods

Prerequisite: Completion of BUS 560 and MDA 502

This course presents a comprehensive overview of marketing research methods, and discusses the concepts, processes, techniques, and applications involved in conducting research. The course covers the marketing research process, including (but not limited to) qualitative and quantitative research design, survey methods, sampling design, data collection processes, and applications of quantitative data analysis to large datasets to generate marketing intelligence for decision making. Letter grade only. Not challengeable.

Semester Hours: 3

MDA 565 Digital Marketing and Social Media Analytics

Prerequisite: Completion of BUS 560 and MDA 502

This course provides a detailed, applied perspective on the theory and practice of digital marketing and social media analytics. The topics include social network marketing and analytics, user generated content management, web analytics, online and mobile advertising and commerce, and predictive modeling for ad targeting. Letter grade only, Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

MDA 568 Experimental Design and Market Testing

Prerequisite: Advanced standing in MS Data Analytics and completion of BUS 560 and MDA 502

This course is primarily a class in the design and analysis of experiments in marketing, consumer behavior, and related social science disciplines. The course will cover basic and intermediate topics in ANOVA designs. The course will focus on the assumptions made in the analysis of different types of experimental designs, and on how the choice of an experimental design should be guided by what one already knows about the substantive domain under study. The role of statistical data reporting in persuading readers about the validity of claims made from research reports will also be covered. Letter grade only, Not challengeable.

Semester Hours: 3

MDA 569 Marketing Analytics

Prerequisite: Completion of BUS 560 and MDA 503

This course presents advanced predictive analytics in marketing to support the modern marketing platform across online and offline environments. It covers advanced marketing analytics using SAS Enterprise Miner, including how to optimize the performance of predictive models beyond the basics. The course continues the development of predictive models that begins in MDA 503 (Predictive Analytics and Data Mining) course. In addition, some of the newest modeling nodes and latest variable selection methods are covered including report vector machines, unsupervised variable selection, random forests and incremental response modeling. All topics are accompanied by customized empirical study based on three large US consumer databases using SAS Enterprise Miner. Letter grade only, Not challengeable.

Semester Hours: 3

MDA 572 Problem Solving Methodologies

Prerequisite: Advanced Standing in MS Data Analytics, and completion of BUS 575 and MDA 503

This course introduces students to systematic approaches to problem solving and decision making. Students will learn behavioral and organizational decision making processes. Topics include recognizing and defining the problem, root-cause analysis, brainstorming, individual and group decision making, risk management, allocating resources, development of action plans, and implementation strategies. Letter grade only. Not challengeable.

Semester Hours: 3

MDA 573 Analytics in Operations and Planning

Prerequisite: Completion of BUS 575 and MDA 503

This course studies key decision areas in supply chain operations and planning. Students will learn the basic concepts of operations management and understand what data is needed and how to use these data to measure supply chain and operations performance, such as inventory levels, product availabilities, vendor performance, warehouse operations efficiency, and customer service levels. Letter grade only. Not challengeable.

Semester Hours: 3

MDA 579 Analytics in Logistics and Sourcing

Prerequisite: Completion of BUS 575 and MDA 503

This course focuses on the application of data analytics on both strategy and operations of logistics and sourcing. Analytics in logistics involves using predictive analytics tools in logistics planning, and analytics in sourcing involves using data analytics in optimizing procurement and managing supply risks and supplier performance. Students will learn best practices of data analytics and use analytics tools to make better decisions in sourcing and distribution of products in supply chains. Letter grade only. Not challengeable.

Semester Hours: 3

MDA 580 Analytics Graduate Seminar

Prerequisite: Advanced standing in Data Analytics and completion of 21 semester hours in the program, including MDA 504

The emphasis of this course is to prepare students to become a SAS Certified Advanced Analytics Professional. It is designed for individuals who want to learn to manipulate and gain insights from big data with a variety of SAS and open source tools and make business recommendations with complex machine learning models. Credit/No Credit only. Not challengeable.

Semester Hours: 3

Economics (ECON)

ECON 220 Economic Analysis I

Macroeconomics. This course introduces students to how American economy functions, its role in the global economy, within the context of economic theory, policy and ethics. Gross domestic product, economic prosperity and economic stagnation, unemployment, economic recovery, government finance, including taxes, expenditures, budgeting, borrowing and the twin deficits - budget and trade, will be discussed extensively. Money, banking and credit and their effects on prices are other major topics for discussion and study in relation to major economic theories. Prospects and opportunities for the success of the North American Free trade area, the European Common Market, movement to market economies by the Commonwealth of Independent States and the Eastern European countries, will be discussed extensively. (Formerly ECBU 220).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ECON 221 Economic Analysis II

This course is an introduction to micro economics. Theoretical determines the costs and levels of production and output for a firm and industry under various market structures in order to maximize profits or minimize losses. Distribution of income and the pricing of productive factors; wage determination, rent, interest and profits are covered. International trade and finance are some of the major topics that are included in the course. (Formerly ECBU 221).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ECON 228 Economic Theories & Issues

This course examines those economic principles that can assist management in long term and short term decision making. Includes such factors as the functioning of supply and demand, the role of government and fiscal policy, business cycles, the banking system and monetary policy, pricing, competition, cost analysis, movements in international trade, and the role of multinational corporations. (Formerly ECON 328.)

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ECON 320 Intermediate Macroeconomics

Prerequisite: Completion of ECON 220

This course introduces students to the operating features and underlying mechanism of national economy. The course provides students with knowledge about the importance of and the interactions among aggregate economic variables. The course also includes discussions on a government's policies aimed at the improvement of national economy. Students learn in this course how to use basic macroeconomic models for a variety of phenomena in national economy.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ECON 321 Intermediate Microeconomics

Prerequisite: Completion of ECON 221

This course covers fundamental principles that are necessary for understanding the decision-making process and underlying mechanisms behind market phenomena. Students will learn various theoretical concepts in microeconomics and how theories can be applied to real situations.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ECON 322 Current Economic Problems and Opportunities

Contemporary domestic and international economic issues as viewed by leading scholars and commentators. Not challengeable. (Formerly ECBU 322).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ECON 323 Money & Banking

This course introduces students to the basic operating features and underlying mechanism of financial institutions including banks and other financial intermediaries. This course also includes discussions on a government's monetary policies to achieve certain policy goals. Students are expected to emerge out of the course with crucial understanding on the forces that have driven the evolution of monetary and financial systems. This course will require students to acquire both informational knowledge on the subject issues and analytical skills to interpret and handle the challenging monetary environment. (Formerly ECBU 323).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ECON 324 Comparative Economic Systems

This course presents to the students the Classical and Contemporary economic philosophies: Capitalism, Marxism, Socialism, and Communism. It covers the mechanics, implications, and outcomes of different economic systems. (Formerly ECBU 324).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ECON 325 International Economics

This course introduces the theories and policies of balance of payments, rates of exchange, tariffs, quotas, exchange controls, state trading, and international cartels. It illustrates the importance and contribution of international trade to the national economy, and the global economy. Understand free trade and the flow of goods and services among nations, flow of funds for portfolio and real investments among nations. Understand why nations trade, international balance of trade and payments, exchange rates, hard and soft currencies; trade blocks; effects of tariff, quotas, and embargo; rules of international organizations e.g. the World Bank, International Monetary Fund, etc. (Formerly ECBU 325).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ECON 327 Public Finance & Fiscal Policy

Prerequisite: Completion of ECON 220

This course introduces the economics of public sector. It covers government taxation, expenditures, budgeting, borrowing and debt management; intergovernmental fiscal relations; and effects of fiscal policy on national economy and their effects on individuals, business and the economy.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ECON 371 Econometrics

Prerequisite: Completion of ECON 220, ECON 221 and BUS 272

This course teaches students how to construct, test, and estimate of the single equation econometric model; least squares estimation, partial and multiple correlation, and specification analysis. The course also provides a background that is necessary to understand the process to build empirical models in economics and other field. It also provides a set of basic and crucial modeling techniques in the field of econometrics.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ECON 499 Senior Project

This is the culminating activity required for economics majors. 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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

Education (EDUC)

EDUC 100 Future Teachers

This course provides an introduction to teaching as a profession in the American education system. It offers a variety of perspectives on education including historical, philosophical, teaching as a profession, recent innovations and critical issues in a diverse society. Cannot be challenged. Offered Fall and Spring.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 4

EDUC 110 Introduction to the Teaching Profession

Introduction to teaching methods.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

EDUC 112 Introduction to Neurodiversity

This course provides students with an overview of neurological differences within the human experience. This course focuses on physical, cognitive, emotional, and social variations experienced both by adults and children. It also provides students with vocabulary and methods for identifying the characteristics of persons with exceptional needs, and interrogating ideas of normalcy within the field of education and psychology. Key outcomes include understanding the construction of categories and labels, understanding the intersection between funding, race, class, and socioeconomic status. This course also explores law protecting and supporting neurodivergent thinkers in schools and in the workplace. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 113 Critical Pedagogies

This course provides new theoretical and political tools for addressing how pedagogy, knowledge, resistance, and power can be analyzed within and across a variety of cultural spheres, including but not limited to the schools. Students develop knowledge of critical theories and pedagogies, examining core texts that interrogate structures of power and privilege in the United States and globally. The course readings explore indigenous forms of education at the grassroots, the idea of education as a universal good, and frameworks which cast education as a human right. Students cultivate capacities for applying critical theories in the analysis of complex social problems, and construct lessons, units, or programs grounded in critical pedagogy. Key concepts include equity literacy, funds of knowledge, asset mindsets, and praxis. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 115 Mindfulness & Contemplative Prac, Self-Aware, & Soc**Consciousness: Knowing Peace & Knowing Justice**

This course is an introduction to mindfulness and contemplative practices as foundations for the development of the mind, body, spirit and social consciousness. The class will examine mindfulness and self-realization practices, positionality, inter- and intra-personal connectivity, nonviolent communication, and the role of radical healing for individuals and communities. The course will include an introduction to critical contemplative pedagogies that link personal and academic transformation with social change, and recognizing the wellbeing of individuals and communities. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 150 A Childs Journey: Emotion and Creativity

An introductory course that utilizes arts as the central approach to understanding children's social/emotional development. Students will integrate knowledge of the creative arts process with the understanding healthy social/emotional development to promote positive childhood experiences in classrooms and other settings.

Semester Hours: 4

EDUC 200 Educational Psychology of Adjustment

Development of human potentialities, adjustment, mental health, and social problems. Application of principles for emotional health.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

EDUC 205 Teaching Creative Movement to Children

This class will address how to design and teach creative movement for children classes for grades K-5. Students will learn through participating in creative movement experiences, practicing teaching classmates, engaging in classroom discussions, teaching a group of young people a dance class, and reflecting through writing about teaching dance. Focusing on the categories of space, time, and energy, students will develop creative movement lessons and curricula that address both California and Common Core Standards. An emphasis will be placed upon how to address multiple learning styles, as well as on creative ways to keep all students included and engaged in the class. We will address how to design lessons for both lower and upper elementary students, keeping in mind what is developmentally appropriate for different ages. We will also address issues of equity, cultural sensitivity and how to create a positive learning environment in the dance classroom.

Semester Hours: 2

EDUC 206 Gender & Communication

This course examines how communication is used to understand and create gender within the spectrum of masculinity and femininity, and to examine the contexts of biological sex, society, media, education, culture, communication, and conflict. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

EDUC 251 Principles and Practices of Teaching Young Children

This course covers the historical and theoretical perspectives of developmentally appropriate practices, as they are applied to environmental design, curriculum and teaching strategies. The role of the early childhood educator is examined while exploring teacher-child relationships, professional ethics, career pathways, and professional standards

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 252 Childhood Learning Environments: Culture, Education and Media

Overview of environments where children learn, including cultural environments, schools, boys and girls group homes, media settings, museums, and outdoor education programs. Experiential learning settings are explored through fieldtrips, site observations, and online learning. Minimum of 16 hours of fieldwork required.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 253 Child, Family, and Community

Examines relationships of growing child to family, school, community, and society by studying culture, support groups, safety, family structure, and social policy.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 254 Health, Safety & Nutrition

This course will cover the laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in early childhood settings. The key issues include prevention strategies, nutrition, and meal planning for various ages and planning educational experiences integrated into daily routines designed to teach children positive health, safety, and nutrition habits. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 293 Variable Topics

This course provides group study of a selected topic, specified in advance. Topics are specific to the field of education and focus on one or several of the following: infant/child/adolescent development, curriculum and assessment, family/school/community relationships, social/emotional health, learning environments, etc. The course is designed to provide the student with in-depth investigation of a topic relevant to the needs of the educational community. May be taken for letter grade only. Not challengeable.

Semester Hours: 1-4

EDUC 300 Topics in Education

Prerequisite: Completion of Written Communication A

Introduces historical perspective of education, professional language, and the roles, responsibilities, expectations, and challenges of the educator in a multicultural society. May be taken for four semester hours or credit. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 1

EDUC 301 Human Sexuality for Educators

This course constitutes a survey of educational approaches to the topic of human sexuality, including: educational, emotional, physical, and psychological dimensions of human sexuality with an emphasis on relationships, consent, sexuality, and loving. The course also examines age appropriate pedagogies for teaching the emotional and psychological perspectives of human sexuality, especially in relation to social and cultural influences, including anatomy, behavior, intimacy, love, relationships, sexual development, diseases, and reproductive mechanisms, in light of California Education Code Sections 51930-51932. Educational Studies elective. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 305 Internet in the Classroom for K-12 Educators

An overview to the teaching profession, focusing on the art of teaching at the K-12 level using the technologies and resources available on the Internet. Issues addressed include the use of the Internet as a tool to promote learning, researching and evaluating Internet resources to supplement curriculum, incorporating various online media into classroom instruction and key issues on K-12 Internet use.

Semester Hours: 2

EDUC 306 Writing With Purpose

Prerequisite: Completion of Written Communication A

Students will develop writing skills and learn metacognitive strategies for crafting purposeful written communication for a professional context. Not challengeable.

Semester Hours: 4

EDUC 310 Schools in Society

Prerequisite: Completion of Written Communication A

This course is designed to examine the historical, philosophical, sociological, political, economic, and legal foundations of the American public education system. Students will explore the nature of school environments, the role of cultural diversity in education, and organization of school curricula, and characteristics of effective schools and instruction in grades K-12. Students analyze educational philosophies and develop a personal educational philosophy. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 325 Children's Literature

Prerequisite: Completion of EDUC 306 and Written Communication A with a minimum grade of C-, and completion of EDUC 407

An exploration of contemporary children's. Students will examine both child and young adult literature and the relationship to social value and aesthetic standards. In-depth study of the genres, their characteristics, and exemplary books will be explored. 15 hours of fieldwork required. Not challengeable.

Semester Hours: 4

EDUC 330 Principles of Physical Education

Prerequisite: Completion of EDUC 407 and Written Communication B

This course is designed to expose students to the field of physical education using a variety of sound developmental theory, which includes multiple intelligence modalities and approaches for English language Learners. 10 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

EDUC 349 Visual and Performing Arts

Prerequisite: Completion of EDUC 306 with a minimum grade of C- and completion of EDUC 407

This course will cover the fundamental and formal elements, functions and processes of the visual and performing arts, creating works in each discipline and how to effectively employ those creative processes through collaboration, communication, cooperation and interaction.

Letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

EDUC 350 Child Psychology and Development

Prerequisite: Completion of EDUC 251 and EDUC 253

Physical, cognitive, social, and emotional development of the child from conception through adolescence. 15 hours of fieldwork required. Also PSY 307. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 352 Writing for Child Development

Prerequisite: Completion of Written Communication B or equivalent

Students will improve writing skills, use APA writing style, and write summaries of empirical research in order to understand the processes and uses of research in Child Development.

Grade Mode: Letter, Audit

Semester Hours: 1-4

EDUC 353 Teaching in a Diverse Society

Examines the impact of various societal influences on the development of children's social identity. Covers developmentally appropriate, inclusive, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias will be emphasized. This course is delivered on-line. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 354B Assessment in Early Childhood

Prerequisite: Completion of EDUC 350 and EDUC 354A

Aligning with NAEYC's Standards for Programs, this course covers a broad range of early childhood assessments, culturally, linguistically and ethically responsible practices, and the role assessment plays in influencing sound decisions about children, teaching and program improvement. Includes 10 hours of fieldwork. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 2

EDUC 354P Early Childhood Observation and Assessment Practicum

Prerequisite: EDUC 251, EDUC 253, EDUC 352, Completion of Written Communication B or equivalent, and must attempt to pass the Development Knowledge Exam

Aligning with NAEYC's standards for Programs and the California Early Learning System, this course focuses on the appropriate use of observation and assessment strategies for young children. The course emphasizes developmentally appropriate practices and covers a broad range of early childhood assessments as well as culturally, linguistically, and ethnically responsible practices to promote children's success. This course includes 60 hours of practicum and can be taken for a letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

EDUC 377 Theater and Drama Instruction for Teachers

This course is designed to provide the student with instruction in and observation of teaching practices in the field of theatre and drama.

Students will gain insights into instructional methodology, lesson and unit planning, and assessment planning for the secondary drama classroom. Students will observe and study different instructional styles and theatre productions and activities with a focus on developing a curriculum, overcoming production problems and limitations, and community awareness. Also THAR 377.

Grade Mode: Letter, Audit

Semester Hours: 4

EDUC 385 History, Culture, & Society

Prerequisite: Completion of EDUC 306 and Written Communication B with a minimum grade of C-, and completion of EDUC 407

This course will introduce concepts, theories and perspectives vital in the understanding of history, culture and society. Corollary to the understanding of society and culture is the ability to identify issues and concerns affecting the society through history. 20 hours of civic/community service required. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 389 Mathematics in the 21st Century

Prerequisite: Completion of EDUC 407 and MATH 104 or Quantitative Reasoning

This course is designed to cover several major themes in mathematics. It will also address theories and applications of STEM by integrating the study of science, technology, engineering and mathematics by using scientific inquiry and engineering design as unifying processes. The use of innovation and the development of problem-solving, critical thinking and collaboration skills. Emphasis will be on developing activities for the effective presentation of math curriculum to a diverse student population. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

EDUC 390 Science Literacy for all in the 21st Century

Prerequisite: Completion of EDUC 407 and Natural World: Life Science or Physical Science

This course examines science concepts in the 21st century. It will expound on the critical need for scientific literacy primarily focusing on key concepts from life, physical, and earth sciences. Students will explore hypothesis generation, experimental design, data collection, objective evaluation of empirical evidence, and argumentation. It will also address theories and applications of STEM by integrating the study of science, technology, engineering and mathematics. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

EDUC 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

EDUC 402 Experiencing an International Culture: Discovering the History, Educational Philosophies and Ethics

This course is designed to provide the student with an international and intercultural experience, with an in-depth investigation into the history and culture of the area of travel. The focus will be on national policies of the area's educational system, as well as cultural similarities and differences in children's development from birth through age eight. Not challengeable.. Meets LVUR beginning Fall 2020.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 407 Technology & Digital Literacy

Prerequisite: Completion of Written Communication B

The course will enhance the student's understanding of the informatics-based techniques and computational thinking that are essential to digital literacy. The goal of this course is to provide a context that interests, excites, and challenges students to think and talk effectively about the use of technology. Students will use contemporary technology and devices, and will investigate and discuss technology practices over the last century.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 410 Experiencing an International Culture: A Look Into History, Culture and Education

This course is designed to provide the student with an international and intercultural experience including an in-depth investigation into the history, culture, and educational systems of the focus country. Students will research the history, culture, value systems, economy, communities, families, and national policies. Students will participate in a cultural immersion, engage with local scholars, and produce a culminating research project reflecting intercultural understandings. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 413 Methodology for Primary Language Instruction (Spanish) in a Bilingual Environment

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. Can be taken for letter grade only.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3

EDUC 420 Sex, Drugs, and Health Education

Drugs, Sex Education, and other aspects of health related to health education. Meets health requirement for Ryan Teaching Credential. Restricted to LFCE students only.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 2

EDUC 425 Language and Literacy, Multiple Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, and verification of completion of CBEST Exam or equivalent This course provides multiple subject teaching credential candidates the opportunity to enhance their understanding of literacy and learn instructional strategies and lesson planning techniques for early literacy development for both native and non-native English speakers. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 426 Introductory Teaching Practices, Multiple Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, and verification of completion of CBEST Exam or equivalent This course provides multiple subject teaching credential candidates the opportunity to learn about language acquisition and strategies to support both native and non-native English speakers, develop an understanding of different learning theories, prepare a variety of lessons, develop reflective skills, and incorporate technology and writing into lessons. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit

Semester Hours: 4

EDUC 427 Language and Literacy, Single Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, and verification of completion of CBEST Exam or equivalent This course provides single subject teaching credential candidates the opportunity to enhance their understanding of literacy and learn instructional strategies and lesson planning techniques for adolescent literacy development for both native and non-native English speakers. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 428 Introductory Teaching Practices, Single Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, and verification of completion of CBEST Exam or equivalent This course provides single subject teaching credential candidates the opportunity to learn about language acquisition and strategies to support both native and non-native English speakers, develop an understanding of different learning theories, prepare a variety of lessons, develop reflective skills, and incorporate technology and writing into lessons. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 434 Learning About Latino Cultures

This course provides bilingual teaching credential candidates the opportunity to learn about the history, traditions, roles, status and communication patterns of Latinos in the United States. Credential program candidates will also develop understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the Latinos in California and the United States. Credential program candidates will also develop understanding of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the Latinos in California and the U.S. Credential program candidates demonstrate knowledge of the countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 435 Methodology for Primary Language Instruction in a Bilingual Environment

This course focuses on methodology for a bilingual classroom. Emphasis is placed on bilingual students' and families' funds of knowledge and effective strategies in students' primary language. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 436 Bilingualism and Bilingual Education

This course provides bilingual teaching credential candidates an overview of bilingual education and the concept of bilingualism. The course prepares candidates with an understanding of bilingualism, translanguaging, partial bilingualism and bilingual education. The course promotes candidates' understanding of the family as a primary language and cultural resource. Candidates are cognizant that students' motivation, participation and achievement are influenced by an intercultural classroom climate and school community. The course prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 440 Intermediate Teaching Practices, Multiple Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, verification of completion of CBEST Exam or equivalent, and completion of EDUC 425

. This course provides multiple subject teaching credential candidates with additional support for creating well-developed lesson plans/units. In addition, candidates will develop an understanding of culturally responsive pedagogy and be able to evaluate resources based on diverse students' needs. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 441 Advanced Teaching Practices, Multiple Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, verification of completion of CBEST Exam or equivalent, and completion of EDUC 425 and EDUC 426

This course provides multiple subject teaching credential candidates with the knowledge of inquiry-based lesson planning and content integration. In addition, candidates will strengthen their classroom management skills and identify multiple tools for assessing students and using the results to guide future instruction. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 442 Intermediate Teaching Practices, Single Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, verification of completion of CBEST Exam or equivalent, completion of EDUC 427, and completion of or concurrent enrollment in EDUC 428

This course provides single subject teaching credential candidates with additional support for creating well-developed lesson plans/units. In addition, candidates will develop an understanding of culturally responsive pedagogy and be able to evaluate resources based on diverse students' needs. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 443 Advanced Teaching Practices, Single Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, verification of completion of CBEST Exam or equivalent, and completion of EDUC 426 or EDUC 428

This course provides single subject teaching credential candidates with the knowledge of inquiry-based lesson planning and content integration. In addition, candidates will strengthen their classroom management skills and identify multiple tools for assessing students and using the results to guide future instruction. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 445 Adult Supervision and Mentoring

Prepare students to use effective communication and adult supervision skills. Developmental and experiential learning, beginning with self-reflection, communication techniques, adult supervision skills, coaching, mentoring, facilitating teams, and ethics in early childhood programs. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 447 Infant & Toddler Curriculum

Prerequisite: Completion of EDUC 354P

. This course applies current theory and research to the care and education of infants and toddlers in group settings. A relationship-based model is used as the framework for understanding how infant and toddler educators can plan a responsive relationship based curriculum. Policies and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months are examined. This course is delivered online.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 2

EDUC 448 Math for Young Children

Prerequisite: Completion of EDUC 354P

Teaches math curriculum for children ages 3 to 8. Students will explore math phobia, and improve their own math skills. May be taken for letter grade only. 15 hours of fieldwork required. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 4

EDUC 449 Early Childhood Literacy

Prerequisite: Completion of EDUC 354P

This course provides students with the opportunity to explore the emergent literacy process. The course outlines the research-based principles and practices of providing children from birth to age 8 a strong foundation of language and literacy within a developmentally appropriate approach. Incorporates strategies for young children to practice language, reading, and writing development. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 451 Infant & Toddler Development

Prerequisite: Completion of EDUC 354P

This course studies infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. Current methods of infant and toddler group care and curriculum are explored. Emphasizes the role of family and relationships in development. This course fulfills education requirements of California Infant regulations for child care providers and administrators. Includes 15 hours of field work.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 452 Parenting Theory in Cultural Contexts

Prerequisite: Completion of Written Communication B, EDUC 251, EDUC 253, EDUC 352, EDUC 354P, and must have passed the Developmental Knowledge Exam

Examines psychological theory as it relates to parenting approaches. Analyzes cross-cultural parenting styles, communicating with families, and current parenting issues.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 453A Supervision and Administration of Programs for Young Children

Prerequisite: Completion of EDUC 350, EDUC 354B, and EDUC 452

Introduces students to administrative aspects of early childhood programs to include facility, curriculum, and program design. Emphasis is placed on Title 22 regulations. Assessment, evaluation and documentation processes are addressed as components of quality programs. Includes 8 hours of administrator shadowing.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 453B Advanced Supervision and Administration of Programs for Young Children

Prerequisite: Completion of EDUC 350, EDUC 354B, and EDUC 452

Reviews local and state regulations pertaining to supervision of programs for young children, both private and public, and presents federal regulations. Covers budget and center management. Includes 8 hours of administrator shadowing.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit

Semester Hours: 4

EDUC 454P Early Childhood Student Teaching

Prerequisite: Completion of EDUC 354P and EDUC 350

Student teaching experience under supervision of an early childhood teacher and university supervisor/instructor. Includes assessing, planning for instruction, developing classroom management skills, service-learning experience, teaching dispositions, and advanced strategies for working with children and adults.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 458 Teaching Students with Special Challenges in the General Education Classroom

This course deals with students with special challenges in the general education classroom. It will include theories about neurodiversity, laws, autism, special education, ADD/ADHD, RTI, and physical and emotional disabilities. 5 hours of fieldwork required. Letter grade only. Not challengeable

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 459 Advanced Curriculum for Young Children

Prerequisite: Completion of EDUC 354P

This course studies developmentally appropriate curriculum and environments for younger children. A variety of curriculum models, curriculum approaches and teaching strategies based on theoretical frameworks, are researched. An emphasis is placed on observation, assessment, and state and national standards for curriculum development. The teacher's role in supporting development and learning across curriculum, including all content areas, are explored. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 460 Diversity, Interaction, and the Learning Process

Prerequisite: Submission of TB clearance, submission of application for Certificate of Clearance, completion of CBEST exam, and completion of CEOL Writing Assessment with a minimum score of 2

Introduces teaching and human relations skills. Emphasizes issues of diversity. For students desiring to enter the teaching profession. Not challengeable.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 4

EDUC 462 Literacy Methods for Multiple Subject Candidates I

Prerequisite: Completion of EDUC 460 and EDUC 470, Submission of Certificate of Clearance and Tuberculosis Clearance, Verification of completion of CBEST Exam, and completion of CEOL/SPED Writing Competency with a minimum score of 2

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 10 hours of fieldwork. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3,4

EDUC 464 Literacy Methods for Multiple Subject Candidates II

Prerequisite: Completion of EDUC 460, EDUC 462, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, Verification of completion of CBEST Exam, and completion of CEOL Writing Competency with a minimum score of 3

Studies language and literacy processes. Offers strategies to assess and foster abilities to become proficient speakers, listeners, readers, and writers. Requires 20 hours of fieldwork. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3

EDUC 466 Introduction to Teaching of Reading for Single Subject Candidates

Prerequisite: Completion of EDUC 460 and EDUC 470, submission of TB clearance, submission of application for Certificate of Clearance, completion of CBEST exam, and completion of CEOL Writing Assessment with a minimum score of 2

Covers philosophy, methods, and materials for teaching content area literacy skills. Examines assessment and instruction strategy; offers opportunities for classroom observation and participation. Requires 20 hours of fieldwork. Not challengeable.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 4

EDUC 467A Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467B Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467C Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467D Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467E Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467F Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467G Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467H Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467I Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467J Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467K Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467L Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 468 Introductory Supervised Teaching

Prerequisite: Completion of (EDUC 460 or SPED 457), (EDUC 462 or EDUC 466), (EDUC 474, EDUC 476 or SPED 406), EDUC 470, EDUC 472, and completion of or concurrent enrollment in EDUC 475, Submission of Certificate of Clearance and Tuberculosis Clearance, Verification of completion of CBEST Exam and CSET Exam passage, completion of CEOL Writing Competency with a minimum score of 3, and completion of Teaching Performance Assessment 1 with a minimum score of 3 Five-weeks of supervised teaching in public schools, complemented by Classroom Management I seminar and TPA 3 seminar. Students are placed by the University in grades K-2: 3-5: 6-8 for multiple subject candidates and grades 7-12 in specific subject areas for single subject candidates. May be taken for credit/no credit only. Not challengeable. Must be completed in residency at a site approved by the University.

Grade Mode: Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 3

EDUC 470 Theories and Methods of Education for Linguistically Diverse Students

Prerequisite: Submission of TB clearance, submission of application for Certificate of Clearance, completion of CBEST exam, and completion of SPED Writing Assessment or CEOL Writing Assessment with a minimum score of 2

Provides candidates with specific understandings and skills related to classroom teaching with emphasis on ELD and SDAIE. Requires 30 hours of fieldwork. Not challengeable. Meets 4 units toward CTEL Certificate.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit, Audit
Semester Hours: 4

EDUC 470A Theories and Methods of Education for Linguistically Diverse Students for Special Education

Prerequisite: Submission of TB clearance, submission of application for Certificate of Clearance, and completion of CBEST exam

Provides candidates with specific understandings and skills related to classroom teaching with emphasis on ELD and SDAIE. Requires 30 hours of fieldwork. Not challengeable. Meets 4 units toward CTEL Certificate.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit
Semester Hours: 4

EDUC 472 Teaching Strategies

Prerequisite: Completion of EDUC 460 and EDUC 470, Submission of Certificate of Clearance and Tuberculosis Clearance, Verification of completion of CBEST Exam, and completion of CEOL/SPED Writing Competency with a minimum score of 2

General teaching methods course. Emphasizes instructional planning, learning about students and adapting instruction to meet students' learning preferences. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit, Audit
Semester Hours: 4

EDUC 474 Teaching in the Content Areas-Multiple Subject

Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472 with a minimum grade of C
 Must also have Certificate of Clearance, Tuberculosis (TB) Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3. Provides knowledge, attitudes, and skills to effectively integrate the teaching of math, science, history/social science, visual and performing arts, physical education, and health. 15 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit
Semester Hours: 4

EDUC 475 Foundations and Introduction to Teaching: Single Subject

Prerequisite: Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter
Semester Hours: 3

EDUC 475A Foundations and Introduction to Teaching Single Subject - Math

Prerequisite: Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter
Semester Hours: 3

EDUC 475B Foundations and Introduction to Teaching Single Subject - English

Prerequisite: Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter
Semester Hours: 3

EDUC 475C Foundations and Introduction to Teaching Single Subject - Science

Prerequisite: Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 475D Foundations and Introduction to Teaching Single Subject - History

Prerequisite: Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 475E Foundations and Introduction to Teaching Single Subject - Physical Education

Prerequisite: Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 475F Foundations and Introduction to Teaching Single Subject - Music

Prerequisite: Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 475G Foundations and Introduction to Teaching Single Subject - Spanish

Prerequisite: Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 475H Foundations and Introduction to Teaching Single Subject - Art

Prerequisite: Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 475I Foundations and Introduction to Teaching Single Subject -**Health****Prerequisite:** Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 3**EDUC 475J Foundations and Introduction to Teaching Single Subject - Business****Prerequisite:** Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 3**EDUC 476A Teaching in the Content Area - Math**
Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.**Grade Mode:** Letter, Letter, Audit**Semester Hours:** 3,4**EDUC 476B Teaching in the Content Area - English**
Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.**Grade Mode:** Letter, Letter, Audit**Semester Hours:** 3,4**EDUC 476C Teaching in the Content Area - Science**
Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.**Grade Mode:** Letter, Letter, Audit**Semester Hours:** 3,4**EDUC 476D Teaching in the Content Area - History**
Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.**Grade Mode:** Letter, Letter, Audit**Semester Hours:** 3,4**EDUC 476E Teaching in the Content Area - Physical Education**
Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.**Grade Mode:** Letter, Letter, Audit**Semester Hours:** 3,4**EDUC 476F Teaching in the Content Area - Music**
Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.**Grade Mode:** Letter, Letter, Audit**Semester Hours:** 3,4**EDUC 476G Teaching in the Content Area - Spanish**
Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.**Grade Mode:** Letter, Letter, Audit**Semester Hours:** 3,4

EDUC 476H Teaching in the Content Area - Art

Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3,4

EDUC 476I Teaching in the Content Area - Health

Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 476J Teaching in the Content Area - Business

Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 477A Introduction and Methods of Teaching: Single Subject Math

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477B Introduction and Methods of Teaching: Single Subject English

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477C Introduction and Methods of Teaching: Single Subject Science

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477D Introduction and Methods of Teaching: Single Subject History and Social Science

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477E Introduction and Methods of Teaching: Single Subject Physical Education

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477F Introduction and Methods of Teaching: Single Subject Music

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477G Introduction and Methods of Teaching: Single Subject Spanish

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477H Introduction and Methods of Teaching: Single Subject Art

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 478 Advanced Student Teaching

Prerequisite: Completion of (EDUC 462 or EDUC 466), (EDUC 474 or EDUC 476), EDUC 460, EDUC 470, and EDUC 472, Completion of or concurrent enrollment in EDUC 475 and SPED 457, completion of PLSC 301 or US Constitution course, SPCM 100 or Speech course, EDUC 420 or Health foundation course and EDUC 407 or Technology foundation course, CEST passage, and completion of Teaching Performance Assessment 2 with a minimum score of 3

Ten-weeks of advanced supervised teaching in public schools, complemented by Classroom Management II seminar and TPA 4 seminar. Students are placed in a difference grade level from EDUC 468 by the University in grades K-2: 3-5: 6-8 for multiple subject candidates and grades 7-12 in specific subject areas for single subject candidates. Can be taken for credit/no credit only. Not challengeable. Must be completed in residency at a site approved by the University.

Grade Mode: Letter, Letter, Audit

Semester Hours: 5,6

EDUC 480 TK Childhood & Adolescence Devel

Semester Hours: 4

EDUC 480TK Development of the Young Child

Prerequisite: Verification of a valid CA multiple or single subject preliminary or clear credential

. This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturation processes will be an emphasis on interactions between maturation processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate differences, and analyze characteristics of development at various stages. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 481TK Transitional Kindergarten Observation and Assessment

Prerequisite: Verification of a valid CA multiple or single subject preliminary or clear credential

. This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play, and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 482TK TK Childhood, Family, and Community Relationships

Prerequisite: Verification of a valid CA multiple or single subject preliminary or clear credential

An examination of the developing child in a societal context focusing on the interrelationship of family, school, and community, and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 483TK TK Childhood Language and Literacy Development

Prerequisite: Verification of a valid CA multiple or single subject preliminary or clear credential

This course outlines best practices for providing children birth to age 8 a strong foundation in language and literacy. The California Preschool Language and Literacy Learning Foundations and the Common Core state standards for English Language Arts are a focus of study. Emphasis is placed upon strategies for language, reading, and writing development in transitional kindergarten classrooms. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 484TK TK Childhood Math and Science Development

Prerequisite: Verification of a valid CA multiple or single subject preliminary or clear credential

. This course explores principles, methods, and materials for teaching children math and science concepts. The California Preschool Foundations and California Preschool Curriculum Framework for Mathematics (Volume 1) and Science (Volume 3), as well as the California Kindergarten State Standards and California Common Core for Mathematics and Science are a focus of study. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 485 Incorporating Social-Emotional Development Strategies to Create Child-Centered Environments

Prerequisite: EDUC 350 or permission of the instructor

Through a lens of social equity, this course is designed to give a broad overview of social-emotional learning in nurturing a positive, child centered environment. Individual and group exploration of belief systems, values, and cultural influences, along with observation and self-reflection will allow learners to develop a personal approach to building a socially and emotionally safe, inclusive, and welcoming learning environment where children and families feel a sense of belonging. Through research, theoretical views and application-to-practice strategies, students will learn how to recognize and support children who are experiencing adverse factors. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 485TK TK Childhood Social-Emotional Learning and Development

Prerequisite: Verification of a valid CA multiple or single subject preliminary or clear credential

This class focuses on the ways in which emotions and social relationships develop from infancy through preschool. Topics include definitions of theories of emotions; the neural basis for emotion; the relation of emotional development to temperament; personality and cognitive development, social learning, friendships, peer group relations; and social development in different cultural contexts. California Preschool Learning Foundations and Common Core resources are integrated. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 486 Intro to Early Childhood Special Education: Policies & Practices

This course is designed to assist the student in understanding the needs of individuals, birth through 5 years of age (and transitioning into K-1), with special needs, and their families. Course explores current research, legislation and trends in early childhood special education practices and policies. Fully on-line or hybrid. 4 units Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 487 Curriculum and Strategies for Children with Special Needs

This course covers intervention strategies for working with children with special needs in partnership with their families. Focuses on the use of curriculum adaptations and modifications in meeting the individualized needs of children in inclusive and natural environments for children birth to 8 years old. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. This course is delivered online. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 2

EDUC 491 Subject Specific Pedagogy - History, PE, and Visual/Perf Arts

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST exam completion or equivalent, completion of EDUC 426, and completion of or concurrent enrollment in EDUC 425, EDUC 440, and EDUC 441

This course provides multiple subject teaching credential candidates with the knowledge of content area pedagogy for history, physical education/health, and the arts. In addition, candidates will strengthen their advanced lesson planning and delivery techniques to account for different content areas and student needs. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 492 Subject Specific Pedagogy - Math and Science

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST exam completion or equivalent, completion of EDUC 426, and completion of or concurrent enrollment in EDUC 425, EDUC 440, and EDUC 441

This course provides multiple subject teaching credential candidates with advanced knowledge of math and science pedagogy. In addition, candidates will strengthen their skills and reflect on culturally relevant practices within the context of classroom management. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 493 Variable Topics

Prerequisite: Completion of Written Communication B

Grade Mode: Letter, Letter, Audit

Semester Hours: 4

EDUC 494A Subject Specific Pedagogy - SS Math

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494B Subject Specific Pedagogy - SS English

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494C Subject Specific Pedagogy - SS Science

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494D Subject Specific Pedagogy - SS History

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494E Subject Specific Pedagogy - SS Physical Education

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494F Subject Specific Pedagogy - SS Music

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494G Subject Specific Pedagogy - SS Spanish

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494H Subject Specific Pedagogy - SS Art

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494I Subject Specific Pedagogy - SS Health

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494J Subject Specific Pedagogy - SS Business

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 495 Foundations for Teaching Single Subjects

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, completion of CBEST or equivalent, completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 497 Introductory Supervised Teaching, Multiple Subject

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, CSET completion or subject matter competency, CPR certification, and completion PLSC 201 or approved constitution course, RCS 100 or approved speech course, EDUC 420 or approved health foundations course, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428) and (EDUC 440 or EDUC 442) and (EDUC 441 or EDUC 443) and (EDUC 491 or EDUC 494A-J) and (EDUC 492 or EDUC 495)

Five weeks of supervised teaching in public schools, complemented by seminars on applicable topics. Students are placed by the University in grades K-8 for multiple subject candidates and grades 7-12 in subject specific areas for single subject candidates. Must be completed in residency at a site approved by the University. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 3

EDUC 497A Introductory Supervised Teaching, Single Subject

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, CSET completion or subject matter competency, CPR Certification, and completion PLSC 201 or approved constitution course, RCS 100 or approved speech course, EDUC 420 or approved health foundations course, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428) and (EDUC 440 or EDUC 442) and (EDUC 441 or EDUC 443) and (EDUC 491 or EDUC 494A-J) and (EDUC 492 or EDUC 495)

Five weeks of supervised teaching in public schools, complemented by seminars on applicable topics. Students are placed by the University in grades K-8 for multiple subject candidates and grades 7-12 in subject specific areas for single subject candidates. Must be completed in residency at a site approved by the University. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 3

EDUC 498 Advanced Supervised Teaching

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, CSET completion or subject matter competency, completion of PLSC 201 or approved US Constitution class, RCS 100 or approved speech course, EDUC 420 or approved health foundation course, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428) and (EDUC 440 or EDUC 442) and (EDUC 441 or EDUC 443) and (EDUC 491 or EDUC 494A-J) and (EDUC 492 or EDUC 495)

Ten weeks of supervised teaching in public schools, complemented by seminars on applicable topics. Students are placed by the University in grades K-8 for multiple subject candidates and grades 7-12 in subject specific areas for single subject candidates. Must be completed in residency at a site approved by the University. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 6

EDUC 499 Senior Project

Prerequisite: Completion of Written Communication B, EDUC 251, EDUC 253, EDUC 352, EDUC 354P, EDUC 452, and must have passed the Developmental Knowledge Exam
 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. May be taken for letter grade only. Not challengeable.

Semester Hours: 3,4

EDUC 499D Senior Seminar for Educational Studies Majors

Prerequisite: Completion of EDUC 306 with a minimum grade of C- or Writing Assessment
 Integrates content and processes from the disciplines with selected issues/themes relevant to elementary education. Requires senior standing. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 499I Senior Seminar for the Integrated Teacher Preparation Program

This course is designed as the culminating experience for the Integrated Teacher Preparation option of the Educational Studies major at the University of La Verne. It will provide the student with opportunities to reflect upon issues related to culturally responsive pedagogy, teaching within the context of the diversity of cultures and languages represented in the California classroom, and family and community relationships. In addition, the student will develop critical thinking skills and evaluate their educational philosophy and eportfolio as a summative collection of work throughout the program. ITP students only. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 501 Educational Assessment

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

EDUC 504 Methods of Research

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

EDUC 510 Advanced Reading Methodology

Covers advanced reading methodology. Translates theory and assessment into instructional practice. Includes reading center/clinic visitations and conference attendance. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

EDUC 519 Language and Literacy Development for English Language Learners

Examines primary (L1) and second (L2) language acquisition and their relationships to concept formation. For students enrolled in the CTEL Certificate program and other masters of education programs with instructor approval. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

EDUC 530C Technology for Child Life Educators

Examines computers and technology typically used by child life educators, and by medically fragile children and their families. Includes electronic research, documentation, presentations, and portfolios. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

EDUC 561 Cultural Diversity

Examines culture, how cultures interact, cultural diversity, and how educators provide culturally responsive instruction. 30 hours of fieldwork required. For students enrolled in the CTEL Certificate program and other masters of education programs with instructor approval. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

EDUC 587 Advanced Computer Educational Applications

Uses computer-based technology and advanced software to create flexible, learner-centered, community-engaged educational environments. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

EDUC 590 Issues in Teaching

Prerequisite: Completion of or concurrent enrollment in EDUC 504 . Explores such current issues as cultural values, teaching decisions, learning styles, instructional strategies, supervision, and public policy.

Grade Mode: Letter, Audit

Semester Hours: 3

EDUC 593 Assessment and Research for Educators

Prerequisite: Advanced Standing

This course presents basic principles of assessment as it relates to student educational accomplishment (quantitative and qualitative), and construction and evaluation of educational and psychological tests. It provides hands-on experience in the use of selected well-known measurement instruments in education. It also deals with criteria for the evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey methods employed in research, critiques and assigned projects. It provides students with the opportunity to implement assessment and research methods in the development of an action research project. Credit/No Credit only.

Semester Hours: 3

EDUC 595 Special Topics

Special topics of current interest in education, including theory, practice, and research. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

EDUC 596 Graduate Seminar

Prerequisite: Completed application for Advanced Standing
 Culminating activity for the master's program. Includes preparation, presentation, discussion, and evaluation of research papers, researched and written by each student. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 3

EDUC 599 Independent Study

Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan is required. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

Educational Leadership (EDLD)

EDLD 502 Educational Research and Inquiry

Develops the skills needed to make reasoned judgment as a research consumer and begin to evaluate the problems of practice which confront school leaders. Uses educational research on issues of equity and justice to build proficiency in foundational research concepts, terms, methodology, and ethical considerations. Letter grade only. Not challengeable.

Semester Hours: 3

EDLD 504 Methods of Research

Prerequisite: Completion of EDLD 502

This course will examine multiple methods of research in counseling and human development. Quantitative, qualitative, and mixed-methods research will be discussed. Specifically, students will be exposed to the many aspects of the research process: theoretical frameworks, research questions, research proposal, survey design and implementation, interviews, observations, interpretation of statistics, and presentation of findings. Students will learn how to use research and data to inform their professional practice. Letter grade only. Not challengeable.

Semester Hours: 3

EDLD 570 Instructional Leadership

This course is intended to provide the background necessary in curricular, instructional and assessment theory to enable candidates to become change agents in the real world arena of P-12 education. May be taken for letter grade only.

Semester Hours: 3

EDLD 571 Human Resource Administration

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

EDLD 572 Foundations of Educational Leadership

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

EDLD 573 Contemporary Issues in California Schools

Covers changing issues in education related to meeting the educational needs of students in California school systems. Strategies for providing leadership in dealing constructively with issues in the school and larger community are featured. Texts are supplemented with current applicable original source material. May be taken for letter grade only.

Semester Hours: 3

EDLD 574A Orientation to Field Experience

Covers changing demographics in California and issues related to meeting educational needs of students in California school systems. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 1

EDLD 574B Field Experience B

Covers changing demographics in California and issues related to meeting educational needs of students in California school systems. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 1

EDLD 574C Field Experience C

Covers changing demographics in California and issues related to meeting educational needs of students in California school systems. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 1

EDLD 575 Advanced Curriculum Studies

Prerequisite: EDLD 570

This course addresses advanced curriculum design, instructional practices, and data-driven assessment of student programs for the purposes of teacher leadership in the school and classroom setting. Not Challengeable

Semester Hours: 3

EDLD 576 Organizational Management and School-Community Collaboration

Studies the principles and practices of public school management, human relations, leadership, organizational systems, school-community collaboration, and team building. No Directed Study.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

EDLD 577 Fiscal Resource Management and Policy Development

Emphasizes the relationship among public policy, governance, and schooling, as well as management of fiscal resources and business services in California public education.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

EDLD 578 School Law

Emphasizes legal aspects of public education, with special emphasis on California.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

EDLD 579 Professional Development Strategies

This class presents an inquiry into professional development aimed at sorting out its varieties, successful processes, and the effects they can have when implemented properly. Not Challengeable

Semester Hours: 3

EDLD 581 Education - a World View

The purpose of this course is to provide students with an opportunity to analyze, compare, and contrast one or more educational systems within the international community with that of the American system. Not challengeable.

Semester Hours: 3

EDLD 585A Professional Learning

Prerequisite: Verification of a valid preliminary administrative services credential, a statement of purpose essay, and verification of 2 years experience as an administrator

. The University of La Verne Clear Administrative Services Credential (CASC) Induction Program is an online individualized, job-embedded two-year coaching program based on two academic semesters per year. Each term consists of 2 units of individual coaching and 2 units of professional learning. A minimum of 20-30 hours of coaching per semester and 30 hours of professional learning per semester are required. Letter grade only.

Semester Hours: 2

EDLD 585B Professional Learning

Prerequisite: Verification of a valid preliminary administrative services credential, a statement of purpose essay, and verification of 2 years experience as an administrator

. The University of La Verne Clear Administrative Services Credential (CASC) Induction Program is an online individualized, job-embedded two-year coaching program based on two academic semesters per year. Each term consists of 2 units of individual coaching and 2 units of professional learning. A minimum of 20-30 hours of coaching per semester and 30 hours of professional learning per semester are required. Letter grade only.

Semester Hours: 2

EDLD 585C Professional Learning

Prerequisite: Verification of a valid preliminary administrative services credential, a statement of purpose essay, and verification of 2 years experience as an administrator

. The University of La Verne Clear Administrative Services Credential (CASC) Induction Program is an online individualized, job-embedded two-year coaching program based on two academic semesters per year. Each term consists of 2 units of individual coaching and 2 units of professional learning. A minimum of 20-30 hours of coaching per semester and 30 hours of professional learning per semester are required. Letter grade only.

Semester Hours: 2

EDLD 585D Professional Learning

Prerequisite: Verification of a valid preliminary administrative services credential, a statement of purpose essay, and verification of 2 years experience as an administrator

. The University of La Verne Clear Administrative Services Credential (CASC) Induction Program is an online individualized, job-embedded two-year coaching program based on two academic semesters per year. Each term consists of 2 units of individual coaching and 2 units of professional learning. A minimum of 20-30 hours of coaching per semester and 30 hours of professional learning per semester are required. Letter grade only.

Semester Hours: 2

EDLD 586A Executive Coaching

Prerequisite: Verification of a valid preliminary administrative services credential, a statement of purpose essay, and verification of 2 years experience as an administrator

. The University of La Verne Clear Administrative Services Credential (CASC) Induction Program is an online individualized, job-embedded two-year coaching program based on two academic semesters per year. Each term consists of 2 units of individual coaching and 2 units of professional learning. A minimum of 20-30 hours of coaching per semester and 30 hours of professional learning per semester are required. Letter grade only.

Semester Hours: 2

EDLD 586B Executive Coaching

Prerequisite: Verification of a valid preliminary administrative services credential, a statement of purpose essay, and verification of 2 years experience as an administrator

. The University of La Verne Clear Administrative Services Credential (CASC) Induction Program is an online individualized, job-embedded two-year coaching program based on two academic semesters per year. Each term consists of 2 units of individual coaching and 2 units of professional learning. A minimum of 20-30 hours of coaching per semester and 30 hours of professional learning per semester are required. Letter grade only.

Semester Hours: 2

EDLD 586C Executive Coaching

Prerequisite: Verification of a valid preliminary administrative services credential, a statement of purpose essay, and verification of 2 years experience as an administrator

. The University of La Verne Clear Administrative Services Credential (CASC) Induction Program is an online individualized, job-embedded two-year coaching program based on two academic semesters per year. Each term consists of 2 units of individual coaching and 2 units of professional learning. A minimum of 20-30 hours of coaching per semester and 30 hours of professional learning per semester are required. Letter grade only.

Semester Hours: 2

EDLD 586D Executive Coaching

Prerequisite: Verification of a valid preliminary administrative services credential, a statement of purpose essay, and verification of 2 years experience as an administrator

. The University of La Verne Clear Administrative Services Credential (CASC) Induction Program is an online individualized, job-embedded two-year coaching program based on two academic semesters per year. Each term consists of 2 units of individual coaching and 2 units of professional learning. A minimum of 20-30 hours of coaching per semester and 30 hours of professional learning per semester are required. Letter grade only.

Semester Hours: 2

EDLD 596 Graduate Seminar

Prerequisite: Completed application for Advanced Standing and Completion of EDLD 504

This seminar is the culminating activity for the Master of Science or Education degrees. Students focus on or tie together concepts, issues, or problems from their area of concentration that warrant further investigation and study. Students prepare a paper in their area of concentration. The students will end their experience in EDLD 596 by submitting their research to a professional journal in their field or for a conference presentation in their field of study. In addition, students will prepare a poster session to share their research with the larger university community. Credit/no credit only. Not challengeable.

Semester Hours: 3

EDLD 599 Independent Study

Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan is required. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

EDLD 659 Organizational Induction

Assists administrator/leaders to understand their role in their organization. Develops a professional growth action plan. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 1

EDLD 661 Development and Assessment of Curriculum Programs and Instructional Practices

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

EDLD 663 Organizational Theory, Planning, and Management

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

EDLD 664 Professional Assessment

Prerequisite: Completion of EDLD/EDMT 659

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. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 1

Educational Technology (EDTC)**EDTC 010 Technology in the 21st Century**

Technology Education for the 21st Century (5 units of credit per session, 1 session meets graduation req.) For students entering 7th-12th grade. In this online course, students will create, manipulate, and produce content; understand research and information fluency; and learn about digital citizenship, communication, collaboration, technology operations, and concepts.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 5

EDTC 510 New Learning Technologies

Prerequisite: Completion of EDUC 407

This course will introduce students to basic online teaching pedagogy and methodologies. Through course readings, individual research, and direct instruction students will gain an understanding of high quality online education. Students will be familiar with online social systems of collaborating, communicating and reflecting individually and in groups. Students will reflect upon their learning and will begin a portfolio of their work as well as assess the work of their peers. Not challengeable.

Semester Hours: 3

EDTC 511 Online Instructional Design

Prerequisite: Completion of EDUC 407

In this course, students apply learning theory and teaching tools in online course design and content development. Students will create interactive, online learning materials for a variety of education purposes. Students will create meaningful online assessments and reflect on a variety of individual and collaborative teaching strategies in the online environment. Ongoing peer assessment and continued development of a portfolio is essential in this course. Not challengeable.

Semester Hours: 3

EDTC 512 Learning Management Systems in Education

Prerequisite: Completion of EDUC 407

In this course, students will have a wide experience of various Learning Management Systems (LMS). Students will apply online teaching methodology and use previously developed course content in several standard LMSs. This course will include a concentration upon organizing content, developing interactivity and using ongoing assessment in an LMS. In addition, students will use open source tools and experimental course delivery methods. Ongoing peer assessment and continued development of a portfolio is essential. Not challengeable.

Semester Hours: 3

EDTC 513 Online Teaching Practicum

Prerequisite: Completion of EDUC 407

In this course, students will develop a complete course using content authoring software and embedded media. Students will deliver the course using a Learning Management System with evidence of student grouping, engaging interactivity and multiple assessments. Students will deliver their course online to students in a University of La Verne partnership program. Their course will be assessed by their peers. A comprehensive portfolio of work and reflection will culminate in this course. Not challengeable.

Semester Hours: 3

EDTC 551 Foundations of Instructional Design and Educational Technology

This course focuses on the nature of individual learners as it impacts instructional design (ID) with the use of technology in education and the corporate world. It also provides an overview of instructional technology (IT) (which many people refer to as "educational technology" (ed tech) and more recently, some might refer to "learning technology" and "digital technology"). The course also explores the important of effectively using technology to creating equity in schools. The use of projects and case studies will be used as a basis for learning instructional design skills. Students will also be encouraged to obtain one of the may Educational Technology certifications depending on their career goals: ISTE Certified Educator, Google Educator Certification, Apple Teacher, Microsoft Certified Educator. Letter grade only. Not challengeable.

Semester Hours: 3

EDTC 552 Mobile Apps and Collaborative Communities

Prerequisite: Completion of or concurrent enrollment in EDTC 551 The course will explore the benefits and application of collaborative learning communities in both traditional and online learning environments In addition, the course will evaluate the challenges and solutions of Mobile Learning, including educational extensions, add ons, and Apps. Projects will include will developing a pedagogy of collaborative communities, mobile learning and online instruction; evaluate online discussion platforms and creating successful teaching strategies to guide students in online discussion; exploring online platforms to support mobile learning and collaborative communities, culminating with the creation of a mobile learning unit; creating a Personal Learning Network to support their growth and professional development as an educator and analyzing educational apps for strengths and weaknesses. Letter grade only. Not challengeable.

Semester Hours: 3

EDTC 553 Emerging Trends & Issues in Educational Technology

Prerequisite: Completion of EDTC 551 and EDTC 552

This is an online graduate educational technology course. It is designed to introduce students to current trends and issues in educational technology. Topics include: standards, ethics, research, equity, access, literacy, and privacy. Students will take a constructivist approach to develop a leadership vision for implications of past, current, and future developments in educational technology. WEBEX or ZOOM may be used for weekly discussions. The activities in the course will not only serve as the fulfillment of the graduate requirements, but will allow students to create original content to be used for future teachers within the ULV Ed Tech Graduate Program and future employers. Letter grade only. Not challengeable.

Semester Hours: 3

EDTC 554 Research Foundations & Integrative Capstone Project

Prerequisite: Completion of EDTC 551, EDTC 552, and advanced standing

This is the Capstone course in the Educational Technology Master's option of the Master of Arts in Teaching. This course will focus on designing an individual research project or thesis in coordination with a faculty mentor. The course will provide real world active learning assignments that seek to integrate the knowledge and skills gained through practical work, and will prepare you for professional presentations and projects. This course emphasizes applying integrated knowledge toward activities that enhance professional and research career opportunities. The course is writing intensive and will focus on scientific writing, and the oral, written, and graphical presentation of data and research results all culminating in producing a digital presentation such as an iBook or written thesis. Letter grade only. Not challengeable.

Semester Hours: 3

English (ENG)

ENG 250 Introduction to Literature

Emphasizes elements of fiction, poetry, and drama in a wide selection of authors.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 260 Shakespeare in Film

Prerequisite: Completion of or concurrent enrollment in Written Communication A

Studies cinema's treatment of Shakespeare, 1899 to the present. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 270 The Foundations of Linguistics

Prerequisite: Completion of Written Communication A

General characteristics of human communication; fundamentals of phonetics, phonemics, morphology, syntax, and semantics; language change and language variation.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 275 Introduction to Literary Criticism

Prerequisite: Completion of Written Communication B

Provides guided practice in composition appropriate to study in literature as a discipline. Includes study of exposition and modes of discourse.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 280 Science Fiction

Examines the impact of technology on human values and civilization through a study of imaginative, future-oriented fiction.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 335 Los Angeles Fiction**Prerequisite:** Completion of Written Communication A

Studies literature that focuses on the multicultural history and contemporary culture of Los Angeles in essays, fiction, poetry, and autobiography. Course is not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**ENG 344 Drama on Page and on Stage****Prerequisite:** Completion of Written Communication B

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.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ENG 351 British Literature I****Prerequisite:** Completion of Written Communication B

English literature from the beginning to 1790, in its literary, social, political, and cultural contexts. Focus on major authors, genres, and literary movements.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ENG 352 British Literature II****Prerequisite:** Completion of Written Communication B

Continuation of ENG 351.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ENG 353 American Literature I****Prerequisite:** Completion of Written Communication B

American multicultural fiction, poetry, narratives, autobiography, and essay by such writers as Columbus, Bradford, Rolandson, Edwards, Franklin, Wheatley, Emerson, Fuller, Douglas, Brown, and Twain.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ENG 354 American Literature II****Prerequisite:** Completion of Written Communication B

Continuation of 353. The 20th century: e.g., James, Cather, Moore, H. D. Eliot, Frost, Cullen, Williams, O'Neill, Eliot, Hughes, Fitzgerald, and Wright.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ENG 359 Superhero Comics & Film**

A study of graphic novels and related media. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**ENG 366 The Italian Experience**

Study trip to Italy during January Interterm that includes readings in literature, history, art, and architecture that focuses on Italian immigration to America and Italian history and contemporary culture. (Course is not challengeable.)

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**ENG 370 Magical Realism**

Considers contemporary magical realist literature in English or English translation from South America, including the works of Gabriel Garcia Marquez and Isabel Allende, as well as around the world. May consider magical realist films or adaptations. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**ENG 381 Horror Fiction**

Forms of horror and fantasy from simple tales to sophisticated novels. Emphasizes literary merit and mythic qualities.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ENG 383 Myth in Literature****Prerequisite:** Completion of Written Communication B

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.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ENG 385 Studies in Ethnic American Literature****Prerequisite:** Completion of Written Communication B

Focuses on a broad survey, from 1492-Present, of specific areas that reflect the multicultural American experience: Colonization, Slavery, gender, African American, Italian American, Irish American, Mexican American, Asian American, or Native American literature.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**ENG 399 Independent Study**

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 1-4**ENG 409 Special Projects**

Special projects in grammar and/or literature. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**ENG 415 Women Writers**

Texts by women writers are examined within a historical context and critically examined from different thematic or theoretical perspectives. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 4**ENG 416 Short Story & Film**

An examination of short stories and their film adaptations as well as critical approaches to writing about film and literature. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 4

ENG 420 Queer Literature

An exploration of gay, lesbian, bi, and trans+ literature with an emphasis on intersectionality, cultural, and historical issues, social justice, and queer critiques. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

ENG 421 Modern Poetry in English

Multicultural poetry including Yeats, Auden, Hughes, Eliot, Williams, Frost, Moore, Ginsberg, Reed, Levine, Mazziotti, Soto, and others.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 425 American Renaissance Period

Prerequisite: Completion of ENG 353 AND Written Communication A AND Written Communication B

This course focuses on early American writers from 1830-1865. It aims to identify the peculiar character of American writing as it evolved from its Colonial roots into early adulthood. Writers include Emerson, Hawthorne, Melville, Poe, Thoreau, Whitman, Whittier, Peabody, Fuller, Parker, and Douglass among others. These writers express the evolving attitude of Americans about religion, philosophy, feminism, slavery, Capitalism, and worker exploitation.

Semester Hours: 4

ENG 430 Contemporary American Fiction

Prerequisite: Completion of Written Communication B

American multicultural fiction including Ellison, Vonnegut, Morrison, Bellow, Owen, Saroyan, Tan, Cisneros, Sanford, Mirabelli, and others.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 431 Studies in British Fiction

Prerequisite: Completion of Written Communication B

Short stories and novels by Joyce, Woolf, Lawrence, Waugh, Greene, Burgess, and others.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 434 Studies in the American Novel

Prerequisite: Completion of Written Communication B

American multicultural narrative including Cooper, Hawthorne, Brown, Melville, Jacobs, Twain, and others.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 435 Marie de France

Prerequisite: Completion of Written Communication B

In this course, students read and analyze the major works of Marie de France in bilingual editions, considering vital themes such as psychological realism, social justice, intertextuality, magic and morality, medieval culture, and ecocriticism. Also FREN 435. Letter grade only. Not challengeable.

Semester Hours: 4

ENG 436 Major Authors

Intensive study of individual major authors concentrating on historical milieu and literary chronology. (Formerly ENG 382.)

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 440 American Stage: Mirror of Society

Prerequisite: Completion of Written Communication B

Studies plays that reflect America regionally, ethnically, spiritually, and aesthetically. Also THAR 440.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 441 Drama: Comedy and Tragedy

Prerequisite: Completion of Written Communication B

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.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 442 Shakespeare and His Contemporaries

Prerequisite: Completion of Written Communication B

Major works from Shakespeare, Marlowe, Jonson, and others for their own merit and as a reflection of the English Renaissance.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 443 Twentieth-Century Drama

Prerequisite: Completion of Written Communication B

Playwrights since Ibsen, with special attention to Shaw, Pirandello, O'Neill, Brecht, Miller, Becket, Anouilh, Ionesco, and Albee. Also THAR 443.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 447 Masters of the Drama

Studies one or more major playwrights such as Sophocles, Chekhov, Ibsen, or Brecht. May include staged production of a major work. May be repeated three times for credit. Also THAR 445.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 460 Shakespeare

Representative plays selected from the histories, tragedies, comedies, and tragicomedies. Also THAR 449.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 480 Young Adult Fantasy Literature

Forms of young adult fantasy literature. Authors include C.S. Lewis, J.K. Rowling, J.R.R. Tolkien, Ursula K. LeGuin. Emphasizes teaching young adult audiences.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

ENG 497 Internship

Encourages professionalization through internship experience as well as critical self-reflection on the connections between knowledge and skills gained in the English major and future work.

Grade Mode: Credit/No Credit, Letter, Credit/No Credit

Semester Hours: 1-4

ENG 499 Senior Capstone

A comprehensive, four-part examination in the genres, themes, and critical analysis of the diverse forms of English and American literature.

Semester Hours: 2-4

Finance (FIN)

FIN 530 Managerial Finance

Prerequisite: BUS 500A, BUS 500C, and BUS 500D or equivalents
 The objective of this course is to provide students with an understanding of asset allocation analysis. To support this objective the course will concentrate on the role of a financial manager in making capital investing decisions. Letter grade only. Not challengeable.

Semester Hours: 3

FIN 531 Theory of Finance

Prerequisite: Completion of FIN 530 or BUS 530 or BUS 635
 This course presents modern financial scholarship and its role in supporting the internal decision-maker. The course will cover empirical evidence as tests of theories. Topics to be covered will include: utility theory, portfolio theory, capital structure and cost of capital, capital budgeting, real options, and acquisitions and divestitures. Letter grade only. Not challengeable.

Semester Hours: 3

FIN 532 Derivatives

Prerequisite: Completion of FIN 530 or BUS 530 or BUS 635
 This course is designed to provide students with the necessary knowledge to analyze different financial derivatives and their use in risk management. The course will present options, forward agreements, futures, swaps, and credit derivatives, and their use for managing portfolio risk and real investment under uncertainty. This will be achieved through the analysis of portfolio sensitivity using the Greeks and other numerical procedures. Letter grade only. Not challengeable.

Semester Hours: 3

FIN 533 Investments

Prerequisite: Completion of FIN 530 or BUS 530 or BUS 635
 The goal of this course is to provide the theoretical and practical framework to analyze stocks, bonds, options, and futures contracts and whether they are appropriate for inclusion in an investment portfolio. The course is highly quantitative. Topics include: the investment environment, portfolios management, asset pricing theories, market efficiency, equities, bonds, derivative securities, and portfolio management. Letter grade only. Not challengeable.

Semester Hours: 3

FIN 570 Econometrics in Finance

This course provides students with quantitative skills and expertise required to carry out regression analysis, forecasting and financial market analysis, designing and implementing applied econometric projects as well as providing advanced knowledge and skills in finance. These skills are extremely attractive to the business and financial services sector. The course uses various teaching methods including lectures, in-class lab sessions, homework assignments, and exams. Letter grade only. Not challengeable.

Semester Hours: 3

FIN 594 Master's Thesis in Financial Economics

Prerequisite: FIN 530, Advanced Standing, and 15 units in the core classes of the MS Finance program
 . The course gives students the opportunity to study a topic in finance and write a paper that expands on the current body of knowledge in the field. Letter grade only. Not challengeable.

Semester Hours: 3

FIN 596 Financial Modeling

Prerequisite: FIN 531, Advanced Standing, and 15 units in the core classes of the MS Finance program
 This course will focus on conceptualizing, developing, and applying financial models to a diverse set of real-world companies, financial markets, and events. The course will stress a hands-on, interactive approach to learning the cyclical nature of financial modeling. To accomplish this, the student will be introduced to numerous professional and academic databases, models, and software. The overall goal is to become proficient in using these tools so that the student can successfully apply proper modeling techniques to various real-world financial problems. Letter grade only. Not challengeable.

Semester Hours: 3

FIN 598 Internship in Finance

Prerequisite: 12 units in the core classes of the MS Finance program
 . Internship for the MS Finance program. Credit/no credit only. Not challengeable.

Semester Hours: 3

French (FREN)

FREN 100 Elementary French I

Basic skills with focus on conversation and simple reading for students with little or no previous French. Introduces French culture. Includes language lab.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

FREN 101 Elementary French II

Prerequisite: Completion of FREN 100 or French Foreign Language Test with a minimum score of 404
 Continues and expands skills developed in 100. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

FREN 210 Intermediate French Stories and Conversation

Prerequisite: Completion of FREN 101 or French Foreign Language Test with a minimum score of 456
 Review of grammar, reading of French texts, conversations on materials read, collateral reading.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

FREN 211 Intermediate French Conversation and Film

Prerequisite: Completion of FREN 101 or French Foreign Language Test with a minimum score of 553
 Continues and expands skills developed in 210.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

FREN 302 World Literature and Disability Studies

This course examines world literature and film through the perspective of critical disability studies. Although the emphasis is on the French-speaking world, the course is taught in English. Also LIT 302. Letter grade only. Not challengeable.

Semester Hours: 4

FREN 320 French Civilization and Culture I

Prerequisite: Completion of FREN 210 or French Foreign Language Test with a minimum score of 774
 Major characteristics of French civilization. History of ideas, political institutions, and social traditions. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

FREN 321 French Civilization and Culture II

Prerequisite: Completion of FREN 210 or French Foreign Language Test with a minimum score of 774
 Continuation of 320. Includes French and Francophone civilization. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

FREN 322 La Francophonie: The French-Speaking World

Prerequisite: Completion of FREN 210 or above
 This course is a study of the history and cultures of French-speaking regions outside of France. Texts include works of fiction, non-fiction, and films. The class is taught in French. Letter grade only. Not challengeable.

Semester Hours: 4

FREN 330 Second Language Teaching

Prerequisite: Completion of Written Communication B
 Introduces contemporary pedagogy and research in foreign language education and an integrative approach to modern language instruction. Also SPAN 330, GERM 330 and JAPN 330. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

FREN 330P Second Language Teaching Practicum

Students apply and expand upon the knowledge and skills acquired in FREN 330 in a practical and meaningful way by working as a teaching assistant for a first- or second-year French language class in the Department of Modern Languages at ULV. Students will develop and practice valuable teaching and evaluation skills as they create, implement and evaluate original lesson plans, assessment instruments, and other instructional materials. Students will be expected to assist with instruction and work with students in the language classroom. Instructor Approval Required. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

FREN 364 Caribbean Francophone Literature & Culture

Students will study major works of Francophone Caribbean authors and filmmakers, literary and cultural theory, and apply key concepts to cultural works in analyzing them in class discussions, research papers, and oral presentations. No knowledge of French is necessary for this course. Also LIT 364. Letter grade only. Not challengeable.

Semester Hours: 4

FREN 365 French Literature in Translation

Prerequisite: Completion of Written Communication B

Studies a major theme, topic, or evolution in French or Francophone literature. Discussions and readings in English. Also LIT 365. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

FREN 374 Experiencing Paris: Text and Reality

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. Not challengeable. Also LIT 374.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

FREN 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

FREN 420 Commercial French

Prerequisite: Completion of FREN 211

Practical approach to business French. Includes advanced grammar and spelling review, business-related vocabulary, letter writing, and appropriate readings. Offered infrequently. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

FREN 430 French Literature I

Prerequisite: Completion of FREN 211

Directed studies in French culture and literature. May be repeated once. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

FREN 431 French Literature II

Prerequisite: Completion of FREN 430

Continuation of 430. May be repeated once. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

FREN 435 Marie de France

Prerequisite: Completion of Written Communication B

In this course, students read and analyze the major works of Marie de France in bilingual editions, considering vital themes such as psychological realism, social justice, intertextuality, magic and morality, medieval culture, and ecocriticism. Also ENG 435. Letter grade only. Not challengeable.

Semester Hours: 4

FREN 499 Senior Seminar/Project

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. Can be taken for letter grade only. Not challengeable.

Semester Hours: 1-4

Gender Studies (GSS)

GSS 106 Legal Construction of Sex and Gender

An introductory survey of the many ways American law (1) regulates persons based on sex and gender, (2) understands the rights and duties of persons as these relate to sex and gender, and for its own purposes, (3) "constructs" sex and gender. The course will explore issues of continuing relevance, such as rape law, intimate partner/domestic violence, sexual harassment, anti-sodomy law, contraception, abortion, prostitution, and pornography, in their historical and legal context, while also addressing newer issues such as same-sex marriage and the rights of intersex and transgender persons. Letter grade only. Not challengeable.

Semester Hours: 4

GSS 110 Historicizing Gender

This course offers an introduction to women's and gender studies by examining key points in the historical record (post 1880), including the development of the feminist movement. The primary goal of this course is to familiarize students with key issues, concepts, questions, and debates in gender studies and sexuality studies. Drawing on texts from multiple disciplines, students will examine cultural assumptions about sex and gender. This course integrates analysis of historical events through student projects, aiming to increase awareness of contemporary and historical experiences, and of the multiple ways that sex and gender interact with race, class, nationality, and other social identities. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

GSS 290 Selected Topics in Gender Studies

Explores selected topics in gender studies. Course can be taken multiple times so long as the topic differs each time the course is taken.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

General Studies (GNST)

GNST 232 Leadership Theory and Practice I

First semester of the Landis Leadership Scholars (LLS) course, primarily dedicated to exploring leadership theory. Must be accepted into the LLS program. Can be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1

GNST 233 Leadership Theory and Practice II

Prerequisite: Completion of GNST 232

Second semester of the Landis Leadership Scholars (LLS) course, primarily dedicated to applying leadership theory. Must be accepted into the LLS program. Can be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1

GNST 290 Selected Topics in General Studies

Explores selected topics in the disciplines within the liberal arts. Course can be taken multiple times so long as the topic differs each time the course is taken.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

Geography (GEOG)

GEOG 201 Introduction to Geography

Introduces physical, cultural, and economic geography, and demography. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

GEOG 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

German (GERM)

GERM 100 Elementary German I

Basic skills with focus on conversation and simple reading for students with little or no previous German. Class meetings, language lab, and reading sessions. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

GERM 101 Elementary German II

Prerequisite: Completion of GERM 100 or German Foreign Language Test with a minimum score of 398

Continues and expands skills developed in 100. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

GERM 330 Second Language Teaching

Prerequisite: Completion of Written Communication B

Introduces contemporary pedagogy and research in foreign language education and an integrative approach to modern language instruction. Also SPAN 330, FREN 330 and JAPN 330. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

Health Services Management (HSM)

HSM 201 Statistics

Prerequisite: Completion of Intermediate Algebra or Quantitative Reasoning

Examines basic concepts of descriptive and inferential statistics and their application in various management and institutional settings.

Semester Hours: 4

HSM 203 Accounting in Health Service Organizations

Provides financial and managerial accounting theory, concepts, and approaches for nonaccounting majors.

Semester Hours: 4

HSM 301 Strategic Planning and Management of Health Service Organizations

Examines concepts of strategic management including critical thinking, planning for short and long-range growth and change, and for maintaining the desired change. Reviews activities of marketing, business development, and product/service promotion and sales. (Formerly HSM 376.)

Semester Hours: 4

HSM 303 Management of Change and Conflict in Health Service Organizations

Examines operational, structural, process, and human dynamic elements for planning, initiating, and sustaining organizational change and managing conflict. (Formerly HSM 369.)

Semester Hours: 4

HSM 305 Management of Diversity in Health Service Organizations

Examines the various types of diversity as constraints and enablers in the workplace. Reviews issues of managing a diverse work force and dealing with diverse community and patient populations. (Formerly HSM 368.)

Semester Hours: 4

HSM 306 Systemic Racism, Disparities, and Health: The Impact on Latinx Community

The Latinx community experiences ongoing social and economic inequities in terms of health literacy barriers, lack of insurance, and restrictions to social services (i.e. public charge). For example, this has resulted in disproportionate number of COVID-19 cases in the Latinx community during the pandemic. This class will discuss effective strategies to address the negative impact that systematic racism, the challenges of immigration, language barriers, and other factors impact the health and overall well-being of Latinos. Letter grade only. Not challengeable.

Semester Hours: 4

HSM 307 Introduction to Healthcare

Introduction and overview of healthcare organizations, particularly theories, ethical issues, regulations, medical ethics, organizational strategies, public policy, legal issues, and careers in health services organizations.

Semester Hours: 4

HSM 309 Introduction to Gerontology

Introduction and overview of the field of gerontology, particularly theories of aging, ethical issues, public policy, legal issues affecting the elderly, and careers of gerontology. (Formerly HSM 385.)

Semester Hours: 4

HSM 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

HSM 401 Leadership and Management in Health Services

Relates management, leadership and organizational theory to operations of health service organizations in dynamic environments.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

HSM 405 Ethical & Legal Issues in Health Services Management

Reviews ethical and legal theory and practice. Relates this theory and practice to major social, economic, political, and regulatory issues impacting health service organizations. Specifically covers liability, negligence, confidentiality, and patients' rights issues. (Formerly HSM 340 and HSM 355.)

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

HSM 407 Human Resources Mgmt in HSOs

Reviews theory and functions of human resource management and organizational development in health service organizations. (Formerly HSM 365.)

Semester Hours: 4

HSM 409 Communications in Health Services Organizations

Prerequisite: Completion of Written Communication A

Reviews communication theory and techniques in order to enhance verbal, nonverbal and written communication skills within the healthcare environment. Also identifies methods to facilitate effective communication in contentious situations particular to health services settings.

Semester Hours: 4

HSM 411 Information Management

Reviews current state of clinical and management information technology in the health services industry. Identifies the key facilitators and inhibitors of developing and maintaining effective health services organization information systems.

Semester Hours: 4

HSM 413 Quantitative & Qualitative Decision Making in Health Service Organizations

Prerequisite: Completion of HSM 201 and HSM 203

A practicum that provides quantitative methodologies for dealing with issues of forecasting, resource allocation, project and program management, and quality improvement. (Formerly HSM 410.)

Semester Hours: 4

HSM 415 Budgeting & Fin Mgmt in HSOs

Prerequisite: Completion of HSM 203

Reviews principles and applied perspectives of healthcare finance including: budgeting, revenue sources, cost analysis, and current asset management for organizations in both the profit and not-for-profit sectors. (Formerly HSM 430.)

Semester Hours: 4

HSM 417 Econ, Soc & Pol Issues in HC

Review the key economic, social and political influences on health and medical services policy formulation, delivery and payment on national and local level.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSM 496 Senior Seminar: Culminating Program Summary

Summarizes basic theory and issues from all courses offered in B.S., Health Services Management. Includes a major analytical paper.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit
Semester Hours: 4

HSM 500 Management & Organizational Theory & Practice

Examines contemporary management, and organizational theory and practice relative to creating and sustaining effective and efficient health service organizations.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

HSM 501 Current Trends and Issues in Health Services

Prerequisite: HSM 502

Overview of the U.S. Healthcare System and its history. Review of current environmental, political, social, economic, and organizational trends and issues and their effects on providers, payers, and consumers.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

HSM 502 Financial and Cost Analysis

Covers principles and perspectives of financial and cost management of profit and not-for-profit health services organizations.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

HSM 503 Healthcare Economics

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. Can be taken for letter grade only.

Grade Mode: Letter, Audit
Semester Hours: 3

HSM 504 Organizational Communications

Examines linguistic and communication theory and skills for improving interpersonal, group, and organizational relations and communications. Can be taken for letter grade only.

Grade Mode: Letter, Audit
Semester Hours: 3

HSM 520 Strategic Planning and Management in Health Service Organizations

Examines planning for short and long-range growth and change. Relates departmental and organizational operations and service to vision, mission, goals, and objectives of the organization.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

HSM 523 Management of Organizational Innovation

Covers theory and practice of innovation management for enhancing organizational capacity for change and renewal. Can be taken for letter grade only.

Grade Mode: Letter, Audit
Semester Hours: 3

HSM 524 Personal Professional Development

This course assists students with identifying their personal values, traits, knowledge, and skills relative to those needed for effective leadership in the field of health services management. In addition, this course will assist students to position themselves for career success.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

HSM 531 Organizational Theory and Development

Reviews organizational behavior and theory as an interdisciplinary approach to understanding health service organizations.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

HSM 532 Budgeting and Cost Control

Examines principles and perspectives of budgeting and cost control for profit and not-for-profit health services organizations. Can be taken for letter grade only.

Grade Mode: Letter, Audit
Semester Hours: 3

HSM 534 Program Evaluation in Health Services

Presents methodologies, concepts, and current issues in program evaluation research. Can be taken for letter grade only.

Grade Mode: Letter, Audit
Semester Hours: 3

HSM 540 Legal Issues in Health Service Organizations

Covers legal theories, issues, and government regulations as they pertain to health services management. Reviews tort, fraud and abuse, corporate compliance, managed care, and restraint of trade.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 3

HSM 541 Fundamentals of Supply Chain Management

This course provides an overview of supply chain management with special emphasis on unique implications for health services organizations. Exploration of integration with financial operations in health settings. It also provides an overview of transportation and warehousing issues through the supply chain from manufacturer to distribution to healthcare provider and patient. Letter grade only. Not challengeable.

Semester Hours: 3

HSM 542 Planning and Purchasing

Prerequisite: Completion of HSM 541

This course provides the student with knowledge and skills in demand planning, purchasing, and sourcing. This includes the role of the vendor and their vetting; ethical actions; transparency and accountability. Also covered is regulatory compliance. Letter grade only. Not challengeable.

Semester Hours: 3

HSM 543 Logistics and Financial Operations

Prerequisite: Completion of HSM 542

This course provides an understanding of cash flows, cash conversion cycles, DPO, DIO as well as related topics including accounts payable and revenue cycles; and risk management. Letter grade only. Not challengeable.

Semester Hours: 3

HSM 545 Foundations of Public Health

This course is designed to introduce students to the evolution, theory and practice of public health: a discipline that organizes a population's response to protect and promote health, and to prevent illness, injury and disability. It provides the tools needed for identifying public health issues, problems, successes and priorities, and for designing and implementing interventions among the population as a whole, or population sub-groups. Letter grade only. Not challengeable.

Semester Hours: 3

HSM 546 Epidemiology

This course provides health professionals with a clear understanding of epidemiologic methods, principles, and terminology. This includes the descriptive and analytic tools which are used in traditional epidemiology studies as well as how such studies are applied to planning/assessing health services for defined populations. Letter grade only. Not challengeable.

Semester Hours: 3

HSM 547 Public Health Policy

The focus of this course is on public policy making as it relates to public health with an emphasis on agenda setting, the legislative process, and ways to influence policy-making. This includes the public health impact of policy decisions. It also explores the roles that public, private, and non-profit individuals and organizations play in the policy process. Can be taken for letter grade only.

Semester Hours: 3

HSM 548 Applied Research for Public Health Professionals

This course provides the tools of a change agent to make significant difference in the lives of the people in our community; utilizing interdisciplinary models that include the physical, environmental, social and behavioral determinants of health among local communities at risk for disease and injury. Students will work with local community-based organizations to improve conditions in which people can be healthy. Letter grade only. Not challengeable.

Semester Hours: 3

HSM 549 Public Health and the Urban Context

The ever increasing urbanization of the country poses public health inequity challenges unique to metropolitan areas, but also allows for opportunities for corrective action. This course provides an overview of the linkages between urban health, urban development, and urban governance. The course examines strategies to mitigate the health inequities in urban settings and the social determinants of health. Letter grade only. Not challengeable.

Semester Hours: 3

HSM 551 Food Systems & Public Health

Some of the most difficult public health and environmental challenges we are facing today are a product of our food systems. This course applies systems thinking as it pertains to agriculture and food, how that intersects with equity and environmental issues, examines the current state of the global food system from farm to fork to disposal, and analyzes its impacts on public health and communities. This course provides an understanding of the problems inherent in our current food systems and challenges students to consider how changes to these systems are critical for health and community well-being. Letter grade only. Not challengeable.

Semester Hours: 3

HSM 555 Ethical Issues in Health Services

Encompasses the philosophy, impact of technological advances, and the consequent ethical issues involving decision-making. Includes establishing ethics committees. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

HSM 562 Human Resource Management in Health Service Organizations

Examines key human resource managerial issues and systems including planning, staffing, education and training, organizational development, corporate compliance, and labor relations.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

HSM 569 Managing Change and Conflict

Examines planning for change; the nature and sources of environmental and organizational conflict; strategies for change and conflict resolution.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

HSM 571 Management of Clinical and Financial Information

Analyzes needs, components, and applications of clinical and financial information management systems. Reviews choice criteria for system development, implementation, and integration to meet regulatory requirements. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

HSM 572 Management of Decision Support Systems and Networks

Analyzes decision support systems and networks, their components and linkages, to provide and integrate information to match patient acuity and levels of care. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

HSM 574 Legal and Ethical Issues in Information Management

Analyzes legal and ethical issues involved in healthcare information management.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

HSM 580 Personal Professional Development

Analyzes the managed care delivery system model within an economic, historic, legal, and organizational context. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

HSM 583 Marketing and Business Development

Covers principles of health services marketing, business development, managed care contract negotiation and maximization, and financial analysis and modeling of alternative strategies.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

HSM 585 Complementary Medicine in Managed Care

Covers nature and role of complementary medicine in the managed care environment. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

HSM 587 Fundamentals of Healthcare Leadership

This course introduces the student to the role of leadership in health care settings. Letter grade only. Not challengeable.

Semester Hours: 3

HSM 588 Medical Career Development Practicum

This course provides career advancement support including resumes, personal statements, interviews, and related topics. Letter grade only. Not challengeable.

Semester Hours: 3

HSM 590 Selected Topics

Presents contemporary topics in healthcare management. May be retaken once with different topics. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 1-3

HSM 591 Organizational Research II

Prerequisite: HSM 595 with a minimum grade of B-

This course surveys additional methodological and statistical approaches to studying organizations and guides the student in designing and developing a research proposal for a thesis. Requires instructor approval.

Semester Hours: 3

HSM 592 Thesis

Culminating research project. Can be taken for credit/no credit only. Requires instructor approval. Not challengeable.

Semester Hours: 3

HSM 593 Accounting for Healthcare Decision-Making

Covers financial and managerial accounting theory and concepts for decision-making in health services management. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

HSM 594 Statistical Decision-Making in Health Service Organizations

Covers basic descriptive and inferential statistics and their application to managerial decision-making in health services management. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

HSM 595 Organizational Research Methods

Surveys the nature of scientific inquiry, research design, program evaluation, and data analysis.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

HSM 596 Graduate Seminar

Culminating activity for the master's program. May not be taken as a directed study. Can be taken for credit/no credit only. Not challengeable.

Semester Hours: 2,3

HSM 597 MHA Professional Seminar

Culminating course. Builds upon individual expertise and relates this to peers and professional community in health services administration.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

HSM 598 Field Work/Internship

Participation in and observation of activities of a healthcare agency or other organization concerned with health delivery. Option A: 100 hours. Option B: 480 hours Administrator in Training (AIT). Requires program chair approval Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1-3

HSM 599 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

History (HSTY)

HSTY 100 World Civilizations I

Comparative survey of society and culture in Mesopotamia, Egypt, India, China, Greece, Rome, Africa, central Europe, and the Americas from 4000 BCE to 1500 CE, with an emphasis on religion, the arts, and technology. Formerly HIST 101. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 101 World Civilizations II

Comparative survey of society and culture in Europe, Asia, Africa, and the Americas, from 1500 to the present era, with an emphasis on state formation, imperialism, world wars, and political and industrial revolutions. Formerly HIST 102. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 105 Power, Privilege, & Resistance

This course explores the history and theory of relations of power with attention to race, class, gender, sexual orientation, and neurodiversity. Letter grade only.

Semester Hours: 2

HSTY 110 US History to 1877

Political, economic, social, and cultural history of the United States from colonial times to 1877. Formerly HIST 110. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 111 US History 1877 to the Present

Beginning with the end of Reconstruction and concluding at the new millennium, this course provides an overview of major social, cultural, and political topics in American history. Main themes to be covered include the development of the American nation and its empire, the expansion of class consciousness, the long civil rights movements, the history of LGBT communities, America's role in global affairs during war and peace, economic development, and the late twentieth-century conservative ascendancy. Letter grade only. Not challengeable.

Semester Hours: 4

HSTY 200 Issues in History

An introduction to the historical and historiographical debates that characterize the discipline. These include, but are not limited to, the history of gender and sexuality, environmental history, race relations, political history, and cultural history. Letter grade only. Not challengeable.

Semester Hours: 4

HSTY 310 The American Experience to 1877

Origins, growth, and development of American ideas of democracy, and impact of recent economic and international forces upon these ideas. Also PLSC 311. Formerly HIST 311. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 311 The American Experience from 1877

Continuation of HSTY 310. Origins, growth, and development of American ideas of democracy, and impact of recent economic and international forces upon these ideas. Also PLSC 312. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 315 Intro to Latinx Histories

Introduces students to major themes and current debates in the study of Latina/o history, from the 19th century to the present, with emphasis on migration, activism, and culture in Mexican, Mexican American, Puerto Rican, Cuban, and other Hispanic and Latina/o communities. Formerly HIST 315. Letter grade only. Not challengeable.

Semester Hours: 4

HSTY 320 History of Latin America

Latin American peoples from their Indian and Iberian origins. Emphasizes Argentina, Brazil, Chile, and Mexico. Formerly HIST 351. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 330 Early Modern Europe

Political, economic, and social analysis of Europe, 1500-1800; Humanism and Reformation; political and industrial revolutions. Formerly HIST 333. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 331 Modern Europe

Prerequisite: Completion of one of the following: HSTY 100, HSTY 101, HSTY 110, HSTY 111, or HSTY 200

Beginning with the Napoleonic Wars, the course provides an overview of themes and topics that were central to the rise of modern Europe during the nineteenth and twentieth centuries. Main themes to be covered include the rise of nation states and colonialism, the development of political ideologies (democracy, communism, fascism), the abolitionist movement and human rights, and expansion of the arts and culture for a mass audience. Students will further consider decolonization and American hegemony in an era that saw the decline of European power and influence after World War II. Letter grade only. Not challengeable.

Semester Hours: 4

HSTY 350 Intro to Public History

This course introduces students to the major concepts in the field of public history, emphasizes the role of archives, museums, and historic sites in the development of the discipline, and engages a variety of public history topics, including oral history, sociocultural legitimacy, and fundraising. Formerly HIST 350. Letter grade only. Not challengeable.

Semester Hours: 4

HSTY 351 Internships in Public History

Places students in local archives, museums, and historic sites for professional work. Internship must last a minimum of 90 total hours per semester. Requires instructor approval. Not challengeable.

Semester Hours: 4

HSTY 353 History of Mexico

Political, economic, and social development of Mexico from its Pre-Columbian origins to contemporary times. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 398 Approaches to History

Analyzes European and American historical writing. Discusses methods and current debates on the nature of historical study. Formerly HIST 389. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

HSTY 402 Monarchy

Examines the institution of monarchies through global history and analyzes how monarchies operate in modern settings. Formerly HIST 402. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

HSTY 405 United States Involvement in Vietnam: 1944-1975

This course examines the political, cultural, military and technological context and issues of the Vietnam War from its roots in French colonialism through the U.S. withdrawal from Vietnam and the reunification of the country. Special emphasis is placed on the long term effects this war has had on US foreign and military policy as well as on cultural and social movements. Also PLSC 405. May be taken for letter grade only. Not challengeable.

Semester Hours: 4

HSTY 409 Topics in History and Political Science

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. Can be taken for letter grade only. Not challengeable. Also PLSC 409.

Grade Mode: Letter, Audit

Semester Hours: 4

HSTY 411 Civil War and Reconstruction

Origins and aftermath of American Civil War; slavery and emancipation; success and failure of reform. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 412 Great Depression and World War II

Political, economic, and social history of the United States during the 1930's and 1940's. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 414 Western Film in American Culture

Political, social, and cultural analysis of Western film in American culture during the twentieth and twenty-first centuries. Also PLSC 414. Formerly HIST 414. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 415 Borderlands and Migration in North America

A survey of central themes in the political and cultural history of the United States-Mexico borderlands, from the Spanish colonial borderlands to the present. Themes include encounter, violence, community formation and identity, migration, and culture. Formerly HIST 355. Letter grade only. Not challengeable.

Semester Hours: 4

HSTY 416 Los Angeles: Study of a City

Development of Los Angeles and Southern California from its origins to the present; economic and demographic shifts; role as entertainment center of America. Formerly HIST 317. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 417 California History

Economic, social, political, and cultural history of California. Formerly HSTY 316. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 420 United States Since World War II

Social, economic, and political analysis of contemporary US history. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 425 Topics in Cultural and Intellectual History

Social, economic, and philosophical ideas since Civil War. Emphasizes impact of industrialism on American thought. Formerly HIST 425.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 430 Topics in Modern Europe

Analyzes European society and politics, including the origins and aftermath of World War I and II, the Russian Revolution, the founding of the European Union, and movements in music and art. Formerly HIST 439. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 431 Ancient History

The history of the ancient Near East and Europe, ca. 3000 BC – ca. AD 500: beginning with the ancient Mesopotamians and Egyptians and other late Bronze Age/early Iron Age cultures, with a focus on the ancient Greeks and Romans. Students will be exposed to the foundations of not only European civilization, but also subsequent Middle Eastern and Islamic civilizations, which have their origins in the larger story of the ancient Near East and Europe. Formerly HIST 330. Letter grade only. Not challengeable.

Semester Hours: 4

HSTY 432 Medieval & Renaissance Europe

European cultural, intellectual, political, and economic history from the fall of Rome to the Italian Renaissance. Formerly HIST 332. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 436 French Revolution & Napoleon

Economy, politics, and society of Revolutionary and Napoleonic eras (1785-1815); impact of the Revolution on Europe. Formerly HIST 336. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 450 Topics in Public History

Selected topics in the field of public history, including archival management, museum studies, and historic preservation. May be repeated once with a different topic. Letter grade only. Not challengeable.

Semester Hours: 4

HSTY 455 Topics in Modern Latin America

This course surveys all major issues and topics of significance to Latin American politics. It covers the historical background of Latin America's colonial legacy and contrasts it with the current state of the region's politics. Current issues of particular salience, such as political and economic development, narco-trafficking, environmental degradation, and international trade will also be detailed. May be taken for letter grade only. Not challengeable.

Semester Hours: 4

HSTY 460 Race & Resistance in the 20th Century

Explores histories of resistance and organizing across the globe in the 20th century. Includes discussion of social movement theories. Topics include global anti-apartheid movement, AIDS activism, indigenous rights activism from the Americas to Australia, and radical Black and Latinx movements in the United States. Also PLSC 445. Letter grade only. Not challengeable.

Semester Hours: 4

HSTY 464 Modern East Asia

This course covers economic and political developments in China and Japan since the nineteenth century and their influence on the "four tigers": Hong Kong, Singapore, Taiwan, and South Korea. Also PLSC 464. Formerly HIST 464.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 469 Modern Middle East

Key political issues in the Middle East, including colonialism, independence and state-building, Arab nationalism, Zionism, relations between states, Islamic revivalism, globalization, and non-state actors. Also PLSC 469. Formerly HIST 469. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 470 Modern Africa

African history with emphasis on developments in the 19th and 20th centuries. Formerly HIST 377. Also PLSC 377. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

HSTY 499 Senior Project

Prerequisite: Completion of HSTY 398

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. Formerly HIST 499. May be taken for letter grade only. Not challengeable.

Semester Hours: 4

Honors (HONR)

HONR 111 Solving the Modern World

Research writing in academic genres that emphasizes rhetorical communication and analysis aligned by a contemporary issue in order to develop written communication skills required for college and later use. Letter grade only. Not challengeable.

Semester Hours: 4

HONR 112 Oral Communication Interdisciplinary Seminar

An interdisciplinary course in which students investigate communication theory and its impact on society and then put the theory to practice. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 201 Global Ideas I: The Bhagavad-Gita to Shakespeare

For Honors Program participants only.. This course will introduce students to great ideas and formative thinkers of the pre-modern period from the formation of the Bhagavad Gita to the writings of Shakespeare. Through major literary works of the Eastern, Middle Eastern, Near Eastern, and Western civilizations, themes will be examined that illustrate how people of this period around the world came to perceive the nature of the human condition and the place of humanity in the cosmos. The ideas are considered 'great', and the thinkers 'formative' because they have provided the foundation for many philosophical and religious world views, as well as social and political structures that have comprised global history since their time. Letter grade only. Not challengeable.

Semester Hours: 4

HONR 202 Global Ideas II: Darwin in Context

For Honors Program participants only.. This honors course explores the development of great biological discoveries of the past several hundred years leading to the development, and ultimate acceptance of Darwin's revolutionary hypothesis on species change. The initial two weeks will explore scientific methodology, the nature of cells, genetics and the genetic code, and the origins and diversity of life. The second two weeks will be a travel experience devoted to an exploration of the Amazon basin, and the Galapagos Islands of Ecuador to experience directly the environments in which Alfred Wallace and Charles Darwin developed their revolutionary idea of natural selection, which has become a unifying theme of modern biology. Letter grade only. Not challengeable.

Semester Hours: 4

HONR 202P Global Ideas II: From Galileo to the Multiverse

For Honors Program participants only.. Provides first year Honors students with a foundation in the physical sciences. Formerly HONR 102P. Letter grade only. Not challengeable.

Semester Hours: 4

HONR 203 Global Ideas III: Identity and Difference: The Post-Modern/Post-Colonial Condition

Prerequisite: Completion of Written Communication A

For Honors Program participants only.. This course presents an overview of concepts which have helped forge the post-modern, post-colonial human condition through the lens of selected theoretical works, world literature, and film. Focusing on constructions of identity in major works from across the globe, students will examine the roles of social class, language community, gender and ethnicity in the modern world. The issue of identity as described by the likes of Fanon, Foucault, Freud, Marx, Sartre, and Ngugi wa Thiong'o will be explored in plays, novels, short stories, fairy tales, and films to help students read critically, analyze literature, and develop formal research paper writing skills. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

HONR 205 Global Ideas I: Multiethnic American Literature and Philosophy

This course examines ethnic American literature within various global philosophical contexts. While closely reading various genres such as the novel, graphic fiction, poetry, short fiction, the memoir, and essay, we will examine how ethnic literature has reshaped American thought and culture, particularly on the global stage. We will also examine what philosophical insights the study of ethnic American literature may bring to a critically-informed understanding of the world. Letter grade only. Not challengeable.

Semester Hours: 4

HONR 215 Global Ideas II: Post-Colonial/Modern Identity, Representation, and Space

This course explores concepts which have forged the modern human condition through the lens of selected works in world literature, film and music. This class will present an evolution of modern thought focusing on constructions of identity in major global works of culture. Students will read critical works which analyze the roles of social class, language, gender, race, and ethnic group identity, as well as works which contextualize individuality, collectiveness, consumerism, critical theory, and history. Each of these issues is examined in literary texts (novels, short stories, and essays), popular texts (myths and film), and musicking (music production and consumption) from across the globe. Letter grade only. Not challengeable.

Semester Hours: 4

HONR 301 Literature Interdisciplinary Seminar

An interdisciplinary course in which students critically investigate works of literature. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 302 Philosophy and Religion Interdisciplinary Seminar

An interdisciplinary course in which students critically investigate world religions or philosophies and key texts from either. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 303 Mass Media Interdisciplinary Seminar

An interdisciplinary course in which students investigate the traits and impacts of mass media upon our civilization. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 304 History Interdisciplinary Seminar

An interdisciplinary course in which students investigate a specific historical movement, setting, or occurrence and its impacts upon our civilization. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 305 History of Fine Arts Interdisciplinary Seminar

An interdisciplinary course in which students critically investigate a time period, artist, movement, or key setting from the history of art. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 306 Inter-Area Humanities Interdisciplinary Seminar

An interdisciplinary course in which students critically investigate a topic using disciplinary approaches from multiple Humanities (literature, philosophy, religion, mass media, history, fine arts). Not challengeable. Letter grade only.

Semester Hours: 4

HONR 311 Behavioral Science Interdisciplinary Seminar

An interdisciplinary course in which students are exposed to a broad survey or a specific focus-area within the behavioral sciences. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 312 Political Science Interdisciplinary Seminar

An interdisciplinary course in which students are exposed to a broad survey or a specific focus-area within political science. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 313 Economics Interdisciplinary Seminar

An interdisciplinary course in which students are exposed to a broad survey or a specific focus-area within economics. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 314 Inter-Area Social and Behavioral Science Interdisciplinary Seminar

An interdisciplinary course in which students are exposed to a selected topic using the disciplinary approaches of multiple social and behavioral sciences (geography, psychology, business, education, sociology, political science, etc). Not challengeable. Letter grade only.

Semester Hours: 4

HONR 321 Life Science Interdisciplinary Seminar

An interdisciplinary course in which students investigate the basic principles or a specific focus-area within the life sciences and the impact on our everyday lives. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 322 Physical Science Interdisciplinary Seminar

An interdisciplinary course in which students investigate the basic principles or a specific focus-area within the physical sciences and the impact on our everyday lives. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 341 Quantitative Reasoning Interdisciplinary Seminar

Prerequisite: Completion of MATH 102 or Maple Math Test A with a minimum score of 17 or Maple Math test B with a minimum score of 20 or Guided/Directed Math Placement with a minimum score of 30
An interdisciplinary course in which students study and learn to critically apply the methods of quantitative reasoning. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 351 Creative and Artistic Expression Interdisciplinary Seminar

An interdisciplinary course in which students critically produce works of art in manners representative of a style, genre, or topical framework. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 361 Lifelong Fitness Interdisciplinary Seminar

An interdisciplinary course in which students investigate and demonstrate their ability to best meet the physical demands of everyday life. Not challengeable. Letter grade only.

Semester Hours: 4

HONR 370 Honors Colloquium I

For Honors Program participants only.. Explores contemporary issues through discussions organized around the collective participation in campus and off-campus events. May be taken a maximum of 8 times for credit. May be taken for letter grade only. Not challengeable.

Semester Hours: 1,2

HONR 380 Honors Colloquium II**Prerequisite:** Completion of 30 semester hours

Serving a community means understanding we are part of it and understanding its heritage. The La Verne community stretches beyond the university, and the values of the university derive from its connection to the city beyond. This course focuses on engagement with the community to teach students the value of civic and community engagement. By doing so, students will contribute to the community and also reflect on their role as change agent in society. Letter grade only. Not challengeable.

Semester Hours: 2**HONR 499 The World is Our Neighborhood**

For Honors Program participants only.. An interdisciplinary project-based capstone course in which students critically investigate and understand community and global issues. May be taken for letter grade only. Not challengeable.

Semester Hours: 2**Humanities (HUM)****HUM 101 American Traditions and Challenges**

Introduces selected milestones of literature, politics, and ethics in American history. Interdisciplinary.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**HUM 101A The Social Dilemma- Anthropolo**

Letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 3,4**HUM 101B The Social Dilemma- Biological**

Letter grade only. Not challengeable.

Semester Hours: 3,4**HUM 101C The Social Dilemma- RCS**

Letter grade only. Not challengeable.

Semester Hours: 3,4**HUM 101D The Social Dilemma- Sociology**

Letter grade only. Not challengeable.

Semester Hours: 3,4**HUM 101E The Social Dilemma- Art**

Letter grade only. Not challengeable.

Semester Hours: 3,4**HUM 302 Conflict Resolution and Non-Violence**

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.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**HUM 313 Explore World Civ Art/Theatre**

This course explores and compares world civilizations, past and present, primarily through trips to art and cultural museums supplemented with attendance at plays, concerts, and and/or recitals. It includes readings in the primary sources of each civilizations' history, philosophy, religion, politics, and/or literature as well as tours of select urban communities to analyze architecture and to discuss how immigrants bring their cultures to the United States. An aesthetic project inspired by the art and/or theater seen in the course is required. This course is not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**HUM 399 Independent Study**

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 1-4**Interdisciplinary (INTD)****INTD 302 Mass Media Effects and the Human Condition****Prerequisite:** Completion of Written Communication B

The course will examine the nature of mass communication, its impact on social awareness and behavior, and its utilization in the formation and manipulation of public opinion from both the sociological and communication aspects. This course is not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**INTD 317 Song and Spirit: Music and Religion**

A comparative study of sacred song in selected world religions, affirming religion and music as universal expressions of human culture and civilization throughout history. Students critically examine ritual music in many worship traditions, including a critical review of their own religious musical practice.

Semester Hours: 4**Japanese (JAPN)****JAPN 100 Beginning Japanese I**

Includes basic listening, speaking, and writing in Japanese. Introduces Japanese culture. Lab. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JAPN 101 Beginning Japanese II**

Prerequisite: Completion of JAPN 100 or Japanese Foreign Language Test with a minimum score of 100
Continues and expands skills acquired in 100. Lab. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JAPN 210 Intermediate Japanese I****Prerequisite:** Completion of JAPN 101

Includes conversation and reading. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4

JAPN 211 Intermediate Japanese II**Prerequisite:** Completion of JAPN 210

Continuation of 210. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JAPN 320 Advanced Japanese Grammar and Conversation I****Prerequisite:** Completion of JAPN 211

Involves advanced conversation, reading, and writing.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JAPN 321 Advanced Japanese Grammar and Conversation II****Prerequisite:** Completion of JAPN 320

Continues JAPN 320. Expands acquired skills.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JAPN 330 Second Language Teaching****Prerequisite:** Completion of Written Communication B

Introduces contemporary pedagogy and research in foreign language education and an integrative approach to modern language instruction. Also SPAN 330, FREN 330 and GERM 330. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JAPN 330P Second Language Teaching Practicum**

Students apply and expand upon the knowledge and skills acquired in JAPN 330 in a practical and meaningful way by working as a teaching assistant for a first- or second-year Japanese language class in the Department of Modern Languages at ULV. Students will develop and practice valuable teaching and evaluation skills as they create, implement and evaluate original lesson plans, assessment instruments, and other instructional materials. Students will be expected to assist with instruction and work with students in the language classroom. Instructor Approval Required. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 1-4**JAPN 374 Experiencing Japan, Its Culture and Its People****Prerequisite:** Completion of Written Communication B

This course provides a first hand experience of Japan, its culture and its people. Pre- and post-trip activities (cultural readings, lectures, video viewings, etc.) complement guided study and travel in Japan. Themes include the blending of traditional and modern elements; concepts of morality and beauty; and cultural and gender identities. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**JAPN 420 Commercial/Business Japanese**

Introduces basic commercial and business Japanese, including vocabulary, grammar rules and respect language.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**JAPN 499 Japanese Senior Project**

Culminating project for International Business and Language major with a concentration in Japanese. Letter grade only. Not challengeable.

Semester Hours: 1-4

Journalism (JOUR)

JOUR 100 News Reporting

Fundamentals of news writing and reporting. Methods of gathering and writing information for the news. Functions and responsibility of the Fourth Estate. Typing desirable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JOUR 115 News Editing****Prerequisite:** Completion of or concurrent enrollment in JOUR 100 Copy reading, headline writing, page makeup, and picture cropping and sizing. Learning to use a style guide.**Grade Mode:** Letter, Credit/No Credit, Audit**Semester Hours:** 2**JOUR 166 Introduction to Mass Media**

Introduces print and electronic media. Examines history, regulation, programming, and economics. Emphasizes impact of media and media literacy. Also RDIO 166 and TV 166.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JOUR 199 Independent Study**

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 1-4**JOUR 220 Newspaper Production****Prerequisite:** Completion of JOUR 100

Work on college newspaper. Includes writing, layout, copy reading, headline writing, and proofreading. Requires the ability to type or instructor approval. May be taken three times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 2**JOUR 226 Digital Storytelling for Journalism****Prerequisite:** Completion of JOUR 100

Digital Storytelling for Journalism is a technical skills course for journalism, broadcast journalism, and public relations students that provides hands on training using digital video and audio tools and techniques that will allow students to create stories on multi-media platforms. Letter grade only. Not challengeable.

Semester Hours: 4**JOUR 300 Advanced News Reporting****Prerequisite:** Completion of JOUR 100

Interpretive and investigative reporting. In-depth interviews. Instruction and practice in writing news stories and features. Requires the ability to type.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4

JOUR 301 Writing for Public Relations**Prerequisite:** JOUR 100

This class is an advanced, writing intensive course designed to immerse students in multimedia and multiplatform public relations writing by focusing on communication objectives, techniques, styles, and mechanics related to the public relations discipline. Letter grade only. Not challengeable.

Semester Hours: 4**JOUR 305 Radio and TV Newswriting and Editing****Prerequisite:** Completion of JOUR 100

Gathering, writing, and editing news in forms required by radio and television. Also RDIO 305 and TV 305.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JOUR 308 TV News Production****Prerequisite:** Completion of TV 345

Gathering, writing, and editing news in forms required by television. Lab included. May be taken for letter grade only. May be taken 4 times for credit. Not challengeable.

Grade Mode: Letter, Audit**Semester Hours:** 2**JOUR 311 From Stonewall to Black Lives Matter, Modern Protests Through the Lens of Documentary Film**

In this course students watch weekly documentary films addressing racial, gender, LGBTQ and social justice issues that have given rise to modern protests. Through discussion and critical analysis assignments, students will examine the influence documentary films have in shaping public perception and broadening our understanding of these issues and the protests they spark. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JOUR 313 Feature Writing****Prerequisite:** Completion of JOUR 100

Strengthens writing techniques for feature stories. Includes advanced interviewing and reporting techniques. May be taken for letter grade only.

Grade Mode: Letter, Audit**Semester Hours:** 2**JOUR 315 Syntax and Grammar for the Professional Writer**

English grammar, spelling, punctuation, capitalization, and usage needed by the professional writer.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JOUR 317 Graphic Production Processes and Design for Publications**

Principles of graphic design and production techniques for printed media. Practical design experience in display ads, poster and magazine layout, brochures, logotypes, and letterheads. Also ART 320.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JOUR 318 Survey of Multi-Media**

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. can be taken for letter grade only. Also RDIO 318 and TV 318.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JOUR 319 Design Multi-Media Web Pages****Prerequisite:** Completion of JOUR/RDIO/TV 318

Utilizes software to produce dynamic, multi-media web pages. Prepares students to work professionally in web design. May be taken for letter grade only. Also RDIO 319 and TV 319.

Grade Mode: Letter, Audit**Semester Hours:** 4**JOUR 320 Newspaper Production****Prerequisite:** Completion of JOUR 220

Work on college newspaper as editor, assistant editor, columnist, etc. Journalism majors. Lab included. May be taken three times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 2**JOUR 325 Magazine Production****Prerequisite:** Completion of JOUR 220

Work on La Verne Magazine, a magazine for the City of La Verne produced by ULV students. May be taken two times for credits. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 2**JOUR 328 Media Sales**

Emphasizes professional selling and sales management techniques. Also BUS 361, RDIO 328, and TV 328.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JOUR 330 Theory and Principles of Public Relations****Prerequisite:** Completion of JOUR 100

Techniques used and purposes of public relations for industry, business, educational institutions, public agencies, and other organizations.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**JOUR 345 Intermediate Broadcast Journalism****Prerequisite:** Completion of JOUR 305, JOUR 226, and JOUR 220 or JOUR 300

Intermediate broadcast journalism is a television news reporting, writing, editing, and producing course designed to prepare students to work in the constantly evolving digital news industry. Letter grade only. Not challengeable.

Semester Hours: 4

JOUR 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

JOUR 408 Selected Topics in Communications

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. Not challengeable. Also RDIO 408 and TV 408.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit

Semester Hours: 1-4

JOUR 425 Magazine Production

Prerequisite: Completion of JOUR 325

Working on La Verne Magazine in editorial capacity. May be taken two times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

JOUR 430 Public Relations Methods

Prerequisite: Completion of JOUR 330

Instruction and practical experience in public relations for different businesses and organizations. Requires the ability to type. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

JOUR 460 Law and the Mass Media

Legal and governmental rules and regulations that apply to mass media. Study of current cases. Also RDIO 460 and TV 460.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

JOUR 465 History of Mass Media-Printed and Electronic

Development of the mass media. Current methods of collecting and reporting news and expressing editorial opinion. Also RDIO 465 and TV 465.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

JOUR 467 Ethics of Mass Media-Printed and Electronic

Current ethical standards, procedures, and problems in printed and electronic media. Also RDIO 467 and TV 467. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

JOUR 497 Internship

Supervised work experience in student's major area. Student must have a prepared portfolio and résumé. Also RDIO 497 and TV 497. Instructor approval required. May be repeated up to 8 semester hours.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 1-4

JOUR 499 Senior Project

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. Instructor Approval Required. Not challengeable. Also RDIO 499 and TV 499.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

Kinesiology (KINE)

KINE 001 Fitness for Life

Aims at establishing lifelong patterns for optimal health throughout the lifespan. Identifies principles of a balanced fitness program, positive mental health, sound nutrition, and other components of wellness. Practical applications of concepts for a healthy lifestyle is the basis for this course. Includes active participation in various physical fitness activities. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

KINE 002 Step Aerobics

Instruction and experience in cardiovascular workout skills using a 4 inch step bench. Combines basic and intermediate step moves into both high and low intensity workout routines. Appropriate for all fitness levels. Classes meet two hours a week, and are coed. Students can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 003 Cardio Kickboxing

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 can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 004 Advanced Fitness Training

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 can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 007 Yoga

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 can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 010 Power Conditioning

This course offers training for explosive power and reaction time through the use of plyometrics, medicine balls, elastic belts, and various exercises. 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 can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 1

KINE 013 Golf Workout and Training

This class is designed to provide advanced golfers training sessions focusing on flexibility, core workout drills, and general athlete fitness, primarily through stretching and callisthenic exercises. Students can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 1

KINE 015 Pilates

Instruction and experience in a typical mat workout based on the exercise principles of Joseph Pilates. All exercises are designed to increase flexibility and core strength and performed either sitting, prone, supine, or side-lying. Classes meet two hours a week and are coed. Appropriate attire is to be provided by students. Students can apply up to eight hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 016 Jogging

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 can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 017 Self-Defense

This is a general self-defense course. Students will learn self-protection, evading, and escape techniques. Physical contact with other students and the instructor will be a common part of this course. Karate uniform is required. Students can apply up to eight hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit towards graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 018 Qi Gong

Qi Gong is the practice of aligning breath movement and awareness for health of mind, body, and spirit. No special equipment is used and exercises are performed standing-up. Cannot be challenged.

Semester Hours: 1

KINE 019 Tennis Fundamentals

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 can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 022 Weight Training

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 can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 023 Cardio Cross Training

Instruction and experience in a combination of cardiovascular, strength, and flexibility training performed in circuits, intervals, drills, and sprints. Equipment used includes jump ropes, step benches, resistance tubes, medicine balls, and hand weights. Appropriate for all fitness levels. Classes meet two hours a week and are coed. Students can apply up to eight hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit towards graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 024 Advanced Cardio Kickboxing

Advanced techniques, training, exercises, and opportunities in kickboxing. Students can apply up to eight hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit towards graduation. Not challengeable.

Semester Hours: 1

KINE 025 Brazilian JiuJitsu

Basic fundamentals of Brazilian JiuJitsu. Basic positions, breakfalls, training techniques, strategy, holds, history, and philosophy. Students can apply up to eight hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit towards graduation. Not challengeable.

Semester Hours: 1

KINE 026 Spinning I

Spinning is a non-competitive, individually-paced lifelong physical activity that provides high-intensity workouts and active recovery. Students will learn how to adjust stationary bikes for individual use, incorporate target heart rate into a structured workout, and monitor individual fitness changes. Offered at an Off-Campus location. Letter grade only.

Semester Hours: 1

KINE 027 Fencing

This class is designed to introduce the student to the fundamentals of Fencing. Students in the class will be guided through weekly exercises designed to improve their cardiovascular fitness and aerobic endurance as well as increase their flexibility, strength, and power. Students will learn principles, techniques and safe practices of fencing. May be repeated twice for credit. Letter grade only. Not challengeable.

Semester Hours: 1

KINE 032 Hip Hop

Within the framework of hip hop dance, students will engage in full-body activation and motion through space, building strength, coordination and flexibility. With a foundation in dynamic alignment and core support, students will practice the fundamental principles of hip hop dance, including rhythmic isolation of different body parts, integration of the body to travel through space, and rhythmic weight shifts. Class work evolves through weekly repetition of movement sequences designed to develop technical skill and whole body awareness within the hip hop dance idiom. Students will augment their physical practice by exploring the style, history, and social context of the hip hop dance form through class discussion, viewing, and creative group projects.

Grade Mode: Letter, Audit

Semester Hours: 2

KINE 037 Swim for Fitness

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 can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 038 Coed Contemporary Partner Dance

Students learn and practice the fundamentals of Salsa, Swing and Basic Ballroom. Motion study drills in a fun "Line Dance" format are used to develop proper individual technique. Sheet music for dancers is also introduced to accelerate the learning process.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 039 Coed Social Dance

Prerequisite: Completion of KINE 038 or KINE 043

This course builds on the fundamentals of Salsa, Swing, and Ballroom covered in KINE 038 and/or KINE 043. Emphasis is on technique, teamwork, lead/follow, footwork, dance rhythm variations and musical interpretation. A system of annotation—"sheet music for dancers" is included to clarify and accelerate the learning process.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 040 Jazz Dance

Instruction and experience in Jazz Dance skills. Classes meet two hours per week and are coed. Appropriate dress is to be provided by the students. Students can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 041 Social Dance for Life

This course provides students with practical and theoretical information regarding Partner Social Dancing as an important social activity recognized in most cultures throughout history. The class will address the healthful benefits of coed dance as a possible lifetime activity option. Students will learn by studying research papers, video presentations, through classroom discussions, and through participation in several basic dances. Important techniques including lead and follow, centering, and connection to their partner and the music are also covered.

Semester Hours: 2

KINE 042 Latin Zumba Dance

Instruction and experience in Latin Zumba Dance, emphasizing fitness through activity. Classes meet two hours per week and are coed. Appropriate dress is to be provided by the students. Students can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 043 Contemporary Dance Workshop

Students will learn and practice the fundamentals of Salsa, Swing and Basic Ballroom. Motion study drills in a fun "Line Dance" format are used to develop proper individual technique. Sheet music for dancers is also introduced to accelerate the learning process. May repeat one time for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

KINE 044 West Coast Swing**Prerequisite:** KINE 038 or KINE 043

This course explores West Coast Swing, California's official state dance, from a practical and artistic viewpoint. Basic Foundation Patterns, set by the "World Swing Dance Council", are reviewed with an emphasis on technique, timing, and teamwork. The principles of action/reaction and proper movement techniques are also covered. The skills necessary to understand and implement spontaneous musical interpretation within the partnership and to the music are introduced. The unique and creative "Dance Conversation" aspect of this dance is explored through video presentations, group projects, and critique sessions. Activity course.

Grade Mode: Letter, Audit**Semester Hours:** 2**KINE 048 Fundamentals of Water Polo**

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 can apply up to eight semester hours of activity courses toward graduation. A course may be taken four times for credit toward graduation. Students may enroll in the same activity course more than four times, but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 1**KINE 050 Women's Basketball**

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit**Semester Hours:** 1**KINE 052 Women's Softball**

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit**Semester Hours:** 1**KINE 053 Women's Tennis**

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit**Semester Hours:** 1**KINE 054 Women's Volleyball**

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit**Semester Hours:** 1**KINE 055 Women's Soccer**

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 1**KINE 056 Women's Cross Country**

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit**Semester Hours:** 1**KINE 057 Women's Track and Field**

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit**Semester Hours:** 1**KINE 058 Women's Water Polo**

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit**Semester Hours:** 1**KINE 059 Women's Swimming and Diving**

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit**Semester Hours:** 1**KINE 060 Men's Baseball**

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit**Semester Hours:** 1**KINE 061 Men's Basketball**

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit**Semester Hours:** 1

KINE 062 Men's Football

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1

KINE 063 Men's Soccer

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1

KINE 070 Men's Cross Country

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1

KINE 071 Coed Golf

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1

KINE 072 Men's Track and Field

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1

KINE 073 Men's Water Polo

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1

KINE 074 Men's Swimming and Diving

Open to students who compete in the intercollegiate athletic program. May be taken four times for credit toward graduation. Enrollment in the same activity course may be for more than four times but without credit toward graduation. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1

KINE 108A Yoga Techniques, Trainings, and Practices

This is one of four courses that prepare students for outside certification programs to become a Yoga Alliance 200 hour certified instructor. This course covers the techniques, teaching and practice of asana emphasizing the form, foundation, and alignment of key shapes within the five categories of asana (standing shapes, forward bends, backbends, twists, and inversions). The function, patterns, modifications, benefits and subtle actions of asana will be addressed. Other topics included are pranayama (breath regulation), meditation & mindfulness, subtle body, and styles of yoga. Degree seeking students only. Letter grade only. Not challengeable.

Semester Hours: 4

KINE 108B Yoga Humanities

This is one of four courses that prepare students for outside certification programs to become a Yoga Alliance 200 hour certified instructor. This course covers an introduction to the history & philosophy of yoga offering an opportunity to explore the many forms & paths of yoga. This course acknowledges yoga's rich roots and covers the cultural appropriation of yoga that we see today. There will be an in depth study of both ethics & the lifestyle of yoga using the Yoga Sutras of Patanjali and the 8 limb path. Degree seeking students only. Letter grade only. Not challengeable.

Semester Hours: 2

KINE 108C Yoga Professional Essentials

Prerequisite: Completion of KINE 108A and KINE 108B

This is one of four courses that prepare students for outside certification programs to become a Yoga Alliance 200 hour certified instructor. This course covers both methodical and creative sequencing, teaching from a trauma & justice informed lens, and being able to apply corrective exercise for adjustments and enhancements of asana. Professional development will cover the business of yoga and ensure students are set up to start teaching right away. Practicum hours consist of practice teaching, assisting and observation hours. Degree seeking students only. Letter grade only. Not challengeable.

Semester Hours: 4

KINE 108D Yoga Anatomy, Physiology, & Biomechanics

Prerequisite: Completion of KINE 108A and KINE 108B

This is one of four courses that prepare students for outside certification programs to become a Yoga Alliance 200 hour certified instructor. This course covers an introduction to anatomy, physiology & biomechanics of yoga asana with an overview of bones, ligaments, joints, major and minor muscle groups. Just as yoga encompasses all the limbs of yoga and not only asana, yoga asana encompasses all the systems of the body and not only the musculoskeletal system. Included in this course will be a fundamental understanding of the 12 systems of the body, how it is affected by yoga, and how it integrates with the other systems. The eastern Chakras system will be introduced and integrated into asana. Degree seeking students only. Letter grade only. Not challengeable.

Semester Hours: 2

KINE 135 West African Dance

This introduction to West African dance, music, history, and culture will center on celebration and communal dances of the traditional Mali kingdom. Dances that are created to celebrate birth, rites of passage, marriage, the harvest, and other events that build community while transferring and preserving cultural knowledge, values, and history. Students will build physical stamina and endurance while stretching their knowledge of movement and body control. Letter grade only. Not challengeable.

Semester Hours: 2

KINE 151 Health and Physical Fitness Strategies

An introduction to the basic physiological principles and benefits of exercise emphasizing practical applications. Will include a section on establishing guidelines for lifelong fitness. Provides a basis for appreciating the value of physical exercise and its relationship to life-long social, physical and psychological development in both the individual as well as in others. Special emphasis on nutrition and healthy eating. This course is specifically designed for all Kinesiology majors (including Athletic Training majors) and Liberal Studies majors.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 201 Foundations of Kinesiology

This course is designed to introduce students interested in majoring in Kinesiology to the exercise and health sciences and to research, internships, professional requirements, and career opportunities within the field. An exploration of professional and personal mission will also be conducted and students will engage in application based learning through their observation/internship and lab experiences. May be taken for letter grade only. Not challengeable.

Semester Hours: 4

KINE 205 Teaching Creative Movement to Children

This class will address how to design and teach creative movement for children classes for grades K-5. Students will learn through participating in creative movement experiences, practicing teaching classmates, engaging in classroom discussions, teaching a group of young people a dance class, and reflecting through writing about teaching dance. Focusing on the categories of space, time, and energy, students will develop creative movement lessons and curricula that address both California and Common Core Standards. An emphasis will be placed upon how to address multiple learning styles, as well as on creative ways to keep all students included and engaged in the class. We will address how to design lessons for both lower and upper elementary students, keeping in mind what is developmentally appropriate for different ages. We will also address issues of equity, cultural sensitivity and how to create a positive learning environment in the dance classroom.

Semester Hours: 2

KINE 210 Skill Themes and Movement Concepts

This course applies the skill themes and movement concepts model to the development of techniques, skills, strategies, and critical elements for a variety of individual, dual, and team sports, games, and activities.

Semester Hours: 2

KINE 211 Using Sport & Physical Activity to Teach Personal & Social Responsibility

This course integrates recurring psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity and sport. Students will develop knowledge of and the ability to demonstrate techniques, skills, strategies, critical elements, scientific principles, and equipment for individual, dual, and team sports, games, and activities through the lens of personal and social responsibility pedagogy.

Semester Hours: 2

KINE 212 Teaching Games to Enhance Physical Literacy

This course applies the Teaching Games of Understanding (TGfU) model to the development of techniques, skills, strategies, and critical elements for a variety of individual, dual, and team sports, games and activities.

Semester Hours: 2

KINE 213 Enhancing Physical Literacy through Sport Education

This course applies the Sport Education model to the development of techniques, skills, strategies, and critical elements for a variety of individual, dual, and team sports, games, and activities.

Semester Hours: 2

KINE 214 Promoting Lifelong Fitness

This course integrates fitness techniques and concepts to the development of a variety of individual, dual, and team sports, games, and activities. Students will develop strategies for utilizing sports, games, and activities to promote physical activity and fitness across the lifespan.

Semester Hours: 2

KINE 215 Methods and Practices of Teaching Gymnastics and Dance

Covers methods of teaching gymnastics and dance. Includes tumbling, parallel bars, balance beam, and floor exercise in gymnastics. Includes rhythmic movement skills and various styles of dance movement.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

KINE 220 Coaching Youth Sports

Students will gain a broad understanding of the coaching and managing in youth sports settings. Students will explore coaching ethics, organization and administration strategies, and youth development and physical conditioning practices. Letter grade only.

Semester Hours: 4

KINE 235 Fieldwork and Foundations of Athletic Training

Introduces the profession of athletic training, including the history, philosophies, career, and advanced educational opportunities of the field. Emphasizes prevention and care of injuries.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 237 Techniques and Observation in Athletic Training

Prerequisite: Completion of MSS 235

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

KINE 250 Introduction to Adapted Physical Education

An introduction to the wide spectrum of activities, theories, methodologies, and types of disabling conditions now considered within the realm of Adapted Physical Education (APE).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 300 Applied Exercise Testing and Prescription

Prerequisite: Completion of KINE 151 and BIOL 343

This course is designed to teach students the fundamental skills for applied human exercise research testing and prescription. Students will engage in hands-on learning for exercise testing and prescription in the physiological and psychological domains and will develop individualized prescriptive exercise programs with regard to assessments, fitness test evaluations and individual contraindications. This course is recommended for students interested in the areas of movement, sports science, coaching, sports healthcare and/or physical education. May be taken for letter grade only.

Semester Hours: 4

KINE 305 Mind and Movement: Laban Movement Analysis

This course surveys the Laban system of Movement Analysis, which is both a physical practice and a theoretical study of human movement. In this class, students will learn how to embody, speak articulately, and write about the movement they experience and observe. Focusing on the four main categories of Laban Movement Analysis (body, effort, shape, and space), students will learn through movement exercises, guided improvisations, movement observation projects, as well as written and verbal presentations. Students will hone the ability to discern, articulate, and repeat movement with clarity and accuracy. The class is useful for anyone interested in the practice and study of human movement, including but not limited to athletes, performing artists, kinesiology majors, as well as business, education, and health-related fields.

Semester Hours: 2,4

KINE 306 Dance and Choreography Workshop: Techniques, Improvisation, and Choreography

In this studio course, students will learn contemporary dance technique, play with improvisational structures, and design their own choreographic projects. The final hour and twenty minutes of class will be a modern/postmodern technique and dance class where students will engage in full-body activation and motion through space, building coordination, strength, and flexibility. With a foundation in dynamic alignment and core support, students will build fluidity in their joints, learning rhythmic weight shifts and suspension/release. After a short break, students will utilize a variety of frameworks in order to compose spontaneous movement events, drawing from dance and theater traditions, as well as those skills found in comedy improvisation. The last hour of class will be devoted to group and individual choreography projects, where students learn how to design their own dances. The class will culminate in an informal performance event that showcases what students have worked on over the course of the month. In addition, the class will view a variety of dances on video and online in order to gain a broader understanding of the art form.

Semester Hours: 4

KINE 307 Group Exercise Instruction and Management

Prerequisite: KINE 001 or KINE 151

Students will gain a broad understanding of the management of group exercise classes and programs attended by a diverse population of participants. Group instruction pedagogy, assessment, and program development strategies will be presented through a combination of didactic and theory-to-practice experiences designed to prepare students for careers in the health and fitness industry. Letter grade only.

Semester Hours: 4

KINE 307B Group Exercise Instruction - Strength Training

Prerequisite: Completion of or concurrent enrollment in KINE 307

Students will gain an understanding of the management of group suspension programs attended by a diverse population of participants. Group instruction pedagogy, assessment, and program development strategies will be presented through a combination of didactic and theory-to-practice experiences designed to prepare students for TRX Group Suspension Training instructor certification. Fieldwork required. Letter grade only.

Semester Hours: 2

KINE 307C Group Exercise Instruction - Low Impact

Prerequisite: Completion of or concurrent enrollment in KINE 307

Students will gain an understanding of the management of low impact (i.e. yoga, pilates, aquatic exercise) group exercise programs attended by a diverse population of participants. Group instruction pedagogy, assessment, and program development strategies will be presented through a combination of didactic and theory-to-practice experiences designed to prepare students to lead low impact group exercise programs. Fieldwork required. Letter grade only.

Semester Hours: 2

KINE 307D Group Exercise Instruction - Special Populations

Prerequisite: Completion of or concurrent enrollment in KINE 307

Students will gain an understanding of the management of group exercise programs attended by a diverse population of participants. Group instruction pedagogy, assessment, and program development strategies will be presented through a combination of didactic and theory-to-practice experiences designed to prepare students to lead exercise programs tailored for special populations. Fieldwork required. Letter grade only.

Semester Hours: 2

KINE 310 Theory and Analysis of Basketball

Individual techniques and fundamentals as well as team play. Systems and philosophies of leading contemporary coaches. Rules and training methods.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

KINE 312 Theory and Analysis of Baseball and Softball

Individual techniques and fundamentals as well as team play. Systems and philosophies of leading contemporary coaches. Rules and training methods.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

KINE 313 Theory and Analysis of Football

Individual techniques and fundamentals as well as team play. Systems and philosophies of leading contemporary coaches. Rules and training methods.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

KINE 314 Theory and Analysis of Soccer

Individual techniques and fundamentals as well as team play. Systems and philosophies of leading contemporary coaches. Rules and training methods.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

KINE 318 Theory and Analysis of Track

Individual techniques and fundamentals as well as team play. Systems and philosophies of leading contemporary coaches. Rules and training methods.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

KINE 320 Theory and Analysis of Coaching

Covers individual techniques and fundamentals, team play, systems and philosophies of leading contemporary coaches, psychology of sport and coaching, and rules and training methods.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

KINE 323 Biomechanics

Prerequisite: Completion of Written Communication B

Scientifically studies the basic concepts and mechanical principles of efficient human movement. Applies these concepts to fundamental physical skills.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 324 Evaluation and Assessment of Athletic Injuries-Lower Extremities

Prerequisite: Completion of KINE 235, KINE 237, and BIOL 343

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 326 Evaluation and Assessment of Athletic Injuries-Upper Extremities

Prerequisite: Completion of KINE 235, KINE 237, and BIOL 343

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 327 Athletic Training Practicum II - Lower Extremity

Prerequisite: Completion of KINE 324

Focuses on application and proficiency in skills introduced in 324. Please see the Athletic Training Program Policies & Procedures Manual for the clinical hours requirement for this course.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

KINE 328 Evaluation and Assessment of Head and Spinal Injuries

Prerequisite: Completion of KINE 235 and KINE 237

Covers recognition, evaluation, assessment, and consequent care of head and spinal injuries. Includes practical application techniques and clinical proficiency testing.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 330 Elementary Physical Education

Includes movement exploration, games, rhythms, dances, guided play, gymnastics, and self-testing activities. Requires Junior standing. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 333 Curriculum and Organization in Physical Education

Curriculum content and development for public school programs. Organizational procedures for the instructional period.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 335 Prevention & Care of Athletic Injuries

This course teaches the principles of athletic training, the history and outlook of the profession, the role of the athletic trainer in relation to other allied healthcare practitioners and emphasizes the prevention, recognition and treatment of injuries in the physically active.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 340 American Values in Sports Films

Using a selection of American sports films and talking points framed by Williams' "Dominant American Values," this course will evaluate, discuss, and critique the popular/social values depicted in each film, the historical context of those descriptions, and the relevance of those values today. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

KINE 345 Research Methods & Design

Prerequisite: Completion of Written Communication B with a minimum grade of B-

Introduction of research methods and design. Students will select a senior thesis topic and will begin the process of writing the thesis, including the review of literature and methodology. JUNIOR OR SENIOR STATUS ONLY.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 346 Foundation of Strength & Conditioning**Prerequisite:** KINE 022

This course is intended to prepare future professionals in various Kinesiology fields with scientifically sound principles to strength and conditioning programs. Students will learn to integrate and apply physiological, anatomical, and psychological concepts and strategies for the promotion of strength, speed, cardiovascular fitness, and flexibility in individuals and group training settings.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**KINE 351 Psychology of Sport Injury and Rehabilitation****Prerequisite:** Completion of PSY 101

This course examines the theory and research of psychological factors and intervention strategies related to sport injury risk, response to injury, and rehabilitation. This course will introduce mental skills training interventions that can reduce sport injury risk and enhance rehabilitation. This course is recommended for students interested in the area of movement, sports science, coaching, sports healthcare and/or physical education.

Semester Hours: 2**KINE 352 Applied Sport & Exercise Psychology****Prerequisite:** Completion of PSY 101

This practical course introduces a variety of sport psychology skills and teaches techniques aimed at enhancing sport and physical activity performance. Topics include: goal setting, managing anxiety, imagery, attention control, self-talk strategies. This course is recommended for students interested in the areas of movement, sports science, coaching, sports healthcare and/or physical education.

Semester Hours: 2**KINE 355 Anatomical Kinesiology****Prerequisite:** Completion of BIOL 343

Overviews the scientific study of the structure and function of the human musculoskeletal system. Bony structures and muscles of the major articulations are reviewed. Emphasis is placed on primary actions, muscle origins, and insertions.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**KINE 356 Strength Training Techniques****Prerequisite:** KINE 022 and KINE 346

This course is designed to develop knowledge, skills, and abilities associated with the delivery and implementation of strength and conditioning programs. Topics include instructional and performance techniques of resistance training, creative calisthenics, cardiovascular conditioning, speed and agility development, and plyometrics.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**KINE 360 Nutrition and Health****Prerequisite:** Completion of KINE 001 or KINE 151 AND BIOL 343

This course is designed to teach students the fundamental concepts associated with nutrition and health. Dietary habits across the lifespan within diverse populations will be examined along with differing recommendations from around the world. An incorporation of practical application activities and analyses are presented to promote a better understanding of dietary intake in a more health conscious manner. Letter grade only.

Semester Hours: 4**KINE 370 Methods and Practice of Teaching Dual Sports and Aquatics****Prerequisite:** Completion of KINE 333

Covers methods of teaching dual sports (e.g., badminton, tennis, racquetball, squash, and aquatics), including basic swimming strokes. Utilizes biomechanical principles and video analysis.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**KINE 371 Methods and Practice of Teaching Individual Sports, Combatives, and Outdoor Education****Prerequisite:** Completion of KINE 333

Covers methods of teaching individual sports including golf, archery, bowling, cycling, jogging/track, combatives, and outdoor education. Utilizes biomechanical principles and video analysis.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**KINE 380 Motor Development**

Motor skill acquisition, control, and performance. Physiological and psychological principles of human growth and development. Includes analysis of the sequential progression of fundamental motor skills from infancy to adulthood with the primary focus on school-age children.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**KINE 381 Motor Learning**

This course examines the varied ways that people learn locomotor skills, skilled movements, and how the principles of motor performance and learning can be useful in teaching, coaching, rehabilitation, and the design of performance equipment and work environments. May be taken for letter grade only. Not challengeable.

Semester Hours: 4**KINE 399 Independent Study**

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 1-4**KINE 400 General Medical Conditions in Athletic Training****Prerequisite:** Completion of KINE 237

Emphasizes general medical conditions encountered by the athletic trainer in clinical practice, including signs, symptoms, and differential diagnosis. Will involve some clinical experiences with health care professionals.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 2

KINE 410 Exercise and Rehabilitation

Prerequisite: Completion of KINE 235 and KINE 237

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 412 Therapeutic Modalities

Prerequisite: Completion of BIOL 344

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 on rehabilitation.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 415 Management and Administration in Athletic Training

Covers management of a program that provides health care to athletes. Includes documentation, confidentiality, pre-participation exams, SOAP notes, insurance, and communications with other medical facilities, budgets, and facility design.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 418 Special Topics in Athletic Training

Addresses contemporary issues in athletic training. Includes special populations, alternative medicine, pharmacology, and other topics, as well as interaction with other allied health experts.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 2

KINE 420 Assistant in Physical Education Program

Teaching assistant in PE Department activity and sports program under direction and supervision of KINE staff. May be repeated. Requires department approval. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 2

KINE 456 Physiology of Exercise

Prerequisite: Completion of BIOL 343

Effects of physical activity on organic systems. Emphasizes scope of muscular physiology and integrates epistemological and functional physiology. Lab included.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

KINE 456L Physiology of Exercise Lab

See MSS 456 - Physiology of Exercise Lab

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 0

KINE 460 Philosophy of Physical Education and Athletics

Approaches to physical education and related areas with emphasis on contemporary theories and practices. Open to juniors and seniors only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Audit

Semester Hours: 2

KINE 480 Special Topics

Senior or graduate level independent study course. Area of study determined by professor and student. Can be taken for letter grade only. Not challengeable. Formerly MSS 480.

Grade Mode: Letter, Letter, Audit

Semester Hours: 2-4

KINE 495 Kinesiology Internship

Prerequisite: KINE 300

The internship experience is viewed as an integral part of professional preparation. The internship is designed to provide a quality, hands on clinical/practicum experience that is specifically related to the student's career goals. The internship requires a minimum of 40 experiential hours, verified by an internship site supervisor. The internship experience should be compatible with the goals of the Kinesiology department, the student's professional goals, as well as with the specific needs of the internship site supervisor.

Semester Hours: 2,4

KINE 499 Senior Project

Prerequisite: Completion of KINE 345

Culminating activity required by majors in all departments. Students under the guidance of a faculty member will research, write, and defend their thesis project as begun in MSS 345. Senior Status required. Not challengeable.

Semester Hours: 1-4

KINE 499A Senior Seminar A

Culminating activity required by majors in all departments. Students under the guidance of a faculty member will research, write, and defend their thesis project as begun in KINE 345.

Semester Hours: 2

KINE 499B Senior Seminar B

Culminating activity required by majors in all departments. Students under the guidance of a faculty member will research, write, and defend their thesis project as begun in KINE 345 and KINE 499A.

Semester Hours: 2

La Verne Experience (LVE)

LVE 200 Values Seminar: SoLVE

The sophomore seminar focuses on La Verne values, extends the curricular experience into the co-curricular, and builds the e-portfolio. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 2

LVE 300 Intro to La Verne Experience

This is the foundational course for adult learners in the La Verne Experience. The LVE is a holistic educational approach that incorporates La Verne's traditions and values, integrates curricular, co-curricular, community engagement activities, and promotes best practices. Not challengeable. Letter grade only.

Semester Hours: 4

LVE 305 Learning Through Community Service

This course fosters the development of self-reflective, socially aware, and responsive community participants through reciprocal service and learning. Students will learn and develop through active participation in community service. Engaging in service not only provides an experience of meeting real needs in the community, it also integrates classroom learning with community involvement, supplementing the academic curriculum by providing practical experience to reflect on the responsibilities and rewards of serving the human and ecological community.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

LVE 370 Writing Research

Prerequisite: WRT 111

Explores research topics within interdisciplinary writing and writing instruction. Not challengeable.

Semester Hours: 1-2

LVE 400 Senior GE Capstone

Prerequisite: Completion of Written Communication B (LVWB) and University Values (LVUV)

The Senior GE Capstone course is a one-unit seminar course that focuses on an interdisciplinary project to serve as a general education capstone as well as the compilation of signature artifacts within an ePortfolio that showcase achievement/mastery of baccalaureate goals. Scaffolded onto FLEX, SoLVE, and the general education, the goal of LVE 400 is to expose students to how their liberal arts education provides a foundation that reveals the interconnections among disciplines. Students will create their ePortfolio comprised of artifacts and reflection essays that contemplate, examine, and internalize their coursework at La Verne. Students will also develop their presentation skills, preparing them for graduate school and the professional world. Letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1

Latinx & Latin America Studies (LLAS)

LLAS 100 Introduction to Latinx Studies

This course is designed to introduce students to the field of Latinx and Ethnic Studies. As a survey course, Intro to Latinx Studies explores a wide range of interdisciplinary topics. Drawing on a variety of historical, literary, political, philosophical, ethnographic, and artistic texts, this course serves as a foundation for students wishing to pursue more advanced courses in Latinx and Latin American Studies, as well as an introduction to relevant topics in Latinx studies for all students interested. Letter grade only. Not challengeable.

Semester Hours: 4

LLAS 290 Shaping Community Consciousness: Latino Practices of Social Agency, Activism, and Transformation

Latinos have been documenting their stories of richness, cultural identity, and living in the US since the late sixteenth century. In this course, we will examine and introduce students to how Latino identity is developed and negotiated in the United States through multiple cultural expressions such as literature, music, films, and social media. Students will explore the relationship and role cultural practices play in the development of agency, activism, and transformation. Students will have an opportunity to explore values of bilingualism, identity, and cultural assets from their home countries. Lastly, students will learn and develop a blueprint of skills in social agency, activism, and transformational pedagogy. Letter grade only. Not challengeable.

Semester Hours: 4

LLAS 300 Latin American and Latinx Histories and Culture

Prerequisite: Completion of LLAS 100

In this course, students are exposed to the history of Latin America and the Caribbean, and of Latinx in the United States and abroad. It explores, though not exclusively, the periods of colonization, independence movements, nation building, neo-colonization, migration, and re-settlement. It seeks to study the contributions, challenges, cultures, languages, and ways of thinking of Latin Americans and Latinx through the engagement of disciplines such as history, literature, language, religion, political science, and philosophy. Letter grade only. Not challengeable.

Semester Hours: 4

LLAS 400 Government and Politics in Latin America

Prerequisite: Completion of LLAS 100

This course is designed to give the student the means to grasp the politics of Latin American countries from a comparative perspective. It focuses on the study of institutions, transitions and democratic and authoritarian regimes in the region. We will focus our attention on all of the above, as well as on regional economic and political agreements and organizations, and migration patterns. Letter grade only. Not challengeable.

Semester Hours: 4

Law (LAW)

LAW 500 Criminal Law

A study of the common law regarding what conduct is subject to criminal sanctions. Areas of study include homicide, theft, rape, arson, attempt, conspiracy and the liability of accessories, mens rea, insanity, justification and excuse.

Semester Hours: 3

LAW 500A Criminal Law

Students will learn criminal law through statutory interpretation, case analysis and rule synthesis, print and online legal research, and legal writing projects. Doctrinal topics may include larceny, burglary, robbery, arson, and rape; murder, manslaughter, and self-defense; attempts and inchoate crime; principles in the first and second degree; sanity and competency; and conspiracy.

Semester Hours: 3

LAW 500B Criminal Law/Introduction to Legal Skills

This course integrates rigorous instruction in legal analysis, research and writing with substantive criminal law to give beginning law students an opportunity to combine skills and doctrine the way lawyers must in the practice of law. The course is taught by full-time professors in sections of no more than 45 students with one-on-one conferences. Legal analysis, research, and writing skills will be developed through course work that includes critical case reading, analysis, and briefing; common law principles and processes; factual analogy and distinction; rule synthesis and application; persuasive writing (motion and appellate briefs); case law and statutory research; citation form; and professional norms and ethics.

Semester Hours: 2

LAW 501 Legal Analysis, Writing, and Research

Introduction to those basic legal skills expected of practicing attorneys, including fundamentals of legal research; how to actively read and brief legal opinions; how to synthesize those opinions into holdings that can be applied to new factual situations; and how to use holdings to predict the outcome of legal controversy. Students will learn the basics of legal writing to effectively predict an outcome to the appropriate legal audience. Numeric grade only. Not challengeable.

Semester Hours: 3

LAW 502 White Collar Crime

Provides an overview of the investigation and prosecution of white collar crime. Covers key federal criminal statutes, including conspiracy, mail and wire fraud, securities fraud, bribery and extortion, money laundering, false statements and perjury, obstruction of justice and RICO. Includes overview of procedural issues such as grandjury proceedings and immunity.

Semester Hours: 2

LAW 503 Criminal Procedure: Investigation

A study of the constitutional issues presented in the criminal justice system. Emphasis is placed on the constitutional restraints of police practices imposed by the Fourth Amendment (search and seizure), the Fifth Amendment (interrogation) and the Sixth Amendment (right to counsel). Can be taken for numeric grade only.

Semester Hours: 3

LAW 504 Criminal Procedure: Pre-Trial, Trial and Sentencing

A study of constitutional issues presented in the criminal justice system. Emphasis is placed on issues relating to specific procedures in the criminal process, including pretrial procedures (charging, bail, preliminary hearing, grand jury and right-to-counsel), trial procedures (effective assistance of counsel, jury trials and trial publicity), post-trial procedures (sentencing and appeals) and double jeopardy. Can be taken for numeric grade only.

Semester Hours: 2,3

LAW 506A Legal Writing II

Building upon skills learned in LAW 501, students will learn how to write persuasively to the appropriate legal audience by examining the fundamentals of brief writing. Numeric grade only. Not challengeable.

Semester Hours: 2

LAW 507 Criminal Practice in California

This upper-division elective is designed as a supplement to the Criminal Law and Criminal Procedure courses. This course focuses on criminal practice in California Superior Courts. The course will be particularly helpful and attractive to students enrolled in externships at local district attorney and public defender offices. The course will present the chief doctrinal foundations of California Criminal Procedure and will focus on practice in San Bernardino and other local criminal courts. The course will present, discuss, and practice the skills needed to perform competently on California performance exams.

Semester Hours: 2,3

LAW 508 Capital Punishment Seminar

This course will explore the constitutional, moral, and social issues raised by imposition of the death penalty in the United States. Among the topics to be discussed are the goals of punishment, the constitutional implications of capital punishment, and recent and pending United States Supreme Court cases on the matter.

Semester Hours: 3

LAW 509 Jury Selection

Prerequisite: LAW 640

This course will include a focused consideration of the law and local jury selection procedure. Students will observe jury selection in a minimum of three cases. Numeric grade only. Not challengeable.

Semester Hours: 2

LAW 510 Contract Law - Doctrine, Values, Skills

Contracts-Doctrine, Values and Skills is a foundational course in the study of law. This course pursues a comprehensive experience in (1) the doctrinal fundamentals of contract law and (2) the values and skills necessary to achieve success in both law school and ultimately the profession. Performance with respect to the doctrinal focus of the course will constitute 2/3 of the course grade, and the values and skills focus of the course will constitute 1/3 of the course grade.

Semester Hours: 5

LAW 510A Contracts

A study of the formation of legally enforceable contracts and their enforcement. Topics covered include consideration, offer, acceptance, mistake, reliance, capacity, equitable factors, illegality and the effects of the Statute of Frauds. Remedies for breach of contract, interpretation of contract language, factors affecting contract enforcement, persons entitled to enforce contractual obligations and special statutory provisions affecting consumer and commercial transactions are also covered.

Semester Hours: 3

LAW 510B Contracts

A study of the formation of legally enforceable contracts and their enforcement. Topics covered include consideration, offer, acceptance, mistake, reliance, capacity, equitable factors, illegality and the effects of the Statute of Frauds. Remedies for breach of contract, interpretation of contract language, factors affecting contract enforcement, persons entitled to enforce contractual obligations and special statutory provisions affecting consumer and commercial transactions are also covered.

Semester Hours: 3

LAW 512 Contract Drafting

This course will focus on the principles of commercial contract drafting, introduce documents typically used in business transactions, and provide an overview of principled contract negotiation and review techniques. Students will reinforce their knowledge of contract law while developing the skills necessary to draft clear, defensible contracts, and to critically read and analyze contracts.

Semester Hours: 2,3

LAW 514 Remedies

A survey of the legal and equitable remedies available for various injuries. Topics include actions for injuries to persons, property, businesses, reputations, etc. and the grounds for choosing between alternate remedies.

Semester Hours: 3

LAW 514A Remedies

Semester Hours: 2

LAW 514C Remedies - Practice Workshop

Prerequisite: Completion of or concurrent enrollment in LAW 514A
Remedies - Practice Workshop is designed to supplement the traditional Remedies course. Remedies - Practice Workshop is a practice-based course focusing on a particular concept of Remedies. The course will include an in-depth consideration of a particular concept in Remedies, followed by a project where students research, draft, develop, and argue a motion. Numeric grade only. Not challengeable.

Semester Hours: 1

LAW 515A Introduction to Strategic Legal Methods I

This course will use a "building block" approach that begins with the most basic, but useful skills that help students manage learning in the first year of school so that they can be more efficient and productive with their time. The class sessions involve numerous in-class exercises with instant feedback, as well as practice essay writing with detailed graded feedback. Subjects taught include: critical reading, course frameworks, rule synthesis and drafting, course outlining, introduction to IRAC, issue-spotting, rule development, legal analysis, essay writing strategies, multiple choice exam strategies, and exam writing practice. This course will build and strengthen the skills necessary to succeed in law school and on the bar exam.

Semester Hours: 0

LAW 515B Introduction to Strategic Legal Methods II

The ISLM II class continues during the second semester of the first year, with heavy emphasis on practicing the issue-spotting and analytical writing skills students learned during the first term. In addition to practicing these skills, students develop the skill of self-evaluation so that they can continue to progress individually. The class will begin with the first week of school and run until the week before the regular semester ends.

Semester Hours: 0

LAW 516 Professionalism and Ethics

This course helps first-year law students transition into the professional role of law students and attorneys. Students will learn how to represent themselves, the law school, their future clients, and the legal profession. Students will learn how to cultivate trust and prepare for their career by crafting an ethical presence through behavior, appearance, verbal communication, written correspondence, and digital footprint. Credit/no credit only. Not challengeable.

Semester Hours: 1

LAW 520 Property Law: Doctrine, Values, and Skills

This course is a study of the rights and consequences of land ownership and problems in transferring interests in land. Subjects include common law estates and interests, duties and rights of landlord and tenant, easements, covenants, and the rights of neighbors, the government, and the public. Also included are such topics as contracts for sale and remedies for breach, non-contractual transfer, covenants of title, marketable title, implied warranties, recording statutes, title insurance, adverse possession, and equitable conversion.

Semester Hours: 5,6

LAW 520A Property

A study of the rights and consequences of land ownership and problems in transferring interests in land. Subjects include common law estates and interests, duties and rights of landlord and tenant, easements, covenants and the rights of neighbors, the government and the public. Also included are such topics as contracts for sale and remedies for breach, non-contractual transfer, covenants of title, marketable title, implied warranties, recording statutes, title insurance, adverse possession and equitable conversion.

Semester Hours: 3

LAW 520B Property

A study of the rights and consequences of land ownership and problems in transferring interests in land. Subjects include common law estates and interests, duties and rights of landlord and tenant, easements, covenants and the rights of neighbors, the government and the public. Also included are such topics as contracts for sale and remedies for breach, non-contractual transfer, covenants of title, marketable title, implied warranties, recording statutes, title insurance, adverse possession and equitable conversion.

Semester Hours: 3

LAW 521 Wills and Trusts

This course is a study of family wealth transmission problems. Subjects include will creation (formal and informal), will interpretation, and will revocation. Also studied are the creation and enforcement of trusts (both private and charitable), the duties of the trustee, and revocation issues.

Semester Hours: 3,4

LAW 522 Community Property

Topics include classifying marital property, management and control of community property, the liability of marital property for the debts and torts of the spouses, the division of community property upon dissolution or death and the property rights of putative and meretricious spouses.

Semester Hours: 2

LAW 523 Family Law

A study of the law regarding marriage, separation, dissolution of marriage, annulment, child and spousal support, adoption and child custody under the California Family Code.

Semester Hours: 2

LAW 523A Family Law - Practice Workshop

Prerequisite: Completion of or concurrent enrollment in LAW 523
Family Law - Practice Workshop is designed to supplement the traditional Family Law course. Family Law - Practice Workshop is a practice-based course focusing on a component of Family Law. This course will include an in-depth consideration of a component of Family Law, followed by a project where students research, develop, draft, and possibly argue a Court submission. Numeric grade only. Not challengeable.

Semester Hours: 1

LAW 524 Estate Planning

This course explores the fundamental public policy favoring the devolution of property from generation to generation and continues with the elements of a will, the goals of estate planning, and drafting estate planning documents. The course also includes analysis of the concept of bifurcation of title; the elements of a trust, its formation, types of trusts and their characteristics; the law of posers of appointment and its application to trusts; the Rule against Perpetuities; charitable trusts, and the fiduciary responsibility of trustees.

Semester Hours: 2

LAW 529 Math and Physics for Lawyers

Numeric grade only.

Semester Hours: 2

LAW 530A Torts

This course will cover civil wrongs which form the basis for a lawsuit; the primary aim of tort law is to provide relief for damages incurred and to deter others from committing the same wrong. Students will learn the law of imposed liability for personal, property, and economic harm. Doctrinal topics will include negligence (including professional malpractice); strict liability (including products liability) and intentional torts; causation and elements of damages; and affirmative defenses and limitations of duties including; assumption of risk, contributory negligence, comparative negligence, immunity, and limited liability of property owners.

Semester Hours: 3

LAW 530B Torts II

Torts - Introduction to Legal Skills integrates professional skills training--in legal analysis, research, and writing--with traditional casebook instruction in torts doctrine to give you an opportunity to combine the study and practice of law.. This portion of the course will address legal analysis, research, and writing skills which will be developed through coursework that includes critical case reading; analysis and briefing; factual analogy and distinction; rule synthesis and application; objective/predictive writing (office memo); case law and statutory research; print and electronic research; Blue Book citation form; and professional norms and ethics. . Torts-ILS is a rigorous course which will demand a great deal of time and energy during the first semester. It will aid you in learning many of the basic skills needed to succeed in law school, on the bar exam, and in practice.

Semester Hours: 3

LAW 531 Family Law Practicum

Surveys family law over the entire country, including a number of Supreme Court cases dealing with family law issues, and provides an introduction to the practice of family law in California. Students are required to volunteer 30 hours at the Pomona Self-help Clinic, assisting litigants with their family law matters. Can be taken for numeric grade only.

Semester Hours: 3

LAW 532 Law Practice Management

This course is a unique program designed to introduce the student to the challenges and issues involved in setting up and running a law office. Reviews theory, examples, attitude, client relationships, and other practical problems, and explores how this relates to a successful practice.

Semester Hours: 2

LAW 533 Chronic Health Conditions and the Law

This seminar addresses a variety of legal issues faced by persons with serious chronic health conditions such as cancer or HIV. The legal issues will include how persons with chronic illness access health care, maintain employment or sufficient income, deal with stigma and discrimination in housing and the workplace, medical privacy and consent for care, as well as public policy issues such as limits on recovery through litigation and the government's role in health disparities and disease prevention.

Semester Hours: 2-3

LAW 534 Disability Rights Law

Course examines the growing area of federal and state law prohibiting discrimination on the basis of disability, with particular emphasis on the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, Fair Housing Act, Individuals with Disabilities Education Act, and California's disabilities civil rights statutes. The course will put the federal and state laws in the context of the history of the disability rights movement and the states' rights (federalism) movement.

Semester Hours: 2

LAW 536 Products Liability

An examination of liabilities where products, rather than conduct, form the basis for liability. This involves tort principles of negligence, express warranty, implied warranty and strict liability. It also involves the problems of the user, consumer, purchaser and bystander. Liabilities of successor corporations, manufacturers, wholesalers, retailers and installers are covered. There is coverage of related evidence, civil procedure and conflict of laws problems and principles.

Semester Hours: 1-2

LAW 538 International Law

This course examines the nature and law of the international legal system, role of major participants, and relation of public and private international law. It covers selected issues of international economic law, with particular emphasis on the influence of transnational corporations, regulation of foreign direct investment, and dispute resolution, and surveys the role of international courts and tribunals, and standards and professional responsibility of lawyers, judges and arbitrators.

Semester Hours: 2-3

LAW 539 Law in Post-Conflict States

This seminar provides students with an overview of the strategies and methods that states and international organizations have used to promote rule of law and democracy in post-conflict states.

Semester Hours: 2,3

LAW 540 Civil Procedure

The study of federal and state judicial systems, with emphasis on the Federal rules of Civil Procedure. Students will become proficient in analyzing the law in the following subject areas: Jurisdiction, Venue, Choice of Law, Pleading, Joinder of Claims and Parties, Class Actions, Discovery, Adjudication without Trial, Trial by Jury, Res Judicata, and Collateral Estoppel.. Students will also be introduced to the concepts of alternative dispute resolution and its impact on litigation in the civil procedure context.

Semester Hours: 5

LAW 540A Civil Procedure

A study of the constitutional and jurisprudential aspects of civil procedure. Subjects covered include jurisdiction, venue, joinder of parties and claims including issues of standing, justiciability, pleading requirements, discovery, right to trial by jury, the effects of a prior judgment on subsequent proceedings, the interaction between state and federal court systems and the scope of appellate review.

Semester Hours: 2,3

LAW 540B Civil Procedure

A study of the constitutional and jurisprudential aspects of civil procedure. Subjects covered include jurisdiction, venue, joinder of parties and claims including issues of standing, justiciability, pleading requirements, discovery, right to trial by jury, the effects of a prior judgment on subsequent proceedings, the interaction between state and federal court systems and the scope of appellate review.

Semester Hours: 3

LAW 541 Law & Economics

This course is premised upon the conviction that economics is a powerful tool for analyzing a vast range of legal issues. This course will address and illustrate the applications of economic theory with respect to concrete, numerous, and varied legal questions. Can be taken for numeric grade only.

Semester Hours: 2,3

LAW 542 Intl Commercial Arbitration

A course exploring the field of international dispute settlement, providing a comprehensive introduction to the subfield of international commercial arbitration, as practiced in the United States and globally. Can be taken for numeric grade only.

Semester Hours: 2

LAW 543 Arbitration

An introduction to the law and practice of arbitration within a variety of contexts, including labor, employment, and commercial matters. Readings, simulations, and discussions focus on federal and state statutes relating to the selection of arbitrators, the arbitration process, judicial review, and enforcement of arbitration awards.

Semester Hours: 2

LAW 544 Conflict of Laws

This course addresses the legal problems created when the authority of sources of law are not clearly defined and neatly demarcated, such that a single event or occurrence giving rise to a legal dispute may be subject to control by more than one lawmaker or law enforcer. Conflicts arise between the unclear and sometimes overlapping power of different bodies to make or administer law, and this course is designed to explore the ways these conflicts are resolved.

Semester Hours: 2,3

LAW 546 Mediation

A study of the process in which a third party mediator assists others in reaching consensus. Through discussions, simulations, and case studies, students explore the theory, practice, policies and ethnics of mediation, including the role of lawyers in mediation.

Semester Hours: 2-3

LAW 547 Federal Courts

A course exploring the division of jurisdiction between state and federal courts, original jurisdiction of district courts, federal questions, diversity of citizenship, jurisdictional amount and removal, Supreme Court review of state court decisions and habeas corpus.

Semester Hours: 2

LAW 548 Alternate Dispute Resolution

A study of alternatives to traditional litigation, including negotiation, mediation, settlement conferences, judicial and contractual arbitration, private judging options and settlement considerations.

Semester Hours: 2,3

LAW 549 California Civil Procedure

Semester Hours: 2,3

LAW 550 Negotiation

Semester Hours: 2-3

LAW 551 Federal Indian Law

numeric

Semester Hours: 2

LAW 552 California Real Estate Practice

Course can be taken for numeric grade only.

Semester Hours: 1-2

LAW 555 Mediation Practicum

This course emphasizes theoretical and practical applications of mediation. Students will learn about conflict and communication, mediation theory, the stages of mediation, the role of the mediator, mediator styles, the role of an attorney advocate involved in a mediation, cultural and gender issues, and ethical considerations.

Semester Hours: 4

LAW 556 Mediation Ethics Seminar

An indepth study of mediation ethics. Through discussions and case studies, students explore the theory, practice, and policies of mediation ethics, with an emphasis on party self-determination, mediator impartiality, confidentiality, quality of the process and of the outcome, mediator competence, and conflicts of interest. Students will participate in class dialogue and ponder ethical dilemmas. Students will research and write a paper that satisfies the upper division writing requirement.

Semester Hours: 2,3

LAW 557 Lawyering Skills Practicum

A unique, hands-on program that uses realistic law office and courtroom simulations to teach students how to handle a dispute from its inception through resolution either by motion, arbitration or mediation. After being organized into separate law firms, students explore pre-trial procedures (including pleadings, discovery and motions) and case resolution strategies. Course may be repeated 3 times for up to 10 semester hours of credit.

Semester Hours: 3-10

LAW 559 Advanced Mediation

An advanced study of the process in which a third-party mediator assists others in reaching resolution. Students explore the theory, practice, policies, and ethics of mediation, including the importance of mediation preparation, negotiation skills, power of apology and forgiveness, the importance of trust, mediator malpractice, quality control, online dispute resolution and expansion of traditional aspects of mediation. Numeric grade only. Not challengeable.

Semester Hours: 2

LAW 560 Legal Analysis and Writing

Semester Hours: 2

LAW 560A Legal Analysis & Writing I

An introductory course designed for the beginning law student that covers a basic overview of the American legal system, the case method of legal study and objective legal memorandum writing. Emphasis is placed on the development of skills essential to the effective study and practice of law, including case briefing, course study outlining, legal analysis, case synthesis and legal writing. Course can be taken for numeric grade only.

Semester Hours: 1

LAW 560B Legal Analysis & Writing II

A course designed to help students expand and improve the skills learned in the introductory research and writing courses. Students will learn persuasive writing skills by drafting persuasive documents, such as those written to a court when advocating a client's position. Course can be taken for numeric grade only.

Semester Hours: 2

LAW 561 Multistate Bar Strategies

An advanced survey of legal analysis and communication with workshop sessions and writing exercises designed for the graduating student preparing to transition from studying law to practicing law.

Semester Hours: 3

LAW 562A Legal Research I

Semester Hours: 1

LAW 562B Advanced Legal Research

Examines sources and methods of legal research relating to administrative law, legislative history and selected specialized topics. Particular emphasis is given to online sources.

Semester Hours: 2

LAW 563 Probate Practice

This course covers the process of transferring property upon death. Focus will be on testamentary transfers of assets under the California Probate Code and Local Rules of Court. It is a skills-based course.

Semester Hours: 2

LAW 564 Professional Writing Skills

The purpose of this course is to help students improve their writing skills for their introduction to Legal Skills courses, as well as for their professional careers. This course helps students understand good writing while strengthening their mechanics and composition. Topics range from punctuation to grammar and usage. In addition to weekly labs, there are individual conferences for students to receive one-on-one writing attention. Utilizing both the labs and the conferences, students will have the opportunity to develop the composition skills necessary for success.

Semester Hours: 2

LAW 566 Strategic Legal Methods

Semester Hours: 2

LAW 566A Strategic Legal Methods I

The SLM I class will be linked substantively with an MBE-tested subject chosen by the Center for Academic and Bar Readiness, with a heavy emphasis on practicing essay exam-taking skills such as issue-spotting, analytical writing, and essay organization skills, as well as multiple choice exam-taking skills. Student learning will be reinforced through in-class practice, and students will develop the skill of self-evaluation so they can continue to progress independently.

Semester Hours: 1

LAW 566B Strategic Legal Methods II

The SLM II class will be linked substantively with an MBE-tested subject chosen by the Center for Academic and Bar Readiness, with a heavy emphasis on practicing essay exam-taking skills such as issue-spotting, analytical writing, and essay organization skills, as well as multiple choice exam-taking skills. Student learning will be reinforced through in-class practice, and students will develop the skill of self-evaluation so they can continue to progress independently.

Semester Hours: 1

LAW 567 California Performance Test Strategies

A skilled focused course designed to: 1) introduce students to the performance test portion of the California Bar Exam; 2) teach students the strategies necessary for success on performance tests; and 3) provide students with opportunities to practice the skills necessary for the bar exam. This class is not a substitute for a commercial bar review course.

Semester Hours: 2

LAW 572 Jurisprudence

This course examines the theories that underpin the law and legal decision making. Including the theory of how judges actually decide cases and how they ought to decide them, the sources and basis of our legal system as well as the relationship between morality and the law. We will focus on the major American schools of thought including formalism, realism, Natural law, positivism, critical legal studies, law and society, and law and the social sciences. Not challengeable.

Semester Hours: 2,3

LAW 574 Topics in Legal History

Prerequisite: Completion of LAW 530B

This course will examine the origin and development of major areas of law and legal institutions in the law. The class will provide the background of many legal doctrines, rights, and causes of action. The course may be repeated for credit if the topic is substantially different from a previous offering.

Semester Hours: 2-3

LAW 575 Comprehensive Legal Education Capstone

This is a capstone course intended to be the culmination of a comprehensive legal education, with the ultimate goal being success on the California Bar Exam. Topics include planning and preparation techniques, completing assignments involving substantive areas of the law, analysis and writing bar essays, performance tests, and solving multiple-choice questions. The course is required to be taken in the student's final year of law school. This class is not a substitute for a commercial bar review course. Credit/no credit only.

Semester Hours: 4,5

LAW 580 Appellate Advocacy

Teaches students the fundamentals of brief writing and oral advocacy including preparation of an appellate brief and making oral arguments before a mock appellate tribunal.

Semester Hours: 2

LAW 585 Student Executive Board

Prerequisite: Students must have competed in the division represented and fulfilled all duties as a team member

Additionally, students must receive instructor approval to enroll in this course. This course will facilitate the creation of a Student Executive Board within the Board of Advocates. The Executive Board will consist of three to six students with one to two faculty advisors. One to two students will be selected to represent and assist the trial teams, moot teams, and ADR teams, respectively. The faculty chair(s) of the Board of Advocates will work closely with the students to provide guidance and will hold regular meetings with the students. Students selected for the Board will be expected to: familiarize themselves with the fact and law involved in the competitions attended by their division; assist the competition teams as permitted and necessary; attend regular meetings to coordinate teams and communicate with faculty; participate in the try-out process; participate in the selection of teams; help identify suitable competitions; help secure outside judges as appropriate/coordinate with faculty coaches in finding outside judges; provide peer coaching; coordinate student judges. Credit/no credit only.

Semester Hours: 1-2

LAW 586 Trial Team

Students pursue the study of trial advocacy in a simulated environment, participating in sanctioned, inter-scholastic mock trial competitions. Trial team members are required to participate as mock witnesses, research evidentiary issues and motions relevant to trial practice, and attend lectures and practices relevant to the trial practice and competitions. Students who participate as a member of a competing team, and who complete all requirements of a competition in accordance with its participatory rules earn 2 units of credit. Students who do not participate as a member of a competing team but who participate as a supporting trial team member and who complete all participatory assignments earn 1 unit of credit. Student participation as a competing trial team member is determined at the discretion of the trial team coach/instructor, and selection to participate as a competitor shall be made on merit. A prerequisite for participation is completion of the litigation track or upon approval of the instructor and with course professor's approval. Credit/no credit only.

Semester Hours: 1-2

LAW 587 Advanced Appellate Advocacy

Program in which students engage in brief writing and oral presentation on sophisticated legal issues. Students who have shown outstanding ability in appellate advocacy are invited to participate.

Semester Hours: 2

LAW 588 National Moot Court Competition Team

May be taken four times for credit

Semester Hours: 1,2

LAW 589 ADR Competition Team

The ADR Competition Team is designed to develop and master negotiation and advocacy skills, including effective communication techniques, to take place either within a negotiation setting, a mediation setting, or an arbitration setting. Participation is by invitation only after an intra-mural competition judged by experienced members of the community and the faculty. After selection, students may participate in a regional and/or national competition against other law schools. Potential competitions include: Negotiation, Representation in Mediation, Mediation, and Arbitration. At least one of the following courses is a prerequisite or co-requisite for the Negotiation, Representation in Mediation or Mediation Competitions: ADR, Negotiation, Mediation, Mediation Practicum, or Mediation Ethics Seminar. Either ADR or Arbitration is a prerequisite or co-requisite for an Arbitration Competition. Members of the ADR Competition Team may not be on academic probation or academic warning in any semester in which they are selected or they compete.

Semester Hours: 1-2

LAW 590 Constitutional Law/DVS

This course will serve as an introductory survey covering most of the core concepts of United States constitutional law. By the end of the semester, students will have a basic understanding of the theory and practice of judicial review; the nature and structure of the US federal system; the expansion of national power and its limitations on state authority; the continuing significance of state authority in the United States national system; the operation of separation of powers and the manner in which this structural constraint places limits on the executive, legislative, and judicial branches of the federal government; and last, the framework through which individual rights are identified and protected against invasion by federal and state actors, especially those rights related to the Due Process and Equal Protection Clauses.

Semester Hours: 5

LAW 590A Constitutional Law

A study of the law of the United States Constitution. Subjects include the structure of the federal republic, the constitutional powers of government, separation of powers, judicial review and individual rights and liberties (including due process of law, equal protection, freedom of expression and association, and free exercise and establishment of religion).

Semester Hours: 3

LAW 590B Constitutional Law

A study of the law of the United States Constitution. Subjects include the structure of the federal republic, the constitutional powers of government, separation of powers, judicial review and individual rights and liberties (including due process of law, equal protection, freedom of expression and association, and free exercise and establishment of religion).

Semester Hours: 3

LAW 591 First Amendment Freedoms

Semester Hours: 2

LAW 592 Contemporary Issues of Civil Rights

Semester Hours: 2

LAW 593 Women and Minorities and Law

Course can be taken for numeric grade only.

Semester Hours: 2,3

LAW 594 Civil Rights Law

This course includes an analytic discussion of theories of constitutional litigation as well as practical consideration of enforcement strategies. Areas of emphasis include private enforcement of constitutional rights against state and federal actors (including police excessive force and government employer retaliation cases), laws against sex discrimination and rights and remedies in prison cases. Course can be taken for numeric grade only.

Semester Hours: 2,3

LAW 595 Issues in Constitutional Law

This seminar explores current issues in constitutional law from a comparative and global perspective. Issues include judicial review, presidential powers, free speech, freedom of religion, and privacy rights.

Semester Hours: 2,3

LAW 596 Special Education Law

This course will cover the Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act, as well as other relevant state and federal statutes (i.e. the Code of Federal Regulations, the California Code of Regulations, and the California Education Code) pertaining to the practice of special education law. It is a practical course that teaches students how to navigate a special education case from inception (including client interviewing) through a due process proceeding. Students who participate in this course will be eligible to apply as Student Directors in the DRLC Clinic.

Semester Hours: 2

LAW 600 Business Organizations

Semester Hours: 4

LAW 600A Business Organizations

A two-semester course examining the laws governing modern business entities. The course covers agency, partnership and limited liability companies. The second semester examines legal issues relevant to the control and management of a corporation, with a focus on public corporations.

Semester Hours: 2,3

LAW 600B Business Organizations

A two-semester course examining the laws governing modern business entities. The course covers agency, partnership and limited liability companies. The second semester examines legal issues relevant to the control and management of a corporation, with a focus on public corporations.

Semester Hours: 2

LAW 603 Sales

An examination of contract formation, performance, discharge of contractual obligations, implied and expressed warranties, breach and remedies. Emphasis is given to the differences between Article 2 and the common law of contracts.

Semester Hours: 2,3

LAW 604 Negotiable Instruments

Semester Hours: 2

LAW 605 Secured Transactions

This course examines the use of security in commercial and consumer transactions. It is designed to introduce the legal principles fundamental to the credit system in the contemporary economy, exploring the legal principles relating to secured credit financing. The focus of the course is on Article IX of the Uniform Commercial Code. It examines the revisions of Article IX that became effective in all states on July 1, 2001. Topics include the role of secured credit financing sales, commercial and consumer transactions, creating and perfecting security interests, priorities and priority contests, Article IX in bankruptcy, and creditor remedies and debtor protection including legal issues relating to defaults and foreclosures, cure and self-help repossession.

Semester Hours: 2

LAW 610 Intellectual Property Overview

An examination of common law and statutory copyright and artistic property, including such topics as originality, types of work protected, publication formalities, the nature of the rights protected, duration and renewal of assignments, infringement actions and remedies. The course also considers trademarks and trade names, appropriation of competitors products and interference with contractual relations.

Semester Hours: 2-3

LAW 611 Entertainment Law

Analysis of the many legal problems stemming from the relationships between writers, performers and other artists and their agents, managers, promoters and producers.

Semester Hours: 2

LAW 614 Insurance Law

The course gives an overview of insurance law principles, insurance marketing, coverages and public policies. Case law and statutory materials studied give an understanding of contract formation and interpretation as well as familiarity with specific types of insurance coverage commonly encountered in the general practice of law.

Semester Hours: 2

LAW 615 Bankruptcy

An in-depth study of bankruptcy and the consumer debtor, collection and distribution of assets of an insolvent, bankruptcy jurisdiction of the debtor and creditor rights under Chapters 7, 11 and 13 of the Federal Bankruptcy Code.

Semester Hours: 2

LAW 619 Sports Law

An examination of many present-day issues that arise when professional and college sports confront the legal system. Course analyzes the basic legal relationships among player, agent, union, team, league and commissioner within professional sports and among athletes, colleges and the NCAA in college sports. Discussions focus on a number of contemporary conflicts within the sports world, such as drug use and domestic violence by players, free agency, franchise movements and stadium subsidies, representations by sports agents, eligibility for collegiate competition and the role of Title IX in women's sports.

Semester Hours: 2

LAW 620 Patent Law

Course can be taken for numeric grade only.

Semester Hours: 2

LAW 621 Trademark Law

May be taken twice for credit. Course can be taken for numeric grade only.

Semester Hours: 2

LAW 622 Copyright Law

Course can be taken for numeric grade only.

Semester Hours: 2

LAW 623 Computer Game Industry Law

Course can be taken for numeric grade only.

Semester Hours: 2

LAW 624 Federal Income Taxation

This course examines Federal Income Taxation of the individual. It includes basic principles of the federal income tax - including concepts of gross income, exclusions, deductions, elements of tax procedure, judicial review, and tax research. Tax concepts and theories of tax policy are discussed throughout the semester. Practical applications of economic theories relevant to transactional law practice are framed throughout the course.

Semester Hours: 2,3

LAW 626 Health Care Law & Policy

This course examines important legal issues in health care. The course covers legal aspects of the doctor-patient relationship (such as informed consent, duty to treat, confidentiality and malpractice liability), financing and delivery issues (such as insurance coverage, managed care regulation and Medicare/Medicaid reform) and selected issues in bioethics (such as organ transplantation and physician-assisted suicide). Course can be taken for numeric grade only.

Semester Hours: 2,3

LAW 627 Estate and Gift Taxation

Semester Hours: 3

LAW 628 Cyberspace Law

Course can be taken for numeric grade only.

Semester Hours: 2

LAW 629 Antitrust & Trade Regulations

This course comprehensively reviews and explores the economic and legal principles of antitrust law and trade regulation, including the antitrust system of remedies, the economic basis for antitrust and trade regulation, market power and market definition, monopolization, exclusionary practices, power and power-conduct relationships in monopolization and attempt, horizontal and vertical mergers, horizontal and vertical restraints of trade, distribution practices, vertical distribution restraints, tying arrangements, exclusive dealing and related practices and the Robinson-Patman Act and its prohibition on price discrimination. Course can be taken for numeric grade only.

Semester Hours: 2,3

LAW 630 Children and the Constitution Seminar

This course introduces and explores the application of Constitutional doctrine to people under the age of majority in legal arenas other than juvenile justice. Subjects include searches in school, freedom of expression-speech and religion in public schools, curfews and adoption. Students may elect to write a paper that would satisfy the upper level writing requirement or maintain a journal as the evaluation mechanism for the course. The course will include a drafting exercise and may include a practicum involving the area of adoption.

Semester Hours: 2,3

LAW 631 Video Game Seminar

As evidenced by current events and media reports, video games have become serious business; the products comprise a rapidly expanding, multi-billion dollar, global video and computer game industry. This relatively new entertainment medium has been growing exponentially. According to the Entertainment Software Association, in 2005 sales of video and computer games exceeded seven billion dollars, thereby doubling revenues of 1996. The growth is not merely vertical; the multivariate nature of the games has entangled them with other existing entertainment and educational media. So too have the legal issues continued to expand and intertwine themselves with this relatively recent phenomenon.

Semester Hours: 3

LAW 632 Mass Media Law

This course covers the legal, regulatory, and ethical constraints imposed on the mass media. Students will learn the purpose and philosophy underlying these constraints through the study of case law. This course will also cover the broad historical background under which such constraints have developed. Protection of the mass media through the First Amendment will be emphasized.

Semester Hours: 2

LAW 633 International Intellectual Property Law Seminar

The primary objective of this course is to equip students with the tools they need to counsel clients regarding IP practice, whether transactional or litigation. This will encompass both domestic clients who want IP rights abroad as well as foreign clients who want IP rights in the U.S. The second objective is to consider social, economic and cultural considerations that underpin IP laws around the world. We will cover copyrights, patents and trademarks.

Semester Hours: 3

LAW 634 Corporate Taxation

This course provides an introduction to Federal taxation of corporations and shareholders, focusing upon areas of corporate formation, taxation of the corporation as a separate entity, taxations of distributions by the corporation to its shareholders, taxation on the termination of a corporation by partial or complete liquidation, and an introduction to taxable and non-taxable acquisitions.

Semester Hours: 3

LAW 635 Antidiscrimination Seminar

This seminar will introduce and begin to explore the variety of forms of antidiscrimination law and policy in the U.S. The seminar will be organized around protected categories (impermissible bases of discrimination), and within those categories, will cover topics including employment discrimination, housing discrimination, and so on.

Semester Hours: 2,3

LAW 636 Discovery Techniques and Practices

This concentrated course will provide the ability to effectively and strategically initiate, enforce, and respond to all forms of discovery. The course should enable students to instantly analyze a situation and prepare the discovery pleadings necessary to obtain summary judgement or start trial. Provides an arsenal of forms, checklists, rules, and cases.

Semester Hours: 3

LAW 637 Patent Litigation

This course is an overview of the topics that arise unique to patent litigation, including pre-suit litigation, claim construction, doctrine of equivalents, prosecution history estoppel, marking, reasonable royalties, enhanced damages, and reexamination. The role of attorney opinion letters will be explored, including infringement, and validity opinions and design around studies. Students will write a paper in the course.

Semester Hours: 2-3

LAW 638 Non-Profit Business Organizations

This course introduces the legal principles governing not-for-profit organizations, including relevant corporate, trust, and tax principles; basic practice issues; and distinctions between the law for for-profit versus not-for-profit organizations.

Semester Hours: 2

LAW 639 Transactional Workshop

The transactional track workshop curriculum provides an integrated, experiential framework for students to pursue and attain core doctrinal and practice competencies within the context of Business Organizations, Sales, and Negotiations. While each doctrinal course offering is grounded on differentiated, course-specific learning objectives, track-curriculum integration is achieved through faculty and student coordination of, and participation in, a semester-long case/problem requiring students to draw on the substantive and practice-oriented experiences offered in each of the core courses. Numeric grade only. Not challengeable.

Semester Hours: 2

LAW 640 Evidence

The study of the law of evidence includes relevancy and materiality, hearsay and its exceptions, competency of witnesses, presumptions, judicial notice, and privileged communications. Scientific, demonstrative and documentary evidence is covered, as are impeachment and cross-examination.

Semester Hours: 4

LAW 640A Evidence/Proof of Facts

The study of the law of evidence. Subjects include relevancy and materiality, hearsay and its exceptions, competency of witnesses, presumptions, judicial notice and privileged communications. Scientific, demonstrative and documentary evidence is covered, as are impeachment and cross-examination.

Semester Hours: 2,3

LAW 640B Evidence

Semester Hours: 2,3

LAW 641A Advanced Evidence Practicum

The purpose of this course is to complement the first semester of the Substantive Evidence course by giving students the opportunity to drill and practice evidentiary rules and concepts. Students will perform live exercises designed to simulate courtroom situations and test students' knowledge. Feedback and guidance will be provided by instructors.

Semester Hours: 1,2

LAW 641B Advanced Evidence Practicum

The purpose of this course is to complement the second semester of the Substantive Evidence course by giving students the opportunity to drill and practice evidentiary rules and concepts. Students will perform a number of live exercises designed to simulate courtroom situations and test students' knowledge. Feedback and guidance will be provided by instructors.

Semester Hours: 1,2

LAW 642 Adversarial Evidence Seminar

Prerequisite: LAW 640

This course is designed to provide important training with respect to the two most difficult and confrontational trial functions: objections and cross-examination. Traditional Evidence and Trial Practice courses deliver necessary theoretical and doctrinal foundations for the later development of those skills by way of on-the-job experience. In order to accelerate that experience, this course is intended to bridge the gap between doctrinal studies and the practitioner's real-world courtroom. Not challengeable.

Semester Hours: 1-2

LAW 643 Trial Advocacy

Semester Hours: 2,3

LAW 644 International Civil Litigation

This course examines important legal issues raised when cases involving foreign parties arise in U.S. courts. Course includes personal jurisdiction over foreign citizens and enterprises; choice of law; forum non conveniens; service of process outside the U.S.; discovery of evidence outside the U.S.; the Act of State doctrine, sovereign immunity of foreign governments; and recognition and enforcement of foreign judgments.

Semester Hours: 2

LAW 645 Animal Law

This course is an introductory animal law course to provide the student with an understanding of the complexities and diversity that exists in animal law. Students will also be introduced to current animal law issues. Course can be taken for numeric grade only.

Semester Hours: 2

LAW 647 Construction Law and Ethics

This course introduces students to the basics of construction law. Throughout the course, students will learn the vocabulary and process of construction law at various stages. Topics covered in the course include participants in the design and construction process, contracting for construction projects, construction scheduling, construction safety, changes, termination and default, mechanics' liens, insurance and bonds, defective construction, consumer protection liability, economic loss rule, damages, and construction industry ethics. Additionally, students will learn relevant provisions in the California Building Standards Code (Title 24). The class will include a practical aspect for drafting and form completion.

Semester Hours: 2

LAW 648 Advanced Trial Techniques

Prerequisite: LAW 643

This course provides an opportunity to build on the basic skills learned in Trial Advocacy and gain a further understanding of the legal and procedural requirements of the trial process, as well as an appreciation for the creative part of the presentation. While some classroom time will be spent on lecture and discussion, the majority of class time will involve students performing various exercises involving different aspects of trial work.

Semester Hours: 2

LAW 649 International Trade Law and Policy Seminar

In this seminar we will study international trade law and policy. We will examine how the World Trade Organization (WTO) came into existence and its place in the broader realm of international economic institutions. We will examine substantive WTO law in depth, drawing heavily on the significant body of WTO Dispute Settlement Body jurisprudence. We will cover the fundamentals of the "WTO constitution" formed in the Uruguay Round, including the substantial WTO dispute settlement system. We will study the law on trade in goods and trade in services and some of the important specialized WTO agreements on intellectual property, investment, environmental protection, safeguards, and health and safety. In addition to examining WTO law, we cannot fully understand trade governance without examining the proliferation of bilateral and regional trade agreements. We will spend time studying NAFTA and the European Union. Some time will be spent on the effects of these laws and institutions on California's economy and communities.

Semester Hours: 3

LAW 650 Administrative Law

A study of the powers and procedures of federal and state administrative agencies, including rulemaking and adjudication, judicial and legislative control thereof and the rights of individuals affected by such decision-making.

Semester Hours: 2,3

LAW 651 Law & Terrorism

Many lawyers are unaware of the rich legality applicable at the international level, in the forms of both domestic and international law. Recent Supreme Court decisions brought to the attention of many that both domestic and international law have a great deal to do with the treatment of suspect terrorists. This course covers the basics of domestic and international law relevant to terrorism. It examines how domestic criminal law and procedure might apply to suspected terrorists. It covers terrorism in the form of restrictions on the movement of people, goods, technology, and capital across borders. Legal issues involving use of military force against terrorism are examined. The course covers legal issues associated with military detention, interrogation, trial, and punishment of suspected terrorists. Finally, the course covers civil law issues involving compensation of victims of terrorism and victims of responses to terrorism. The course brings out how complex social problems involve diverse areas of law: from domestic criminal law and procedure, to public international law, as well as regulatory law, tort, and civil procedure.

Semester Hours: 3

LAW 653 Employment Law Seminar

This seminar expands on topics covered in Employment Relations, such as wrongful termination and other legal aspects governing relations between employers and employees. Topics include wrongful termination in violation of public policy, discrimination, unlawful retaliation, and just cause provisions.

Semester Hours: 2,3

LAW 654 Local Government Law

Examines issues surrounding the organization and operation of local governments and their relation to federal and state government, including land-use, zoning, taxation and public contracting. Constitutional implications are also considered.

Semester Hours: 2

LAW 655 Immigration Law

A survey of immigration law and procedure, with emphasis on exclusion and deportation proceedings, judicial review, nationality and citizenship.

Semester Hours: 2,3

LAW 656 Employment Relations

A study of wrongful termination and other aspects of the law governing relations between employers and employees, including collective bargaining agreements, strikes, boycotts, picketing, unfair labor practices and the impact of the National Labor Relations Act and other federal legislation.

Semester Hours: 2,3

LAW 658 Workers' Compensation

A study of the policies behind and the operation of workers compensation statutes. Such matters as the comprehensibility of accident-related injuries arising in the course of employment, benefits payable and the relationship of common law tort theories are included.

Semester Hours: 2,3

LAW 659 Environmental Law & Policy

A general survey of statutory and case law in the environmental arena and the economic policies behind such law. Consideration is given to remedial devices available for environmental protection.

Semester Hours: 2,3

LAW 661 Mental Health Law

This course will introduce students to both civil and criminal aspects of mental health and the law. The course will present the definitions of mental illness and mental disability, as well as outline the issues for providers of mental health services, including psychiatrist-patient privilege. The course will then focus on civil aspects of mental health law, such as standards and procedures for involuntary commitment; consent for, and informed refusal of, treatment; and deinstitutionalization/community-based treatment. Next, the course will focus on the mentally ill, and the sexually violent predator laws. Numeric grade only. Not challengeable.

Semester Hours: 2

LAW 662 Mental Health Law Practicum

The practicum will include weekly instruction on the applicable mental health law and civil procedure; training in client interviewing and counseling, burden of proof and standard of proof; applying rules of evidence, performing direct and cross-examinations (with feedback and debriefing); court observation and debriefing; assisting the supervising attorney with client interviews and court representation; and finally the student acting as legal representative under the supervision of the attorney (with permission of the client). The supervising attorney may train students through mock client interviews and a moot of the hearing with self-evaluation and feedback from the supervising attorney. In addition, court observation and debriefing provides a forum for students to learn mental health and disability law pertinent to the cases they will handle, as well as for the discussion of practice and ethical issues arising in those cases. Credit/no credit only. Not challengeable.

Semester Hours: 1

LAW 663 Hearsay

Prerequisite: LAW 640

This subject is regularly tested on the California bar exam. This course will revisit the hearsay rule and the many exceptions that exist under both federal and California law. Students will learn what constitutes hearsay, why so many exceptions exist, and how to walk through a hearsay analysis and objection. Numeric grade only. Not challengeable.

Semester Hours: 1

LAW 664 Aviation Law

This course provides a survey of aviation law topics. It will cover the basic framework of aviation law including: international treaties, federal laws, applicable tort law doctrines and choice of issues relating to aviation accident litigation. Related topics include airmen certification, regulation, airport land use, aircraft ownership, and governance of unmanned aerial vehicles in the national airspace system. Numeric grade only. Not challengeable.

Semester Hours: 2

LAW 665 Securities Regulation

Prerequisite: LAW 600

This course will survey the basic structure of securities regulation with a focus on providing the student with the knowledge and understanding of the issues often confronted in the context of corporate finance. The course will reiterate and supplement the coverage provided in the Business Organization course pertaining to state and federal securities regulations. Relevant coverage includes: the Securities Regulation Framework, the definition of securities, understanding the investor's perspective, public offerings, private offerings, exempt transactions, secondary distributions, liability under the Securities Act, financial reporting, insider trading, materiality of information, fraud, and enforcement.

Semester Hours: 2-3

LAW 671 International Trade & Business

A study of the broad scope of issues affecting international business. The course introduces students to analytical tools used by lawyers who advise on matters related to international business and examines law and practice relating to prevalent forms of international business transactions.

Semester Hours: 2,3

LAW 673 Religion & the Law

A course designed to challenge each students preconceived ideas concerning the relation of church and state in America. Utilizing historical material concerning the state of religion in the colonies at the time the religion clause of the First Amendment was created; students are urged to question the true intent of the Founding Fathers in providing for religious freedom in American life. Both the establishment clause and the free exercise clause of the First Amendment are studied in detail through a close examination of United States Supreme Court cases spanning the last two centuries.

Semester Hours: 2

LAW 675 Professional Responsibility

A study of the organization of the legal profession and the duties and responsibilities of lawyers toward clients, the public, the courts and other attorneys. This study of the standards and processes by which lawyers are disciplined gives particular attention to the Model Rules of the American Bar Association and the rules and statutes governing California attorneys.

Semester Hours: 2

LAW 678 Children & the Law

A survey of aspects of the law and the legal system relating to children, including childrens rights, state intervention to ensure adequate parenting, children in the courtroom and crimes against children.

Semester Hours: 2

LAW 679 Juvenile Law

Course can be taken for numeric grade only.

Semester Hours: 2

LAW 681 Appellate Advocacy Clinic**Prerequisite:** Completion of LAW 587

The Appellate Advocacy Clinic: 9th Circuit Court of Appeals provides students with an intensive appellate experience in the 9th Circuit Court of Appeals. The Appellate Advocacy Clinic: 9th Circuit will argue cases before the 9th Circuit Court of Appeals. The clinic will select the cases that offer the highest pedagogical value for its students. This is a two semester course: fall and spring. The clinic will include a classroom component. Credit/No Credit Only.

Semester Hours: 1-3**LAW 690 Clinical Externship**

Externships in which students are placed with local public agencies, including the District Attorney, the Public Defender, various legal aid clinics, County Counsel and local judges in both the Superior and Appellate Courts. Students work under the supervision of an attorney, learning how to solve practical legal problems in real life situations. Course may be repeated multiple times for up to 12 semester hours of credit

Semester Hours: 1-4**LAW 691 Disability Rights Legal Center**

This course provides clinical experience to upper division law students at the Disability Rights Legal Center, focusing on disability rights litigation and special education issues for low-income and minority families.

Semester Hours: 1-6**LAW 692 Justice and Immigration Clinic**

This is a live-client clinic. Students represent clients before the U.S. Citizenship & Immigration Service, the Immigration Court, Board of Immigration Appeals, Immigration and Customs Enforcement, and Customs & Border Protection, in cases including applications for asylum and other relief from removal. 3 hours of class/week, 1 hour weekly case team meeting, and approximately 25-30 hours of case work per week, on average. The standard number of units for this course is six. Any change is the unusual exception.

Semester Hours: 1-6**LAW 693 Journal for Law, Business and Ethics Seminar**

Members of the Journal for Law, Business and Ethics may enroll in this weekly seminar whose focus is the writing of a Note or Comment for publication. Students are guided by members of the faculty in all aspects of their legal scholarship, including topic selection; preliminary research in primary and secondary sources; finding sources online, on paper, and inside and outside the La Verne library; outlining, editing, Bluebook format and cite-checking; and the publication process.

Semester Hours: 2**LAW 694 Journal for Law, Business and Ethics Production**

Students participate in editing, blue-booking, cite-checking, managing and producing the Journal for Law, Business and Ethics in association with the Pacific Southwest Academy of Legal Studies in Business and its faculty-board of editors. Students are eligible to earn 1 unit of credit (pass/fail) for their participation advancing the production of one volume of the journal. Students may earn up to a total of 2 units for their participation in advancing the production of two total volumes. Credit/no credit only.

Semester Hours: 1-2**LAW 695 Law Review Seminar****Semester Hours:** 2,3**LAW 697 Law Review Production**

Offers students with demonstrated high scholastic ability an annual opportunity to participate in the publication of the Journal of Juvenile Law. As a member of the law review staff, a student has the opportunity to write a scholarly article and/or serve in an editorial or administrative capacity. Course may be repeated multiple times for upto 4 semester hours of credit

Semester Hours: 1-3**LAW 698 Law Review: Editorial Board**

All new 2L staff members of the La Verne Law Review are expected to enroll in this weekly seminar, whose focus is the writing of a Note or Comment suitable for publication in the La Verne Law Review. Students are guided by members of the faculty in all aspects of legal scholarship, including topic selection; preliminary research in primary and secondary sources; finding sources online, on paper, and inside and outside the ULV COL Library; outlining; editing; Bluebook-format and cite-checking; and the publication process.

Semester Hours: 2**LAW 699 Independent Research**

A course designed to enhance the students research and writing skills and to acquaint the student with a topic or issue of particular interest. Course work consists of a written paper involving legal research and analysis of substantial depth. A faculty member closely supervises the students work. The students topic must be pre-approved and not covered in detail by any other offered course. The student will receive one or two units of credit for the particular project, based on the amount of identifiable time spent in researching and writing the paper.

Semester Hours: 1,2

Legal Studies (LS)

LS 301 American Legal Studies**Prerequisite:** Completion of Written Communication A

Covers the American legal system, its participants, and legal careers. Introduces basic legal concepts, areas of law, ethical obligations, and the drafting of basic legal documents. Must have a minimum of 9 Semester Hours prior to registering for this course.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**LS 304 Legal Research and Writing****Prerequisite:** Completion of or concurrent enrollment in LS 301

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. May be taken for letter grade only.

Grade Mode: Letter, Audit**Semester Hours:** 4**LS 307 Legal Ethics****Prerequisite:** Completion of LS 304

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. May be taken for letter grade only.

Grade Mode: Letter, Audit**Semester Hours:** 2

LS 311 Law Office Computer Applications

Prerequisite: Completion of or concurrent enrollment in LS 304
 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. May be taken for letter grade only. Must have knowledge of Microsoft Office. Instructor's Approval required.

Grade Mode: Letter, Audit

Semester Hours: 2

LS 321 Family Law

Prerequisite: Completion of LS 304
 Covers marriage and marriage dissolution, including property rights, support, custody, and litigation. Examines guardianship and non-marital relationships. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

LS 328 Property and Real Estate Transactions

Prerequisite: Completion of LS 304
 Examines property and title, transfer of title, acquisition and financing of real property, purchase agreements, escrows, and landlord/tenant rights and duties. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

LS 330 Business Organizations

Prerequisite: Completion of LS 304
 Examines the nature, creation, and effect of the agency relationship; formation of partnerships and sole proprietorships. Focuses on characteristics and formation of corporations. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

LS 331 Bankruptcy

Prerequisite: Completion of LS 304
 Examines debtors and creditor's rights, petitions, creditor claims, motions, stays, exemptions, and lien avoidance. Includes petition preparation. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

LS 338 Intellectual Property

Prerequisite: Completion of LS 304
 Intellectual property refers to trademarks, copyrights, and patents. These are property rights in the product of someone's intellect, or imagination, thoughts and ideas. This course will teach basics of these areas and will give the student practical experience in each area.

Semester Hours: 4

LS 340 Special Topics

Prerequisite: Completion of LS 304
 Special topics in Legal Studies. May be repeated twice with different topics. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

LS 345 Immigration Law & Procedure

Prerequisite: Completion of LS 304
 Immigration and naturalization law and procedure in the United States. This course will cover issues involving nonimmigrant, immigrants (permanent residents), and U.S. citizenship. The course will focus upon the practical application of obtaining temporary visas, applying for permanent residence, and acquire U.S. citizenship. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

LS 350 Wills, Trusts, and Probate

Prerequisite: Completion of LS 304
 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. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

LS 355 Advanced Research & Writing

Prerequisite: Completion of LS 304
 This course focuses on electronic legal research using Westlaw or Lexis and the internet, to hone and advance the skills learned earlier. Will include the preparation of legal memoranda.

Semester Hours: 2

LS 357 E Discovery

Prerequisite: Completion of LS 301, LS 304, and completion of or concurrent enrollment in LS 365
 This course covers the extent and value of electronic discovery, discovery methods and search goals for e discovery.

Semester Hours: 2,4

LS 358 Trial Technology

Prerequisite: Completion of LS 304, LS 311, and LS 365
 This course will focus on trial technology used in civil and criminal matters.

Semester Hours: 2

LS 365 Litigation I

Prerequisite: Completion of LS 304
 Covers civil litigation from investigation to discovery, including jurisdiction, standing, evidence, and court rules, and the drafting of complaints, answers, and other documents. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

LS 368 Litigation II

Prerequisite: Completion of LS 365
 Covers civil litigation from discovery through trial and post-trial actions, including motions, points and authorities, summary judgment, and collection of judgments. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

LS 370 Criminal Law and Procedures**Prerequisite:** Completion of LS 304

Examines crimes, defenses, procedural aspects in the criminal justice system, evidence rules, and rules to suppress evidence. May be taken for letter grade only.

Grade Mode: Letter, Audit**Semester Hours:** 4**LS 380 Torts****Prerequisite:** Completion of LS 304

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.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**LS 390 Contracts****Prerequisite:** Completion of LS 304

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. May be taken for letter grade only.

Grade Mode: Letter, Audit**Semester Hours:** 4**LS 399 Independent Study****Grade Mode:** Letter, Credit/No Credit**Semester Hours:** 1-4**LS 410 Law in Film and Literature****Prerequisite:** Completion of Written Communication B

This course reviews the connection between law and literature through the study of various short stories, poetry, novel excerpts, and film.

Semester Hours: 4**LS 420 Critical Race Theory & the Foundations of Race and Law**

This course introduces students to the central tenets of Critical Race Theory, their application, and historic and modern-day examples. This course will cover storytelling and counter-storytelling in the context of narrative construction and presentation. We will discuss and examine the permanence of racism, the concept of "whiteness" as a property right, interest convergence, and the CRT critique of liberalism. Letter grade only. Not challengeable.

Semester Hours: 4**LS 425 The Economics of Racism**

The course is designed to introduce students to racism and its intersection with law, policy, and economics. Students will not only gain a foundational understanding of white supremacy and racism, but will also examine the implications of these institutions through legal, policy, and economics lenses, to arrive at a firm understanding of the economic realities of racist laws and policies. Letter grade only. Not challengeable,

Semester Hours: 4**LS 490 Paralegal Internship & Ethics****Prerequisite:** Completion of LS 365

Covers duties and responsibilities of attorneys and paralegals toward clients, public, courts, other attorneys, and paralegals; discipline of legal profession. Focuses on employment preparation and the opportunity to work as a paralegal.

Semester Hours: 4**LS 499 Senior Project**

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. Can be taken for letter grade only.

Grade Mode: Letter, Audit**Semester Hours:** 4

Liberal Arts (LA)

LA 200 Foundations of Interdisciplinary Studies**Prerequisite:** Completion of Written Communication A

Foundations of Interdisciplinary Studies adds to the Liberal Arts major curriculum an introductory course that outlines, explores, and applies the concepts of interdisciplinary studies while considering the limitations of single-discipline approaches to contemporary global issues. Students will investigate such issues through interdisciplinary research, interdisciplinary source collection and evaluation, and written papers. Not challengeable.

Semester Hours: 4**LA 390 Research Methods Across the Disciplines**

Prepares students for Senior Project. Letter grade only.

Grade Mode: Letter, Audit**Semester Hours:** 1**LA 499 Senior Project/Seminar****Prerequisite:** Completion of LA 390

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. May be taken for letter grade only.

Grade Mode: Letter, Audit**Semester Hours:** 2-4

Literature (LIT)

LIT 190 Special Topics in Literature

Special topics in literature.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**LIT 302 World Literature and Disability Studies**

This course examines world literature and film through the perspective of critical disability studies. Although the emphasis is on the French-speaking world, the course is taught in English. Also FREN 302. Letter grade only. Not challengeable.

Semester Hours: 4

LIT 364 Caribbean Francophone Literature & Culture

Students will study major works of Francophone Caribbean authors and filmmakers, literary and cultural theory, and apply key concepts to cultural works in analyzing them in class discussions, research papers, and oral presentations. No knowledge of French is necessary for this course. Also, FREN 364. Letter grade only. Not challengeable.

Semester Hours: 4

LIT 365 French Literature in Translation

Prerequisite: Completion of Written Communication B

Studies a major theme, topic, or evolution in French or Francophone literature. Discussions and readings in English. Also FREN 365. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

LIT 374 Experiencing Paris: Text and Reality

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. Not challengeable. Also FREN 374.

Grade Mode: Letter, Audit

Semester Hours: 1-4

LIT 375 Modern Asian Literature in Translation

Prerequisite: Completion of Written Communication B

Surveys 20th-Century Asian literature in English translation emphasizing major Indian, Chinese, and Japanese writers. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

LIT 386 Chicano Literature

Chicano experience in novel, story, poetry, and drama by Chicano writers of Southwest. Reading and discussion in English. Not challengeable. Also SPAN 386.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

Management (MGMT)

MGMT 300 Principles of Management

Prerequisite: Completion of Written Communication B

This course examines basic concepts of management theories, functions and applications in an intercultural context. It includes historical perspectives of classical school, behavior approach, management science approach, contingency approach, and system's approach. It reviews primary management functions of planning, organizing, influencing, and controlling, and considers cultural variations in selection and implementation of approaches.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MGMT 353 Legal and Ethical Dimensions of Management

This course is designed to provide students with an understanding of the American judicial system and legal concepts, rules and statutes that affect the business organizations, and of the corresponding ethical issues facing the business community. This course will increase understanding of the important legal rules and concepts those impact business operations and the important legal issues facing business today. The course will help students develop sensitivity to the interrelationship of legality, ethics and sound business decisions and gain insight into the process of ethical reasoning and its use in addressing concrete problems arising in a business context. It is designed to achieve an understanding of foundational normative theories of ethics and their relevance and application to ethical issues arising in business management. Can be taken for letter grade only. (Formerly ECBU 353).

Grade Mode: Letter, Audit

Semester Hours: 4

MGMT 354 Oral Communication in Organization

Prerequisite: Completion of Written Communication B

This course is designed to develop recognition of the importance of communication for business professionals. It examines select practical techniques in communication for effectively accomplishing the functions of planning, organizing, influencing and controlling. Focuses on interpersonal skills along with cross-cultural implications. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MGMT 355 Leadership in Organizations

Prerequisite: Completion of Written Communication A and Written Communication B

This course analyzes the concept of leadership and its significance in shaping the future success of our culturally diverse organizations. It examines various leadership theories, styles, and behaviors with the context of an ever changing, high competitive business environment. It focuses on the leadership required to move organizations beyond their bureaucratic and familiar managerial routine and become more adaptive and responsive. This course is designed to assist students develop effective leadership skills to inspire and motivate followers in an increasingly interdependent, team oriented, and culturally diverse organizational climate. Can be taken for letter grade only. (Formerly ECBU 452).

Grade Mode: Letter, Audit

Semester Hours: 4

MGMT 356 Introduction to Organizational Theory

Prerequisite: Completion of MGMT 300

This introductory course examines major perspectives in organizational theory, and its impact on organizations and management. It provides the opportunity to introduce, and discuss all the major works in organizational theory and practical applications to organizations. It sets the fundamental knowledge base for students. Further, it explores how organizations function, develop, and modify themselves to reflect the needs of the external as well as the internal environments.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MGMT 358 Culture and Gender Issues in Management

Prerequisite: Completion of Written Communication A and Written Communication B

Analyzes constraints and opportunities in managing a diverse work force. Reviews career goal development. (Formerly ECBU 353, MGMT 368, & PADM 368).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MGMT 359 Management of Change and Conflict

This course is designed to stimulate thought, conversation, and discussion to help them manage change and understand conflict. A combination of personal skills, substantive knowledge, and practical concepts will be employed. Successful change, the forces that drive it, and the nature and sources of conflict in the workplace will be examined. (Formerly ECBU 469 & MGMT 469).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MGMT 360 Financial Management and Budgeting

This course integrates management practices and processes of financial management, budgeting, accounting, and decision-making. Financial management and budgeting are at the heart of modern administration. The management and allocation of money is central to organizational activities and a successful administrator must understand the realities of these activities. This course introduces the student to basic concepts, tools, concerns, issues and vocabulary associated with financial management, budgeting, accounting and decision-making. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

MGMT 388 Statistics

Prerequisite: Completion of MATH 102 or Quantitative Reasoning or Maple Math Test A with a minimum score of 16 or Maple Math Test B with a minimum score of 11 or Guided/Directed Math Placement with a minimum score of 20

This course introduces students to the basics and applications of various analysis methods for organizational management. The major topics covered include descriptive statistics, probability, normal distributions, hypothesis testing, and regression. Analysis methods are widely used by managers and management analysts to test theoretical ideas, support arguments, solve policy problems, and make managerial decisions.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MGMT 390 Research in Management

Prerequisite: Completion of MGMT 388 or PADM 388

Methodology and research design in management, including qualitative and quantitative methods.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3,4

MGMT 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

MGMT 426 Training and Development

Prerequisite: Completion of MGMT 300

This course provides students with an overview of the roles of training and development in human resource management. Major topics include identifying training and development needs through needs assessments, analyzing jobs and tasks to determine training and development objectives, learning and designing a variety of training and development programs, and evaluating the effectiveness of training and development programs. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

MGMT 451 International Management

Prerequisite: Completion of MGMT 300

This course provides students with full awareness of business firms as principal actors in a global system by integrating insights from global manager's environment, cultural context, and global human resource, managing social responsibilities in international markets, organizational structure and control, global alliances, and motivating and leading in multi-national and/or global corporations.

Grade Mode: Letter, Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 4

MGMT 455 Managing Human Resources

Prerequisite: Completion of MGMT 300

This course provides students with a comprehensive review of essential human resource management (HRM) concepts and techniques. It is designed to familiarize students with the major functional areas in the business field of HRM. These areas include employment law, job analysis and job design, human resource planning, recruitment and selection, training and development, performance management and appraisal, career management, compensation and incentive pay, benefits, health and safety, ethics and fair treatment, and collective bargaining and labor relations.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

MGMT 456 Compensation and Benefits

Prerequisite: MGMT 300

This course is designed to provide knowledge of compensation practices and its role in attracting and retaining the best-qualified employees. The right spending to attract and retain top talented employees promotes companies' competitive advantage. The first few weeks of this course will focus on the basic concepts of compensation and core elements of strategic compensation. From there, we will move on to understanding of compensation practices and the environments in which compensation professionals plan, implement, and evaluate compensation systems. The last few weeks, we examine the criteria used to compensate employees, compensation system design issues, challenges of compensating key strategic employees, recent compensation trends, and international compensation.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MGMT 457 Mediation

Prerequisite: Completion of MGMT 300

This course defines the process of mediation, its history and development. It explores the various theories and practices of mediation as an alternative means of dispute resolution. Focus on the stages of mediation will be examined. Techniques appropriate to each stage are identified and cultivated. Simulations and experiential exercises provide students with an opportunity to develop proficiency as mediators. This course meets the requirements of the California Dispute Resolution Programs Act. Letter grade only. Not challengeable.

Semester Hours: 4

MGMT 458 Stress Management

Stress is inevitable and essential to push individuals and organizations to grow, develop, perform and succeed. The challenge and opportunity is to learn more about how we may better respond to demands and stressors from both an individual and organizational perspective. In this course students will learn about effective prevention strategies and methods to reduce the effects of stress on both individuals and organizations. Through observation, stress diagnosis, and the use of preventive stress management, stress can contribute to both health and achievement.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 3-4

MGMT 459 Organizational Behavior: Theory and Application

Prerequisite: Completion of MGMT 300

This course is designed to examine the major perspectives in organizational behavior and the impact it has on people, performance, and organizational effectiveness. This introductory course in organizational behavior provides an opportunity to understand individual, group, and intergroup behavior through understanding interdisciplinary concepts and theories; the influence of individual and group behavior on organizational performance, goal accomplishment, and team effectiveness; and theories of communication, leadership, motivation, group dynamics, change, conflict management, influence and culture on choices individuals make within organizations. Also PADM 439.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

MGMT 490 Special Topics

Special, contemporary issues in the public sector. If the special topics differ, this course may be taken more than once with approval of counselor or program coordinator.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 1-4

MGMT 496 Seminar in Management

Prerequisite: Completion of all of the following: BUS 343, MGMT 300, MGMT 355, MGMT 358, MGMT 360, MGMT 388, MGMT 459, Senior standing, 3.0 GPA in the thesis area or good standing in the honors program

. This is a required course in the Bachelor of Science in Organizational Management (BSOM) program and constitutes the culminating activity for BSOM majors. In this course, the senior student will develop and complete an empirical research project in order to demonstrate an ability to apply the knowledge and understanding of the field of organizational management to a specific research topic.

Grade Mode: Letter, Letter, Audit

Semester Hours: 4

MGMT 500 Management: Theory and Practice

This course is an experiential and theoretical investigation of the basic concepts and functions of management. In this context management is defined as the art of executing and harmonizing multiple processes. The actions of managers keep the organization functioning and allow it to achieve its mission. It is through the management process that employees gain satisfaction from their effort and that same effort adds value to the organization. It is where human relation skills get put to the test as the work of the mission progresses.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

MGMT 520 Leadership: Theory and Practice

This course covers contemporary theories, principles, and practices of positive leadership and the importance of engagement of followers to achieve results and facilitate engagement. Focuses on the elements of leadership strengths, follower motivation, ongoing development, and well-being. Explores leadership styles and leadership techniques and techniques that contribute to positive change and growth. For this particular course, competency development will focus on the understanding of theories of organizational leadership, their applicability, and ongoing personal growth management specifically linked to one's own practice of leadership. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

MGMT 521 Ethics and Decision-Making

This course is designed to reflect on the relationship between ethics and decision-making faced by 21st century managers and leaders. It introduces major theories of ethics and develops an understanding about the responsibility organizations must demonstrate to employees, customers, and society while keeping the purpose of the organization in the foreground. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

MGMT 522 Human Resource Management

This course focuses on identifying, understanding, and addressing the opportunities and challenges that managers, leaders, employees/team members, and human resource professionals face when designing, implementing, and managing systems to enhance individual, team and organizational effectiveness. Topics covered include: use of talents at work, job analysis, recruitment, selection process, workforce diversity, training and development, performance management, career development, succession planning, compensation, benefits, and global trends that impact organizations. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

MGMT 523 Organizational Theory and Development

This course is designed to examine major perspectives in organizational theory, design, and behavior and develop students' understanding of the effect organizational actions make on the behavior of individuals and teams. This course will provide students with the opportunity to integrate major concepts and practices in organizational theory and behavior to identify approaches to optimize individual and team performance and well being. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

MGMT 525 Management of Diversity

This course covers management and leadership issues involved in multicultural organizations, including valuing diversity, relationship building, communicating across cultures, and managing people of different genders, races, and cultures. The approach will be to emphasize inclusion in the workplace; issues of diversity, in its broadest definition; and the role of the manager/leader. This course incorporates personal, community, organizational, and global perspectives. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

MGMT 526 Training and Development

Encompasses adult learning theory, needs assessment, instructional design, materials development, delivery techniques, and evaluation of training programs. This course emphasizes the practical application as well as the theoretical approaches to training and development. It is designed to equip students with the skills necessary for understanding and valuing training and development, fostering organizational effectiveness, and advancing organizational objectives. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

MGMT 529 Seminar in Human Resource Management

This course emphasizes topics in selecting, developing, retaining, motivating, utilizing, and allocating HR resources within complex organizations. Explores the Mastering the art of enhancing the value of an organization's most important asset, the people, is also addressed. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

MGMT 530 Managing Nonprofits

This course addresses the uniqueness of managing nonprofits. It also explores the fundamental challenges to effective leadership of non-profit organizations including defining and articulating the organization's mission and identifying and understanding the multiple customers served. It also examines the roles of the Executive Director, the Board, the Staff, and Volunteers. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

MGMT 531 Marketing for Nonprofits

This course introduces marketing for the not for profit sector. It examines a wide range of activities that are unique to marketing social causes. The course will focus on areas related to marketing effectiveness including identifying customers and their values, promotional strategies, evaluation of marketing strategies, and how nonprofits can align themselves with other organizations for mutual benefit. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

MGMT 532 Effective Fundraising

This course concentrates on the planning, organization, and creative understandings required to accomplish fundraising objectives in cost effective and ethical manner. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

MGMT 533 Accounting & Compliance for Nonprofits

This course explores the many administrative issues confronted within the managerial context of a nonprofit entity. Student will be introduced to the intellectual, philosophical and legal foundations of a nonprofit entity. The course will emphasize administrative and legal issues often relevant in the creation, management, financing (fund-raising) and dissolution of a nonprofit entity. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

MGMT 534 Grant Writing for Public and Private Funding

Funding to support both service provision and applied research is a critical aspect of professionals in the public and nonprofit sectors. Strategies for identifying appropriate funders and applying for support are instrumental to the initiation of new areas of study and service provision and the sustainability of ongoing nonprofit programs. An understanding of the utility of various types of funders including local, state, and federal governments, foundations, and corporations provides a catalyst for diversifying funding sources. This course provides students with knowledge regarding the process of seeking grant funding including identifying appropriate funders and completing a grant proposal. Working in small groups, students will complete the proposal development process up to the submission stage for a real-world organization. Letter grade only. Not challengeable.

Semester Hours: 3

MGMT 554 Negotiations and Collective Bargaining

This course provides an understanding of the theory and processes of negotiation as practiced in a variety of managerial settings and the broad spectrum of negotiation problems and situations with which managers are confronted. This course also reviews the 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. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

MGMT 556 Building Partnerships; Creating Coalitions

This course focuses upon the principles and practices of building partnerships, coalitions, and maintaining those relationships. Students will explore the principles of effective group work, collaboration, and the application of alliance strategy to further individual and organizational objectives. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

MGMT 559 Seminar in Organizational Development

Prerequisite: MGMT 523

This course is designed to provide students with multiple perspectives in organizational development at the individual, group and organizational levels of analysis. Theoretical models will be considered and utilized to evaluate the effectiveness of organizations. This course is structured to cover both the process and content of organizational development. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

MGMT 569 Conflict Management and Organizational Change

Examines nature and sources of environmental and organizational conflict, conflict resolution strategies, change theory, change implementation methodologies, and the role of organizational culture in moving an organization through change. Particular attention will be given to the role of the leader in managing change and conflict. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

MGMT 582 Managing Groups and Teams

Studies group dynamics, group interaction, group discussion formats, and team building. Includes the theory and practice of managing various types of organizational teams. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

MGMT 586 Organizational Research I

This course surveys methodological, qualitative, quantitative procedures, descriptive, and basic inferential statistics used to study organizations. It includes research design, methodologies, population sampling, data collection techniques and analysis, and basic statistics. It is highly recommended that each student has completed the APA workshop. This class may be taken from one to three terms before graduation. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

MGMT 588 Organizational Research Methods II

This course surveys methodological, qualitative and quantitative procedures used to study organizations. It includes research design, methodologies, population sampling, data collection techniques and statistical analysis. The final product of this course is a refined draft of chapters 1-3 and IRB application. This class is part of the research sequence and counts as an elective.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 3

MGMT 590 Selected Topics in Leadership and Management

Covers selected topics of current interest and importance. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

MGMT 594 Thesis

Culminating research project. Can be taken for credit/no credit only. Not challengeable.

Semester Hours: 3

MGMT 596 Graduate Seminar

This is a culminating course in the master's program; successful completion earns three semester hours of graduate credit graded ("B" work or better). In this course, students will integrate key management and leadership concepts presented in classes in the MSLM program and use these concepts to analyze a series of organizations and develop recommendations to address the challenges and build on the strengths of the organizations selected. Students will integrate scholarly literature and provide substantive recommendations to address the practical issues and challenges that leaders and managers face in today's complex organizations. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

MGMT 598 Organizational Internship

One-term internship. For M.S., Leadership and Management students only. Directed study only. Can be taken for credit/no credit only.

Semester Hours: 1-3

MGMT 599 Graduate Independent Study

This course is a student-designed course approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan as directed in the Independent Study Manual is required. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

Mathematics (MATH)

MATH 102 Intermediate Algebra

Reviews arithmetic fractions and polynomials; concentrates on linear and quadratic equations, exponents, radicals, and linear graphs. Can only be taken for credit/no credit. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 4

MATH 104 College Algebra

Prerequisite: Completion of MATH 102 or Maple Math Test A with a minimum score of 17 or Maple Math Test B with a minimum score of 20 or Guided/Directed Math Placement with a minimum score of 30
Emphasizes problem-solving skills and applications. Includes linear and quadratic equations, inequalities, systems and matrices, polynomials, functions, exponentials, logarithms, and graphing.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 104S College Algebra Studio

In this studio course, students will complete worksheets with challenging problems that are created from different concept areas, designed to address areas of improvement, and incite student collaboration. These worksheets will cover knowledge of basic algebraic operations; emphasize their utilization in problem solving in the physical and social sciences; discuss a wide variety of practical applications of elementary algebra; and develop the reasoning processes relevant to setting up and solving problems. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1

MATH 105 Precalculus

Prerequisite: Completion of MATH 104 minimum grade of C- or Maple Math Test A with a minimum score of 19 or Maple Math Test B with a minimum score of 11 or Guided/Directed Math Placement with a minimum score of 40

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 170 Mathematics in Society

Prerequisite: Completion of MATH 102 or Maple Math Test A with a minimum score of 16 or Maple Math Test B with a minimum score of 11 or Guided/Directed Math Placement with a minimum score of 20
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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 199 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

MATH 201 Calculus I

Prerequisite: Completion of MATH 105 minimum grade of C- or Maple Math Test B with a minimum score of 20 or Guided/Directed Math Placement with a minimum score of 50
Introduces standard topics in differential and integral calculus of functions of one variable including a review of analytic geometry and transcendental functions.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 202 Calculus II

Prerequisite: Completion of MATH 201 minimum grade of C-
Continuation of 201, with an emphasis on various techniques and applications of integration as well as the calculus of sequences and series.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 305 Transition to Advanced Mathematics

Prerequisite: Completion of MATH 202 minimum grade of C-
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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 311 Calculus III

Prerequisite: Completion of MATH 202 minimum grade of C-
Continuation of the theory of functions of one and two variables including polar coordinates, vector-valued functions, multivariable functions, and multiple integrals.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 315 Differential Equations

Prerequisite: Completion of MATH 311 minimum grade of C-
Elementary differential equations with applications. First- and second-order linear and higher order equations, series solutions, operator, matrix, and numerical techniques.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 319 Vector Calculus

Prerequisite: Completion of MATH 311 minimum grade of C-
Calculus of several variables including multidimensional differentiation and integration, and major theorems of vector analysis: Green's theorem, Stokes' theorem, and divergence theorem.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 320 Linear Algebra

Prerequisite: Completion of MATH 311 with a minimum C-
An introduction to vector spaces, linear transformations, matrices, eigenvalues and eigenvectors, diagonalization of matrices, inner product spaces, and applications.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 325 Number Theory

Prerequisite: Completion of MATH 305 with a minimum C- or concurrent enrollment in MATH 305
Divisibility theory, Diophantine equations, congruencies, number theoretic functions, Fibonacci numbers, fundamental theorems, and statements of open problems.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 328 Abstract Algebra

Prerequisite: Completion of MATH 305 with a minimum C- or concurrent enrollment in MATH 305
Introduction to sets, groups, rings, fields, and vector spaces, with applications.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 342 Analytical Mechanics

Prerequisite: Completion of MATH 202 AND PHYS 201 or PHYS 203 with a minimum grade of C- for all requirements
Topics from Newtonian mechanics, using vector methods and introduction to Lagrange formulation. Problem solving emphasized. Also PHYS 342.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 351 Probability

Prerequisite: Completion of MATH 202 minimum grade of C-
Algebra of events, random variables, standard distributions, expected values, variance, and Markov chains.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 352 Statistical Theory

Prerequisite: Completion of MATH 351 minimum grade of C-
Introduces theory and practical applications of statistical inference including estimation of parameters, confidence intervals, hypothesis testing, ANOVA, regression analysis, and experimental design. Directed study only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 362 Numerical Algorithms

Prerequisite: Completion of MATH 202 and CMPS 367 with a minimum grade of C- for both requirements

Solution of linear and polynomial equations. Solution of ordinary and partial differential equations. Iterative methods, interpolation, and approximation. Lab included. Not challengeable. Also CMPS 362.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 375 Mathematical Modeling

Prerequisite: Completion of MATH 311 minimum grade of C-

Introduces mathematical modeling, model construction, solution techniques, and interpretations. Utilizes advanced mathematical and computer tools.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 409 Special Topics

Selected topics in specialty areas of mathematics in response to student needs and faculty interests. May be repeated with different topics. Letter grade only. Not challengeable.

Semester Hours: 4

MATH 410 Real Analysis

Prerequisite: Completion of MATH 311 and either MATH 320 or MATH 328, with a minimum grade of C- for all requirements, or instructor approval

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 482 History of Mathematics

Prerequisite: Completion of MATH 201 minimum grade of C-

Surveys the development of elementary mathematics from antiquity to the present.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

MATH 499 Senior Project

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. Can be taken for letter grade only. Not challengeable.

Semester Hours: 1-4

MATH 499A Math Senior Seminar A

This course consists of attendance and participation in weekly meetings and seminars presented by speakers inside and outside of mathematics. During the meetings, students will discuss their research projects, learn about scientific research, give presentations, and workshop writing assignments with peers. Letter grade only. Not challengeable.

Semester Hours: 2

MATH 499B Math Senior Seminar B

Prerequisite: Completion of MATH 499A

This course consists of attendance and participation in weekly meetings. During the meetings, students will conduct, discuss, present, and write their research projects with peers. Letter grade only. Not challengeable.

Semester Hours: 2

Music (MUS)

MUS 100 Music History and Appreciation

Surveys different style periods and genres of music. Emphasizes composers, styles, literature, culture, and aesthetics of different eras. No music background required.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 101 Fundamentals of Music

Introduces music theory. Includes basic rhythms, clefs, notes, chord formation, musical materials, and terms. No music background required.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 103 Recreational Piano I

Learn to play the piano at a relaxed pace in an encouraging group setting. No prior experience or knowledge is necessary. During the course, you will learn the fundamentals of music. Topics range from note reading, improvisation, harmonization, basic music theory and performance practice. Progress at your own pace and solo playing is not required. The class focuses on making music with an awareness of physical and mental wellness. Course must be taken twice to earn GE credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 106 Latin Music: Cajon Band

A music ensemble consisting of Cajons. Students will learn playing technique, history of the instrument, and contemporary uses in music. Members of the ensemble will rehearse regularly with the intent to perform. Students may enroll without music experience playing or reading, are expected to have their own cajon (the instructor will advise if needed), and will be expected to practice throughout the week, meeting with the ensemble and instructor for one group rehearsal per week. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1

MUS 107 Guitar Ensemble

Prerequisite: Completion of MUS 180 or MUS 181

Ensemble rehearses weekly and performs at least twice a semester. Performs repertoire from ancient to modern. Requires instructor approval. May be taken up to 8 times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 108 Salsa and Latin Jazz Ensemble

The Salsa and Latin jazz ensemble serves as an introduction to the history, culture, styles, instruments, and performance techniques of musical traditions of the US, the Spanish speaking Caribbean, and Latin America. Specific traditions to be covered include music from Cuba: (e.g. Bembé, Rumba, Danzón, Son, Son Montuno, Cha cha, Bolero, Mambo, and Songo), Puerto Rico: (e.g. Bomba, Plena) and their adaptation to the musical styles marketed as Salsa and Latin jazz. Coursework will also include the study of the rhythms and performance techniques of Latin percussion instruments. The ensemble will rehearse weekly and present one recital per semester. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 109 Barbershop Singing (Women)

This course teaches students about Barbershop music and ensemble singing in this American music genre through rehearsals and performances. It will cover some basic knowledge of the music, improve vocal quality, musicianship, and performance skills. Individual and ensemble rehearsal, performances, and analysis of rehearsals and performances will be an important part of the course. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1

MUS 110 Barbershop Singing (Men)

This course teaches students about Barbershop music and ensemble singing in this American music genre through rehearsals and performances. It will cover some basic knowledge of the music, improve vocal quality, musicianship, and performance skills. Individual and ensemble rehearsal, performances, and analysis of rehearsals and performances will be an important part of the course. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1

MUS 112 University Chorale

The university's premier choral ensemble studies and performs a varied repertoire of classical, folk, and popular choral literature. Students are auditioned. May be taken multiple times for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 115 West African Drumming

Drum ensemble group. Emphasizes cultural diversity. Not challengeable. May be taken multiple times for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 116 Jazz Ensemble

Rehearses and performs jazz and related literature through improvisation and ensemble playing. Open to students by audition. May be taken multiple times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 117A Gospel Choir

Gospel choir focuses on rehearsing and performing music composed and/or arranged for gospel choir. May be taken up to 8 times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 118 Chamber Music

Rehearses and performs standard chamber music of string, brass, keyboard, and woodwind repertoires. May be taken multiple times for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 119 Orchestra

A string ensemble (violin family) rehearsing and performing music composed and arranged for strings. Students will listen and communicate ideas both verbally and musically while becoming familiar with historically significant repertoire. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 120 Piano

This course is one semester of private lessons consisting of 12 half-hour sessions and is open to students who have studied piano for at least 1 semester. Piano Workshops I and II should be completed before enrolling in private lessons. May be taken multiple times for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 120J Jazz Piano

One semester of private lessons consisting of 12 half-hour sessions. Open to all students. May be taken multiple times or credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 123 Woodwinds

One semester of private lessons consisting of 12 half-hour sessions. Open to all students. May be taken multiple times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 124 Brass

One semester of private lessons consisting of 12 half-hour sessions. Open to all students. May be taken multiple times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 125 Drum Set

One semester of private lessons consisting of 12 half-hour sessions. Open to all students. May be taken multiple times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 126 Strings

One semester of private lessons consisting of 12 half-hour sessions. Open to all students. May be taken multiple times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 126E Electric Bass

One semester of private lessons consisting of 12 half-hour sessions. Open to all students. May be taken multiple times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 127 Guitar

One semester of private lessons consisting of 12 half-hour sessions. Open to students who have studied guitar for at least 1 semester. Guitar Workshops I and II should be completed before enrolling in private lessons. May be taken multiple times for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 127E Electric Guitar

This course is one semester of private lessons consisting of 12 half-hour sessions. Guitar Workshop I should be completed before enrolling in private lessons. May be taken multiple times for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 128 Voice

This course is one semester of private lessons consisting of twelve half-hour sessions. Open to students who have taken Voice Workshop or have had at least one semester hour of voice study. May be taken multiple times for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 130J Advanced Jazz Piano

One semester of private lessons consisting of 12 one-hour sessions. May be taken multiple times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 140 Piano Workshop

This course is for beginning piano students and should be taken prior to private piano lessons. Students have use of a keyboard lab for instruction in fundamental keyboard skills. Performance and basic musical theory are emphasized. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 142 Piano Workshop II

Prerequisite: Completion of MUS 140

Continuation of MUS 140. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 160 Voice Workshop

Studies the human voice, its anatomy and repertoire. Recommended for the beginning vocalist. May be repeated for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 170 Songwriting

Studies song and lyric writing and teaches how to be more expressive through words and music. No music background required. May be taken twice for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 2

MUS 180 Guitar Workshop

Basic technique for beginners. May be taken multiple times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 181 Guitar Workshop II

Guitar Workshop II is a continuation of Guitar Workshop I and should be taken before private lessons in guitar. This course will focus on the intermediate level of guitar playing including reading of music notation, scales, advanced chords, guitar theory, popular, jazz, and classical styles of guitar playing.

Grade Mode: Letter, Audit

Semester Hours: 2

MUS 182 Guitar Workshop III

Prerequisite: MUS 180 and MUS 181 or instructor's approval . Guitar workshop III is a continuation of guitar workshop II. This course will focus on the advanced level of guitar playing which will include classical, jazz, and popular styles.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 2

MUS 199 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

MUS 230 Music Theory I

Develops the fundamentals of music, aurally and written. Focuses on triadic recognition and function, rhythm, melody, and notation. Introduces MIDI.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 232 Music Theory II

Emphasizes four-part writing and analysis of 18th century styles; Bach Chorales. Studies of different forms. Stresses aural and written skills.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 234 Improvisation Workshop

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. Can be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 2

MUS 240 Introduction to Music Education

This introductory course in Music Education is intended to provide students with a historical, philosophical, and practical foundation for the teaching of music. Initial exposure in the methods, tools, language, and literature of the professional music educator will be reviewed to help the student explore and confirm his/her decision to enter the music field. Students will examine music curricula, state and national standards, as well as overriding goals and objectives of a music program. Letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 2

MUS 299 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

MUS 310 Music Production

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. Open to degree-seeking students only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 311 Musical Theatre

Explores musical theatre through performance both from the musical and theatrical standpoints. The student will study the history of the form as well as learn and experience the techniques and theories involved in the production of music theatre. Not challengeable. Also THAR 317.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 312 Diction for Singers 1: Introduction, English, Latin, and Italian

Instruction in the symbols and sounds of the International Phonetic Alphabet (IPA) and its terminology. IPA will be applied to song texts in English, Latin, and Italian. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 313 Diction for Singers 2: French, German, and Spanish

Further instruction in the sounds and symbols of the International Phonetic Alphabet (IPA) and its terminology. IPA will be applied to song texts in French, German, and Spanish. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 317 Chamber Singers

A select auditioned choral ensemble that rehearses and performs a variety of musical genres. May be taken multiple times for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 320 Advanced Piano

One semester of private lessons consisting of 12 one-hour sessions. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 326 Advanced Strings

One semester of private lessons consisting of 12 one-hour sessions. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 326E Advanced Electric Bass

One semester of private lessons consisting of 12 one-hour sessions. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 327 Advanced Guitar

One semester of private lessons consisting of 12 one-hour sessions. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 327E Advanced Electric Guitar

One semester of private lessons consisting of 12 one-hour sessions. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 328 Advanced Voice

One semester of private lessons consisting of 12 one-hour sessions. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 330 Music Theory III

Analyzes late 18th- and 19th-century music emphasizing its parameters. Studies form and aural and written skills; introduces music of other cultures and MIDI.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 331 Counterpoint

Principles of melodic writing; two- and three-part counterpoint involving use of imitation, augmentation, mirror, and diminution. Directed study only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 332 Music Theory IV

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 333 Composition

Prerequisite: Completion of MUS 230

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 335 Sight-Singing/Ear Training

Includes sight singing, recognition of intervals and chords, and transcription. May be taken up to 4 times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

MUS 343 Form and Analysis

Prerequisite: Completion of MUS 332

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 344 Piano Workshop III

Prerequisite: Completion of MUS 142

Continuation of MUS 142.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 345 Music Technology

An introduction to the basic principles of acoustical science in the production of music.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 2

MUS 346 Piano Workshop IV

Completion of MUS 344. Continuation of MUS 344.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

MUS 351 History of Western Music I

Examines Western European music from the Middle Ages through the Renaissance and Baroque periods. The music from these style periods is studied historically and analytically.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 352 History of Western Music II

The music of the Pre-Classical, Classical and Romantic period is studied from a stylistic, analytical and historical perspective.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 353 Music Since 1900

Examines music of the 20th century from Post Romanticism forward. Emphasizes historical perspectives and analytical procedures.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 354 Music and the Stage

Examines the development and impact of celebrated stage music of different eras, which mirror the artistic, literary, and political elements of society.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 355 Jazz: Past and Present

Development of jazz from origin in 19th-century African-American music to present. Emphasizes sociological aspects of jazz and musicians. No theory background required.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 358 Music of the United States

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 359 World Music

Introduces an overview of music of diverse cultures and its integration into those societies, with emphasis on India, West Africa, Caribbean, and East Asia. No music background required.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 361 Survey of Rock Music

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 362 Music of Latin America

Studies musical styles, important musical genres, social functions, characteristics, and instrumentations of Mexico, Central America, the Caribbean, and South America.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 364 Vocal Pedagogy

Prerequisite: MUS 144

Beginning with understanding the make-up of the voice, students will be able to identify the larynx and muscles within and apply this information in an effort to fully understand how a healthy vocal sound is produced. Various methodologies will be discussed, critiqued, and examined for students to apply best practices in how to develop a successful relationship and get best results with students in a classroom setting, as well as in private vocal instruction. Letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

MUS 365 Intro to Arts Mgmt

This course focuses on nonprofit visual and performing arts organizations in the United States, providing a foundation into how arts organizations are managed. Topics covered include the evolution of the field, economic impact of the arts, governmental arts history, leadership, governance, planning, marketing, fundraising, financial management, and others. The course is intended to be an overview for those seeking a general introduction to the subject matter, as well as the introductory course for those who wish to pursue the arts as a career path. Having an introduction to the administrative aspect of arts organizations provides those with an interest in the arts an advantage in honing their area of interest in arts administration. Letter grade only. Not challengeable.

Semester Hours: 2

MUS 366 Music Business

This course focuses on nonprofit visual and performing arts organizations. Topics covered include the evolution of the field, economic impact of the arts, governmental arts history, leadership, governance, planning, marketing, fundraising, financial management, and others. Students will be introduced to a wide range of arts organizations, working arts managers, and institutional models through field trips, guest lectures, readings, and institutional data and analysis. The course is intended to be an overview for those seeking a general introduction to the subject matter, as well as the introductory course for those who wish to pursue the arts as a career path. Letter grade only. Not challengeable.

Semester Hours: 2

MUS 371 Conducting

Studies choral and instrumental conducting techniques. Includes analysis of choral and instrumental idioms, rehearsal, and performance procedures. Requires instructor approval.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

MUS 373 Choral Conducting

Prerequisite: MUS 371

Through weekly rehearsals via lab choir, students will apply conducting principles of baton techniques, left hand technique, score analysis, and non-verbal communication. The course aims to build the conductor's error detection abilities, as well as to emphasize best practices used in running a successful rehearsal. Letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

MUS 380 Choral Literature

Prerequisite: MUS 232 and MUS 352

This course is designed primarily for students enrolled in the Bachelor of Arts degree in Music. In this course, students will study the history of music written for choir ensembles. Discussions will be focused on the stylistic features of choral music from various historical periods, factors that affect interpretation of choral music, and how to pick appropriate choral literature for a variety of settings. Letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

MUS 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

MUS 409 Selected Topics in Music

Various specialty areas of music in response to faculty interest and student needs (e.g., Music Business; Haydn; Ellington). May be taken eight times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

MUS 482 Choral Methods and Materials for Secondary School

Prerequisite: MUS 240 and MUS 142

The purpose of this course is to give prospective secondary school music teachers a working knowledge of concepts, methods, and materials as a means of enabling them to teach choral music in a diversely populated secondary school. Emphasis on how to develop a great singing sound, identify individual section characteristics and problems within the choir, as well as how to audition the choir will be examined. Students will apply this information and demonstrate strategies on recruitment and retention within the music program. Letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 2

MUS 499 Senior Project

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. Can be taken for letter grade only. Not challengeable.

Semester Hours: 1-4

Natural Science (NASC)

NASC 102 Physical Science: The Human Environment

Prerequisite: Completion of MATH 102 or Quantitative Reasoning

Surveys topics in physics and chemistry, with some problem solving using algebra. Lab included with three semester hour course. Must register for zero unit lab if registering for four semester hour course.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

NASC 199 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

NASC 201 General Geology**Prerequisite:** Completion of CHEM 201

Introduces physical and historical geology. Composition of earth, geochemical and geophysical concepts, mountain building, degradation processes, and earth history. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**NASC 303 Energy Issues**

Introduces energy concepts, resources, technologies, 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 303 and PHYS 303. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**NASC 334F Field Studies in Ornithology**

Field study of birds of Southern California.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 1**NASC 370 Science Seminar**

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. Can be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit**Semester Hours:** 1**NASC 399 Independent Study**

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 1-4

Organizational Leadership (ORGL)

ORGL 611 Personal Leadership

Formerly ORGL 675. This course focuses on developing knowledge and skills related to personal leadership effectiveness. Specific areas studied include authentic leadership, in depth self-awareness, emotional intelligence, and leadership and balance. The emphasis is on developing a personal leadership style that is authentic, character-driven, and effective in the student's professional context.

Grade Mode: Credit/No Credit, Letter, Audit**Semester Hours:** 3**ORGL 612 Personal/Interpersonal Communication and Conflict**

Formerly ORGL 677. In this course, students increase their personal and interpersonal communication skills through activities designed to help influence and build rapport with others. Students learn techniques and communication strategies for handling important and difficult conversations in a safe and constructive way. Students become aware of their personal reactions in conflict situations and learn to apply appropriate strategies that deal effectively with conflict.

Grade Mode: Credit/No Credit, Letter, Audit**Semester Hours:** 3**ORGL 613 Classic and Contemporary Leadership Theories and Approaches**

Formerly ORGL 678. This course explores various classic and contemporary models of leadership that have been developed from both a theoretical and practical perspective. For each model studied, students are expected to understand the theoretical basis of the model, its strengths and weaknesses, and how to apply the model to practical situations. By investigating the different leadership models, students will develop their own personal leadership theory and professional leadership style.

Grade Mode: Credit/No Credit, Letter, Audit**Semester Hours:** 3**ORGL 614 Leader as Coach**

Formerly ORGL 694. Coaching is a vehicle through which leaders can inspire others to grow and change. Building on personal and interpersonal communication, students learn how to conduct powerful coaching conversations to help others solve complex problems, enhance job effectiveness, build trust, and create fulfilling relationships. This course includes knowledge about theories of leader as coach and skills such as third-party intervention, feedback, listening, and managing self and others through communication.

Grade Mode: Credit/No Credit, Letter, Audit**Semester Hours:** 3**ORGL 615 Social Theory, Equity, and Justice**

This course explores social issues related to equity and justice that frame the work of organizational leaders. Drawing from multiple social theory frameworks, students will engage with critical perspectives of equity, justice, and social change. Not challengeable.

Grade Mode: Credit/No Credit, Letter**Semester Hours:** 3**ORGL 617 Ethical Leadership**

This course examines the multiple ethical frameworks, principles, and theories as they apply to the study and practice of leadership. The curriculum will consider a variety of moral dilemmas that exist in societies and organizations. Attention will be given to how the leader's values and beliefs affect decision making along with the key factors involved in ethical decision-making. Students will develop an understanding of the consequences of ethical and unethical practices. Their impact on individuals and organizations will be examined. Not challengeable.

Grade Mode: Credit/No Credit, Letter**Semester Hours:** 3

ORGL 622 Team Dynamics

This course introduces students to the theories, attitudes, and skills needed to become effective leaders through the examination of group dynamics and leadership practices. Students review characteristics of effective organizations and learn about team processes including conflict resolution, facilitating group meetings, and creating cohesive teams. Students learn techniques and strategies associated with group facilitation and concentrate on strategies that maximize group interaction and effectiveness. Not challengeable.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 623 Leadership and Decision Making

This course analyzes the relationship between leadership and decision-making combining research, theory, and practice. Rational and non-rational decision-making models are explored with an emphasis on the role that group leadership plays in decision-making processes. The course focuses on the students' ability to think critically about the complexity of factors that influence group decision making and the range of approaches to decision making that may be effective across various types of decisions and situational contexts. Not challengeable.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 624 Team Leadership

This course will emphasize the characteristics of effective teams and will provide strategies for team building. This course will look at the politics of teams and how to influence people in teams. It is intended as a more advanced follow-up on the course, Facilitation.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 625 Culturally Proficient and Equitable Leadership

This course is designed for students who have been introduced to leadership theories, social theories, and issues of equity in leadership and management. A focus of this course is practical application. This course explores concepts of cultural proficiency and equity, and examines historical and contemporary issues of equity in leadership and evidence-based approaches to promote and sustain diversity and inclusivity in organizations. Not challengeable.

Grade Mode: Credit/No Credit, Letter

Semester Hours: 3

ORGL 631 Organization Futures

This course identifies primary topics in organizational futures orientation. Scholarly-practice is emphasized through planning and developing organizational policies supportive of future organizational growth and sustainability.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 632 Organization Theory and Design

This course offers a comprehensive grounding in the principle theoretical and empirical traditions of organization studies literature. Organization theories are the locus of research and action for organization design.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 633 Leader as Change Agent

This course examines the salient literature specific to theories, models, and practices of leading change. Organizational readiness, resistance to change, and approaches that advance change including engagement, inclusion, and sustainability will be discussed. Applications will be explored including strategies and processes required to successfully lead as a change agent in organizations. Not challengeable.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 634 Organizational Development and Change

This course studies techniques for diagnosis, intervention, and assessment to improve organization process and function. Included are the various methods for organizational development and change, and varied roles of the organizational development and change professional that involve work with individuals and groups to increase performance effectiveness in organizations. Not challengeable.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 635 Leading Program Development for Creativity and Innovation

This course will help students cultivate a creative and innovative mindset within the process of program development. The learning experience will include developing ideas to address an issue or need, testing the feasibility of an idea, understanding the creative process, and applying innovative applications. Students will develop a skillset for leadership in the areas of program development and training programs that encourage innovation. The course includes techniques for improving flexibility, creativity, and originality of their thinking to generate and sustain high levels of innovation within the process of program development. Not challengeable.

Grade Mode: Credit/No Credit, Letter

Semester Hours: 3

ORGL 641 Writing for Research

This course provides doctoral students with fundamental writing strategies, techniques, and structures related to conducting and completing research projects, including their proposal and dissertation. Not challengeable.

Grade Mode: Credit/No Credit, Letter

Semester Hours: 3

ORGL 642 Advancing Research to Publication

This course will provide doctoral students with guide instruction related to the process of transforming projects into publications for research, practitioner and/or policymaker audiences. Not challengeable.

Grade Mode: Credit/No Credit, Letter

Semester Hours: 3

ORGL 674 Change

Analyzes strategies for creating change in organizations. Examines resistance to change, institutionalization, and effective previous changes. ULV3

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 675 Executive Leadership

Introduces leadership theories, concepts, styles, and evaluation practices. Includes individual student assessments and action plans for personal growth. ULV3.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 677 Decision Making

Introduces theories, models, strategies, and techniques of decision making and problem solving in educational organizations and groups. ULV3.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 678 Resource Development

Explores personal alternative career paths and prepares for leadership in ways of developing personnel in their career paths. ULV3.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 679 Planning & Futures

Focuses on futures forecasting techniques and applications. Uses strategic planning methods to develop policies and procedures leading to desired goals. ULV3.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 680 Organizational Theory

Covers elements of organizational theory, including systems theory, roles, satisfaction, and structure. ULV3.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 681 Communication Theory

This course will teach techniques and strategies associated with group facilitation. It will concentration on strategies that maximize group interaction and effectiveness. It will emphasize how to turn a group into a team.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 682 Conflict Management

Provides a conceptual base for analyzing conflict and studies approaches for managing or resolving conflict.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 683 Organizational Development

This course studies techniques for diagnosis, interventions, and assessment to improve organization process and function. Included are the varied roles of the organizational development professional that involve work with individuals and groups to increase performance effectiveness in organizations.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 684 Applied Research Methods

Provides knowledge and skills in designing research studies in natural settings. Emphasizes kinds of research design, sampling, instrumentation, and problem analysis. May be taken for credit/no credit only.

Grade Mode: Credit/No Credit, Letter

Semester Hours: 3

ORGL 684A Research Literacy

The first semester research course is designed to provide doctoral students with an introduction of the process of conducting academic research. The focus of this course is on the instruction in the nature and types of research, research processes and procedures, an overview of quantitative and qualitative methods, academic reading and writing, the research problem, purpose statement, research questions, process and purpose of the literature search, preliminary literature review, and an orientation to the online library resources. Credit/no credit only. Not challengeable.

Semester Hours: 3

ORGL 684B Introduction to Dissertation Research

The second semester research course further develops skills in evaluating and critiquing research, formulating key sections in the introduction of a research study including background, problem statement, purpose statement, research questions, significance, definition of key terms, and limitation and delimitation, writing the academic literature review, understanding research ethics and biases. Also, the quantitative and qualitative research designs and philosophical foundations will be discussed in the course. Not challengeable.

Semester Hours: 3

ORGL 686 Quantitative and Qualitative Research

Provides knowledge, skills, and processes in using descriptive and inferential statistical tools and techniques in analyzing data and resolving research problems. May be taken for credit/no credit only. ULV3.

Semester Hours: 3

ORGL 686A Approach to Research Design and Analysis

Second year research students continue to deepen their understanding of research methods focusing on theoretical and practical preparation in quantitative research design, including: instrumentation; data collection; statistical analysis; ethics and politics of the conduct of research; and analytical skills for critiquing quantitative research. Using real data bases, students will conduct both univariate and multivariate analyses, including correlations, ANOVAs, and multiple regressions. Students will prepare the methodology section of a research project and write up quantitative results of their analyses. Upon completing the course, students will be able to locate, understand, evaluate, and interpret quantitative research and use these skills to identify possible thesis topics. Credit/No Credit only. Not challengeable.

Semester Hours: 3

ORGL 686B Developing a Research Proposal

This course is designed to provide doctoral students with an understanding of qualitative research methods and design. The focus of the course is on the identification and formulation of research problems, the development of designs, data collection, and analysis procedures to address those problems. Students are urged to develop solid conceptual frameworks from the social sciences and to formulate reasonable research questions based on those frameworks. Upon completing the course, students will be able to locate, understand, evaluate, and interpret qualitative research and use these skills to identify possible thesis topics. Credit/No Credit only. Not challengeable.

Semester Hours: 3

ORGL 687 Introduction to Dissertation Research I

Culminating experience in the educational research and statistics sequence for students contemplating a doctoral dissertation. Develops skills in the evaluation of educational research. Can be taken for credit/no credit only. Not challengeable.

Semester Hours: 3

ORGL 688 Introduction to Dissertation Research II

Prepares doctoral students for advancement to candidacy. Culminates in the Dissertation Seminar in July. Continues EDMT 687. Can be taken for credit/no credit only. Not challengeable.

Semester Hours: 3

ORGL 694 Resource Management

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. ULV3.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 695 Innovation

Explores the role of information as a critical resource. Introduces theories, strategies, and techniques to determine information requirements and to design effective information systems. ULV3.

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 696 Evaluation

Grade Mode: Credit/No Credit, Letter, Audit

Semester Hours: 3

ORGL 698A Dissertation Research I

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. Can be taken for credit/no credit only. Not challengeable.

Semester Hours: 3

ORGL 698B Dissertation Research II

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. Can be taken for credit/no credit only. Not challengeable.

Semester Hours: 3

Philosophy (PHIL)

PHIL 110 Introduction to Philosophy

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? Meets department major requirement for core class.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 150 Quest for Values

Introduces the humanities disciplines and the question of human values. Formerly HUM 100.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 305 Values and Critical Thinking

Prerequisite: Completion of Written Communication B

Guides students to critically evaluate their own values and the value systems of other persons, groups, and nations through readings, discussions, and written critiques.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 310 Women and the Environment

Prerequisite: Completion of Written Communication B and Life Science

This course will explore the interrelationship among women, activism, and the environment. Combining approaches from the natural sciences, social sciences, and humanities, this course will study basic concepts of environmental science, eco-feminism, and environmental policy and explore the role women have had and continue to have in raising and shaping environmental consciousness and policies. The course will also consider how these concepts affect/are affected by cultural concerns of race, class, gender, age, ability, and orientation. Students will gain practice in developing and practicing environmental activism. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

PHIL 317 Power and Oppression

A Philosophical examination of power structures which are and have been at work in societies to oppress some and favor others. Responses from Feminism, Black Power, Marxism, Liberation Theology and others will be considered. Cannot be challenged. Formerly PHIL 217

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 319 Border Theory in Religion and Philosophy

This course deepens understandings of border theory through a survey of philosophical and religious readings dealing with the construction of Latinx identities whose subjectivities have been located near, within, in relation to, and in-between the borderlands. Students will explore key models seeking to sketch a portrait on the meaning of the Latinx-subject at the hyphens of dominant social structures in the United States. Letter grade only. Not challengeable.

Semester Hours: 4

PHIL 321 History of Ancient and Medieval Philosophy

Ideas of representative thinkers from early Greeks to the Renaissance. Emphasizes Plato, Aristotle, St. Augustine, and St. Thomas. Meets departmental major requirement AM (Ancient and Medieval).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 322 History of Modern and Contemporary Philosophy

Selected philosophic writings from Hobbes to Wittgenstein. Emphasizes recent movements, such as analytic philosophy and existentialism. Meets departmental major requirement MC (Modern and Contemporary).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 330 Ethics

Theoretical background, basic terminology, and classification necessary to understand various ethical systems and the practical issues of contemporary ethics. Meets departmental requirement for core class.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 332 Culture and the Arts

Studies problems concerning nature of art, aesthetic experience, and function of the artist. Also ART 371.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 350 Topics in Philosophy

Selected areas of philosophical interest such as American Philosophy, Philosophy of Feminism, and Meta-physics. May be repeated with different topics.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 351 Philosophy of Religion

Selected areas of philosophical interest such as American Philosophy, Philosophy of Feminism, and Metaphysics. May be repeated with different topics. Meets departmental major requirement PS (Philosophy and Society).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 370 Contemporary Issues in Philosophy: Love and Sex

Examines philosophers' thoughts on love and sex from classical Greece to contemporary times. Emphasizes current issues. Meets departmental major requirement PS (Philosophy and Society).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 371 Classical Political Philosophies

Relevant works of major political philosophers from Plato to Hegel including Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Confucius, and Rousseau. Meets departmental major requirement AM (Ancient and Medieval).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 373 Modern Political Theory

Analyzes significant works of modern political theory, by Machiavelli, Hobbes, Locke, Rousseau, Kant, Marx, and Nietzsche. Meets departmental major requirement MC (Modern and Contemporary).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 375 Contemporary Political Theory

Surveys political thought since 1900: pragmatism, liberalism, republicanism, deliberative democracy, postmodernism, feminism, and multiculturalism. Meets departmental major requirement MC (Modern and Contemporary).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHIL 399 Independent Study

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. May be taken multiple times with a different topic for credit. Meets departmental major requirement for core class. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

PHIL 490 Research Strategies

Prepares students for senior project. Includes senior examination. Meets departmental major requirement for core class. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 1

PHIL 499 Senior Project

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. Can be taken for letter grade only. Not challengeable.

Semester Hours: 1-4

Photography (PHOT)

PHOT 100 Media Arts Foundations

Using simple digital point-and-shoot cameras and social media, PHOT 100 cultivates personal expression and improves critical thinking to match image consumption with a reality-check. Lab included. May be taken for letter grade only. Not challengeable.

Semester Hours: 4

PHOT 110 Introduction to Analog Photography

Black and white darkroom. Composition, exposure and processing techniques; preparation of prints for critique. Lab included. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHOT 130 Introduction to Digital Photography

An experiential introduction to the art, the history and style of documentary photography. Requires a DSLR camera and instructor approval. Lab included. Not Challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHOT 220 Intermediate Digital Photography

Prerequisite: Completion of PHOT 130

Introduces Adobe Photoshop for acquisition and editing of photographs. Includes scanners, printers, paper publishing, WEB, and multi-media insertion. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHOT 299 Independent Study

Prerequisite: Completion of PHOT 220

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

PHOT 305 History of Photography

A social history of photography from 1839 to the present. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

PHOT 315 Alternative Processes

Prerequisite: Completion of PHOT 110

An experimental course in alternative photographic processes, including handmade sensitized materials, homemade cameras, and alternative rendering technologies. Not challengeable.

Semester Hours: 4

PHOT 321 Portrait Photography

Prerequisite: Completion of PHOT 220

An introduction to portable portrait photography; includes natural and artificial lighting and an overview of the history and styles of portrait photography. Not challengeable.

Semester Hours: 4

PHOT 327 Staff Photography

Prerequisite: Completion of PHOT 230

Practice of documentary photography on assignments for campus publications. DSLR camera required. Lab included. Not Challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

PHOT 351 Landscape Photography

Prerequisite: Completion of PHOT 210 and PHOT 230

A study of the traditions and techniques of landscape photography in the American west. Includes history and laboratory work. DSLR and accessories required. Not challengeable.

Semester Hours: 4

PHOT 354 Documentary Practices

Prerequisite: Completion of PHOT 220

Using the photographic medium to educate, communicate, and act as a catalyst for social change. Letter grade only. Not challengeable.

Semester Hours: 4

PHOT 356 Professional Practice

Prerequisite: Completion of PHOT 360 or department chair approval

This course explores multimedia production with a focus on web and/or CD-ROM authoring for an artist portfolio. Emphasis is on innovative ways by which to design and create dynamic interactive art and interfaces. Can be taken for letter grade only. Lab included. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

PHOT 360 Studio Lighting

Prerequisite: Completion of PHOT 220 or department chair approval

An introduction to techniques in studio set photography. Includes a background in the history and aesthetic of studio set photography, emphasizing still life and small product assignments. Requires Internet access, editing and cataloging software, and possession of a department certified equipment kit. Lab included. Not challengeable.

Semester Hours: 4

PHOT 365 The Female Frame

Examines photography by women from the mid-nineteenth century to today. Considers cultural, political, and personal uses of the camera by women artists, professionals, and enthusiasts. Also surveys literature by significant women writers on photography. Letter grade only. Not challengeable.

Semester Hours: 4

PHOT 399 Independent Study

Prerequisite: Completion of PHOT 220

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

PHOT 421 Events and Weddings

Prerequisite: PHOT 321 and concurrent enrollment in PHOT 421L

A course in practice and study of the fundamental business, client relations and photographic skills required for documenting and recording family and corporate events.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

PHOT 422 Architectural Photography

Prerequisite: Completion of PHOT 130

Photography of architectural interiors and exteriors. Includes history, technique, lighting, workflow and client relations. Letter grade only. Not challengeable.

Semester Hours: 4

PHOT 450 Special Topics in Photography

Prerequisite: Completion of PHOT 220

. Advanced photographic techniques, including large format camera, lighting, composition, exposure, development, and printing.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PHOT 497 Internship

Prerequisite: Completion of PHOT 220 and PHOT 360

Supervised work experience in student's major area. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 1-4

PHOT 499 Senior Project

May be taken for letter grade only. Not challengeable.

Semester Hours: 1-4

Physician Assistant (PA)

PA 501 Human Anatomy and Physiology I

This course teaches human anatomy for the physician assistant that prepares students for clinical practice. Letter grade only. Not challengeable.

Semester Hours: 4

PA 502 Genetics of Health and Disease for Physician Assistants

This course provides the foundation of medical genetics necessary for clinical practice. Letter grade only. Not challengeable.

Semester Hours: 2

PA 503 Human Anatomy and Physiology II

This course provides an overview of the principles of human physiology that prepares the physician assistant student for problem solving and medical diagnosis in the clinical setting. Letter grade only. Not challengeable.

Semester Hours: 4

PA 504 Research and Evidence Based Medicine for Physician Assistants

This course introduces the research methods, including the study designs, data collection procedures, data analysis procedures, sampling, and sample size calculation. In addition, it introduces the fundamental concepts of epidemiology, including incidence, prevalence, risk factors, screening methods, sensitivity, specificity, and all epidemiological determinants, which provide clinicians with information about diseases. It also develops skills of critically appraising research in assessment and diagnosis, treatment, harm and prevention, and health product marketing. Finally, this course prepares students for their master's project course. Letter grade only. Not challengeable.

Semester Hours: 1

PA 505 Health Medicine and Society I

This course covers health care delivery systems, alternative and holistic health, medical care and cultural diversity, the history of medicine and society, the history of the PA profession. Letter grade only. Not challengeable.

Semester Hours: 2

PA 506 Evidence Based Medicine

This course introduces the principles of evidence-based practice, different types of available evidence, the skills required to formulate focused questions, and the tools for locating relevant evidence. It develops skills for critically appraising the trustworthiness of evidence, making collaborative patient-centered decisions, and evaluating the results of the action implementation. It also allows the students to practice interprofessional communication and patient-centered interaction effectively in writing and verbally with patients and other health care team members during all phases of assessment, planning, implementation, and evaluation. Letter grade only. Not challengeable.

Semester Hours: 1

PA 507 Pediatrics I

This course will provide the primary care physician assistant student with an introduction to the basic principles of pediatrics. This pediatric course will provide the students with the basic cognitive skills required to obtain and perform an appropriate newborn, pediatric and adolescent history and physical, order and interpret diagnostic studies and provide health education to promote health and prevent disease to patients and families. Letter grade only. Not challengeable.

Semester Hours: 2

PA 508 Clinical Procedures I

This course enables the primary care physician assistant (PA) students to develop the competencies necessary for current and evolving clinical practice through learning and practicing clinical procedures and technical skills that will provide a comprehensive approach to direct patient intervention. This course will give students foundational knowledge and practical application of various medical procedures as listed below. Students will learn theory, practice and perform the technical skills and procedures on task trainers, models, peers and computer simulations in preparation for supervised clinical experiences and clinical practice. Letter grade only. Not challengeable.

Semester Hours: 2

PA 511 General Medicine I

This course provides instruction in psychiatric and behavioral medicine, dermatology, otorhinolaryngology (HENT) and oral health. Letter grade only. Not challengeable.

Semester Hours: 4

PA 512 General Medicine II

This course provides instruction in ophthalmology, cardiology and pulmonary medicine. Letter grade only. Not challengeable.

Semester Hours: 4

PA 513 Pathophysiology I

This course introduces pathophysiology of the human body and its organ systems. Topics in this course are psychiatric and behavioral Medicine, dermatology, otorhinolaryngology (HENT), oral health, ophthalmology, hematology, cardiology and pulmonary medicine. Letter grade only. Not challengeable.

Semester Hours: 2

PA 514 Physical Assessment I

This course teaches history and physical examination, patient evaluation, diagnosis, management, and documentation in psychiatric and behavioral medicine, dermatology, otorhinolaryngology (HENT), oral health, ophthalmology, cardiology and pulmonary medicine. Letter grade only. Not challengeable.

Semester Hours: 4

PA 515 Applied Pharmacology I

This course teaches pharmacology and pharmacotherapeutics in psychiatric and behavioral medicine, dermatology, otorhinolaryngology (HENT), oral health, ophthalmology, hematology, cardiology and pulmonary medicine. Letter grade only. Not challengeable.

Semester Hours: 2

PA 516 Health Medicine and Society II

This course teaches health policy, public health, global health, cultural diversity, and changing paradigms in patient care. Letter grade only. Not challengeable.

Semester Hours: 2

PA 517 Pediatrics II

Prerequisite: Completion of PA 507

This course will provide the primary care physician assistant student with an introduction to the basic principles of pediatrics. This pediatric course will provide the students with the basic cognitive skills required to obtain and perform an appropriate newborn, pediatric and adolescent history and physical, order and interpret diagnostic studies and provide health education to promote health and prevent disease to patients and families. Letter grade only. Not challengeable.

Semester Hours: 2

PA 521 General Medicine III

This course teaches hematology/oncology, endocrinology, gastroenterology, nephrology and genitourinary conditions. Letter grade only. Not challengeable.

Semester Hours: 4

PA 522 General Medicine IV

This is the fourth of five courses that provides instruction in clinical medicine for the physician assistant student. Content includes the etiology, epidemiology, clinical presentation, laboratory diagnosis, nutrition, health promotion and disease prevention and treatment of human disease, illness and injury. The medical topics in this course are infectious disease, orthopedics, rheumatology, neurology and women's health. Letter grade only. Not challengeable.

Semester Hours: 4

PA 523 Pathophysiology II

This course teaches pathophysiology the human body and its organ systems in hematology/oncology, endocrinology, gastroenterology, nephrology, genitourinary, infectious disease, orthopedics, rheumatology, neurology and women's health. Letter grade only. Not challengeable.

Semester Hours: 2

PA 524 Physical Assessment II

This course teaches history and physical examination, patient evaluation, diagnosis, management, and documentation of endocrinology, gastroenterology, genitourinary, musculoskeletal, neurology and women's health. Letter grade only. Not challengeable.

Semester Hours: 4

PA 525 Applied Pharmacology II

This course teaches pharmacology and pharmacotherapeutics in hematology/oncology, endocrinology, gastroenterology, nephrology, genitourinary, infectious disease, orthopedics, rheumatology, neurology and women's health. Letter grade only. Not challengeable.

Semester Hours: 2

PA 526 Health Medicine & Society III

This course teaches medical ethics, death and dying, the rules and regulations of physician assistant practice, professionalism, and inter-professional experiences. Letter grade only. Not challengeable.

Semester Hours: 2

PA 531 General Medicine V

This course teaches pediatrics, geriatric medicine, emergency medicine and general surgery. Letter grade only. Not challengeable.

Semester Hours: 4

PA 532 Clinical Procedures III

Prerequisite: Completion of PA 518

This series of courses enables physician assistant (PA) students to develop the competencies necessary for current and evolving clinical practice through learning and practicing clinical procedures and technical skills that will provide a comprehensive approach to direct patient intervention. This course is sequenced to reflect the modular approach to delivery of the didactic curriculum and will give students foundational knowledge and practical application of various medical procedures as specified in the syllabus (below). Students will practice and perform the technical skills and procedures on task trainers, models, and computer simulations in preparation for supervised clinical experiences and clinical practice. Letter grade only. Not challengeable.

Semester Hours: 2

PA 533 Pathophysiology III

This course teaches pathophysiology of the human body and its organ systems in pediatrics, geriatric medicine, emergency medicine and general surgery. Letter grade only. Not challengeable.

Semester Hours: 2

PA 534 Physical Assessment III

This course teaches history and physical examination, patient evaluation, diagnosis, management, and documentation of pediatrics and geriatrics. Letter grade only. Not challengeable.

Semester Hours: 4

PA 535 Applied Pharmacology III

This course teaches pharmacology and pharmacotherapeutics in pediatrics, geriatric medicine, emergency medicine and general surgery. Letter grade only. Not challengeable.

Semester Hours: 2

PA 536 Introduction to Clinical Medicine

In this course teaches medical coding and billing, medical record documentation, patient safety and risk management, quality improvement and prevention of medical errors and orients to students to supervised clinical rotations and clinical practice. Letter grade only. Not challengeable.

Semester Hours: 2

PA 601 Supervised Clinical Rotation I

This rotation provides individual 4 week off campus clinical experiences under a program approved supervising preceptor at a program approved clinical setting. Letter grade only. Not challengeable.

Semester Hours: 4

PA 602 Supervised Clinical Rotation II

This rotation provides individual 4 week off campus clinical experiences under a program approved supervising preceptor at a program approved clinical setting. Letter grade only. Not challengeable.

Semester Hours: 4

PA 603 Supervised Clinical Rotation III

This rotation provides individual 4 week off campus clinical experiences under a program approved supervising preceptor at a program approved clinical setting. Letter grade only. Not challengeable.

Semester Hours: 4

PA 604 Masters Project I

This course teaches the foundations of clinical research. Students apply evidence based medicine and plan and design a clinical research project related to health, community or education. Letter grade only. Not challengeable.

Semester Hours: 2

PA 605 Intro to Medical Practice

In this course students receive a deeper understanding of the legal responsibilities associated with licensure as a Physician Assistant. The emphasis is placed on understanding the workings of the legal system, the laws affecting Physician Assistants, and the rules and regulations that govern the profession at the state level. The role of state licensing boards will be covered as well as the influence of professional associations. Facilitation of course work involves on-campus requirements as well as the utilization of a learning management system, Blackboard. This course is provided during clinical year and meets during Post Clinical Activities (PCA) weeks. Letter grade only. Not challengeable.

Semester Hours: 2

PA 611 Supervised Clinical Rotation IV

This rotation provides individual 4 week off campus clinical experiences under a program approved supervising preceptor at a program approved clinical setting. Letter grade only. Not challengeable.

Semester Hours: 4

PA 612 Supervised Clinical Rotation V

This rotation provides individual 4 week off campus clinical experiences under a program approved supervising preceptor at a program approved clinical setting. Letter grade only. Not challengeable.

Semester Hours: 4

PA 613 Supervised Clinical Rotation VI

This rotation provides individual 4 week off campus clinical experiences under a program approved supervising preceptor at a program approved clinical setting. Letter grade only. Not challengeable.

Semester Hours: 4

PA 614 Masters Project II

The foundations of clinical research are applied to the research proposal described in PA 604 Master's Project I. Letter grade only. Not challengeable.

Semester Hours: 4

PA 621 Supervised Clinical Rotation VII

This rotation provides individual 4 week off campus clinical experiences under a program approved supervising preceptor at a program approved clinical setting. Letter grade only. Not challengeable.

Semester Hours: 4

PA 622 Supervised Clinical Rotation VIII

This rotation provides individual 4 week off campus clinical experiences under a program approved supervising preceptor at a program approved clinical setting. Letter grade only. Not challengeable.

Semester Hours: 4

PA 623 Supervised Clinical Rotation IX

This rotation provides individual 4 week off campus clinical experiences under a program approved supervising preceptor at a program approved clinical setting. Letter grade only. Not challengeable.

Semester Hours: 4

PA 624 Masters Project III

This course applies the foundations of clinical research to a completed health, community or education project designed by students with report findings presented in written and oral forms. Letter grade only. Not challengeable.

Semester Hours: 2

PA 625 Comprehensive Review and Examinations

This course is the summative evaluation of a physician assistant student used to assess readiness for entry into clinical practice as an entry level physician assistant. Letter grade only. Not challengeable.

Semester Hours: 4

Physics (PHYS)

PHYS 102 First Year Physics Seminar

This is a discussion-based course that introduces students to the physics major. Topics of discussion can include physics career possibilities, tools to be a successful physics major, historical and philosophical aspects of physics, and the latest research tendencies in physics. Topics may vary based on student interests. This course is also an opportunity for faculty across the physics program to introduce themselves and their research to new physics majors. Credit/No Credit only. Not challengeable.

Semester Hours: 1

PHYS 105 Introduction to Physics

Basic principles, history, and applications of physics. A minimum of mathematics used. Not for Physics majors.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHYS 201 General Physics I

Prerequisite: Completion of MATH 105, MATH 201, or MATH 202
Mechanics, wave motion, and heat. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 5

PHYS 202 General Physics II

Prerequisite: Completion of PHYS 201

Continuation of 201. Electricity and magnetism, optics, and modern physics. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 5

PHYS 203 Physics I: Mechanics

Prerequisite: Completion of MATH 201, MATH 202, MATH 311, or Maple Math Test B with a minimum score of 20 or Guided/Directed Math Placement with a minimum score of 50
Calculus-based physics. Mechanics, wave motion, and thermodynamics. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 5

PHYS 204 Physics II: Electricity & Magnetism

Prerequisite: Completion of PHYS 201 or PHYS 203

Completion of or concurrent enrollment in MATH 202. Calculus-based physics; electricity and magnetism, optics, and modern physics. Lab included.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 5

PHYS 230 Astronomy

Planets and solar systems; types and characteristics of stars; our galaxy and its relation to the visible universe. Lab included. GEPS-L

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHYS 303 Energy Issues

Introduces energy concepts, resources, technologies, 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 NASC 303 and PHYS 303. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHYS 322 Electricity and Magnetism

Prerequisite: Completion of MATH 202 AND PHYS 202 or PHYS 204

Theory of electric and magnetic fields, current electricity, electromagnetic waves, and Maxwell's equations at an intermediate level.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHYS 342 Analytical Mechanics

Prerequisite: Completion of MATH 202 AND PHYS 201 or PHYS 203
Topics from Newtonian mechanics, using vector methods and introduction to Lagrange formulation. Problem solving emphasized. Also MATH 342.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHYS 350 Optics

Prerequisite: Completion of MATH 202 AND PHYS 202 or PHYS 204
Principles of physical optics at an intermediate level. Includes diffraction, interference polarization, and some geometrical optics. Lab.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHYS 360 Modern Physics

Prerequisite: Completion of MATH 202 AND PHYS 202 or PHYS 204
Introduces modern physics: special relativity, atomic structure, quantum theory, the solid state, and the nucleus. Lab included

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 5

PHYS 365 Astrophysics

Prerequisite: Completion of MATH 202 and PHYS 204
Introduction to modern astrophysics for physicists. Covers fundamentals of celestial mechanics, relativity, stellar spectra, galaxy dynamics and cosmology.

Semester Hours: 4

PHYS 368 Quantum Mechanics

Prerequisite: Completion of MATH 202 AND PHYS 202 or PHYS 204
Introduces quantum systems, using the Schrodinger equation, operators, and Dirac notation.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PHYS 370 Statistical and Thermal Physics

Prerequisite: Completion of MATH 202 and PHYS 204
Introduces to statistical and thermal physics for physicists. Covers first and second laws of thermodynamics, entropy, heat engines and refrigerators, and quantum statistics.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

PHYS 380 Solid State Physics

Prerequisite: Completion of MATH 202 and PHYS 204
Introduction to solid state physics. Covers crystals, reciprocal lattices, phonons, semi-conductors, metals and magnetism.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

PHYS 390 Physics Seminar

This course consists of attendance and participation in weekly meetings and seminars. Topics include: research methods, literature review, and career and graduate school opportunities. Students will be guided through the process of selecting a senior project, conducting relevant literature searches and preparing a senior project proposal. Students will participate in a journal club in which they find a research article to review and present to the class. Credit/no credit only.

Semester Hours: 2

PHYS 395 Advanced Physics Laboratory

This is a project based course in which students work to design, construct, and implement an advanced physics experiment. At the end of the course, students will produce a research paper and give an oral presentation on their research. Letter grade only. Not challengeable. May be taken a total of twice for credit.

Semester Hours: 2,4

PHYS 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

PHYS 409 Selected Topics in Physics

Prerequisite: Completion of MATH 202 AND PHYS 202 or PHYS 204
Topics not covered in other courses. May be taken twice for credit. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 2,4

PHYS 499 Senior Project/Seminar

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. Can be taken for letter grade only. Not challengeable.

Semester Hours: 1-4

Political Science (PLSC)

PLSC 100 Introduction to Political Science

Introduction to the field of political science through a survey of major issues in politics from a comparative and international perspective. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

PLSC 105 Power, Privilege, & Resistance

This course explores the history and theory of relations of power with attention to race, class, gender, sexual orientation, and neurodiversity. Letter grade only.

Semester Hours: 2

PLSC 201 American Government & Politics

General analytical survey of federal executive, congressional, and judicial processes with emphasis on policy issues. Formerly PLSC 301. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 231 International Relations

Introduces basic principles and elements of international politics, the development of international law and organizations, and the conditions in developing areas. Formerly PLSC 331.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 261 Comparative Govt & Politics

Political institutions and processes in selected Western European, communist, and developing nations. Formerly PLSC 361. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 304 Contemporary Legal Issues

Major legal issues of our times, focusing on significant and controversial subjects.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 311 The American Experience to 1877

Origins, growth, and development of American ideas of democracy, and impact of recent economic and international forces upon these ideas. Also HIST 311. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 312 The American Experience from 1877

Continuation of PLSC 311. Origins, growth, and development of American ideas of democracy, and impact of recent economic and international forces upon these ideas. Also HIST 312. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 320 Political Behavior, Voting & Elections

Studies socioeconomic, institutional, cultural, and psychological factors, which influence American political behavior. Emphasizes public opinion and voting. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 321 Political Parties and Interest Groups

Studies the organization and activities of American political parties and interest groups. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 323 Public Administration

Examines legal, constitutional, and historical foundations of public administration. Explores key themes in current public administration. Also PADM 332.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 333 Model United Nations

Organization and procedures of the UN through participation in model UN sessions with other universities. May be repeated up to 3 additional times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

PLSC 363 Politics of Developing Nations

Basic political institutions, procedures, problems, and developments that have occurred in Third World nations from colonialism to present. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 371 Classical Political Philosophies

Relevant works of major political philosophers from Plato to Hegel including Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Confucius, and Rousseau. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 373 Modern Political Theory

Analyzes significant works of modern political theory, by Machiavelli, Hobbes, Locke, Rousseau, Kant, Marx, and Nietzsche. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 378 American Political Thought

Introduces American political thought. Analyzes federalism and anti-federalism, constitutionalism, liberty and liberalism, democracy, civic virtue, wage and slave labor, individualism, and minority rights. Also HIST 378. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

PLSC 402 Monarchy

Examines the institution of monarchies through global history and analyzes how monarchies operate in modern settings. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

PLSC 405 United States Involvement in Vietnam: 1944-1975

This course examines the political, cultural, military and technological context and issues of the Vietnam War from its roots in French colonialism through the U.S. withdrawal from Vietnam and the reunification of the country. Special emphasis is placed on the long term effects this war has had on US foreign and military policy as well as on cultural and social movements. Also HIST 405. May be taken for letter grade only. Not challengeable.

Semester Hours: 4

PLSC 407 Constitutional Law

Prerequisite: Completion of PLSC 201

Studies US constitutional system as a counter-majoritarian check, as a historical and political actor and, as a unique institution. Also HIST 407. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 409 Topics in History and Political Science

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. Can be taken for letter grade only. Not challengeable. Also HIST 409.

Semester Hours: 4

PLSC 410 Congress and the Presidency

Powers and processes of US congress and presidency. Emphasizes the struggle for power. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 412 Justice, Sustainability, and the Politics of the Environment

This course traces the progress of the environmental movement in the United States since the 1970s. Through case studies, films, primary and secondary texts, and discussions, a better understanding of the most critical events and developments in environmental politics will be explored. Focus will be placed specifically on current issues, including climate change, and how the political landscape will drive policies moving forward. Letter grade only. Not challengeable.

Semester Hours: 4

PLSC 414 Western Film in American Culture

Political, social, and cultural analysis of Western film in American culture during the twentieth and twenty-first centuries. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 415 Borderlands and Migration in North America

A survey of central themes in the political and cultural history of the United States-Mexico borderlands, from the Spanish colonial borderlands to the present. Themes include encounter, violence, community formation and identity, migration, and culture. Formerly PLSC 355. Letter grade only. Not challengeable.

Semester Hours: 4

PLSC 416 State and Local Government and Politics

Institutions and processes of state, city, and county government. Emphasizes taxation, public services, campaign and election processes, and city administration. Offered infrequently. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 430 Peace and War

Examines strategies that influence states with and without the use of force. Covers the broad spectrum of arguments on war, from peace studies to the concept of a just war. Also, looks at non-state forms of political violence, such as terrorism. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 431 International Law and Organizations

Political and functional agencies of the international community. Non-governmental factors on international economies and politics. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 432 Seminar in American Foreign Policy

Studies American foreign policy from colonial times to the present. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 433 Game Theory in Political Science

Prerequisite: Completion of MATH 104 with a C-
 Quantitative modelling of strategic interactions between adversaries, especially between nation-states. Covers mathematical analyses of coercion, persuasion, crises, trade, war, brinkmanship and classic games like chicken and prisoner's dilemma. Letter grade only, Not challengeable.

Semester Hours: 4

PLSC 440 Political Violence and Terrorism

Examines different forms of political violence such as threats, blockades, war and terrorism, and the ways violence can be used in political contexts. Distinguishes political violence from other forms of violence and from non-violent alternatives. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 445 Race & Resistance in the 20th Century

Explores histories of resistance and organizing across the globe in the 20th century. Includes discussion of social movement theories. Topics include global anti-apartheid movement, AIDS activism, indigenous rights activism from the Americas to Australia, and radical Black and Latinx movements in the United States. Also HSTY 460. Letter grade only. Not challengeable.

Semester Hours: 4

PLSC 453 European Govt & Politics

This course provides the student with a thorough comparative introduction to the governmental systems and current political issues in Europe, with a concentration on the European Union. Using the comparative method, we will examine the evolution of democracy in Western Europe, as well as the transitions from authoritarian to democratic politics in the Iberian Peninsual in the 1970's and from Communist regimes in Eastern Europe after the fall of the Berlin Wall. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Audit

Semester Hours: 4

PLSC 455 Topics in Modern Latin America

This course surveys all major issues and topics of significance to Latin American politics. It covers the historical background of Latin America's colonial legacy and contrasts it with the current state of the region's politics. Current issues of particular salience, such as political and economic development, narco-trafficking, environmental degradation, and international trade will also be detailed. May be taken for letter grade only. Not challengeable.

Semester Hours: 4

PLSC 456 Comparative Foreign Policy

Theories and practices of state interaction in international politics. Explores domestic and international influences on state behavior and differences and similarities in foreign policy making among different types of states. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 464 Modern East Asia

This course covers economic and political developments in China and Japan since the nineteenth century and their influence on the "four tigers": Hong Kong, Singapore, Taiwan, and South Korea. Also HIST 464. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 469 Modern Middle East

Key political issues in the Middle East, including colonialism, independence and state-building, Arab nationalism, Zionism, relations between states, Islamic revivalism, globalization, and non-state actors. Also HIST 469.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 475 Contemporary Political Theory

Prerequisite: Complete one of the following: PLSC 371, or PLSC 373, or PLSC 378, or PHIL 371, or PHIL 373, or PHIL 322, or PHIL 317, or PHIL 319

Explores key themes, thinkers, and approaches to political theory since 1900. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 489 Political Science Research Methods

Basic skills for political analysis and research. Covers critical analysis, theory building, research design, data collection, measurement, and data analysis. Must be completed by end of Junior year. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit

Semester Hours: 4

PLSC 497 Political Internships

Placements with political campaign organizations, interest groups, and community political action committees. A minimum of 80 total hours per semester required. Requires instructor approval. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PLSC 499 Senior Project

Prerequisite: Completion of PLSC 489

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

Psychology (PSY)

PSY 101 Principles of Psychology

Surveys basic concepts and principles in psychology. Emphasizes the organism as an adapting system.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 102 Psychology as a Career

The course will be comprised of didactics on a broad array of career options in Psychology, as well as the requirements and process of applying to graduate school. In addition, the course will feature guest speakers from the community who are professionals in the field and are engaged in the activities the students may be interested in. The course will also allow for faculty across the department to come in and introduce themselves and their research interests to the students, which will further facilitate student engagement in the Undergraduate Research Mentorship Program. Credit/No Credit only. Not challengeable.

Semester Hours: 2

PSY 199 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

PSY 303 Learning and Behavior Change

Prerequisite: Completion of PSY 101 or equivalent, and Written Communication B

Principles of learning and behavior modification, their application to personal and social problems, and ethical issues.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 305 Statistics

Prerequisite: Completion of MATH 102 or Quantitative Reasoning or Maple Math Test A with a minimum score of 16 or Maple Math Test B with a minimum score of 11 or Guided/Directed Math Placement with a minimum score of 20

Introduces basic concepts and applications of descriptive and inferential statistics.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 306 Cognitive Psychology

Prerequisite: Completion of PSY 101 or equivalent, and Written Communication B

Experimental and theoretical approaches to topics in perception, information processing, and other cognitive processes.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 307 Child Psychology and Development

Prerequisite: Completion of EDUC 251 and EDUC 253

Physical, cognitive, social, and emotional development of the child from conception through adolescence. 15 hours of fieldwork required. Also EDUC 350.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 308 Social Psychology

Prerequisite: Completion of Written Communication B and completion of PSY 101 or equivalent

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. Also SOC 340.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 312 Abnormal Psychology

Prerequisite: Completion of PSY 101 or equivalent and completion of Written Communication B

Abnormal behavior including historical and recent perspectives, current approaches to etiology, diagnosis, and treatment.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3,4

PSY 315 Psychological Testing

Prerequisite: Completion of PSY 101 or equivalent, completion of RCS 111 or Written Communication B, and completion of PSY 305

Measurement instruments and their applications. Test construction, selection, and interpretation. Use of tests in clinical and educational decision-making.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 316 Personality Theory & Research

Prerequisite: PSY 101 or equivalent and Written Communication B

Surveys theory and research regarding description, development, and dynamics of personality.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 320 Advanced Statistics and Design

Prerequisite: Completion of PSY 101 or equivalent, Written Communication B, PSY 305, and PSY 395

Reviews basic statistical concepts of central tendency and variance. Provides advanced computational and IBM SPSS program training in both single factor and factorial analysis of variance designs. Letter grade only. Not challengeable.

Semester Hours: 4

PSY 327 Health Psychology

Prerequisite: Completion of RCS 111 or Written Communication B

Explores psychological factors in health maintenance and illness prevention and in recovery or adjustment to ongoing illness. The mind-body relationship.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 336 Psychology of Religion

Can be taken for letter grade (A-F), CRD/NCR, Audit, or challenge.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 375 Community Psychology

Prerequisite: Completion of PSY 101 or equivalent, and Written Communication B

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 390 Research Methods

Prerequisite: Completion of PSY 101 or equivalent, Written Communication B, and must have a B- or better in PSY 305 Statistics or equivalent

Methodology and research design in the behavioral sciences, including qualitative and quantitative methods. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

PSY 395 Computer Data Analysis

Prerequisite: Completion of RCS 111 or Written Communication B, and must have a B- or better in PSY 305 Statistics or equivalent

Teaches basics of computer programs in the Statistical Package for Social Science (SPSS). Emphasizes descriptive and inferential statistics in analyzing behavioral science data. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 2

PSY 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

PSY 400 History of Psychology

Prerequisite: Completion of PSY 101 or equivalent, Written Communication B, and Junior or Senior Standing

Major ideas, conception, and points of view that have shaped psychological thought: Psychoanalytical, Behavioristic, Gestalt, Phenomenological, and selected modern theories.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 404 Experimental Psychology

Prerequisite: Completion of PSY 101 or equivalent, Written Communication B, PSY 305, PSY 390, and PSY 395

This course is designed to provide you with the necessary concepts, tools, and procedures to enable you to conduct experimental research in Psychology and communicate the results of this research effectively. This course represents the culminating activity for students in the Psychology Department and includes an empirically-oriented experimental project approved by the instructor.

Semester Hours: 4

PSY 405 Behavioral Neuroscience

Prerequisite: Completion of Written Communication B, and PSY 101 or equivalent, or BIOL 101

Structure and function of integrated, sensory, motor, and glandular systems in relation to behavior. Perception, learning, motivation, and memory.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit
Semester Hours: 4

PSY 407 Life-Span Development

Psychological development over the lifespan; optimum patterns of life, and biological and social conditions that influence development.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit
Semester Hours: 4

PSY 408 Adolescent Psychology

Prerequisite: Completion of Written Communication B and PSY 101 or equivalent

Transition period between childhood and adulthood. Major biological events, societal expectations, and responsible adulthood.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit
Semester Hours: 4

PSY 409 Multicultural Psychology

Prerequisite: Completion of Written Communication B and PSY 101 or equivalent

Examines cultural factors such as race, ethnicity, gender, language, and sexual orientation in basic psychological concepts. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit
Semester Hours: 4

PSY 422 Substance Abuse

Prerequisite: Completion of RCS 111 or Written Communication B
Basic issues in substance abuse and addiction; role of the counselor; psychological, social, and medical aspects of addiction.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit
Semester Hours: 4

PSY 429 Counseling and Interviewing Skills

Prerequisite: Completion of Written Communication B and PSY 101 or equivalent

Major schools of theory and application of counseling and interviewing skills.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit
Semester Hours: 4

PSY 430 Forensic Psychology

Prerequisite: PSY 101 and Written Communication B

This course covers basics of Forensic Psychology. Topics to be covered include psychotherapy, the diagnosis of mental disorders as they relate to criminology, criminal profiling, sexual abuse, competency to stand trial, the insanity defense, the death penalty, and other subjects relevant to an understanding of mental health and the law. This course will also cover related DSM mental illness classification, special populations, and the cultural contexts within which criminality and psychopathology occur. Letter grade only. Not challengeable.

Semester Hours: 4

PSY 439 Industrial-Organizational Psychology

Prerequisite: Completion of RCS 111 or Written Communication B
Psychological and behavioral concepts and theories related to behavior in organizational settings.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 450 Selected Topics

Prerequisite: Completion of RCS 111 or Written Communication B
Presents various topics relevant to psychology in the instructor's area of expertise. May be taken multiple times with a different topic for credit.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 458 Stress Management

Understanding stress, how it affects an individual's physical and mental health, and techniques for dealing with stressful situations.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PSY 497 Internship

Prerequisite: Completion of Written Communication B and PSY 101 or equivalent
Applies behavioral science theoretical principles and methods under supervision of working professionals. For majors in the behavioral sciences. Requires Junior standing. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter

Semester Hours: 1-4

PSY 499 Senior Thesis

Prerequisite: Completion of PSY 390
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. May be taken for letter grade only. Not challengeable.

Semester Hours: 4

PSY 502 Research Methods in Counseling

Prerequisite: PSY 390 or an Undergraduate course in Research Methods
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 MFT and Counseling (Concentration) students only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 506 Human Sexuality

Prerequisite: Completion of PSY 516 and PSY 517
Examines human sexuality including physiological, psychological, and sociocultural variables associated with the development of sexual identity, sexual behavior, and sexual disorders. Not Challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

PSY 507 Human Development

Reviews developmental physiology, social-psychological factors in personality development, behavior patterns, and interactional capacity through life cycle.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 509 Psychology Testing

Prerequisite: Completion of PSY 512, PSY 516, and PSY 517
Reviews theories and applications of commonly used psychological tests for family and individual assessment. For MFT and Counseling (Concentration) students only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 510 Mental Health and the College Student

Reviews mental health issues and problems confronting the college student. Covers some aspects of DMS. For Counseling (Concentration) students.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 512 Clinical Psychopathology

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 MFT students only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 514 Career Development

Prerequisite: Completion of PSY 515 and PSY 531 PLUS (PSY 516 and PSY 517) OR (PSY 524 and PSY 525)
Introduces theories, methods, assessment instruments, and materials for career guidance of individuals of all ages. Includes experience with selected career assessment instruments and materials.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 515 Student Development Theories

Prerequisite: Completion of PSY 516 and PSY 517
Reviews student development and their history. Includes overview of identity development, psychosocial and cognitive development of college students, and environmental impacts on learning and success. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 516 Counseling Theories & Skills I

Reviews family systems, psychological and medical paradigms of counseling theories and both techniques and skills associated with these theoretical orientations. For MFT and General Counseling (concentration) students only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 517 Counseling Theories & Skills II

Prerequisite: Completion of PSY 516

Continuation of the review of family systems and psychological paradigms of counseling theories and both techniques and skills associated with these theoretical orientations. Common therapy factors covered. For MFT and General Counseling (concentration) students only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 518 Family Therapy

Prerequisite: Completion of PSY 517

Reviews theories and techniques of family therapy from a family systems perspective and applies them to diverse family systems, populations, and cultural settings. For MFT students only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 519 Couples Therapy

Prerequisite: Completion of PSY 518

Reviews theories and techniques of couple therapy from a family systems perspective. Reviews developmental patterns and diverse types of couple relationships. For MFT students only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 521 Child Therapy

Prerequisite: Completion of PSY 516 and PSY 517

Reviews theories and techniques of child therapy. Includes practical applications, demonstrations, and case studies. For MFT students only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

PSY 522 Group Counseling

Prerequisite: Completion of PSY 516 and PSY 517 OR PSY 524 and PSY 525

Reviews theories and techniques of group counseling and their applications for individual, family, and couple groups. Includes in-class group experience.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 523 Multicultural Counseling

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 527 Professionalism, Ethics, and Law in Counseling

Reviews current professional issues, laws, legal systems, and ethical guidelines relevant to counseling and marriage and family therapists. Develops professional awareness and identity. For MFT and Counseling (Concentration) students only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 528 Substance Abuse Counseling

Prerequisite: Completion of PSY 512, PSY 516, and PSY 517

This course 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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 530 Violence and Abuse in Family Systems

Prerequisite: Completion of PSY 516 and PSY 517

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. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 2

PSY 531 Intro to College Student Services

This course provides an overview of the history, philosophy, theory, organization and structure of student affairs. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

PSY 533 Apprenticeship in College Counseling

Prerequisite: Completion of PSY 515 or PSY 531

An introduction to student services activities within higher education. Students will volunteer within university offices in a supervised apprenticeship experience (e.g., academic advising, career counseling, Greek life, residential life, programming, and/or leadership development). For Counseling (Concentration) students. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 1

PSY 534 Psychopharmacology

Prerequisite: Completion of PSY 516 and PSY 517 AND PSY 510 or PSY 512

Examines the use of psychotropic medications in the treatment of various psychological disorders. Emphasizes psychotherapist's role and the interaction with psychotherapy. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 535 Assessment in College Student Services

Prerequisite: Completion of PSY 510, PSY 524, and PSY 531

An introduction to student affairs assessment including individual and organizational assessment approaches. Assessment devices, procedures and techniques will be considered. Students will be exposed to basic personality and educational assessment in order to facilitate multidisciplinary work with other professionals. Assessment of environments and outcomes will also be considered (e.g., satisfaction and needs assessment, cost effectiveness and professional standards assessment, benchmarking). May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

PSY 536 Counseling Older Adults

Prerequisite: Completion of PSY 507, PSY 515, PSY 516, or PSY 524
 This course reviews normal aspects of the aging process as well as special issues, theories, and treatment with an older adult population. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 1

PSY 542 Working with Clients' Anger Issues

Prerequisite: Completion of PSY 516
 Reviews theoretical explanations of anger, assessment tools and best practice approaches to treatment inclusive of a recovery model. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1

PSY 543 Grief and Loss Counseling

Prerequisite: Completion of PSY 512 and PSY 516
 Reviews unique aspects of grief and loss counseling, including types of grief, assessment and culturally sensitive best practice approaches to treatment. Not challengeable.

Semester Hours: 1

PSY 544 Trauma Focused Treatment

Prerequisite: Completion of PSY 512, PSY 516, and PSY 517
 Reviews psychological disorders stemming from trauma. Reviews diagnostic criteria, presentation of symptoms and best practice treatment. Not challengeable.

Semester Hours: 1

PSY 545 Working with Anxiety Disorders

Prerequisite: Completion of PSY 512, PSY 516, and PSY 517
 Reviews best practice treatment approaches to anxiety disorders. Theoretical explanations for anxiety, the recovery model paradigm and consumer directed treatment will be reviewed. Not challengeable.

Semester Hours: 1

PSY 550 Community Mental Health Counseling

Prerequisite: Completion of PSY 512, PSY 516, and PSY 517
 Reviews community mental health systems of care. Explores concepts/constructs of community resources, and public and private support services for the severely mentally ill. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 3

PSY 580 Supervised Fieldwork in Marriage, Family, and Child Therapy I

Prerequisite: Completion of PSY 512, PSY 516, PSY 517, PSY 527 and PSY 595
 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 MFT students only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 581 Supervised Fieldwork in Marriage, Family, and Child Therapy II

Prerequisite: Completion of PSY 580
 Continuation of 580 for MFT students only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 582 Supervised Fieldwork in Counseling I

Prerequisite: Completion of (PSY 512, PSY 516, PSY 517 and PSY 527) or (PSY 515, PSY 524, PSY 525 and 531) PLUS PSY 533, PSY 534, and PSY 595

Approved placements in professional counseling settings. Counseling (concentration) students only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 583 Supervised Fieldwork in Counseling II

Prerequisite: Completion of PSY 582
 This course is a continuation of PSY 582 for Counseling (Concentration) students only. An internship opportunity in which students apply the skills theories in actual student services settings. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

PSY 584 Supervised Fieldwork Continuation

Prerequisite: Completion of PSY 581 or PSY 583
 A continuation of PSY 581/583 for MFT & Counseling (concentration) students only. Allows students to continue traineeship duties with faculty instruction. May be taken multiple times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1

PSY 590 Selected Topics

Selected topics in counseling and marriage and family therapy. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-3

PSY 591 Writing Seminar for Psychology Graduate Students

Aids graduate students in psychology to develop a strong academic and professional voice using the precept-seminar format. Can be taken for credit/no credit only.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 0

PSY 594 Thesis

Prerequisite: Completion of PSY 502 and completed application for Advanced Standing
 Includes an original investigation conducted under the direction of a three-member committee. Requires department approval and Advanced Standing. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PSY 595 Competency Exam

Verification of the student's competence in the subject matter of required courses. Not challengeable.

Grade Mode: Credit/No Credit, Letter

Semester Hours: 0

PSY 596 Graduate Seminar

Prerequisite: Completion of PSY 502 and completed application for Advanced Standing
Culminating activity for MFT and Counseling (Concentration) students.
Design and completion of topic in student's area of professional interest and expertise. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

PSY 599 Graduate Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

PSY 600 Community Psychology I: Theory

Examines the field of community psychology. Reviews its history, major theoretical approaches, concepts and research paradigms. Can be taken for letter grade only. Not challengeable.

Semester Hours: 3

PSY 602 Community Psychology II: Interventions

Prerequisite: Completion of PSY 600

Continuation of 600. Examines various approaches to interventions in community psychology and interrelationships between theory, research, and evaluation. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

PSY 605 Advanced Statistics I

Reviews analysis of variance and covariance, simple effects analyses, factorial designs, and the use of SPSS for these statistical techniques. Can be taken for letter grade only. Not challengeable.

Semester Hours: 3

PSY 605L SPSS Lab I

This course serves as an adjunct to PSY 605, Advanced Statistics I, which is taken concurrently. The lab is intended to give students hands-on exposure to statistical techniques, with an emphasis on using the SPSS computer program for statistical analysis. Can be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 1

PSY 608 Cognitive and Intellectual Assessment

Reviews cognitive and intellectual assessments for children and adolescents. Examines impact of cultural diversity on intellectual assessment. Can be taken for letter grade only. Not challengeable.

Semester Hours: 3

PSY 609 Personality Theory and Individual Differences

Examines various theories of personality across the lifespan with a consideration for multicultural and diversity implications. Reviews research and assessment issues in personality development. Can be taken for letter grade only. Not challengeable.

Semester Hours: 3

PSY 612 Advanced Psychopathology

Examines the etiology and classification of psychological disorders, and theoretical and controversial issues concerning these disorders. Can be taken for letter grade only. Not challengeable.

Semester Hours: 3

PSY 615 Psychotherapy Efficacy and Outcome

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. Can be taken for letter grade only. Not challengeable.

Semester Hours: 3

PSY 617 Professional Issues and Ethics

Reviews ethical guidelines and legal issues in professional psychology, and current professional issues in clinical-community psychology. Can be taken for letter grade only. Not challengeable.

Semester Hours: 3

PSY 623 Advanced Multicultural Competency I

Examines theory and research concerning the relationship between culture and individuals from a multidisciplinary perspective. Can be taken for letter grade only. Not challengeable.

Semester Hours: 3

PSY 643 Medical Psychology

Prerequisite: Completion of PSY 612 and PSY 615

Theory, research, and interventions used in health psychology and behavioral medicine. Not challengeable.

Semester Hours: 3

PSY 646 Psychodynamic Psychotherapy

Prerequisite: Completion of PSY 612 and PSY 615

Reviews various psychodynamic psychotherapies, including short-term and long-term treatments. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

PSY 647 Advanced Group Psychotherapy

Prerequisite: Completion of PSY 615

Reviews theories, research, and interventions of group psychotherapy across diverse populations, settings, and psychological disorders. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

PSY 650 Advanced Family Psychology

Prerequisite: Completion of PSY 612 and PSY 615

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. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

PSY 651 Substance Abuse Detection and Treatment

Reviews detection, assessment, and intervention of various types of substance abuse. The course is designed to satisfy licensure requirements for psychologists within the State of California. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 1

PSY 657A Practicum V

Prerequisite: Completion of PSY 656

Advanced clinical-community practicum for students seeking to supplement their required practicum experiences in order to better prepare for the process of applying for internships. Letter grade only. Not challengeable.

Semester Hours: 1

PSY 657B Practicum VI

Prerequisite: Completion of PSY 657A

Continuation of PSY 657A. Letter grade only. Not challengeable.

Semester Hours: 1

PSY 659 Pediatric Psychology and Interventions

Prerequisite: Completion of PSY 612 and PSY 615

This course is a comprehensive introduction to the field of pediatric psychology with an emphasis on evidence-based treatment for children and adolescents with chronic medical illnesses. Interventions tailored to a variety of medical conditions (e.g. cancer, diabetes, cystic fibrosis, HIV/AIDS, etc.) and their effective implementation within a medical setting will be reviewed. Issues pertaining to law and ethics, culture and diversity, medical adherence, consultation and liaison, school re-integration, and palliative care will be discussed.

Semester Hours: 3

PSY 663 Dissertation III

Prerequisite: Completion of PSY 662

Implementation of the dissertation. After successful completion of PSY 662, students must secure IRB approval, collect their data, analyze their data, produce a draft of their dissertation for final defense, schedule their dissertation final defense, and apply for graduation. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 3

PSY 664 Dissertation IV

Prerequisite: Completion of PSY 663

After successful completion of PSY 663, students must hold a final defense of their dissertation, make revisions suggested by chair/committee, complete required Graduate Academic Services paperwork, and pay Graduate Academic Services fees. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 3

PSY 670 Advanced Supervision Skills I

Prerequisite: Completion of PSY 656

Advanced seminar in an integrated model of clinical-community psychology and clinical supervision skills. May be taken for letter grade only. Not challengeable.

Semester Hours: 1

PSY 670L Supervision Lab III

Peer supervised lab as part of PSY 670 practicum experience. Students enrolled in PSY 670 must meet with their Peer Supervisee weekly throughout the semester. Not challengeable.

Semester Hours: 1

PSY 671 Advanced Supervision Skills II

Prerequisite: Completion of PSY 670

May be taken for letter grade only.

Semester Hours: 1

PSY 671L Supervision Lab IV

Peer supervised lab as part of PSY 671 practicum experience. Students enrolled in PSY 671 must meet with their Peer Supervisee weekly throughout the semester. Not challengeable.

Semester Hours: 1

PSY 672 Advanced Consultation Skills I

Prerequisite: Completion of PSY 656

Advanced seminar in an integrated model of clinical-community psychology and consultation skills in various professional settings. May be taken for letter grade only. Not challengeable.

Semester Hours: 1

PSY 673 Advanced Consultation Skills II

Prerequisite: Completion of PSY 672

Continuation of PSY 672. May be taken for letter grade only.

Semester Hours: 1

PSY 680A Full-Time Internship I

Prerequisite: Completion of PSY 656, PSY 660, and PSY 662

First semester of students' full-time supervised internship experience in a program approved clinical setting. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 5

PSY 680B Internship II Full-Time

Prerequisite: Completion of PSY 680A

Completion of students' full-time internship experience culminating in completion of 1500 clock hours of supervised psychological services in a program approved clinical setting. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 5

PSY 681A Internship I - Half-Time

Prerequisite: Completion of PSY 656, PSY 660, and PSY 662

First year of students' half-time supervised internship experience in a program approved clinical setting.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 5

PSY 681B Internship II - Half-Time

Prerequisite: Completion of PSY 681A

Completion of students' half-time internship experience culminating in completion of 1500 clock hours of supervised psychological services in a program approved clinical setting. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 5

PSY 688 PsyD Program Continuance

One unit continuous enrollment in the PsyD program in clinical psychology.

Semester Hours: 1

PSY 689 PsyD Program Continuance

Two unit continuous enrollment in the PsyD program in clinical psychology.

Semester Hours: 2

PSY 699 Independent Study

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. May be taken multiple times with a different topic for credit.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

Public Administration (PADM)

PADM 313 Urban Studies

Prerequisite: Completion of Written Communication B

Examines the city and its origins, districts, and geographical areas, cultural enclaves, contemporary issues, and effective urban communities.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PADM 314 Local Government Management

Can be taken for letter (A-F), CRD/NCR, audit, or challenge.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PADM 330 Labor Management Negotiations / Public Sector

Philosophy and practices of public sector unionism. Negotiation processes discussed and experienced.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PADM 332 Public Administration

Examines legal, constitutional, and historical foundations of public administration. Explores key themes in current public administration. Also PLSC 323.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

PADM 388 Statistics

Introduces basic concepts and applications of descriptive and inferential statistics.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3,4

PADM 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

PADM 436 Policy-Making Process

Examines policy-making context of public and private organizations, emphasizing influence of bureaucracy. MGMT 436.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

PADM 439 Organizational Behavior: Theory and Application

Examines personal, interpersonal, and structural processes that shape contemporary organizational contexts. Also MGMT 459. (Formerly MGMT 439)

Grade Mode: Letter, Credit/No Credit, Letter, Audit

Semester Hours: 4

PADM 469 Management of Change and Conflict

Planning for change; the nature and sources of environmental and organizational conflict; strategies for change and conflict resolution.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 3,4

PADM 470 Public Management Processes

Can be taken for letter grade (A-F), CRD/NCR, Audit, or challenge.

Grade Mode: Letter, Credit/No Credit, Letter, Audit

Semester Hours: 4

PADM 496 Senior Project

Prerequisite: Completion of PADM 388

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 496. May be taken for letter grade only. Not challengeable.

Semester Hours: 1-4

PADM 501 Public Service & Society

This course examines public service perspectives and issues. The course compares and contrasts the role of the public and private sectors in our society. The course further emphasizes the distinct contributions made by the public and nonprofit sectors by introducing concepts related to sustainability, civic engagement, inclusion, and globalization. This course also provides an introduction to the core values and competencies that prepare professionals to take on socially responsible roles in public leadership and service. Required to be taken at the beginning of the program, when first offered on the course schedule. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 504 Organizational Communication

Direct, inclusive, and transparent communication is critical to effectively working with organizational leaders and diverse communities. This course focuses on communication by public service and nonprofit professionals. Topics may include: writing memoranda and staff reports, professional email, cross-cultural communication, videoconferencing, websites, social media, strategic community outreach, town halls, and crisis communication. Letter grade only. Not challengeable. 3 credit hours.

Semester Hours: 3

PADM 510 Public Management and Leadership

Analyzes contemporary theories of leadership and their applicability on the public and nonprofit sectors. The course also emphasizes the range of behaviors and actions relevant to leadership in contemporary governmental organizations and the analysis of factors resulting in leadership success or failure. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 520 Nonprofit Governance

This course emphasizes how different types of nonprofit organizations are governed and structured. The legal roles and responsibilities for board members, executive directors, staff, and volunteers are addressed. The course also examines strategies for effective governance by boards, executive leadership, and management. Students develop the capacity to identify and resolve common governance and regulatory challenges. Required course within the Nonprofit Management and Governance concentration. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 522 Grant Management

This course examines grant management in a holistic manner, to include researching grant opportunities, writing grants, and managing grants. Students explore various types of funders, practice the skills associated with writing effective proposals, and learn the essentials of managing a grant once it has been awarded. The course is applicable to careers in the nonprofit sector as well as government, community development, education, faith-based organizations, healthcare, and social services. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 524 Nonprofit Finance and Fundraising

This course concentrates on the knowledge, planning, and organization required to fund and sustain nonprofit organizations, community-based foundations, educational institutions, and other types of organizations that rely on donated funds. Students examine the role of fundraising within organizations, how to foster a culture of philanthropy, and how fundraising aligns with organizational needs and values. Students learn specific strategies for taking a balanced approach to fundraising and accomplishing objectives in a cost-effective, ethical, transparent, and inclusive manner. Students explore fundraising tools, donor motivations, and trends that frame fundraising approaches. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 528 Program Evaluation

Prerequisite: PADM 582

Reviews program evaluation, emphasizing public and nonprofit programs. It also addresses conceptual and practical considerations related to research design, sampling, data collection and analysis, and performance measurement. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 531 Organizational Theory and Development

Examination of theories related to organizations and employee development as they pertain to the public and nonprofit sectors. Themes may include foundational theories; organizational structure and design; organizational culture; diversity and inclusivity; career development; generational differences and succession planning; and/or organizational change.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 533 Policy Formation

Examines policy agenda-setting and formation. Includes problem definition and focusing events, interest group and policy entrepreneur involvement, policy development, and legislative processes.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 534 Budgeting and Fiscal Management

Emphasizes budgeting and financial management in the public sector. The course focuses on fiscal sustainability, transparency, and accountability issues. Students gain an understanding of fiscal tools and develop skills for budgeting and fiscal analysis. Familiarity with Microsoft Excel is recommended.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 536 Policy Analysis

Provides a review of theories and tools utilized in the analysis of public policy. Emphasis is placed on how policy can be informed through extended civic and deliberative processes. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 538 Collaborative Public Mgmt

This course emphasizes and describes the skills needed by public administrators in collaborating with special interest groups, political appointees and elected officials. This course focuses on the practice of public administration as governance in a shared powered world. The course focuses on the value of networks and the skills needed by public administrators in the facilitation of and participation in networks of governance.

Semester Hours: 3

PADM 539 Special Topics in Public Policy

Prerequisite: PADM 533

Selected topics of current interest and importance. Explores a particular policy area in detail. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 555 Ethics in Administration

Studies moral reasoning and values as they apply to social responsibility in the leadership of public, private, and non-profit entities in increasingly diverse organizational and social contexts.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 561 Legal Environment of Public Administration

Examines legal foundations and environment of public administration in the United States. It analyzes how constitutional dynamics and administrative law affect the administrative state, judicial review, and the discretionary judgment of civil servants.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 570 Urban and Community Politics

Examines urban populations, governance, and civic engagement. Themes may include demographic trends in urban and suburban areas; economic development; interactions among managers, elected officials, and community leaders; civic participation and community groups. Required course within the Urban Management and Affairs Concentration. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 572 Managing Complex Systems

This course provides a review of theories and tools utilized in the conceptualizing and managing in complex urban systems. The course focuses on two aspects of managing complexity: (1) Managing a complex organization; and (2) Managing within a complex urban system. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 580 Applied Research

Detailed examination of particular policy issues. Includes research and analysis, along with development of professional reports and presentations. May include projects for particular public and nonprofit organizations. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 581 Comparative Public Administration

Prerequisite: PADM 501

This course focuses on best practices and processes in other regions, states, or countries that involve successful program implementation, positive policy outcomes, and the creation of public value. The course explores social, cultural, historic, and economic characteristics and how these may lead to differing policy orientations, implementation strategies, and outcomes. This course usually includes a several-day travel component with extra fees and expenses. This course may be applied to any concentration.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 582 Quantitative Methods for Public Management

This course is designed to develop a practical competence in quantitative and qualitative analytical techniques for managers in the public and non-profit sectors. Familiarity with Microsoft Excel is recommended. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

PADM 584 Managing IT in Public Org

Examines the theories of information technology management and analyzes the practical applications for the public sector. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

PADM 586 Economics of the Public Sector

Explores public economics. Topics include theories of public goods, externalities, asymmetric information, efficiency-equity tradeoff, and issues involved in government failure. Course can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

PADM 587 Managing Sustainable Communities

Provides an overview of local and planning processes with an orientation towards planning for economic, social, and ecological long-term well being of the community. The course focuses on issues of New Urbanism as a means to develop, manage, and redevelop communities in metropolitan areas. Course can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

PADM 590 Selected Topics in Public Administration

Consists of selected topics of current interest and importance.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 596 Graduate Seminar

Prerequisite: Completed application for Advanced Standing Culminating Activity for the master's program. Includes preparation, presentation, discussion and evaluation of research papers researched and written by each student. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 598 Public Service Internship

This course provides internship in government or non-profit service. Directed study only. Credit/no credit only. Not challengeable.

Semester Hours: 3

PADM 599 Graduate Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

PADM 609 Nature of Inquiry

Introduction to public administration inquiry and research. Students will gain an understanding of the different types of scholarship in public administration. The course examines different types of research designs and methodologies along with public administration research topics and emerging areas of inquiry. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 610 Constitutional Foundations

This course will examine the legal foundation and environment of public administration. It will consider the intellectual, institutional, and constitutional dynamics of public administration scholarship and practice. Emphasis will be placed on how the Constitution affects the administrative state as well as how the federal judiciary shapes the public administrative process. This course will explore the need for public managers to exhibit constitutional competence while simultaneously examining how constitutional and administrative law influences the decision-making processes and discretionary judgments of civil servants working in public agencies.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 611 Scope of Public Administration

This course examines the intellectual/philosophical foundation of public administration and surveys the primary theories of public administration. Letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

PADM 612 Qualitative Analysis

Prerequisite: PADM 609

Continues "Methods" sequence with qualitative methods of analysis (e.g., content analysis, interviews, surveys). Letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

PADM 613 Descriptive Statistics

Prerequisite: PADM 609

The purpose of this course is to provide students with quantitative analysis skills and to introduce SPSS for data analysis in order to apply statistical techniques to public administration and policy research. Letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

PADM 614 Readings in Public Administration

This course consists of a review of readings that represent important perspectives that address the role and function of contemporary public administration. This course is designed to explore contemporary issues in public administration, framed with perspectives presented in the scholarly literature. These perspectives include the work of Dwight Waldo and a number of contemporary scholars. Not challengeable.

Semester Hours: 3

PADM 620 Organizational Development

This course examines the nature and problems of organizational design, development, and change in complex organizations. Focus will be placed on the application of organizational theories in the treatment of the myriad of issues confronted by the public administrator with regard to effective public management. Theories of organizational growth, change, and development and their impact on organizational outcomes will be explored.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 650 Administrative Process I

This course focuses on the theoretical understandings and practical applications of administrative processes. This course will incorporate human resource management and fiscal administration.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 651 Policy Formulation and Processes

This course is an exploration of policy analysis. Foundational theories of policy development and implementation will be explored. Focus will be placed on public policy analysis and methodologies.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 660 Capstone in Public Administration Theory

Review and examination of public administration theory. Central focus of the course is the integration and interpretation of core theoretical concepts.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 661 Capstone in Public Management Process

Review and examination of management processes in public administration. Central focus of the course is the integration and interpretation of the central features of administrative processes in public administration.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 664 Public Sector Collaboration

This course focuses on the emergence of within and cross-sector relationships in metropolitan government, including public-private partnerships, regional collaboration, governance networks and citizen engagement. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 665 Economic Perspectives in Administrative and Policy Analysis

Overview of economic perspectives such as public choice, and new institutional economics, along with their application to the provision of public services and policy analysis. Topics may include market and government failures, privatization and competition, public goods, equity concerns, and political behavior. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 667 Urban Theory and Governance

This course focuses on how governance and urban planning shape cities and surrounding regions. A foundation in the nature of urban policy, its formulation, evaluation, and implementation will be provided. Focus will be placed on topics of timely importance that may include but are not limited to: national and regional urban politics, the politics of land-use and social planning, suburbanization and gentrification, and race and immigration. Additional themes may include citizen participation and urban social movements; equity issues in urban place-making; and theories regarding the balance of public and private action in urban politics. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 668 Civic Engagement I

This course is an applied, action research course centered on further developing civic professionalism. This course is taught in two parts and is made up of an ongoing project which the student will develop around their chosen research field. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 669 Civic Engagement II

Prerequisite: PADM 668

This course is an applied, action research course centered on further developing civic professionalism. This is the second of two courses. In this course, students will complete their ongoing civic engagement project. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 670 Dissertation Seminar

This course is designed to inform students of the general parameters of the dissertation process and to facilitate the initial development and design of a dissertation research project. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 673 Strategic Management & Decision Making

Analysis of decision-making theories and strategic planning approaches in public administration. Emphasizes the various elements of strategic planning and decision making as they are integrated into overall management systems.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 674 Policy Implementation and Evaluation

A review of research methods and techniques used in program evaluation and performance management, with an emphasis on public and nonprofit social programs. The course covers issues related to research design, sampling, data collection, performance measures, benchmarking, and data analysis.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 677 Ethics and Decision-Making

A review of philosophical foundations of ethical approaches to public service. The course includes a focus on democratic participation, as well as social and civic responsibility.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 680 Dissertation Seminar II

This course is designed to engage students in the development of a dissertation proposal. A continuation of the development and design of a dissertation research project. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 681 Inferential Statistics

The purpose of this course is to provide students with skills in statistical inference. Specifically, the course introduces the multiple regression models for public administration and policy research. It covers probability, hypothesis testing, and statistical estimation to build skills in regression analysis.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 685 Selected Topics

Selected Topics for DPA Students. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

PADM 686 Research Specialization I

This course is the first of three courses designed to help students begin dissertation research and writing. In this course students will work with faculty on the development of a problem statement, research questions, and a literature review. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 687 Research Specialization II

Prerequisite: PADM 686

This course is the second of three courses designed to help students continue their work on dissertation research and writing. In this course students will work with faculty on the development of a methodology. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 688 Research Specialization III

Prerequisite: PADM 686

This course is the third of three courses designed to help students continue their work on dissertation research and writing. In this course students will work with faculty on the development of a dissertation proposal. Letter grade only. Not challengeable.

Semester Hours: 3

PADM 691 Data Analysis I

Review of methods and techniques employed in research and evaluation, including advanced research design and analysis.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 692 Data Analysis II

Advanced course that builds on the use of both quantitative and qualitative techniques and methods for the examination and interpretation of data.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 694 Research Foundations

Surveys the major approaches to research in public administration. Focuses upon conceptual and methodological foundations of research including both qualitative and quantitative approaches. Can be taken for credit/no credit only. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 3

PADM 695 Applied Research Methods and Techniques

Development and design of a research prospectus as a foundation for dissertation research.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PADM 696 Research Seminar

In-depth investigation and study of a focused research topic. Directed study only. May be taken four times for credit. Can be taken for letter grade only. Not challengeable.

Semester Hours: 3

PADM 697C Dissertation I

Prerequisite: Completed application for Advanced Standing

Semester Hours: 5

PADM 697D Dissertation II

Prerequisite: Completed application for Advanced Standing

Semester Hours: 5

PADM 698 Special Topics & Research Specialization

Individual research specialization areas that are based upon an extensive literature review-leading to a scholarly product for journal submission, and symposium presentations. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

PADM 699 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

Pupil Personnel Services (PPS)

PPS 504 Methods of Research

Prerequisite: Completion of PPS 545

This course will examine multiple methods of research in counseling and human development. Quantitative, qualitative, and mixed-methods research will be discussed. Specifically, students will be exposed to the many aspects of the research process: theoretical frameworks, research questions, research proposal, survey design and implementation, interviews, observations, interpretation of statistics, and presentation of findings. Students will learn how to use research and data to inform their professional practice.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PPS 510 School Counseling Practicum

Prerequisite: TB Clearance and Certificate of Clearance

This course provides first-year candidates an opportunity to establish professional identity as a school counselor through engagement in professional preparatory activities. Practicum activities include developing knowledge and application of entry level competencies. Cannot be taken as a directed study. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 511 Comprehensive School Counseling Programs

This course explores the influence of historical and philosophical changes in school counseling, which led to the development of a research-based framework for the design and delivery of school counseling services for all students. Candidates are introduced to the development of Comprehensive School Counseling Programs and the high-impact, data-informed school counseling practices that promote equity and structure the school counselor's work. Cannot be taken as a directed study. Letter grade only. Not challengeable.

Semester Hours: 3

PPS 512 Digital Literacy & Technology

This course introduces candidates to data, technology, and academic skills needed by practicing school counselors. In addition, candidates become familiar with university academic support services. Cannot be taken as directed study. Letter grade only. Not challengeable.

Semester Hours: 1

PPS 513 Ethical Practice & Policy

This course introduces candidates to the ethical and legal standards, and related policy and organizational challenges involved in the practice of school counseling. Ethical decision-making models, scope of practice, application of ethical standards and legal requirements, and ethical responses to unethical behavior will be addressed. Cannot be taken as directed study. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 514 School Counseling Skills for Academic Success

This course introduces counseling skills and focuses on building relationships, reflecting empathy, and prioritizing concerns to facilitate academic success. Candidates develop proficiency in basic counseling attending and response skills and utilization of techniques across various theoretical orientations. Essential counseling skills are developed through engagement in experiential learning activities. Cannot be taken as directed study. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 515 Developing School Counselor Leadership

This course provides an introduction to school counselor leadership. Candidates will become familiar with the function and behaviors that comprise effective leadership and different ways of exercising leadership. There will be an emphasis on attitudes and qualities of leadership and how to work with others in a leadership context to support systemic change. Cannot be taken as directed study. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 520 School Counseling Supervision 1

Prerequisite: TB Clearance, Certificate of Clearance, and completion of PPS 510 and 511

This course provides candidates with an opportunity to apply professional and accreditation standards in a PreK-12 setting. Supervisory discussions and course activities focus on ethical responsibilities, culturally appropriate counseling, and delivery of small group and classroom interventions. In addition, students will develop, deliver, and evaluate integral components of a comprehensive school counseling program that address student achievement, attendance and discipline. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 521 Advancing Educational Equity and Access

Prerequisite: Completion of PPS 510 and PPS 511

This course explores culturally responsive mindsets and actionable strategies that produce equitable educational access and success. By developing a comprehensive school counseling program connected to the district's mission and improvement plans, school counselors have a unique opportunity to promote academic, career, and social-emotional success for all students. Letter grade only. Not challengeable.

Semester Hours: 3

PPS 522 Classroom Instruction for School Counselors

Prerequisite: Completion of PPS 510 and PPS 511

This course focuses on inclusive, data-informed school counseling classroom instruction in the academic, career, and social/emotional domains. Students will weave data, theories, teaching skills, and engagement strategies into classroom lessons to help all students develop strategic thinking and problem-solving skills. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 523 School Counseling Skills and Intervention Strategies

Prerequisite: Completion of PPS 510 and PPS 511

This course expands and refines essential attending and response skills that promote healthy social-emotional development and academic success. Candidates will acquire additional skills and strategies based on theoretical frameworks while identifying the role of racial and cultural assets in the application of these skills. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 524 School Counseling Theories and Academic Success

Prerequisite: Completion of PPS 510 and PPS 511

This course introduces candidates to the major theoretical approaches for counseling, typical and atypical development across the lifespan, and cognitive models utilized in schools. Theories, models, and best practices are discussed and evaluated, especially their appropriateness for working with culturally diverse groups. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 525 Small Group Development for School Counselors

Prerequisite: Completion of PPS 510 and PPS 511

This course focuses on developing essential skills for designing and delivering small group counseling in schools. Candidates will weave data, theories, leader/facilitator skills, and engagement strategies into small group lessons to help students develop strategic thinking and problem-solving skills. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 531 Assessing Bilingual Bicultural Students

Will provide candidates with knowledge to assess the learning style characteristics of linguistically diverse Latina/o youth in schools today and apply interventions compatible with Latina/o students' learning modalities. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

PPS 532 The World of Immigrant Students

Will provide candidates with knowledge to assess the learning style characteristics of linguistically diverse Latina/o youth in schools today and apply interventions compatible with Latina/o students' learning modalities. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

PPS 533 Counseling Latino Immigrant Youth and Families

Will provide candidates with knowledge to assess the learning style characteristics of linguistically diverse Latina/o youth in schools today and apply interventions compatible with Latina/o students' learning modalities. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

PPS 534 Bilingual Educational Theories

Will provide candidates with knowledge to assess the learning style characteristics of linguistically diverse Latina/o youth in schools today and apply interventions compatible with Latina/o students' learning modalities. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

PPS 535 Academic Development & Success

Prerequisite: Completion of PPS 520 and PPS 521

This course prepares candidates to implement a comprehensive school counseling program focusing on developing prevention and intervention programs to assist PreK-12 students' academic performance. The course includes using data to reduce barriers and improve outcomes for all students. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 536 Inclusion and Equitable Practices

Prerequisite: Completion of PPS 520 and PPS 521

This course explores multi-tiered support systems, cultural capital, and strengths-based perspectives to develop strategies that encourage academic success for neuro and gender diverse students, foster youth, homeless, social and economically disadvantaged, undocumented youth, racial and ethnic groups, English Learners, and LGBTQ+ in the delivery of school counseling services. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 543 School Counseling Programs and Legal Mandates

Prerequisite: Completion of PPS 545

Provides overall perspective of school counseling emphasizing the National Standard for School Counseling; organizing, managing, and evaluating school guidance programs; developing appropriate program delivery systems; identifying community resources; legal mandates; and professional ethics. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PPS 544 Law and Ethics in Counseling PPS/LPCC Focus

This course is designed to cover all the components necessary for Candidates to fully understand the legal mandates and professional ethics associated with School Counseling and Licensed Professional Clinical Counseling. Not challengeable.

Semester Hours: 3

PPS 545 Comprehensive School Counseling

Prerequisite: Completion of or concurrent enrollment in PPS 578A
 This course covers the history of the profession and introduces school counseling candidates to the professional role of the school counselor. Students will learn how to design and deliver a school counseling program that improves student achievement and closes opportunity gaps in alignment with the American School Counselor Association (ASCA) National Model. Cannot be taken as directed study. Letter grade only. Not challengeable.

Semester Hours: 3

PPS 546 Introduction to School Counseling

An introduction to the profession of school counseling. Emphasis is placed on historical foundations, theories, practices of counseling, helping relationships, developing skills in individual group practices, and legal and ethical issues. Not challengeable. No Directed Study. 25 hours of practice required.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PPS 547 Theories for School Counseling

Prerequisite: Completion of PPS 545

This course provides a general overview of core counseling and educational theories that support an effective counseling relationship in the school setting. The primary focus is on providing an opportunity to develop a personal theory of counseling that encourages and validates multiculturalism and diversity. Cannot be taken as directed study. Letter grade only. Not challengeable.

Semester Hours: 3

PPS 549 School Counseling Theories

Prerequisite: Completion of PPS 546 and PPS 571

Presents and examines various theories of counseling that form the foundation for the work of the school counselor. The major theories are studied from both a historical and current application viewpoint. New theories are also covered as well as ethical and diversity issues. 25 hours of practice required.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PPS 551 Diagnosis and Treatment of Psychopathology

Prerequisite: Completion of PPS 571 and PPS 572

This course is intended to provide graduate students with basic knowledge of psychopathology and to familiarize students with current concepts, diagnostic considerations, and empirical applications for working with mental illness. We will address the phenomenology, classification, epidemiology, course, and possible etiological and sustaining factors associated with clinical diagnoses. This course has two primary goals: (1) to enable students to make accurate and informed diagnoses of psychopathology and (2) to promote critical thinking around such issues as the concept of disorder and the classification of psychopathology, including cultural implications in the diagnosis and treatment of mental health. Not challengeable.

Semester Hours: 3

PPS 554 Advanced Theories in Counseling

Prerequisite: Completion of PPS 549, 571, and 572, and completion of or concurrent enrollment in PPS 551

. This is a three credit online course intended to focus on the integration of theory and practice for advanced graduate counseling students. Critical analysis of several major theories of counseling/personality will take place and their application with certain populations. The course will provide a contextualized background for psychotherapeutic work, understanding of theoretical material, and the ability to conceptualize and apply theory using hypothesis testing, and then applying it to treatment.

Semester Hours: 3

PPS 558 Psychopharmacology for School and Community Based Counseling

This course is designed to cover all the components necessary for Candidates to fully understand all aspects of psychopharmacology, including the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified. Cannot be challenged.

Semester Hours: 3

PPS 559 Substance Abuse Counseling LPCC/PPS Focus

Prerequisite: PPS 571, PPS 572, PPS 549, and completion or concurrent enrollment in PPS 551

This course is designed to cover all the components necessary for Candidates to fully understand all aspects of substance abuse counseling including co-occurring disorders and addiction; major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction; legal and medical aspects of substance abuse; populations at risk; the role of support persons, support systems, and community resources. This course cannot be challenged.

Semester Hours: 3

PPS 560 School Counseling Supervision 2

Prerequisite: TB Clearance, Certificate of Clearance, and completion of PPS 520 and 521

This course provides candidates with an opportunity to apply professional and accreditation standards. Supervisory discussions and course activities focus on ethical responsibilities, culturally appropriate counseling, and delivery of small group and classroom interventions. In addition, students will develop, deliver, and evaluate integral components of a comprehensive school counseling program that address student achievement, attendance and discipline. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 561 Data, Research, & Evaluation

Prerequisite: Completion of PPS 520 and PPS 521

This course helps students understand the basic principles of research design, action research, and program evaluation. Candidates will learn to evaluate published research, use accountability systems data, and evaluate the school counseling program components to increase student outcomes. There is an emphasis on conducting action research at a school site following ethical guidelines and standards of practice. Letter grade only. Not challengeable.

Semester Hours: 3

PPS 562 Culturally Responsive Pedagogy for School Counselors

Prerequisite: Completion of PPS 545 and PPS 578B

This course uses a lens of social equity to examine learning theory, pedagogy, instructional design, and classroom leadership. Course topics include a critical analysis of curriculum design models and a review of tiered systems of support and interventions aligned with state and national school counseling standards. The course will assist students in learning about and developing culturally responsive curriculum and pedagogy across the three school counseling domains: academic, career, and social/emotional, for all education levels. In addition, the course evaluates effective classroom management strategies, and collaborative and co-teaching models. Letter grade only. Not challengeable.

Semester Hours: 3

PPS 563 Collaborative Strategies & Referral Systems

Prerequisite: Completion of PPS 520 and PPS 521

This course examines collaboration and consultation models, group dynamics, the development of referral systems, and facilitating effective meetings to advocate for student success and systemic change. Course activities include developing strategies that cultivate creative, innovative practices that support a collaborative school culture that contributes to the comprehensive school counseling program. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 564 Instruction and Achievement

Designed to provide counselor candidates with an overview of curriculum standards, curriculum design, lesson plan development, instructional strategies, and how to assist new teachers.

Grade Mode: Letter, Audit

Semester Hours: 2

PPS 565 Career Development

Prerequisite: Completion of PPS 545

Introduces theories, methods, strategies, assessment instruments and materials used in educational and career counseling and guidance for students of all ages. There is a strong emphasis on the use of Internet resources in this course. Not challengeable. No Directed Study.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PPS 566 Social Emotional Development & Academic Success

Prerequisite: Completion of PPS 520 and PPS 521

This course prepares candidates to implement a comprehensive school counseling program that incorporates data, positive behavior interventions and supports (PBIS), and restorative practices. The course focuses on prevention and intervention strategies within a tiered system of support where candidates collect, evaluate, and share data. In addition, candidates will integrate a theoretical approach to reduce factors that impede or limit student development. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 567 School Safety and Crisis Prevention

Prerequisite: Completion of PPS 545

Introduces theories, methods, and strategies used in school safety, crisis intervention, conflict management, and violence prevention. Highlights involvement in crisis intervention teams. Not challengeable. No Directed Study.

Grade Mode: Letter, Audit

Semester Hours: 2

PPS 568 Career Development & Academic Success

Prerequisite: Completion of PPS 520 and PPS 521

This course focuses on career development theory and readiness, including career identity development across the lifespan, assessment of interests and skills, and promotion of successful transitions to postsecondary education. In addition, candidates will learn how to establish a school-wide career and college culture by implementing a comprehensive school counseling program that prepares all students for future career choices. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 569 Crisis Intervention & Trauma Informed Practice

Prerequisite: Completion of PPS 520 and PPS 521

This course provides a foundational understanding of crisis response, trauma and related theoretical concepts, trauma-informed practices, and prevention and intervention strategies that support students, families, and the community. Discussion of the cultural, legal, and ethical issues related to crisis and trauma are included. In addition, course content will focus on knowledge of intervention strategies and processes, understanding the depth of response, locating resources, and advocating for safe, supportive schools. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 571 Individual Counseling Skills

Designed to provide candidates with knowledge and skills of the elements of effective counseling and the interpersonal skills to assist pupils academically and personally. Not challengeable. No Directed Study. 25 hours of practica required.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 3

PPS 572 Group Counseling Skills

Prerequisite: Completion of PPS 546 and PPS 571

This course is designed to provide candidates with knowledge of group dynamics and the skills to facilitate group work in a school setting. Not challengeable. No Directed Study. 25 hours of practica required.

Grade Mode: Letter, Audit

Semester Hours: 3

PPS 573 Counseling Diverse Populations

Prerequisite: Completion of PPS 578B

Examines diversity in a school setting from the cultural-general to the culture specific. Emphasis is placed on previously learned counseling skills as applied to culturally diverse populations. Not challengeable. No Directed Study.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

PPS 574 Facilitation, Consultation, and Collaboration Skills**Prerequisite:** Completion of PPS 573

Introduces theories, models, and processes of consultation. Examines methods, strategies, and skills to effectively coordinate and facilitate task groups, consult with parents and staff, coordinate comprehensive pupil support systems, and manage a collaborative system. Not challengeable. No Directed Study.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 3**PPS 575 Counseling Skills: Level I****Prerequisite:** PPS 578A

This course provides an introduction to the interpersonal skills and techniques used in counseling to support academic success. Includes in-class role play experiences. Cannot be taken as a directed study. Letter grade only. Not challengeable.

Semester Hours: 3**PPS 576 Organizational Management and School/Community Collaboration****Prerequisite:** Completion of PPS 573

Studies the practices and principles of public school management, human relations, leadership, organizational systems, school-community collaboration, and team building. Cannot be taken as directed study. Not challengeable.

Semester Hours: 2,3**PPS 577 Counseling Skills: Level II for Group Work****Prerequisite:** Completion of or enrollment in PPS 575

This course extends the skills and techniques learned in Counseling Skills: Level I. It also builds an understanding of group dynamics and the skills needed to facilitate group work in a school setting. Cannot be taken as a directed study. Letter grade only. Not challengeable.

Semester Hours: 3**PPS 578A Practicum I in School Counseling****Prerequisite:** TB Clearance, Certificate of Clearance, and Completion of or concurrent enrollment in PPS 545

PPS 578A is a one unit course that requires a minimum 50 hours of field-based activities. Practicum offers a structured opportunity for first year educational counseling candidates to begin establishing their professional identity within the educational community. Activities take place in classroom and field-based settings, and provide opportunities for development of initial knowledge and application of skills. May be taken for credit/no credit only. Not challengeable. No directed study.

Semester Hours: 1**PPS 578B Practicum II in School Counseling****Prerequisite:** TB Clearance, Certificate of Clearance, and Completion of PPS 578A

PPS 578B is a one unit course that requires a minimum 50 hours of field-based activities. Practicum offers a structured opportunity for first year educational counseling candidates to begin establishing their professional identity within the educational community. Activities take place in classroom and field-based settings, and provide opportunities for development of initial knowledge and application of skills. May be taken for credit/no credit only. Not challengeable. No directed study.

Semester Hours: 1**PPS 580 School Counseling Supervision 3****Prerequisite:** TB Clearance, Certificate of Clearance, and completion of PPS 560 and 561

This course provides candidates with an opportunity to apply professional and accreditation standards. Supervisory discussions and course activities focus on ethical responsibilities, culturally appropriate counseling, and delivery of small group and classroom interventions. In addition, students will develop, deliver, and evaluate integral components of a comprehensive school counseling program that address student achievement, attendance and discipline. Letter grade only. Not challengeable.

Semester Hours: 2**PPS 581 Leading School Counseling Programs****Prerequisite:** Advanced standing and completion of PPS 560 and PPS 561

This culminating course focuses on the practical application of leadership, advocacy, and systemic change theory as it applies to developing comprehensive school counseling programs. It extends the knowledge and skills related to stakeholder collaboration to create a school climate that embraces cultural diversity and promotes academic, career, and social/emotional success. Letter grade only. Not challengeable.

Semester Hours: 3**PPS 582 Postsecondary Paths & Academic Success****Prerequisite:** Completion of PPS 560 and PPS 561

This course prepares candidates to implement effective strategies for preparing all students for a successful transition to postsecondary education. The course focuses on college and career readiness areas, including high school graduation and college entrance requirements, career pathway options, college application, and financial support options, and promoting successful transitions to postsecondary education. Letter grade only. Not challengeable.

Semester Hours: 2**PPS 583 SFBC to APCC: The Path to Licensure****Prerequisite:** Completion of PPS 544, 551, and 554

This course represents the transition for graduate students from the University of LaVerne program to the California Board of Behavioral Sciences (BBS). It prepares candidates who are completing the SFBC concentration to apply for the Associate Professional Clinical Counselor (APCC) number and uphold the requirements of their APCC number. The application process will be examined. Updated legislation and current scope of practice regulations will be discussed as well as diversity in therapeutic practice. Students will explore pathways for their personal scope of practice and any specialization components. Letter grade only, not challengeable,

Semester Hours: 2**PPS 583A Supervised Field Work - Level I****Prerequisite:** TB Clearance, Certificate of Clearance, and Completion of PPS 545 and PPS 578B

Provides school counseling candidates with 200 hours of supervised field work in school and/or community settings. It emphasizes human assessment, counseling services, program coordination, supervision, consultation, and legal and ethical issues. Not challengeable. No Directed Study. May be taken for credit/no credit only.

Semester Hours: 2

PPS 583B Supervised Field Work-Level II

Prerequisite: TB Clearance, Certificate of Clearance, and Completion of PPS 583A

Provides school counseling candidates with 200 hours of supervised field work in school and/or community settings. It emphasizes human assessment, counseling services, program coordination and supervision, consultation, and legal and ethical issues. Not challengeable. No Directed Study. May be taken for credit/no credit only.

Semester Hours: 2

PPS 583C Supervised Fieldwork Level III

Prerequisite: TB Clearance, Certificate of Clearance, CBEST passage, and Completion of PPS 583B

Supervised Fieldwork - Level III provides candidates with 200 hours of experience in a school and/or community setting. Candidates enrolled in the course will engage in counseling, consultation and program development activities under the direct supervision of a credentialed school counselor. Candidates will use fieldwork as a means to gain and extend their knowledge and skills related to school counseling. They will gain experience in advocacy, team-building, collaboration, use of assessment data, and working with diverse populations. Not challengeable.

Semester Hours: 2

PPS 584 Clinical Practicum

Prerequisite: PPS 571, PPS 572, PPS 583A, PPS 583B, and PPS 544

This is a two-unit practicum course involving the participation in planned clinical experiences in an approved agency or other setting under an approved supervisor. It is intended to provide counselor trainee the clinical experience necessary to pursue a License as a Professional Clinical Counselor (LPCC). Not Challengeable. Credit/No Credit.

Grade Mode: Credit/No Credit, Letter

Semester Hours: 2

PPS 585 Pedagogical Practices

Prerequisite: Completion of PPS 560 and PPS 561

This course prepares candidates to develop, implement, and evaluate school counseling classroom instruction for all students. Candidates will delve into the classroom experience via instructional and engagement strategies with classroom relationship-building concepts through a culturally responsive lens. Evaluation skills include the use of Participation, Mindsets & Behaviors, and Outcome Data. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 586 Data Informed School Counseling Programs

Prerequisite: Completion of PPS 560 and PPS 561

This course provides candidates with an opportunity to operationalize the American School Counselor Association (ASCA) National Model for School Counseling Programs. Candidates will connect these data-informed programs with overall school plans as part of the educational system. Additionally, candidates use ethical practices and technology to conduct a program evaluation of a comprehensive school counseling program. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 587 Advocating for Equitable and Ethical Practice

Prerequisite: Completion of PPS 560 and PPS 561

This course examines the values, ethics, and legal issues affecting professional practice in school counseling. Candidates will practice applying ethical principles and legal mandates that support the implementation of equitable services and provide a foundation for advocacy and social change. Letter grade only. Not challengeable.

Semester Hours: 2

PPS 592 CWA: Supervised FW & Coursework

Prerequisite: Completion of PPS 580, PPS 581, PPS 582, PPS 585, PPS 586, and PPS 587

This course provides PPS candidates with supervised fieldwork hours focusing on child welfare and attendance in PK-12 settings. Course activities emphasize compulsory education laws, student discipline procedures, transfers to alternative programs, and development of prevention and intervention programs for attendance related issues. Letter grade only. Not challengeable.

Semester Hours: 3

PPS 597 Graduate Seminar in School Counseling

Prerequisite: Completion of PPS 583A and Advanced Standing

This is the culminating activity for the M.S. in Educational Counseling. Each student develops a portfolio demonstrating their knowledge, experiences, and skills gained in the School Counselor Preparation Program and a professional employment portfolio. Not challengeable. No Directed Study. May be taken for credit/no credit only.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 2-3

PPS 599 Independent Study

Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan is required. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

Radio (RDIO)**RDIO 112 Intro to Digital Audio**

Basics of audio controls in the broadcast industry. Use of audio boards and recording equipment. Experience with radio studio controls and audio for video.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RDIO 112L Radio and TV Audio Controls & Techniques Lab

See - RDIO 112- Radio/Television Audio Control Technology. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 0

RDIO 166 Introduction to Mass Media

Introduces print and electronic media. Examines history, regulation, programming, and economics. Emphasizes impact of media and media literacy. Also JOUR 166 and TV 166.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RDIO 230 Radio Production I

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. (Formerly RDIO 220A).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RDIO 240 Radio Production II

Continuation of RDIO 230. Emphasizes on-air work and production. Includes airshift on KULV. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RDIO 305 Radio and TV Newswriting and Editing

Prerequisite: Completion of JOUR 100

Gathering, writing, and editing news in forms required by radio and television. Also JOUR 305 and TV 305.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RDIO 306 Radio Station Newswriting & Editing

Prerequisite: Completion of JOUR/RDIO/TV 305

Gathering, writing, and editing news in forms required by radio. May be taken four times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

RDIO 318 Survey of Multi-Media

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 JOUR 318 and TV 318. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

RDIO 319 Designing Multi-Media Web Pages

Prerequisite: Completion of JOUR/RDIO/TV 318

Utilizes software to produce dynamic, multi-media web pages. Prepares students to work professionally in web design. Also JOUR 319 and TV 319. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

RDIO 328 Media Sales

Emphasizes professional selling and sales management techniques. Also BUS 361, JOUR 328, and TV 328.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RDIO 351 Playwriting and Screenwriting I

Produces work for performance on stage, radio, and TV. Also ENG 316, THAR 360, and TV 351.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RDIO 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

RDIO 400 Designing Media Message

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 TV 400.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

RDIO 408 Selected Topics

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 JOUR 408 and TV 408. Can be taken for letter grade only. Not challengeable.

Semester Hours: 1-4

RDIO 426 Radio Station Operation

Advanced positions and responsibilities in operating campus radio station. Requires instructor approval. May be taken four times for credit. Not challengeable. (Formerly RDIO 426A-D).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

RDIO 460 Law and the Mass Media

Legal and governmental rules and regulations that apply to mass media. Study of current cases. Also JOUR 460 and TV 460.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

RDIO 465 History of Mass Media

Development of the mass media. Current methods of collecting and reporting news and expressing editorial opinion. Also JOUR 465 and TV 465.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

RDIO 467 Ethics of Mass Media-Printed and Electronic

Current ethical standards, procedures, and problems in printed and electronic media. Also JOUR 467 and TV 467.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

RDIO 480 Radio Special Projects

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. Requires instructor approval. May be taken twice for credit. Not challengeable. (Formerly RDIO 480A-B).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

RDIO 480A Radio Special Projects I

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. Requires instructor approval. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit
Semester Hours: 2

RDIO 480B Radio Special Projects II

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. Requires instructor approval. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit
Semester Hours: 2

RDIO 497 Internship

Supervised work experience in student's major area. Requires 3.0 GPA in major coursework and instructor approval. Also JOUR 497 and TV 497. May be repeated up to 8 semester hours.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit
Semester Hours: 1-4

RDIO 499 Senior Project

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. Also JOUR 499 and TV 499. Can be taken for letter grade only. Instructor Approval Required. Not challengeable.

Semester Hours: 4

Religion (REL)

REL 100 Introduction to Religion

Studies the origins and nature of religion, its relationship to cultures, and modern religious issues. Meets departmental major requirement for core class.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 4

REL 131 Beginning New Testament Greek

Introduces basic reading, writing, and pronunciation skills, with sample readings from the New Testament.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 4

REL 220 Survey of Old Testament/Hebrew Scriptures

Surveys biblical literature with attention to literary types and their historical background. Emphasizes the Pentateuch and the prophets. Meets departmental major requirement for core course or SC (Scripture).

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 4

REL 230 Survey of New Testament

Focuses on history of the literature as well as major theological motifs. Meets departmental major requirement for core course or SC (Scripture).

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 4

REL 280 Preaching Laboratory I

Focuses on improving the structure, flow, content, and delivery of sermons and other spoken communication. For practicing pastors and lay preachers. ECBCS only.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 4

REL 305 World Religions: East

Examines the origin and development of those religions, which undergird East, South, and Southeast Asian worldviews and societies. Meets departmental major requirement for NW (Non-Western Religion). Also SOC 311.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 4

REL 307 Pathways to Peace

Prerequisite: Completion of Written Communication B
 Explores the history and major beliefs of five religious traditions (Hinduism, Buddhism, Judaism, Christianity, and Islam) and writings focused on peace and nonviolence drawn from each tradition. Additionally, the course examines the history of the Interfaith Movement. Special emphasis will be given to the way adherents of these religious traditions continue to practice their faith and the interfaith movement in the Los Angeles metropolitan area. Not challengeable.

Grade Mode: Letter, Credit/No Credit
Semester Hours: 4

REL 311 Archaeology and the Bible

Surveys archeological discoveries relating to the Bible. Focuses on Israelite settlement of Palestine, the Romanization of Palestine, and Greco-Roman cities visited by Paul.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 4

REL 317 History of the Holy Land

Prerequisite: Completion of ENG 281, REL 220, or REL 230
 Study tour to biblical, historical, and religious sites in Israel. Examines the Israelite, Jewish, Christian, and Islamic connections. Requires one semester of Bible or instructor approval. Also HIST 371. Not challengeable.

Grade Mode: Letter, Credit/No Credit
Semester Hours: 4

REL 321 The Prophets

Introduces writings of the prophets of the Old Testament/Hebrew Scriptures. Covers historical background and theological significance of general phenomenon of prophecy. ABTC and ECBCS only.

Grade Mode: Letter, Credit/No Credit, Audit
Semester Hours: 4

REL 325 Religion, Ethics, and Sustainability

Prerequisite: Completion of Written Communication B and Natural World: Life Science

This course is designed to examine the basic principles of ecology and environmental science and the fundamental concepts of various religions' eco-perspectives. It focuses on how religion shapes individuals' attitudes about the earth and influences how they interact with the environment. It explores both the implicit and explicit reasons why individuals make particular environmental decisions and examines the consequences of those decisions on the health of the earth and society. This course is not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

REL 326 Religion, Science, and Consciousness

Examination of the structure and practice of scientific and mystical traditions, and how each discipline approaches the mind-body problem. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 330 Holocaust: Religions, Ethics, and Laws

Interdisciplinary course integrating religion and law in a religious and ethical analysis of the Holocaust. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

REL 331 Jesus and His Teachings

Consults wide range of scholarship in doing close, firsthand study of Synoptic Gospels. Meets departmental major requirement for SC (Scripture).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 332 The New Testament in Historical Contexts

Great theological themes of New Testament kerygma and methodology for locating and interpreting its meaning. ECBCS only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 333 Letters of Paul

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 335 The First Christians

Prerequisite: Completion of Written Communication B

Examines the first Christians within Roman Empire. Using archaeology and texts, examines early Christian practices and beliefs during the first two centuries. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 346 Politics and Christian Theology

Examines the current religious and political polarization in America.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

REL 348 Formative Thinkers of 20th Century Theologies

Examines important theologians of the 20th century. Includes Barth, Bultmann, Tillich, Daly, Ruether, and Fiorenza.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 349 Contemporary Themes in Christian Thought

Examines contemporary movements in Christian thought, such as liberation theology, process theology, and feminist theology. Meets departmental major requirement TH (Theology).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 352 Latin American-Latinx Liberation Thought

This course focuses on the motif of liberation in the Latinx and Latin American culture. It traces its development through early religious and philosophical debates on the human rights and theological works on the human soul of indigenous peoples and those of African descent. The course explores the writings of key figures whose theological insights were influential in revolutionary or civic movements in Latin America and the United States. It seeks to study the development of a liberation consciousness from within the Latin American/Latinx milieu. Letter grade only. Not challengeable.

Semester Hours: 4

REL 370 History of Christianity

Chronological survey of major movements and figures of Christianity. Emphasizes relationship between theological statements and formulations and sociopolitical context.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 380 Preaching Laboratory II

Prerequisite: Completion of REL 280 AND Written Communication B

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. ECBCS only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 388 American Baptist Missions Today

Studies history of world missions movement, American Baptist theological understanding of missions and practice, and American Baptist presence in today's world. ABTC only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 390 Topics in Religion

Prerequisite: Completion of Written Communication B

Studies special areas in contemporary religion, such as spirituality and social action, religion in the city, and religious existentialism.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 395 Religion and the City

Integrates methods and perspectives of Sociology and Religious Studies to explore the relationship between urban challenges and religiously based responses to these challenges.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

REL 398 Topics in Urban Studies

Examines religious, ethnic, and economic diversity issues. Meets departmental major requirement for RS (Religion and Society). May be repeated with different topics. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

REL 401 Interfaith Reflection and Interfaith Action

This is the culminating experience for the Interfaith minor. In conversation with seminal thinkers and key historical events, students develop their own philosophy and/or theology of interfaith cooperation and then put that theory into practice as they plan and implement an interfaith project. Students choose their own philosophers, theologians, historical figures/events that will help them develop their theoretical perspective. Letter grade only. Not challengeable.

Semester Hours: 4

REL 445 Seminar in Western Theology and Afro-American World View

Basic worldview and belief systems of Black-American culture and tenets of Christianity as expressed in Western or Euro-American doctrines and theological statements. ECBCS only.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 481 Organization and Administration in the Local Church

Prepares students to participate in lay or professional capacities in local congregations. ABTC and ECBCS only.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

REL 490 Research Strategies

Meets departmental major requirement for core class.

Grade Mode: Letter, Audit

Semester Hours: 1

REL 497 Internship

Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

REL 499 Senior Project

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. Can be taken for letter grade only. Not challengeable.

Semester Hours: 1-4

Rhetoric Communication Studies (RCS)

RCS 100 Fundamentals of Public Speaking

Organization and presentation of verbal materials. Emphasizes developing performance skills through graded speaking activities. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RCS 109 Academic Writing for Multilingual Students

Prerequisite: Completion of the Writing Placement test with a score of 1 or 2

Expository writing through genres and modes. Begins with developmental writing; ends with preparation for WRT 111. Course may fulfill AHFL for international students only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RCS 109S Writing Studio Multilingual

Supplemental one-on-one and small group tutoring for RCS 109 students. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1

RCS 110 College Writing A

Prerequisite: Completion of WRT 109, Written Communication test with a minimum score of 5, or SAT EBRW Section Score of 500

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. Course may fulfill AHFL for international students only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RCS 110S Writing Studio

Supplemental one-on-one and small group tutoring for RCS 110 students. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1

RCS 111 College Writing and Research

Prerequisite: Completion of Written Communication A

Further expository writing with particular emphasis on methods of research and effective use of source materials. Should be completed before junior year. Course may fulfill AHFL for international students only.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RCS 120 Introduction to Speech Communication Theory and Practice

Introduces field of speech communication, including its history, major theories, and primary contexts. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RCS 210 Interpersonal Communication

Introduces theory and practice of interpersonal communication. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RCS 220 Intercultural Communication

Introduces theory and practice of intercultural communication.

Emphasizes training and application to improve skills. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RCS 230 Science Communication

Practical course in communication for science students. Restricted to Biology, Chemistry, Physics, and Kinesiology freshmen and sophomores only.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

RCS 240 Persuasion and Social Influence

Covers theories, principles, and strategies of social influence as they relate to everyday life. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

RCS 250 Spin Doctoring

Focuses on understanding and interpretation of current events filtered through mastery of written and spoken language. Covers techniques of analysis, substantiation, and synthesis. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RCS 260 Plato to Hashtags: Intro to Rhetoric

This course is an introduction to rhetorical history and theory from Greek antiquity to the present, including rhetorics of the Americas. Students will analyze contemporary multimodal (written, oral, visual) performances and arguments using rhetorical theories, in order to understand how individuals and groups communicate belief and action in civic life and in other public discourses. Letter grade only. Not challengeable.

Semester Hours: 4

RCS 265 Decolonial Rhetorics

Decolonial rhetorics introduces students to theories and practices of decolonial rhetorical traditions (e.g. LatinX, indigenous) that challenge Eurocentric thinking and influence. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RCS 270 Peer Tutoring in Writing

Prerequisite: Completion of Written Communication B

Explores theories of creative writing while critically examining their orientations, preferences, and practices. May be taken for letter grade only. Not Challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

RCS 300 Advanced Argumentative Writing for Public Discourse

Prerequisite: Completion of Written Communication A, Written Communication B, and RCS 260

This advanced writing course is designed for students who intend to use their writing and communication skills to effect change through public discourse. Students study theories and practices of written argumentation, and compose arguments on contemporary issues, engaging with public audiences through written, digital, and oral modes. Letter grade only. Not challengeable.

Semester Hours: 4

RCS 310 The Dark Side of Interpersonal Communication

Focuses on various theories, communication concepts, and academic research to explore and understand the more harmful and dysfunctional aspects of interpersonal relationships. Letter grade only. Not challengeable.

Semester Hours: 4

RCS 330 Interviewing Princpl & Prac

Examines interviewing using various paradigms, including industry and academic research. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RCS 350 Argumentation and Debate

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. Course may be repeated multiple times for up to 16 semester hours of credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

RCS 360 Leadership Communication

Prerequisite: Co-enrollment in one Upper Division RCS course

Adapts academic theories from rhetoric and communication studies to leadership. Requires a minimum of 24 hours of volunteer service. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

RCS 380 Feminist Rhetorics

Feminist Rhetorics examines the rhetorical strategies of activists during the first, second, and third waves of U.S. feminist movements. The course explores tactics feminists used to confront ideological opposition as well as the cultural contexts and historical developments of feminism in American culture. Letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

RCS 381 Research Writing in Sciences**Prerequisite:** Written Communication B

This course focuses on analysis and practice of various forms of scientific discourse, with attention to research methods, design of papers, technical style, citation conventions, and editing strategies. Students develop their command of scientific discourse through multi-stage writing processes, rhetorical communication, active in-class learning workshops, peer review, and individual feedback. Also BIOL 381. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 2**RCS 390 Queer Theory and BIPOC Rhetorics**

This course is an introduction to the study of sexuality, queer theory, and the interdisciplinary field of queer and LGBTQ studies. The course historicizes LGBTQ+ scholarship and activism and provides a theoretical framework for understanding contemporary LGBTQ+ issues. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**RCS 391 The Washington Center LEAD Colloquium**

Engages students registered at the University of La Verne and enrolled at The Washington Center in the wealth of personal, professional, and academic experiences offered as part of TWC's LEAD Colloquium. Meets 4 to 8 hours on Fridays during the student's TWC semester in the nation's capital and includes distinguished lectures, site visits, public policy dialogues, networking, informational interviews, strengths assessment, a career readiness portfolio, resume building, and a capstone reflection. Open to TWC Participants only. Letter grade only. Not challengeable.

Semester Hours: 4**RCS 399 Independent Study**

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 1-4**RCS 400 Voices of Revolution**

Throughout history, audiences have been compelled into action by the powerful words of great leaders. Yet, in the age of the Internet, cell phones, and sound bites, these voices appear to be silent. Through the academic intersection of historical contextualization and applied rhetorical theory, this course will examine these historical speeches. In the process, the application of the devices and mechanisms employed in these speeches will be analyzed, along with their effect in emboldening a new generation of orators to take their place on the podium, behind the lectern and in creating their own history. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**RCS 410 Advanced Interpersonal Communication**

Examines interpersonal communication, focusing on specific relational contexts such as romantic, interpersonal, family, friendship, workplace, and stepfamily. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**RCS 420 Health Communication**

Introduces interpersonal, organizational, persuasion, and media communication processes within the study and practice of issues in health and medicine.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**RCS 450 Political Communication**

Focuses on various theories, communication concepts, and academic research in relation to political speeches, to public discourses, debates, the election cycle, and the binary discourse that relates from historical to the contemporary political structure. Letter grade only. Not challengeable.

Semester Hours: 4**RCS 460 Rhetorical Criticism**

Examines fundamentals of rhetorical criticism. Filters rhetorical methods through contemporary events and controversies using critical thinking and discourse. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**RCS 490 Special Topics in Rhetoric and Communication Studies**

Selected topics in rhetoric and communication studies relating to current issues or special fields of study. Offerings are faculty designed courses in areas of expertise. May be taken four times with a different topic for credit. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit**Semester Hours:** 4**RCS 499 Senior Project**

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. Can be taken for letter grade only.

Grade Mode: Letter, Letter, Audit**Semester Hours:** 4**School Psychology (SPSY)****SPSY 502 Learning Disabilities & Neurology**

This course emphasizes basic knowledge of bio-neurology as it pertains to learning disabilities. A balance of theoretical background and current research will be studied. May be taken for letter grade only. Not challengeable.

Semester Hours: 3**SPSY 510 School Psychology Practicum I****Prerequisite:** CBEST Passage or equivalent

This course provides first-year candidates an opportunity to establish professional identity as a school psychology trainee through engagement in professional preparatory activities. Practicum activities include developing knowledge and application of entry level competencies. Credit/No Credit only. Not challengeable.

Semester Hours: 1

SPSY 511 Legal and Ethical Foundations in School Psychology

This course will engage candidates in examining the values, ethics, and legal issues affecting professional practice in school psychology. Candidates will practice applying ethical principles and legal mandates and begin establishing a process for using ethical decision-making models to evaluate and choose among alternatives in a manner consistent with professional and ethical principles. Candidates gain familiarity with professional ethics (NASP, CASP, APA), state, federal laws, and regulations pertinent pupil rights in K-12 education. The legal implications and applications of due process and legal requirements are emphasized. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 512 Counseling Theory: Developmental & Biological Foundations

This course provides candidates with an examination of the varied counseling theories and techniques used by school psychologists. An introduction to the major theoretical approaches for counseling, typical and atypical development across the lifespan, and cognitive models are introduced and address the variety of counseling roles and functions school psychologists play in K-12. Important developmental concepts, counseling principles, models, and best practices are discussed and studied, inclusive of their appropriateness for working with culturally diverse students. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 513 Diversity, Equity, and Inclusion in School Psychology

School Psychologists are required to be knowledgeable and utilize skills to address the diversity represented among the students and families in the communities they serve. This course supports candidates in developing a multicultural strengths-based perspective by becoming aware of their own cultures, the nuances of other cultures, counseling considerations and perspectives when working with individuals from diverse social and cultural backgrounds. Emphasis is placed on understanding tenets of social justice, microaggressions, cultural capital, implicit bias, socialization cycles, and multi-tiered systems of support to deliver school psychology services and develop practices which encourage social/emotional and academic success for diverse populations including, but not limited to, racial/ethnically diverse, individuals with disabilities, social, and economically disadvantaged, LGBTQ+, undocumented, religious minority and foster and homeless youth. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 514 Professional Practice Foundations of the School Psychology Leader

This course is designed to orient candidates to the professional identity and practice of school psychology. Candidates are introduced to the history of school psychology, professional roles of school psychologists, school systems, family-school-community collaboration, and service delivery models. An examination of current educational and cultural issues and standards of professionalism that influence the practice of school psychology is introduced. Practices that support successful school psychologist leadership are incorporated into the instruction. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 520 School Psychology Practicum II

Prerequisite: CBEST passage or equivalent, and completion of SPSY 510
This course provides first-year candidates an opportunity to establish professional identity as a school psychology trainee through engagement in professional preparatory activities. Practicum activities include developing knowledge and application of entry level competencies. Credit/no credit only. Not challengeable.

Semester Hours: 1

SPSY 521 Intro to Psychoeducational Assessment

Prerequisite: Completion of SPSY 512

This course is the first in a series of three courses structured to develop competence in the assessment of school-age children. Candidates become aware of the multifaceted nature of human intelligence, research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Emphasis is placed on the administration, scoring, and understanding of cognitive assessment batteries. Candidates will apply this knowledge to practice and produce professionally written psychoeducational reports (4). Cognitive assessment with concern for cultural and linguistic issues will also be discussed. Letter grade only, Not challengeable.

Semester Hours: 3

SPSY 522 Psychopathology & Social Emotional Learning

This course provides a systematic introduction to the understanding, assessment of and evidenced-based interventions for children with emotional and behavioral problems. Candidates will delve into learning the psychological disorders of children and a developmental based approach will be used to present the impact of psychopathology on children in educational settings. Case studies will be used to explore evaluation of typical and atypical development, social, emotional, cognitive and the behavioral difficulties most commonly encountered in the delivery of school psychological services. Social emotional learning strategies to address and instruments constructed to examine psychological and social emotional learning issues will be studied. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 523 Individual Counseling Children & Adolescents

This course introduces theoretical and skill-based counseling approaches. It focuses on building relationships, reflecting empathy, and prioritizing concerns to facilitate services that support student social emotional learning, socialization, mental health, and academic success. Candidates develop proficiency in basic counseling attending and response skills and utilization of techniques across various theoretical orientations in addition to understanding the role of cultural diversity in the application of skills. Essential counseling skills are developed through engagement in experiential learning activities. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 524 Group Counseling: Intervention & Strategies

Prerequisite: Completion of SPSY 523

This course focuses on developing essential skills for designing and delivering small group counseling intervention in schools. Candidates will learn theoretical and skill-based approaches and techniques, pertaining to group counseling processes. Leader/facilitator skills and engagement strategies will be practiced through participation in role plays and engagement with class members. Candidates observe, participate in, and conduct groups composed of class members and observed by an experienced group supervisor. The impact of culture, gender, ethnicity, and other factors of diversity will be considered in the context of the group process. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 528 Multi-tiered Interventions & Instructional Supports

This course provides candidates with an overview of instructional strategies, assessments, and evidenced-based interventions to support K-12 general and special education student academic success in the core curriculum. Foundations of curriculum-based assessment, instructional strategies, patterns of strength and weakness (PSW) and response to intervention (RTI) will be reviewed in the context of student achievement with emphasis on techniques in teaching reading, written language, and math. The importance of cognitive processes, and their association to the identification and prevention of skill deficits are examined. The course includes using data in the development of relevant Individual Education Programs (IEP) and improving outcomes for all students. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 529 Psychoeducational Assessment, Measurement, & Testing

This course helps candidates understand and interpret measurement techniques, and state- and nation-wide assessments used in public schools at all grade levels. Course content includes the role of measurement and assessment in pupil personnel services, test validity and reliability, portfolio assessment procedures, special education testing, interpreting test data, and elementary statistics. Emphasis is on helping candidates use measurement and assessment data to promote positive programs and outcomes for students. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 530 School Psychology Practicum III

Prerequisite: CBEST passage or equivalent, and completion of SPSY 510 and SPSY 520

This course provides candidates with an opportunity to apply professional and accreditation standards. Supervisory discussions and course activities emphasize best practices in the field, ethical responsibilities, culturally appropriate service delivery of assessment/evaluations, consultation, and mental health support services. In addition, candidates will participate in assessments, deliver supervised mental health interventions/supports, and engage in consultation practices that address student achievement, counseling, learning strategies and/or behavioral difficulties. The focus for the course is to increase understanding of problem solving and to prepare trainees for more independent work required during the Internship training. Credit/no credit only. Not challengeable.

Semester Hours: 1

SPSY 531 Psychoeducational Assessment & Achievement

Prerequisite: Completion of SPSY 521

This course is the second in a series of three courses structured to develop competence in the assessment of intelligence, processing abilities, social-emotional functioning, and achievement in school-aged children. Emphasis is placed on administering a full assessment battery, diagnosing eligibility conditions, and completing comprehensive psychoeducational reports (4) that integrate results from those measures with observation, interview, and developmental background data. Candidates receive extensive feedback on test administration/scoring/ interpretation accuracy, writing clearly and objectively, and the application of data to presenting challenges. The opportunity for practice in developing appropriate recommendations/interventions and accurately communicating the results of assessments in meetings is also emphasized. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 532 Consultation, Collaboration & Partnerships in Schools

Prerequisite: Completion of SPSY 512, SPSY 523, and SPSY 524

This course focuses on theories, models, and processes of consultation to develop beneficial collaboration between families and schools. Methods, strategies and skills to effectively facilitate the consultative relationship in school settings will be examined. Candidates will learn and apply skills to facilitate groups and coordinate consultation services for families, staff, individual students and schools with diverse characteristics, cultures, and backgrounds across multiple contexts. Emphasis will be placed on applying consultative techniques to facilitate family and school partnerships in creating equitable, evidenced-based interventions and preventative education support services to improve academic, behavioral, and social-emotional outcomes for children and the communities served. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 533 Crisis Intervention & Healing Centered Practices

This course provides a foundational understanding of crisis response, trauma and school safety. Course focus will be on methods, strategies, materials, related theoretical concepts, healing centered practices, and prevention and intervention strategies that support students, families, and the community. Candidates will be introduced to NASP's PREPaRE model of crisis prevention, intervention/postvention and involvement in crisis response teams will be highlighted. In addition, course discussions regarding culturally appropriate practices, legal, and ethical issues related to crisis and trauma are included. Understanding current issues in prevention, intervention/postvention such as trauma, violence, child abuse, gang activity, bullying, conflict, depression, suicide, and substance abuse, and are also examined. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 534 Neuropsychology of Learning Disabilities

This course serves as an introduction to neurology with emphasis on theories of learning, thinking, and standardized assessment tools. Theoretical background, current research, and review of pertinent assessment measures will be used to support candidate understanding of important terminology, and basic areas and functioning of the brain related to learning and learning disabilities. A balance of theoretical background and current research will be studied. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 535 Child Psychopathology

This course increases the student's knowledge and understanding of the various psychological disorders of childhood. A developmental approach used in presenting the impact of psychopathology on the child and adolescent's success at school. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

SPSY 540 School Psychology Practicum IV

Prerequisite: CBEST passage or equivalent, and completion of SPSY 510, SPSY 520, and SPSY 530

This course is a continuation of SPSY 530 and provides candidates with an opportunity to apply professional and accreditation standards. Supervisory discussions and course activities emphasize best practices in the field, ethical responsibilities, culturally appropriate service delivery of assessment/evaluations, consultation, and mental health support services. In addition, candidates will participate in assessments, deliver supervised mental health interventions/supports, and engage in consultation practices that address student achievement, counseling, learning strategies and/or behavioral difficulties. The focus for the course is to increase understanding of problem solving and to prepare trainees for more independent work required during the Internship training. Credit/no credit only. Not challengeable.

Semester Hours: 1

SPSY 541 Advanced Psychoeducational Assessment

Prerequisite: Completion of SPSY 521 and SPSY 531

This is the final course in a three-assessment course sequence. This course is designed to augment and expand the candidate's skills in the assessment and diagnosis of disabling conditions according to state and federal guidelines through creating integrated psychoeducational evaluation reports. Candidates utilize a wide variety of assessment tools in the assessment of intelligence, processing abilities, adaptive behavior measures, and social-emotional scales to evaluate academic, behavioral and emotional disorders, learning disabilities, and the assessment of low incidence populations. Additionally, focus is on refining candidate experience with developing interventions and recommendations for the Individualized Education Plan (IEP) based on assessment data and gain experience in communicating the results of assessments to diverse audiences. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 542 Behavioral Analysis & Classroom Intervention

This course examines the implementation of positive behavior supports based on principles of applied behavioral analysis. It provides an overview of the basic doctrines of Applied Behavior Analysis (ABA) and candidates will gain experience applying behavior analytic principles in addressing academic and behavior challenges among children and adolescents. Focus will be placed on the process of implementing a functional behavioral analysis in order to promote academic success, socialization, and development of life skills. Legal frameworks and skills essential to developing positive behavioral intervention supports in partnerships with educators and families are investigated. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 543 Diversity in Assessment, Evaluation, and Intervention

This course introduces candidates to the historic views of intelligence, laws, ethics, and current factors impacting the learning of culturally and linguistically diverse (CLD) students. Emphasized is the equitable and nonbiased use of individualized assessment instruments and an understanding of the responsibilities associated with culturally competent assessment. Candidates gain information commensurate with professionalism in the field through knowledge of assessment practices/models, language acquisition theory, data-based decision making and intervention planning skills in a multicultural context. Issues of educational equity and inequality will be reviewed. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 544 Foundations & Principles of Applied Behavior Analysis

This course provides candidates with a thorough overview of the philosophy, assumptions, characteristics, and goals of applied behavior analysis (ABA). Topics of study will include the history and defining features of a ABA (i.e., processes, concepts, and terminology in ABA) as well as the role of basic principles in producing socially meaningful behavior change. Application of ABA to the field of education is highlighted. The focus of this course is to provide advanced training, as well as proactive and scientific-based approaches to behavior management, and behavioral aspects of education. Letter grade only. Not challengeable.

Semester Hours: 2

SPSY 547 Introduction to School Psychology

This course provides school psychology candidates with the basic knowledge specific to the professional specialty of school psychology. May be taken for letter grade only. Not Challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

SPSY 548 Program Planning & Evaluation

Prerequisite: Completion of or concurrent enrollment in SPSY/EDUC 586A

This course provides an understanding of the school as an organizational system, how to plan and evaluate programs and policies that create safe environments, and promote student learning. May be taken for letter grade only. Not Challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

SPSY 549 Counseling and Psychological Theories

This course presents and examines various classical theorists of counseling that forms the foundation for the work of the school counselor/school psychologist. The major theories are studied from both a historical and current application viewpoint. New theories are also covered as well as ethical and diversity issues. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

SPSY 550 Fieldwork Supervision in School Psychology I

Prerequisite: Completion of SPSY 510, SPSY 520, SPSY 530, and SPSY 540

This course provides candidates with the first semester of 600 hours of supervised field work in school and/or community settings. The course provides supervised guidance and opportunities for candidates to exercise skills in collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement. Candidates will apply professional, legal, ethical and accreditation standards to the fieldwork/internship setting. Supervisory discussions and course activities focus on ethical responsibilities, culturally appropriate service delivery and advocacy. Candidates will engage in practices to develop and deliver, components of a comprehensive school psychologist service delivery model. Credit/no credit. Letter grade only.

Semester Hours: 3

SPSY 556 Data, Research & Program Evaluation

This course is designed to engage candidates in the use of action research as a method of program evaluation. The course applies quantitative and qualitative research design, action research, literature review, and evaluation of educational challenges faced at school sites. Utilizing data and information from the school sites, candidates will develop an action research topic, literature review, and execute a relevant, site-based project that will promote learning and enhance positive educational outcomes for all students. Emphasis on conducting action research at a school site following human subjects/ethical requirements guidelines and standards of practice is also reviewed. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 560 Behavioral Intervention for Academic Success

Designed to provide School Psychology candidates with an understanding and skills based intervention and strategies to address academic and behavioral challenges. Not challengeable

Semester Hours: 3

SPSY 561 Foundations and Principles of Applied Behavior

An overview of the assumptions, characteristics, and goals of behavior analysis. Topics of study will include the history and defining features of applied behavior analysis as well as the role of basic principles in producing socially meaningful behavior change. First course in Applied Behavior Analysis series.

Semester Hours: 3

SPSY 564 Instruction and Intervention

This course is designed to provide school psychology candidates with an overview of curriculum standards, instructional strategies, and how to assist all teachers, both regular and special education teachers. These strategies are looked at in the context of student achievement with emphasis on techniques in teaching reading, written language, and math to support learner success in core curriculum and the development of relevant Individual Education Programs. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

SPSY 567 Crisis Prevention and Intervention

This course introduces theories, methods, strategies, and materials used in school safety, crisis intervention and conflict management, and violence prevention strategies and programs. Current issues and life events that impact student experiences in schools, and the treatment of such things as violence, gang activity, child abuse, sexual harassment, violence in the home, and suicide will be explored. Involvement in crisis intervention teams will be highlighted. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

SPSY 570 Fieldwork Supervision in School Psychology II

Prerequisite: Completion of SPSY 510, SPSY 520, SPSY 530, SPSY 540, and SPSY 550

This course provides candidates with the second semester of 600 hours of supervised field work in school and/or community settings. The course provides supervised guidance and opportunities for candidates to exercise skills in collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement. Candidates will apply professional, legal, ethical and accreditation standards to the fieldwork/internship setting. Supervisory discussions and course activities focus on ethical responsibilities, culturally appropriate service delivery, and advocacy. Candidates will engage in practices to develop and deliver, components of a comprehensive school psychologist service delivery model. Credit/no credit only. Not challengeable.

Semester Hours: 3

SPSY 571 Individual Counseling in Schools

Designed to provide candidates with knowledge and skills of the elements of effective counseling and the interpersonal skills to assist pupils academically and personally. Not challengeable. No Directed Study. 25 hours of practica required.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 3

SPSY 572 Group Counseling in Schools

This course is designed to provide candidates with knowledge of group dynamics and the skills to facilitate group work in a school setting. May be taken for letter grade only. Not challengeable. No Directed Study. 25 hours of practica required.

Semester Hours: 3

SPSY 573 Psychology of Multiculturalism in Schools

This course is an examination of diversity in a school setting from the culture-general to culture specific. Emphasis is placed on previously learned counseling skills as applied to culturally diverse population including, but not limited to, racial/ethnic, socio-economic status, environmental factors, religious, sexual orientation, people with disabilities, educationally handicapped, and children in non-traditional homes. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

SPSY 574 Consultation in School Psychology

Prerequisite: Completion PPS/SPSY 549, PPS/SPSY 571, PPS/SPSY 572, and PPS/SPSY 573

For school psychologists only, this course covers theories, models and processes of consultation. It introduces methods, strategies, and skills to effectively coordinate and facilitate task groups and provide consultation for individual students, parents and staff; and to build effective teams and manage a collaborative system within the school. May be taken for letter grade only. Not challengeable.

Semester Hours: 3

SPSY 576 Professional Seminar in School Psychology

Prerequisite: Advanced standing and completion of SPSY 510, SPSY 520, SPSY 530, SPSY 540, and SPSY 550

This culminating course focuses on the practical application of leadership, advocacy, and systemic change as it applies to developing a comprehensive school psychologist service delivery model. It provides the candidate with an opportunity for self-reflection and extends the knowledge and skills related to collegial collaboration to create a school climate that embraces cultural diversity and promotes academic, behavioral and social/emotional success. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 577 Individual Assessment

This course is the first of three assessment courses and introduces individual assessment of cognitive abilities. May be taken for letter grade only. Not challengeable

Semester Hours: 3

SPSY 578 Advanced Assessment

Prerequisite: Completion of SPSY 577, completion of or concurrent enrollment in SPSY 586B

This course is the second in a series of assessment courses; it focuses on administering and interpreting a full assessment battery and diagnosing handicapping conditions. May be taken for letter grade only. Not Challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

SPSY 579 Alternative Assessment & Behavior Intervention

Prerequisite: Completion of or concurrent enrollment in SPSY 577, SPSY 578, and SPSY 586B

Third in a series of assessment courses, it focuses on alternative modes of assessment for behavioral and emotional disorders, preschool assessment, and assessment of low-income populations.

Grade Mode: Letter, Audit

Semester Hours: 3

SPSY 580 Advanced Assessment in Neuropsychology

This course is an elective assessment course. The course is designed to prepare candidates to use school neurological assessment instruments as part of a comprehensive assessment battery to enhance assessment of disabling conditions according to state and federal guidelines and make practical recommendations for remedial techniques and IEP development. Letter grade only. Not challengeable.

Semester Hours: 3

SPSY 586A Practicum I in School Psychology

Prerequisite: Passage of CBEST

A series of supervised experiences during the first year of studies conducted in seminar and/or field-based settings providing an initial orientation to the school psychology program and law and ethics profession. A total of 100 hours will be completed. Not challengeable.

Semester Hours: 1

SPSY 586B Practicum II in School Psychology

Prerequisite: Completion of SPSY 586A

A continuation of Practicum 589A with a series of supervised field experiences during the first year of studies conducted in seminar and/or field-based settings emphasizing an orientation to the work of a professional school psychologist in diagnosis, counseling, and assessment. A total of 125 hours will be completed. Not challengeable.

Semester Hours: 1

SPSY 587A Practicum III in School Psychology

Prerequisite: Completion of SPSY 586A, SPSY 586B, and proof of CBEST passage

A series of supervised experiences during the second year of studies conducted in a seminar and/or field-based setting, providing for the application and mastery of best practice skills in the area of assessment and counseling. A total of 100 hours will be completed. Not challengeable.

Semester Hours: 1

SPSY 587B Practicum IV in School Psychology

Prerequisite: Completion of SPSY 587A

A continuation of Practicum 587A with a series of supervised experiences during the second year of studies conducted in a seminar and/or field-based setting, providing for the application and mastery of best practice skills in the area of assessment and consultation. A total of 125 hours will be completed. Not challengeable.

Semester Hours: 1

SPSY 589A Supervised Field Work in School Psychology Level I

Prerequisite: Completion of SPSY 587A and SPSY 587B

This course provides School Psychology candidates with 1200 hours of supervised field work in school and community settings. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 2

SPSY 589B Supervised Field Work in School Psychology Level II

Prerequisite: Completion of SPSY 589A

This course provides School Psychology candidates with 1200 hours of supervised field work in school and community settings. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 2

SPSY 598 Graduate Seminar in School Psychology

Prerequisite: Completed application for Advanced Standing AND completion of or concurrent enrollment in SPSY/EDUC 589A or SPSY/ EDUC 589B

Culminating activity for the MS in School Psychology. Students develop portfolios demonstrating knowledge, experiences, and skills gained in the school psychology program. May be taken for letter grade only. Not Challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

SPSY 599 Independent Study in School Psychology

Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan is required. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

Social Justice Higher Educ. (SJHE)

SJHE 551 Personal and Professional Foundations

This course explores the knowledge and skills to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. This knowledge area also involves the development of a reflective praxis that connects the history, values, and philosophy of the student affairs profession to one's current professional and personal practices and goals. Letter grade only. Not challengeable.

Semester Hours: 3

SJHE 552 Social Justice and Higher Education

This course intersectionally explores diversity as an active, intentional, and ongoing engagement with intercultural differences and power—in people, the curriculum, the co-curricular, and in various communities and institutional types. Understanding the challenges of diversity and establishing/evaluating diversity and inclusion benchmarks in all spheres of the campus is essential to create a campus community where diversity and inclusion are centered throughout the institution. Letter grade only. Not challengeable.

Semester Hours: 3

SJHE 553 Student Learning and Development Theories

Prerequisite: SJHE 551 and SJHE 552

Student Learning & Development Theory surveys the body of human development theories focused on how students learn and develop during college. The exploration of students' intellectual, moral, psychological, and spiritual development is examined through critical theories of intersectionality and identity development. Letter grade only. Not challengeable.

Semester Hours: 3

SJHE 554 The Student Characteristics, Learning and Culture

Prerequisite: SJHE 551 and SJHE 552

Student Characteristics, Learning, Culture examines the intersectional characteristics of today's college students and how their multiple identities are effected by institutional environments. Through the analysis of the institutional characteristics an understanding of the holistic student experience is developed. Letter grade only. Not challengeable.

Semester Hours: 3

SJHE 555 Assessment, Evaluation, Research

Prerequisite: Completion of SJHE 553 and SJHE 554

Assessment, Evaluation, Research focuses on the ability to design, conduct, critique, and use various AER methodologies and processes to inform professional practice, and to shape the political and cultural climates at one's institution. Letter grade only. Not challengeable.

Semester Hours: 3

SJHE 556 Strategic Planning, Program Development, and High Impact Practices

Prerequisite: Completion of SJHE 553 and SJHE 554

Strategic Planning, Program Development, & High Impact Practices focuses on the purpose and components of strategic plans, the life cycle of program development and implementation, as well as the integration of "high impact practices" in higher education. Letter grade only. Not challengeable.

Semester Hours: 3

SJHE 557 Advising and Supporting Individuals and Groups

Prerequisite: Completion of SJHE 551, 552, 553, 554, 555, and 556

Advising and Supporting addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Advising and supporting strategies take into account self-knowledge and the needs of others to support student engagement, learning and the holistic wellness of students, colleagues, and ourselves. Letter grade only. Not challengeable.

Semester Hours: 3

SJHE 558 Law, Policy, Safety, and Restorative Justice

Prerequisite: Completion of SJHE 551, 552, 553, 554, 555, and 556

Law, Policy, Safety and Restorative Justice focuses on the systematic methods of cultivating safe learning environments through the student conduct process, the application of legal constructs, and enforcement of policy. Federal, state and institutional guidelines (i.e. Title IX) provide the parameters ethical student behavior, threat assessment, behavioral intervention and restorative justice. In addition, principles of emergency management (i.e. ICS) and restorative justice are key competencies necessary to support the cultivation of safe and secure learning environments. Letter grade only. Not challengeable.

Semester Hours: 3

SJHE 662 Leadership and Learning Organizations

Prerequisite: Completion of SJHE 551, 552, 553, 554, 555, 556, 557, and 558

. Leadership and Learning Organizations explores the knowledge, skills, and abilities required of leaders, with or without positional authority. Leadership involves both the individual roles of leaders and the leadership process required to create a shared vision, and affect change in organizations. Campus leadership includes working with students, staff, faculty, and community members. The management of institutional human capital, financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources are essential elements of leadership. Leadership also requires cultural competency in supervision, motivation, follow-ship, and formal evaluation of staff; conflict resolution; and navigation of the organizational politics. Letter grade only. Not challengeable.

Semester Hours: 3

SJHE 664 Graduate Research Seminar

Graduate Research Seminar is designed to support students' professional interests and scholarly inquiry in the preparation of the SJHE program's culminating writing requirement. This course supports the identification of research problems, selection of journals, developing thesis statements, reviewing literature, creating annotated bibliographies, developing an outline, and the elements of making sound arguments. Letter grade only. Not challengeable.

Semester Hours: 3

SJHE 665 Social Justice, Inclusion, Pedagogy and Practice

Prerequisite: Completion of SJHE 5551, 552, 553, 554, 555, 556, 557, 558, 661, and 662

. Social Justice Pedagogy and Practice supports higher education professionals in the development of the skills and abilities to create inclusive college communities. "Teaching as a practice of freedom," grounds the curricular frameworks and provide pedagogical approaches to address issues of oppression, engage intersectional analysis, and support collective action. Student affairs educators incorporate social justice into their practice to meet the needs diverse student populations, equitably distribute resources, raise social consciousness, and support healing within campus communities. Learning management systems, such as Blackboard and E-portfolio are integrated into the course. Letter grade only. Not challengeable.

Semester Hours: 3

SJHE 669 Research/Writing

Prerequisite: Completion of SJHE 551, 552, 553, 554, 555, 556, 557, 558, 661, 662, 664, and 665

. This course supports the theoretical and practical aspects of researching and writing to satisfy the SJHE's program culminating writing requirement. The purpose of these courses is to assist students through the development and completion of the culminating activity, submission of journal article for publication. This includes clarification of writing/research expectations, familiarization with research resources, and support throughout the writing process through faculty and peer feedback. Letter grade only. Not challengeable.

Semester Hours: 4

Sociology (SOC)

SOC 100 Interdisciplinary Lecture

This is an interdisciplinary course in which students learn about a common theme using theories and concepts in sociology and other disciplines ranging from the humanities, social sciences, and natural sciences. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SOC 210 Sociology of the Family

Uses a conceptual approach to marriage and the family. Includes historical, cross-cultural and subculture variations, family problems, and current trends in family organization. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 250 Introduction to Sociology

Introduces basic concepts in sociology focusing on culture, group processes, deviance, social inequality, and social institutions such as the family, education, and religion. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 270 Social Problems

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 299 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

SOC 303 Applied Quantitative Analysis

Social science statistics is the science of collecting, analyzing, and interpreting numerical data. This class operates under the premise that a familiarity of the logic behind statistically-based numerical arguments is critical for both a deeper understanding of academic inquiry as well as the real world. In this way, this course will attempt to introduce a basic understanding of descriptive and inferential social statistics to uncover the methods involved in formulating these numerical arguments. Letter grade only.

Semester Hours: 4

SOC 305 Quantitative Analysis

Prerequisite: Completion of MATH 102 or Quantitative Reasoning or Maple Math Test A with a minimum score of 16, or Maple Math Test B with a minimum score of 11 or Guided/Directed Math Placement with a minimum score of 20

Introduces basic concepts and applications of descriptive and inferential statistics. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 310 Advanced Quantitative Analysis

Prerequisite: Completion of ANTH/SOC 305

This course focuses on the application of advanced statistical methods with a particular emphasis on regression techniques such as the following: linear regression, logistic regression, probit regression, Poisson regression, negative binomial regression, random effects regression, fixed effects regression, etc. Letter grade only. Not challengeable.

Semester Hours: 4

SOC 311 World Religions: East

Examines the origin and development of those religions, which undergird East, South, and Southeast Asian worldviews and societies. Not challengeable. Also REL 305.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3,4

SOC 314 Sexuality and Gender Issues

Explores human sexuality and gender issues from the perspective of biology, psychology, sociology, and anthropology. Includes cross-cultural comparisons. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 315 Race and Ethnicity

Provides historical, theoretical, and empirical basis for understanding how and why systems of racial and ethnic social stratification emerge, are maintained, and change. Emphasizing power, it analyzes and compares the experiences of different US racial and ethnic groups. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 317 Health, Wealth, and Poverty

This course introduces key ideas in the sociology of health and medicine, with a particular emphasis on socioeconomic inequities in health and health impacts of poverty. Specific health disparities examined will reflect the Healthy People goals and include those related to obesity, health care access, maternal and child health, infectious disease, injury, and violence.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SOC 320 Sociology of Deviance

Prerequisite: Completion of PSY 101 or PSY 250 or SOC 250 AND Written Communication B

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 321 Juvenile Delinquency

Prerequisite: Completion of Written Communication B

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 322 Introduction to Criminology

Prerequisite: Completion of SOC 250 AND Written Communication B

Explores theories and types of criminal behavior. Includes predatory, occupational, professional, organized, and victimless crime. Covers law enforcement, the judicial process, and sanctions. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 325 Racism & Anti-Racism Through Film

In this course students will examine the socio-historical and political evolution of racism and anti-racism through documentary film. Students will trace the origins and continued significance of race, racism, and anti-racism from the pre-colonial era to the present. While the primary focus will be on the United States, students will also examine race, racism and anti-racism in a global context. Letter grade only. Not challengeable.

Semester Hours: 4

SOC 326 Criminal Justice System

Prerequisite: Completion of Written Communication B

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 329 Correctional Systems

Prerequisite: Completion of Written Communication B

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 330 Social Class and Inequality

Prerequisite: Completion of SOC 250 AND Written Communication B
Explores major theories of social, political, and economic inequality. Stresses power relationships. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

SOC 331 Gender Inequality

This course focuses on the ways gender structures the world and the resulting inequalities. Changes in women's status compared to men's status will be examined in historical context, and contemporary patterns of gender difference will be examined in areas such as policy and politics, the labor market, family, and socioeconomic status. Social and political responses to gender inequality will be explored.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SOC 334 Women's Experience in the US

An interdisciplinary survey course of women's experience in the United States, taught from a feminist perspective. Explores the cultural and social diversity found among women including gender, ethnicity, race, social class, age, physical disability, and women's movements. Also ANTH 334. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 335 Black Experience in the U.S.

Examines African-American experience in US society, including heritage, history, culture, and political movements. Not challengeable. Also ANTH 335.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 336 Latino Experience

Examines the Latino experience in US society, including heritage, history, culture, and political movements of a variety of Latino groups. Not challengeable. Also ANTH 336.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 337 Asian-American Experience

Examines the Asian-American experience in US society, including heritage, history, culture, and political movements of a variety of Asian-American groups. Not challengeable. Also ANTH 337.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 338 Native American Experience

Examines the Native American experience in US society, including history, culture, and political movements. Also ANTH 338. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 340 Social Psychology

Prerequisite: Completion of Written Communication B and completion of PSY 101 or equivalent

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.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 341 Urban Sociology

Examines the underlying factors of urbanization in human settlement patterns and evolution of cities in America.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SOC 342 Urban Crime Patterns

Examines the spatial patterning of crime and its relationship to the urban environment.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SOC 345 White-Collar Crime

Examines the issues relating to white-collar crime.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SOC 348 Social Networks

Examines the theoretical and substantive themes within social network science.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SOC 350 Law and Society

Prerequisite: Completion of Written Communication B

Focuses on a broad overview of the law from a sociological perspective. Includes legal systems, theoretical perspectives, law and social control, law and dispute resolution, law and social change, and the legal profession. Not challengeable. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

SOC 360 The Death Penalty

Introduces history and development of capital punishment in Western societies. Focuses on contemporary situation in US and selected US states. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 370 Social Change

This course explores social change and development over the entire course of human history with a special focus on the modern capitalist world system that began about 500 years ago and has since expanded to most of the globe. Within this framework we will examine social change in the United States from its early position and role in the development of the world system to its emergence of the World War II as a world superpower and for a short time as a hegemonic superpower. Special attention will be given to changes in basic institutions such as the economy, state, family, science, education and communication, religion, and also several other important aspects of social structure like the class systems, demographic changes, and urbanization patterns.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 371 Birth, Migration and Aging

A basic understanding of the way the population is changing is increasingly important for addressing social problems and issues, and for business and government decision-making. This course introduces students to the study of populations, including data, statistics, and substantive topics. Topics covered include causes and consequences of population changes related to mortality, fertility, migration, aging, and urbanization.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SOC 375 Drugs and Society

Prerequisite: Completion of SOC 250 and Written Communication B

This course approaches the study of drugs from a sociological-criminology perspective. Students are introduced to several dimensions of drug in society, including historical and contemporary social controls, theoretical explanations for use, the drug-crime nexus, addiction and dependency, and cultural socialization processes. Letter grade only.

Semester Hours: 4

SOC 380 Political Economy of Crime

Prerequisite: Completion of SOC 305

This course examines how the political and economic institutions affect the prevalence of crime in human societies. Particular attention is given to how the decisions of the political and economic elite can worsen poverty and inequality as well as how the decline of socioeconomic conditions generate criminogenic environments. Finally, this course will use secondary data to explore these topics, both within the United States and cross-nationally, using a variety of regression techniques. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SOC 390 Research Methods

Methodology and research design in the behavioral sciences, including qualitative and quantitative methods. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

SOC 400 Sociological Theory

Prerequisite: Completion of SOC 250 AND Written Communication B

The history and development of sociological theory. The course traces the roots of sociology through the work of Emile Durkheim, Karl Marx, Max Weber, Harriet Martineau, George H. Mead, W.E.B. DeBois, among others. Core ideas are linked to the biographies and intellectual contexts of each theorist. Issues associated with positivism, objectivity, value neutrality, and humanism frame discussions of theories. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 401 Criminological Theory

Prerequisite: Completion of SOC 250, SOC 322, and Written Communication B

Historical and contemporary criminological theories including the nature of law and crime, micro theories, macro theories, and intergrative theories. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 409 Selected Topics in Sociology

Faculty-designed courses in areas of expertise. May be repeated once with a different topic. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Audit

Semester Hours: 1-4

SOC 482 Family Violence and Abuse

Establishes a historical context for domestic violence. Examines spouse battering, child abuse, incest, and other forms of physical violence and psychological assault. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 497 Internship

Applies behavioral science theoretical principles and methods under supervision of working professionals. For majors in the behavioral sciences. Requires junior standing. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 1-4

SOC 498 Senior Capstone Project

Prerequisite: SOC 303, SOC 250, and SOC 390

In this course students will complete a Senior Capstone Project over one ten-week term. The Senior Capstone course requires students to have an appropriate approved topic on which students will create a research question, literature review, hypotheses, use existing data provide by instructor, analyze the data, and write a formal manuscript of the findings using traditional ASA formatting. Letter grade only.

Semester Hours: 4

SOC 499 Senior Thesis

Prerequisite: Completion of SOC 305 and SOC 390

Culminating activity required by all 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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SOC 499A Senior Thesis A

Prerequisite: Completion of SOC 305 and SOC 390

Culminating activity required by all 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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2,4

SOC 499B Senior Thesis B

Prerequisite: Completion of SOC 499A

Culminating activity required by all 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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2,4

SOC 499C Research Intensive Course

Prerequisite: Completion of SOC 305 and SOC 390

Culminating activity required by all 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. Not challengeable.

Semester Hours: 4

Spanish (SPAN)

SPAN 100 Elementary Spanish I

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. Not Challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 101 Elementary Spanish II

Continues and expands skills acquired in 100. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 210 Intermediate Spanish I: Short Stories

Reviews and expands basic skills. Increased conversation and modern readings. For students with some previous Spanish. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 211 Intermediate Spanish II: Short Films

Continues and expands skills acquired in 210. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 215 Spanish Language and Mexican Culture I

Intensive Spanish language and Mexican culture, including Spanish conversation and grammar, and Mexican art, history, and culture. Taught in Mexico. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 314 Spanish Composition & Advanced Grammar

Reviews grammar, builds vocabulary and style, and analyzes contemporary readings in Spanish. Emphasizes writing critical and analytical essays. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 315 Spanish Language and Mexican Culture II

Prerequisite: Completion of SPAN 215

Continuation of SPAN 215. Taught in Mexico. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 320 Hispanic Civilization and Culture I

Spanish civilization from prehistory to 21st Century. Includes cultural and literary selections. Reading and discussion in Spanish. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 321 Hispanic Civilization and Culture II

Latin American civilization, focusing on various regions and themes. Includes cultural and literary selections. Reading and discussion in Spanish. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 330 Second Language Teaching

Prerequisite: Completion of Written Communication B

Introduces contemporary pedagogy and research in foreign language education and an integrative approach to modern language instruction. Also FREN 330, GERM 330 and JAPN 330. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 330P Second Lang Teaching Practicum

Students apply and expand upon the knowledge and skills acquired in FREN 330 in a practical and meaningful way by working as a teaching assistant for a first- or second-year French language class in the Department of Modern Languages at ULV. Students will develop and practice valuable teaching and evaluation skills as they create, implement and evaluate original lesson plans, assessment instruments, and other instructional materials. Students will be expected to assist with instruction and work with students in the language classroom. Instructor Approval Required. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4

SPAN 350 Indigenous Writer-Translator

A study of works such as The Florentine Codex, The First New Chronicle and Good Government, created in Mesoamerica and the Andes at the time of colonization. A conversation with contemporary indigenous writers and artists about the way in which they define their place in today's multilingual societies through writing, translation, social and political participation, at the intersection of race, class, and gender questions. Translation of works written originally in Nahuatl, Zapotec, Quechua, Guarani, and other indigenous languages of the Americas. Publication of students' translations in the United States. Not Challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

SPAN 386 Chicano Literature

Prerequisite: Completion of Written Communication B

Chicano experience in novel, story, poetry, and drama by Chicano writers of Southwest. Reading and discussion in English. Also LIT 386. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

SPAN 420 Commercial Spanish

Practical approach to business Spanish. Includes advanced grammar and spelling review, business-related vocabulary, letter writing, and appropriate readings. Not Challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 430 Caribbean Literature

Following a cultural-historical approach, students will examine literary and other cultural works produced by writers, filmmakers and thinkers of the hispanophone Caribbean and their corresponding diasporic communities, with a focus on issues of race and ethnicity, gender, sexuality, nationalism, exile, slavery, (post/neo)colonialism, marginalized communities and the construction of identity. May be repeated with different writers or topics. Not Challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 431 Word & Image: Mexico 1920-1940

Mexico, 1920-1940. A study of works created after the Mexican Revolution by world-known writers, painters, photographers, film makers –Nellie Campobello, Sergei Eisenstein, Diego Rivera, David Alfaro Siqueiros, José Clemente Orozco, André Breton, Henri Cartier-Bresson, Edward Weston, Tina Modotti, Lola Alvarez Bravo, Elena Poniatowska. The influence of Mexican reality and art on American and European artists and writers, at the intersection of questions about modernity, rural Mexico, and indigenous communities, the international avant-garde, and interwar world views. Not Challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 432 Hispanic Reading III

Focus on varied readings in Spanish by Hispanic authors. Lecture and discussion in Spanish. Requires instructor approval. May be repeated with different topics. Not Challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 433 Hispanic Reading IV

Focus on varied readings in Spanish by Hispanic authors. Lecture and discussion in Spanish. Requires instructor approval. May be repeated with different topics. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

SPAN 499 Senior Project

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. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

Special Education (SPED)

SPED 190 Introduction to Disability Studies

This course serves as an introduction to the field of Disability Studies, as it relates to issues of media representation and of social justice. It explores various forms of media and popular culture through the lens of Disability Studies and culminates in a social justice action projected related to disability. Letter grade only. Not challengeable.

Semester Hours: 4

SPED 401 Assessment: Education Specialist Professionalism

Final phase of admissions to Education Specialist program includes writing proficiency, collaboration and communication skills.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 3

SPED 402 Culturally Responsive Instruction, Mindfulness, and Inclusivity

Disability theories, remedial methodologies, curriculum development, instructional interventions, and current practices. Informal and standardized assessment techniques. 2 hours of fieldwork required.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 3

SPED 403 Typical and Atypical Development and Practicum

This course is designed to assist candidates in understanding the critical features of learners on the Autism Spectrum and to prepare them to support such learners in educational settings. It also highlights the key elements needed to support the families of learners on the Autism Spectrum. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

SPED 404 Special Education Internship Proficiency and Practicum

Prerequisite: SPED 401 and SPED 402

This course establishes proficiency in practitioner skills required for Education Specialist candidates who seek to obtain an internship. Credit/ No Credit only. Not challengeable.

Semester Hours: 1

SPED 405 Diversity and Professional Communication and Practicum

Expands upon SPED 457, emphasizing diversity issues in the SPED classroom.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 3

SPED 406 Assessment Practices and IEP Development

Covers curriculum, assessment, and instruction in special education service delivery. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3

SPED 407 Mild-Moderate Caseload Management and Practicum

Curriculum practice in special education along with full continuum and in collaboration with specialists. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3

SPED 408 Curriculum and Instruction and Practicum

This course addresses the key issues involved in curriculum and positive behavior support for learners with mild-moderate disabilities. It addresses the intervention issues of K-21 learners on the Autism Spectrum and learners with Learning Disabilities, Mild Mental Retardation and Health Impairments. Best practices for positive behavior support and academic intervention are studied and applied to a case study.

Grade Mode: Letter, Letter

Semester Hours: 3

SPED 409 Directed Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, CPR Certification, RCS 100 or approved speech course, EDUC 420 or approved health foundations course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, EDUC 440, EDUC 441, EDUC 491, EDUC 492, SPED 420, SPED 421, SPED 422, SPED 430, and SPED 450

- . Directed student teaching in general education (5 weeks) and special education (10 weeks). May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 3-6

SPED 409A Directed Student Teaching in Special Education

Prerequisite: Completion of SPED 405, SPED 406, and completion of or concurrent enrollment in SPED 407

Directed student teaching in general education (5 weeks) and special education (10 weeks). May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 5

SPED 410P Presentation Practicum

This practicum supports and expands the seminar, SPED 405. Candidates explore the issues in leading and participating in special education meetings, workshops and presentations. An emphasis is placed upon collaboration and communication.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1

SPED 420 Foundations of Inclusive Education

This course focuses on inclusive education in neurodiverse learners. The emphasis is placed on neurodiversity from a strengths-based perspective including IDEA mild to moderate disability categories, traumatic brain injury, orthopedic impairment, autism spectrum disorders, ADHD and dyslexia. Language and communication, social skills, behavior, and processing disorders and their implications for assessment, Individual Education Plans, program planning and case management are discussed. Understanding a range of factors and their influence on learning including the effects of poverty, race, and socioeconomic status, resilience and protective factors. Theories of typical and atypical child development are discussed with implications for applied contexts, including educational, hospital and home settings. The contexts of development, including families, schools, communities, and culture are integrated. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

SPED 421 Literacy Assessment and Intervention Practicum 1

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance,

This course provides the opportunity for candidates to practice administering literacy assessments and design and deliver individualized interventions. Emphasis is placed on collaborating with other relevant professionals and working with families to promote literacy. This course focuses on emergent literacy for children in grades K-4. Must also register for EDUC 425 in the same term. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 1

SPED 422 Literacy Assessment and Intervention Practicum 2

This course provides the opportunity for candidates to practice administering literacy assessments and design and deliver individualized interventions. Emphasis is placed on collaborating with other relevant professionals and working with families to promote literacy. This course focuses on early adolescent literacy and comprehension for children in grades 4-12. Must also register for EDUC 440 in the same term. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 1

SPED 430 Assessment Practices and IEP Development

Covers curriculum, assessment, and instruction in special education service delivery. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3

SPED 450 Inclusive Educational Systems - Law, Behavior and Case Management

This course focuses on cross section of theories including social justice and culturally responsive pedagogy, and considers legal and ethical variables relevant to orchestrating learning across PK-12 settings, especially inclusive settings, where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. Additional emphasis will include case management, collaboration, and navigating complex educational systems. There will be a strong emphasis on using a strengths-based understanding of neurodiversity and the influence of social and cultural factors on learning. Candidates engage with current and historical perspectives about federal, state, and local bodies of educational resource allocation and decision-making; legal and policy implications of laws and important court decisions. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

SPED 455 Introduction to Early Childhood Special Education: Policies & Practices

Prerequisite: EDUC 452

Current practices and procedures in early childhood special education, birth through 8 years of age.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

SPED 459 Intern Teaching

Prerequisite: Completion of EDUC 470 and SPED 457

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 459A Intern Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, RCS 100 or approved speech course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, SPED 420, SPED 421, and SPED 430

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 459B Intern Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, RCS 100 or approved speech course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, SPED 420, SPED 421, and SPED 430

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 459C Intern Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, RCS 100 or approved speech course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, SPED 420, SPED 421, and SPED 430

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 459D Intern Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, RCS 100 or approved speech course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, SPED 420, SPED 421, and SPED 430

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 459E Intern Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, RCS 100 or approved speech course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, SPED 420, SPED 421, and SPED 430

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 459F Intern Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, RCS 100 or approved speech course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, SPED 420, SPED 421, and SPED 430

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 497 Introduction to Supervised Teaching, Special Education

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, CSET completion or subject matter competency, CPR Certification, and completion PLSC 201 or approved constitution course, RCS 100 or approved speech course, EDUC 420 or approved health foundations course, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428) and (EDUC 440 or EDUC 442) and (EDUC 441 or EDUC 443) and (EDUC 491 or EDUC 494A-J) and (EDUC 492 or EDUC 495)

Five weeks of supervised teaching in public schools, complemented by seminars on applicable topics. Students are placed by the University in grades K-8 for multiple subject candidates and grades 7-12 in subject specific areas for single subject candidates. Must be completed in residency at a site approved by the University. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 3

SPED 501 Assessment: Advanced Professional Awareness

This course provides an introduction to a wide variety of skills necessary to be successful in the Master's Program: it is designed to provide an overview of topics in research, academic writing, and professional orientation, as well as an introduction to theoretical foundations in the field of special and inclusive education. Letter grade only. Not challengeable.

Semester Hours: 3

SPED 502 Neurobiology & Learning

This course emphasizes basic knowledge of neurobiology as it pertains to learning variations such as learning disability. Theoretical background, current research and practice are emphasized. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

SPED 503 Professional Induction Seminar

Prerequisite: Completion of SPED 409

Induction process to enter advanced professional development credential for education specialists. Requires acceptance in Level II Special Education Credential. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 2

SPED 504 Current Issues Policies SPED

Ethical and legal issues in special education. Legislation pertaining to disabled students—PL-94-142 (now IDEA) and public school practice.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

SPED 505 Advanced Positive Behavior Support: Theory and Practice

Different educational and psychological strategies for children in understanding of behavior, discipline, and correctiveflict. Self-behavioral analysis, student behavioral analysis, lectures, and activities to gain better techniques in the classroom.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

SPED 506 Advanced Assessment of Students with Special Needs

Covers assessing, diagnosing, and planning for the whole person with special needs. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

SPED 507 Advanced Curriculum

Methods of curriculum implementation and program evaluation. Commercial curriculum materials and teacher-made instructional programs examined.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

SPED 508 Life Cycle Transitions

Theory and practice of transitions in Special Education for mild-moderate special needs learners. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

SPED 513 Foundations of Emergent Literacy Instruction for Special Education

Focuses on ways in which literacy theory, research, and assessment results translate into instructional practices that help children to read proficiently. Includes 10 hours of tutorial fieldwork in the Literacy Center with a 1st to 3rd grade emergent reader/writer. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

SPED 514A Literacy Assessment and Interpretation for Special Education

Offers multiple approaches to assessment, evaluation, and instruction for the developing reader. Includes 10 hours of tutorial fieldwork in the Literacy Center with a 4th to 6th grade struggling reader/writer.. Can be taken for letter grade only. Not challengeable.. For Special Education students only.

Grade Mode: Letter, Audit

Semester Hours: 3

SPED 555 Characteristics of Infants, Toddlers, and Preschoolers with IFSPs and IEPs

Prerequisite: Existing valid special education credential

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. Credit/No Credit only. Not challengeable

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SPED 556 Collaborating with Families of Young Children with Special Needs

Prerequisite: Completion of or concurrent enrollment in SPED 555 and a valid special education credential

Counseling issues and techniques for the families of exceptional individuals, including individuals with disabilities and those at risk of school failure.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SPED 557 Infant/Preschool Assessment and Instruction

Prerequisite: Completion of SPED 555 and SPED 556 and a valid Special Education Credential

. Motor-perceptual and perceptual-cognitive difficulties that interfere with learning; screening, testing, and remedial techniques. Offered infrequently. Credit/no credit only. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SPED 596 Graduate Seminar

Prerequisite: Completion of ASCD 504 or ASCL 504 and completed application for Advanced Standing

Culminating activity for the master's program. Includes preparation, presentation, discussion, and evaluation of research papers, researched and written by each student. Not challengeable.

Semester Hours: 3

SPED 596S Graduate Seminar MS

Prerequisite: Completion of ASCD or ASCL 504 and completed application for Advanced Standing

Culminating activity for the master's in special education studies. Includes preparation, presentation, discussion, and evaluation of research papers, researched and written by each student. Not challengeable.

Semester Hours: 3

SPED 599 Graduate Independent Study

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. May be taken multiple times with a different topic for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-6

Television (TV)

TV 112 Intro to Digital Audio

Basics of audio controls in the broadcast industry. Use of audio boards and recording equipment. Experience with radio studio controls and audio for video.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

TV 112L Radio/TV Controls Lab

See - TV 112 - Radio and TV Audio Controls and Techniques. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 0

TV 166 Introduction to Mass Media

Introduces print and electronic media. Examines history, regulation, programming, and economics. Emphasizes impact of media and media literacy. Also JOUR 166 and RDIO 166.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

TV 190 Intro to Cinema

To explore the nature of cinema as an art form by looking at various elements of film such as: storytelling, screenwriting, directing, cinematography, editing, production design, and sound. The course also introduces students to film genre, history, criticism, business, and social significance.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

TV 212 Acting for the Camera I

Covers techniques of acting for camera using television studio, video cameras, and review of taped monologues, scenes, and performances. May be taken 3 times for credit. Also THAR 212.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

TV 225 Fundamentals of Video Production

Covers basic tools of video production. Examines production techniques and scripting for video. Includes lab and out-of-class individual and group video productions. (Formerly TV 220A).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

TV 225L Video Production Lab

See TV 225 - Video Production. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 0

TV 232 Lighting Design I

Introduces basic equipment, theory, and procedures in implementing theatrical lighting. Includes lab.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

TV 233 Introduction to Design for Stage and Studio

Includes exercises in design, drawing, drafting, model construction, painting, lighting, and computer-aided design for stage and TV. Also ART 221 and THAR 233.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

TV 235 Intermediate Video Production

Prerequisite: Completion of TV 225

Applies production tools to student-produced videos. Students work on independent single camera and group multi-camera productions. (Formerly TV 220B).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

TV 251 Writing the Short Script

Prerequisite: TV 225

This course is an introduction to the art of writing short scripts for film, television, and radio. Letter grade only. Not challengeable.

Semester Hours: 4

TV 305 Radio and TV Newswriting and Editing

Prerequisite: Completion of JOUR 100

Gathering, writing, and editing news in forms required by radio and television. Also JOUR 305 and RDIO 305.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

TV 312 Acting for the Camera II

Prerequisite: Completion of THAR/TV 212

Continuation of THAR 212. May be taken 3 times for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

TV 318 Survey of Multi-Media

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 JOUR 318 and RDIO 318. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

TV 319 Design Multi-Media Web Pages

Prerequisite: Completion of JOUR/RDIO/TV 318

Utilizes software to produce dynamic, multi-media web pages. Prepares students to work professionally in web design. Also JOUR 319 and RDIO 319. May be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 4

TV 320 Advanced Video Production**Prerequisite:** Completion of TV 235

Involves independent work to produce news and documentary video productions. May be taken 3 times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 2**TV 325 Multicamera TV Production****Prerequisite:** Completion of TV 235

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. May be taken four times for credit. May be taken for letter grade only.

Grade Mode: Letter, Audit**Semester Hours:** 4**TV 328 Media Sales**

Emphasizes professional selling and sales management techniques. Also BUS 361, JOUR 328, and RDIO 328.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**TV 330 Film and Television Editing****Prerequisite:** Completion of TV 235

Covers techniques of editing videotape. Emphasizes history and aesthetics of editing. Includes editing projects.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**TV 333 CAD Design Processes for Stage and Studio**

Continuation of 233. Includes design or design assistant work on studio and main stage productions. Not challengeable. Also THAR 333.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 2**TV 340 Television Graphics****Prerequisite:** Completion of TV 330 or JOUR/RDIO/TV 318

Examines current trends, content, and design of television graphics. Utilizes leading software and hardware tools to create broadcast-quality motion graphics for use by La Verne Community Television (LVTV). May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit**Semester Hours:** 4**TV 350 Cinematography****Prerequisite:** TV 225 and TV 235

This class is a seminar in filmmaking. Students will learn how to work as a cinematographer as well as how to work with a cinematographer on professional film and television productions. Letter grade only. Not challengeable.

Semester Hours: 4**TV 351 Playwriting and Screenwriting I**

Produces work for performance on stage, radio, and TV. Also ENG 315, RDIO 351, and THAR 360.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**TV 360 Hollywood in La Verne**

Includes viewing of movies and discussion of them with filmmakers, readings, and lectures. Covers film history and technique. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**TV 399 Independent Study**

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 1-4**TV 400 Designing Media Message**

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.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**TV 408 Selected Topics**

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 JOUR 408 and RDIO 408. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 1-4**TV 430 Film Directing****Prerequisite:** TV 225 and TV 235

This class is a seminar in filmmaking. Students will learn the basic elements of single camera directing for film and television. Letter grade only. Not challengeable.

Semester Hours: 4**TV 460 Law and the Mass Media**

Legal and governmental rules and regulations that apply to mass media. Study of current cases. Also JOUR 460 and RDIO 460.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**TV 465 History of Mass Media-Printed and Electronic**

Development of the mass media. Current methods of collecting and reporting news and expressing editorial opinion. Also JOUR 465 and RDIO 465.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4**TV 467 Ethics of Mass Media-Printed and Electronic**

Current ethical standards, procedures, and problems in printed and electronic media. Also JOUR 467 and RDIO 467.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit**Semester Hours:** 4

TV 480 TV Special Projects

Prerequisite: Completion of TV 320

Students assist instructors in all phases of ULV television operations.

Requires instructor approval. May be taken twice for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

TV 497 Internship

Supervised work experience in student's major area. Also JOUR 497 and RDIO 497. Instructor approval required. May be repeated up to 8 Semester hours.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 1-4

TV 499 Senior Project

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. Also JOUR 499 and RDIO 499. May be taken for letter grade only. Instructor Approval Required. Not challengeable.

Semester Hours: 4

Theatre Arts (THAR)

THAR 100 Introduction to Theatre

Covers theatrical spaces, stage terminology, the origins of theatre, and beginning play and character analysis.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 110 Acting for Anyone

Covers acting theory and practice. Includes scene study, movement and voice dynamics, improvisation, and ensemble work.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 111 Voice for Actors

Draws on a variety of disciplinary approaches including Linklater, Lessac and phonetics to aid students in developing the potential of their vocal instrument safely, with precision, clarity and appropriate projection. May be repeated for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 113 Theatre, Acting, and Performance

Covers fundamentals of theatre, acting, and performance. Culminates in a presentation or performance.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 120 Introduction to Stagecraft

Covers scenic construction, painting, lighting, prop building, costume construction, and computer-aided drafting. Includes attendance at rehearsals and performances. Lab component required for grade. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 120L Stagecraft Production Lab

Lab co-requisite to THAR 120.

Semester Hours: 0

THAR 199 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

THAR 202 Performance Art & Experimental Theatre

Creates designed interactions of theatre, studio art, music, sculpture, movement, dance, and/or multimedia as site-specific events. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 210 Acting Studio

Continuation of 110, 113 or 200. Includes theatre games, plastiques, condition/impulse, play analysis for actors, semiotics, and scene work. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 210L Acting Studio Laboratory

A companion laboratory for Acting Studio involving participatory exercises in movement, voice, personal skill development, movement analysis, and ensemble work.

Semester Hours: 0

THAR 212 Acting for the Camera I

Covers techniques of acting for camera using television studio, video cameras, and review of taped monologues, scenes, and performances. May be taken 3 times for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 215 Rehearsal and Performance

Participation as actor or technician in main stage or studio productions. May be repeated.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 220 Stagecraft II

Prerequisite: Completion of THAR 120

Continuation of 120. Emphasizes advanced techniques, project initiation and supervision, and additional production responsibility.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 220L Stagecraft Lab II

Semester Hours: 0

THAR 232 Lighting Design I

Introduces basic equipment, theory, and procedures in implementing theatrical lighting. Includes lab.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 233 Introduction to Design for Stage and Studio

Includes exercises in design, drawing, drafting, model construction, painting, lighting, and computer-aided design for stage and TV. Also Art 221 and TV 233.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 234 Costume Design & Construction I

Follows theory and practice of costume designer and costumer's craft, from initial concept through construction to theatre stage or film set.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 244 Survey of World Drama

Introduction to dramatic literature, from selected early plays to contemporary dramas.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

THAR 251 Introduction to Theatrical Directing

An introductory course in the art and craft of theatrical directing, designed for students not majoring in Theatre. Students will learn the director's role in the theatrical production, including textual analysis and interpretation, staging, and collaboration with other theatre practitioners. Students will also gain practical experience in the direction of theatrical works for public performance. Not Challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 255 Theatre and Stage Management

Introduces arts management. Student works as stage manager or with production management team. Includes rehearsals and performances. May be repeated. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1,2

THAR 270 Theatre Seminar

Analyzes contemporary issues in theatre. Includes preparation for senior comprehensive exam and senior project. Must be taken at least twice by all theatre majors.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1

THAR 299 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

THAR 300 Drama on Page and Stage

Prerequisite: Completion of Written Communication B

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 ENG 344.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 310 Advanced Acting Studio

Continuation of 210. May be taken six times for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 311 Oral Communication

Practices impromptu and prepared speeches and interpretation of literature. Includes exercises in breathing, relaxation, voice projection, and articulation.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 312 Acting for the Camera II

Prerequisite: Completion of THAR/TV 212

Continuation of THAR 212. May be taken 3 times for credit. Also TV 312.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 314 Auditioning & Cold Reading

Using the concepts of Conscious Acting to train the students to excel in the audition process through lecture, demonstrations, exercises, techniques of vocal production, analysis, character creation, interview, collaboration and effective personal presentation all in the context of a non-competitive learning community. Students will prepare, evaluate and perform several audition pieces. Students will also practice the techniques of cold reading (reading new material aloud).

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 315 Performance

Performance work during January interterm. May be repeated twice. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 317 Musical Theatre

Explores musical theatre through performance both from the musical and theatrical standpoints. The student will study the history of the form as well as learn and experience the techniques and theories involved in the production of music theatre. Not challengeable. Also MUS 311.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 320 Stagecraft III

Prerequisite: Completion of THAR 220

Includes independent projects, construction, rigging, painting, and facing other technical problems related to mounting main stage and studio productions. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 321 Production Experience

Students will perform backstage work by supporting pre-production (Sets, lights, costumes, props, etc.), performing as running during performances, attending strike (tear down of the show). Course meets primarily over a 4-6 week period during the pre-production phase and during performances of the term's major production. Not Challengeable. This course may be taken six times for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1,2

THAR 332 Lighting Design II

Prerequisite: Completion of THAR/TV 232

Continuation of 232. Emphasizes theory for a variety of theatre spaces and equipment, document design, and organization.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

THAR 333 CAD Design Processes for Stage and Studio

Prerequisite: Completion of ART 221 or THAR/TV 233

Continuation of 233. Includes design or design assistant work on studio and main stage productions. Also TV 333.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 334 Costume Design

Prerequisite: Completion of THAR 234

Introduces students to the costume design process. It includes designing costumes as "paper projects" for plays. Students will be reading scripts, analyzing plays, researching time periods, creating concepts, and sketching. Techniques including figure drawing, painting and collage will be covered. Also, students will learn a brief survey of costume history.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 2

THAR 341 Drama: Comedy

Prerequisite: Written Communication A and Written Communication B

Readings in drama to discover how playwrights from the Greeks to the present have dealt with continuing concerns of life and theatrical presentation.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 344 Staging the Latinx Revolution

Prerequisite: Completion of Written Communication A

Students will be introduced to a survey of some of the most important Latin American and Latinx dramatic narratives in theatre and film written-produced in times of political upheaval, economic strife, and revolution in Latin American starting with the 1959 Cuban Revolution. Applying Decolonial Theory as the critical lens students will examine the conditions under which they were written. Letter grade only. Not challengeable.

Semester Hours: 4

THAR 351 Directing Studio I

Covers theory, practical exercises, and scenes, culminating in production of a one-act play.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 360 Playwriting and Screenwriting I

Produces work for performance on stage, radio, and TV. Also RDIO 351, and TV 351.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3,4

THAR 370 Theatre and Community

The course emphasizes the use of theatre as a tool for social change and community activism. Involves development of theatrical works reflecting community issues; includes research, story collection, script writing, rehearsal, and performance.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 377 Theater and Drama Instruction for Teachers

This course is designed to provide the student with instruction in and observation of teaching practices in the field of theatre and drama. Students will gain insights into instructional methodology, lesson and unit planning, and assessment planning for the secondary drama classroom. Students will observe and study different instructional styles and theatre productions and activities with a focus on developing a curriculum, overcoming production problems and limitations, and community awareness. Also EDUC 377.

Grade Mode: Letter, Audit

Semester Hours: 4

THAR 399 Independent Study

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. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

THAR 410 The Power of Story

Details development of performance material from original sources. May cover performance styles, solo or group work, and story pulling. Integrates power, class, racism, and sexism. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3,4

THAR 440 American Stage-Mirror of Society

Prerequisite: Completion of Written Communication B

Studies plays that reflect America regionally, ethnically, spiritually, and aesthetically. Also ENG 440.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 443 Twentieth-Century Drama

Prerequisite: Completion of Written Communication B

Playwrights since Ibsen, with special attention to Shaw, Pirandello, O'Neill, Brecht, Miller, Becket, Anouilh, Ionesco, and Albee. Also ENG 443.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 445 Masters of the Drama

Studies one or more major playwrights such as Sophocles, Chekhov, Ibsen, or Brecht. May include staged production of a major work. May be repeated three times for credit. Also ENG 447. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 449 Shakespeare

Representative plays selected from the histories, tragedies, comedies, and tragicomedies. Also ENG 460.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 451 Directing Studio II

Prerequisite: Completion of THAR 351 or THAR 355

Analyzes, rehearses, and performs a full-length play for an audience.

Requires instructor approval. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 3,4

THAR 460 Playwriting and Screenwriting II

Prerequisite: Completion of ENG 316, THAR 360, or RDIO/TV 351

Produces work for performance on stage or video. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 480 Cultural History of World Theatre I

Prerequisite: Completion of Written Communication B

Analyzes development of world theatre, dramatic literature, criticism, and theory from ancient Greece to the 17th century.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 481 Cultural History of World Theatre II

Prerequisite: Completion of Written Communication B

Analyzes background of world theatre, dramatic literature, criticism, and theory from the 18th century to the present.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

THAR 490 Theatre Capstone Seminar

Prepares students for capstone project in Theatre Arts. May be taken for letter grade only. Not challengeable.

Semester Hours: 1-2

THAR 499 Senior Project

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. May be taken for letter grade only. Not challengeable.

Semester Hours: 1-4

FINANCIAL AID POLICY

All students admitted into a Title IV eligible degree or certificate program may apply for financial assistance. The Office of Financial Aid will determine, coordinate, and administer all student financial aid (institutional, federal, state aid, etc.). Once a student's financial aid for the academic year is determined, the Office of Financial Aid will send the student a Financial Aid notification.

Students are invited to seek guidance or request assistance prior to making enrollment decisions or to discuss extenuating circumstances. The Office of Financial Aid is located in Woody Hall.

Toll Free Number: 800-649-0160

Email address: finaid@laverne.edu

Website: laverne.edu/financial-aid/ (<http://www.laverne.edu/financial-aid/>)

Federal School Code: 001216

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

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

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

Eligible Programs

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

- All associate's and bachelor's degree programs
- All master's and doctoral degree programs
- All credential programs that lead to a teaching credential awarded by the California Commission for Teaching Credentialing
- Paralegal Certificate
- *Students cannot receive financial aid funding for any courses that are not required for completion of their admitted degree program.*

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

- Non-degree seeking programs
- In a certificate only program (except the Paralegal Certificate)
- In a credential program that does not lead to a teaching credential

Student Eligibility and Application Process

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

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

- Be a U.S. citizen or eligible noncitizen
- Be a high school graduate or meet one of the ability to benefit alternatives (see section below)
- Complete the Free Application for Federal Student Aid (FAFSA) at studentaid.gov; March 2nd is the priority deadline each year.
- Be accepted for admission to the University as a regular, degree-seeking student in an eligible program (see above section)
- Be enrolled and in good academic standing
- Maintain satisfactory academic progress (see criteria later in this section)
- Be registered with Selective Service if you are a male (Male U.S. citizens and male immigrants, who are 18 through 25, are required to register with Selective Service).
- Not be in default on a federal student loan and not owe money on a federal student grant
- Will use federal student aid only for educational purposes.

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

Ability to Benefit

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

A General Educational Development (GED) certificate or GED transcript that indicates the student passed the exam.

Certification of a passing score on a test that the student's state authorizes and recognizes as the equivalent of a high school diploma. This includes tests similar to the GED, such as the California High School Proficiency Examination (CHSPE).

A copy of the "secondary school leaving certificate" or similar document from the proper government agency for students who completed secondary school in a foreign country.

An academic transcript that indicates the student successfully completed at least 60 transferrable units that is acceptable for full credit toward a bachelor's degree.

A copy of a secondary school completion credential for homeschool (other than a high school diploma or its recognized equivalent) if state law requires homeschooled students to obtain that credential.

A transcript or the equivalent, signed by the parent or guardian of a homeschooled student that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a homeschool setting.

Undocumented Students

Undocumented students who are residents of California may file the California Dream Act Application to be considered for state and need-based institutional aid. The application must be submitted annually and

is available at dream.csac.ca.gov; March 2nd is the priority dead-line each year.

Non-Citizens and International Students

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

Maintaining Eligibility

Satisfactory Academic Progress (SAP)

The federal government requires universities to develop and enforce an internal system to monitor the academic progress of financial aid recipients. A student must maintain Satisfactory Academic Progress in order to remain eligible for all federal, state, and institutional financial aid programs. The academic progress of financial aid applicants and recipients is reviewed upon initial application and then annually, following spring semester each year. (Students who fail to meet SAP are notified via their official @laverne.edu email address, and are given the opportunity to appeal their disqualification.)

SAP Standards

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

1. Minimum Grade Point Average (GPA)

- Undergraduate students must maintain a minimum

2.00 La Verne GPA.

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

1. Unit Completion Rate

Students must complete with a passing grade at least 67% of the units attempted each academic year. All courses a student is enrolled in beyond the add/drop period will be counted as units attempted, including withdrawals, no credit, and incomplete courses.

1. Maximum Time Frame

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

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

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

Financial Aid Disqualification

- Students who fail to meet any of the above minimum standards of the Financial Aid SAP Policy are no longer eligible to receive

financial aid at the University of La Verne. Student's may appeal their disqualification, see the *Appeal Process* section, below.

Regaining Financial Aid Eligibility

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

Appeal Process

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

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

Academic Disqualification

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

Financial Aid Disbursements

Financial aid funds are disbursed through the Office of Student Accounts. The total amount of financial aid for the academic year is divided among terms for which the student is enrolled, as reflected on the financial aid notification.

Students must meet eligibility requirements before financial aid is disbursed. Eligibility requirements include, but may not be limited to the following: being officially admitted into an eligible program, submitting all final, official transcripts, enrolling in the correct number of units in classes required for the student's degree and aid program, maintaining satisfactory academic progress, and completing required necessary documentation. The disbursement schedule is listed on the Student Accounts website at: laverne.edu/accounts/disbursements/

Disbursement for La Verne Students Borrowing a Federal Direct Loan for the First Time: As well as meeting the above criteria, a new borrower must complete a *Loan Agreement for Subsidized/Unsubsidized Loan (MPN)* with the Direct Loan program at studentaid.gov, and complete an *entrance counseling* session online at studentaid.gov, before receiving student loan funds.

Each term, Federal Direct Loan and Federal Direct PLUS Loan funds are forwarded to the University. The net loan amount (gross loan amount minus the loan origination fee) is forwarded to Student Accounts each

term after the student's enrollment and satisfactory academic progress have been verified. If a student is not enrolled at least half time, or is not making satisfactory academic progress, student loan funds will not be disbursed. The student is responsible for repaying only the amount of student loan funds disbursed.

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

Repayment after the Designated Time Period: Students cannot cancel the loan disbursement if the designated time period described above has already passed. If a borrower wishes to cancel all or part of a loan disbursement after the 14-day window has elapsed, they should contact their loan servicer for instructions. Funds returned by a borrower more than 120 days after disbursement will be accepted by the servicer as payment rather than cancellation. The borrower (the student for student loans; the parent for parent loans) will be responsible for any interest that may have accrued and/or any loan fees.

Repayment of Federal Loans: Repayment of the Federal Direct Loans begins six months after the student graduates, drops below half-time enrollment status, or withdraws from school. A variety of repayment options and loan assumption programs are available to borrowers, and the information about these options may be obtained online at studentaid.gov. Repayment of the Federal Direct Parent PLUS Loan begins 60 days after the last disbursement. Parents are eligible to defer their Direct Parent PLUS Loan payments until after their dependent graduates. The Federal Direct Loan program at studentaid.gov, can provide specific information regarding this benefit.

Cal Grant B Access Authorization: The Cal Grant B recipient's "access" portion of the Cal Grant award will be applied to his or her student account unless the student completes and submits a Cal Grant B Access Form to the Office of Student Accounts; this form is available online, or through the Office of Financial Aid or Student Accounts.

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

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- Federal Direct Parent PLUS Loan
- Federal Direct Grad PLUS Loan

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Other Title IV grant funds

Federal Financial Aid Programs

Federal Pell Grants are awarded to undergraduate students on the basis of financial need. Students enrolled in the fifth-year Teacher Credential program are not eligible to receive Federal Pell Grants. A student cannot receive Federal Pell Grant funds from more than one institution for the same period of enrollment. If more than one institution submits a request for payment to the Federal Pell Grant Program for the same period of enrollment, one of the schools will be required to withdraw the Federal Pell Grant award from the student's financial aid. The student will ultimately be responsible for any balance resulting from the duplicate enrollment.

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to undergraduate students with exceptional financial need. Students enrolled in the fifth-year Teacher Credential program are not eligible to receive FSEOG Grants. Students must be enrolled at least half-time to receive FSEOG Grants.

Federal Work-Study (FWS) funds are awarded to students with financial need. Federal Work Study is a paid work opportunity to eligible applicants, allowing students to earn money to pay for educational expenses. Employment may not exceed 20 hours per week during periods when school is in session.

Federal Direct Loans are available to eligible students. There are two types of Direct Loans: Subsidized, for which the government pays the interest while students are in school, during the grace period, and deferment periods; and unsubsidized, for which students pay all the interest on the loan. Students may defer the interest while enrolled at least half-time; however, the interest continues to accrue. Students may receive both types of loans at the same time, if eligible. Interest rate and loan limit information is available at: studentaid.gov

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

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

Federal Direct PLUS Loans for Graduate or Professional Students (Grad PLUS): Students enrolled in graduate (master's and doctoral programs) or professional programs (law school) are eligible to borrow under the Federal Direct Grad PLUS Loan Program up to their cost of attendance minus other financial assistance. Interest rate information is available at studentaid.ed.gov. The student's credit report will be checked by the Department of Education prior to the loan approval, and credit-worthy

applicants will be required to complete a Federal Direct Grad PLUS Loan application and Loan Agreement for a PLUS Loan (MPN). Applicants are required to complete the Free Application for Federal Student Aid (FAFSA) and must have applied for their annual loan maximum eligibility under the Federal Unsubsidized Direct Loan Program before being considered for a Federal Direct Grad PLUS Loan.

State of California Financial Aid Programs

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

Cal Grants A and B, is the largest scholarship source awarded to undergraduate students funded by the state of California, and administered by the California Student Aid Commission. Cal Grants A and B do not need to be repaid, and may be received for up to four years of full-time enrollment. California residents who are La Verne undergraduates or applicants for undergraduate admission should apply for these grants.

Cal Grants A and B extended benefits provide an additional year of assistance for recipients who are enrolled in a teaching credential program. To extend benefits a student must complete a G-44 form, Request for Cal Grant Teaching Credential Program

Benefits, available in the "Participants Forms and Applications" section under "Publications" at:

csac.ca.gov

California Specialized Programs:

Child Development Grants are for outstanding students that are pursuing a child development permit as a teacher, master teacher, site supervisor, or program director to work at a licensed children's center. Selected students attending a four-year university may receive \$2,000 each year, for up to two years. The maximum amount awarded is \$4,000. Grant recipients must work full time at an eligible California children's center for one year for each year they receive grants. To qualify, students must be enrolled at least half-time in coursework leading to their permit during the academic year. This program is subject to the availability of California state funds.

California Chafee Grants offer up to \$5,000 per year for college or vocational training to current or former foster youth who have not reached 22 years of age as of July 1 of the award year. A student must attend school at least half time, and be enrolled in a program of study of at least one year in length. Youth who have "aged out" of another state's foster care program and who now live in California are eligible to apply. Applicants must file the FAFSA and submit a California Chafee Grant Application, available at: chafee.csac.ca.gov

University of La Verne Financial Aid Programs

Institutional Financial Aid for Traditional Undergraduate Students

Institutional financial aid consists of all need and merit-based grants, awards and scholarships that are funded by the University of La Verne. Traditional undergraduate students must maintain full-time enrollment (12 credit hours) each semester in order for any and all University of La Verne funded financial aid to disburse. If a student falls below full-time enrollment within the semester, institutional financial aid is subject to cancellation. Institutional financial aid to traditional undergraduate

students enrolled less than full-time (12 credit hours) will not be proportioned.

Traditional undergraduate students are eligible to continue receiving institutional financial aid until the requirements of their first undergraduate degree are completed. Some students may require less than the typical four years to complete their first degree. Once students complete their degree requirements, they will no longer be eligible to receive institutional financial aid. If students choose to pursue a second bachelor's degree they may be able to receive outside scholarships, or loans.

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

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

La Verne Academic Scholarships: To be eligible for consideration for a La Verne academic scholarship, a student must be admitted through the Office of Undergraduate Admission at the main campus and be enrolled as a full-time traditional undergraduate student. Academic (merit) scholarships are not need-based and are annually renewable based on full-time enrollment (12 credit hours) and a student's meeting of satisfactory

academic progress. La Verne academic scholarships are awarded to freshmen and transfers based on admissions criteria at time of admission. Students may only receive one merit scholarship and it cannot be combined with other University merit scholarship programs, including the Performance Scholarship.

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

La Verne Performance Scholarships: Performance Scholarships will be awarded to incoming freshmen and transfer traditional undergraduate students with outstanding potential in the six areas of fine arts:

- Art (Painting or Sculpture)
- Communications (Video Production)
- Music (Voice or Instrument)
- Photography
- Speech (Debate)
- Theatre (Performance or Design)

To be eligible to receive consideration for a La Verne Performance Scholarship, a student must be admitted through the Office of Undergraduate Admission at the La Verne campus and be enrolled as a full-time traditional undergraduate student.

Scholarships are renewable annually for up to four years of undergraduate study based on the student's academic progress and participation in the program. Student are required to major in one of the above areas of study to be eligible for the scholarship. More information is available at: artsci.laverne.edu/scholarship/

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

International Merit Scholarship: To be eligible for consideration for an International Merit Scholarship, a student must be admitted through the Office of Undergraduate Admission at the La Verne campus as an international student and be enrolled as a full-time traditional undergraduate student. International Merit Scholarships are awarded to first-time college students or to transfer students at the point of admission to La Verne. Award requirements are available through the Office of Undergraduate Admission at: laverne.edu/admission/international/scholarships/

University of La Verne Loans: The University of La Verne offers an institution-funded loan program. To be eligible for consideration of a La Verne Loan, a student must be admitted through the Office of Undergraduate Admission at the La Verne campus and be enrolled as a full-time student. La Verne Loans are interest-free loans. Recipients must be in good academic standing, be a U.S. Citizen, have a minimum 2.5 GPA, and have graduated from a California high school. You will be required to provide cosigner information that will be verified. Repayment begins six months after graduation or after the student goes below full-time status.

Institutional Graduate Scholarships and Assistantships

Based on merit, these awards are made to graduate students who have been nominated by their departments and approved by the Dean. These scholarships cannot exceed 25% of any term tuition.

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

Private Alternative Loans

Private loans are credit-based loans through a private bank, credit union or other lending agency. The lender determines eligibility. The requirements include determination that the applicant does not have any adverse credit history and is credit-worthy. Each lender has different criteria, interest rates and repayment provisions, students are advised to carefully read all of the terms and conditions set forth by the lender. Students are strongly encouraged to complete a FAFSA and utilize all federal, state and institutional funding and loans first.

The private alternative loan cannot exceed the cost of attendance minus any financial aid awarded.

FINANCIAL INFORMATION

Financial Arrangements and Payment Policies

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

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

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

Financial Arrangements are due one week prior to the start of each session for all students with the exception of the following Programs: Traditional Undergraduate, College of Law and Physician Assistant. Students who do not make financial arrangements by these deadlines may be assessed up to \$300 in late fees.

Traditional Undergraduate students who are registered in Semester and/or Session 1 are required to make financial arrangements no later than one month prior to the start of the semester.

Traditional Undergraduate students who are registered in Session 2 only are required to make financial arrangements no later than one week prior to the start of the session.

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

Financial arrangements include, but are not limited to:

- Payment in full
- Deferred payment plan
- Tuition assistance or VA benefits
- Third party payment
- Federal or state financial aid
- Student loans
- Merit awards
- Institutional aid*

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

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

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

1. **Payment in full.**
2. **Deferred payment plans:** Payment plans are available for courses lasting eight weeks or more. Short-term courses of up to five weeks

in length must be paid in full, one week prior to the term. All deferred payment plans require the completion of an agreement.

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

All students electing to enroll in a deferred payment plan, who do not meet their payment dates, will be assessed a monthly late payment fee of \$35. Payment plans may be cancelled if 2 consecutive payments are missed. The University reserves the right to impose finance charges on all unpaid balances.

Payment Methods

The University of La Verne accepts payments by cash, check, credit card, money order, traveler's check, wire transfer, or by electronic check through the MyLaVerne Portal. No payments are accepted at the regional campuses. Accepted forms of credit card payment include: VISA, MasterCard, and Discover through the MyLaVerne Portal. Credit card payments for tuition will not be accepted in person, over the phone or by mail.

Insurance Requirement for International Students in All Programs

All full-time students with F-1 or J-1 visas secured with documentation provided by University of La Verne are required to pay La Verne Health Center and Health Insurance fees. Coverage thus secured meets the requirements specified by US Federal Regulations. The costs of these fees are required for full-time traditional-age undergraduate tuition, but graduate students must pay the separate Health Center and Health Insurance fees as listed. Students with J-2, H1, or H-4 visas are not required to purchase La Verne insurance, but J-2 visa holders must show that they have coverage that meets US Federal Regulations.

Military Tuition Rate Policy

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

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

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

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

Upon separation or retirement, active duty members, spouses and dependents will be assessed the regular tuition rate as published in the

current catalog starting with the term following the date of separation or retirement.

Main Campus Undergraduate Programs

Tuition and Fees

Full-time: Fall 12-18 semester hours:

Undergraduate	Tuition per semester
Tuition, per semester	\$22,925
Student Health Insurance, per semester	\$415
ASULV Fee, per semester	\$160
Total Cost of Tuition, per semester	\$23,500

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

Undergraduate	Tuition per semester
Tuition, per semester	\$22,925
Student Health Insurance, per semester	\$415
ASULV Fee, per semester	\$160
Total Cost of Tuition, per semester	\$23,500

Part-time students, approved academic overloads, Directed Study, Independent Study, RN to BSN Program

Undergraduate	Tuition per semester
Directed Study, and Independent Study, per semester hour	\$1,330
Summer Sessions, per semester hour	\$705
Legal Studies, per semester hour	\$485
Religion Program (off-campus), per course	\$645
RN to BSN (Nursing), per semester hour	\$645

Study Abroad Programs

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

Undergraduate	Tuition per semester
per semester	\$29,900
per year	\$59,800
Washington D.C. Internship	\$29,215

Main Campus Graduate Programs

Tuition

Graduate	Tuition per semester
Master's degrees in Health Administration, Public Administration, per semester hour	\$850

Master's degrees in Accounting, Business Administration, Data Analytics, Finance, Leadership and Management, per semester hour	\$935
Master's degree in Marriage and Family Therapy, per semester hour	\$895
Master's degree in Athletic Training, per semester hour	\$730
Master of Science Physician Assistant Practice - per trimester (Fall 2022 admission)	\$16,525
- per trimester (Fall 2020 admission)	\$15,855
MEd in Educational Leadership, per semester hour	\$725
All other master's degrees and credential programs in LaFetra College of Education, per semester hour	\$785

Master's Degree (Active Duty military rate), per semester hour	\$385
PsyD, DPA, EdD, per semester hour	\$1,235
DBA, per semester hour	\$1,235

CAPA (Campus Accelerated Program for Adults)

Undergraduate	Tuition per semester
Tuition, per semester hour	\$685
Tuition (active duty military rate), per semester hour	\$250

Regional Campuses and La Verne Online

Undergraduate	Tuition per semester
Regional campuses	\$645
Active duty military rate	\$250
Graduate	Tuition per semester
Regional campuses (MHA, MPA)	\$850
Regional campuses (ACCT, FIN, MBA, MSLM)	\$935
Education program	\$725
Active duty military rate	\$385

The University of La Verne reserves the right to establish a varying tuition rate for new programs established at new sites when there are unusual operating conditions.

Residence Hall Charges Room Rates

Main Campus Students, Per Semester

Fee	Amount
Room, Oaks Hall, triple occupancy	\$3,105
Room, Oaks Hall, double occupancy	\$3,820
Room, Oaks Hall, single occupancy	\$4,345
Room, Oaks Hall, super single occupancy	\$4,880

Room, Vista La Verne, double occupancy	\$4,330
Room, Vista La Verne, single occupancy	\$4,945
Room, Citrus Hall, triple occupancy	\$3,575
Room, Citrus Hall, double occupancy	\$4,180
Room, Citrus Hall, single occupancy	\$4,705
Summer Room Rate, single	\$2,385
Summer Room Rate, double	\$1,890

Physician Assistant Program, Per Trimester

Fee	Amount
Room, Vista La Verne, double occupancy	\$3,165
Room, Vista La Verne, single occupancy	\$3,700

Board Rates

Residential Undergraduate Students, Per Semester

Fee	Amount
10 meals per week + \$200 Leo Dollars	\$2,865
14 meals per week + \$100 Leo Dollars	\$3,120
19 meals per week + \$25 Leo Dollars	\$3,410
150 Block Plan + \$100 Leo Dollars	\$3,135

Commuter Students, Per Semester

Fee	Amount
500 Leo Dollars Block Plan	\$500
100 Block Plan	\$2,765

Leo Dollars are included with the purchase of a meal plan or may be purchased separately (i.e. \$100, \$500 Leo Dollar Plan). Leo Dollars function like a debit card where the price of a meal is subtracted from the card after every purchase. The balance available on the card rolls over from semester to semester, but expires at the end of the academic year.

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

Housing Fees

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

Fees

Fee	Amount
APA fee (doctoral students)	\$100
Appeals	\$50
Application, undergraduate, credential and master's (non-refundable)	\$50
Application, doctoral (non-refundable)	\$75
Assessment testing kit fee	\$50
Auditing, (traditional undergraduate students) per semester hour	\$665
Auditing, per semester hour	one-half normal tuition
Authentication Certificate (Apostille)	\$80-\$110
Biology/Anthropology 350L, 360L, 394	\$100
Cap and gown fee (doctoral students)	\$80
Community Service Alternative Assessment	\$50
Competency Exam (CBPM)	\$150
Continuous Registration (PsyD, EdD, \$1,235-\$2,470 DPA, DBA), 1-2 semester hours of tuition	
Course Challenge	one semester hour of tuition
Deferred Payment Plan Fee	
-Per Semester (Fall and Spring)	\$75
-Per Semester (Summer)	\$50
Doctoral Dissertation completion	\$450
Graduation, Doctoral	\$300
Graduation, Master's	\$160
Graduation, Undergraduate	\$140
Health Center (mandatory for all international graduate students and all other students who qualify and purchase the Health Insurance Plan separately)	
- per semester	\$75
Health Insurance (mandatory for all international graduate students)	
- per semester	\$690
Journalism, Radio, TV Lab Fee(s)	\$100-150
Kinesiology Lab Fees	\$50-\$100
Lab Fee, per course (non-refundable)	\$100-\$150
Late Financial Arrangement	\$100-\$300
Legal Studies Certificate	\$35
Legal Studies Association (one-time charge)	\$25
Legal Studies, online research, per course	\$20
Lost ID card	\$5
Make-up Examination	\$40

MSAT Multipurpose Fee (per year)	\$1,000
- MSAT CPR/AED	
- MSAT BOC Practicum Exam	
- MSAT Live Scan	
- MSAT Mini Medical Kit with supplies	
- MSAT NATA Dues & ATRACK Access	
- MSAT Professional Attire/Uniform	
Missed Payment Fee	\$35
Music Lessons, per semester hour	\$250
Music 345 Lab	\$50
Nursing Resource Fee	\$345
Photography Laboratory	\$175
Professional Development Courses (700-level, non-degree credit), per semester hour	\$135
Registration (not charged to full-time, traditional-age students), per course	\$30
Replacement of Diploma	\$60
Returned Check/Rejected Credit Card	\$25
RICA Test Preparation	\$100
Senior Citizens Audit Program (Per Course)	\$50
Student Orientation Fall	\$100
Student Orientation Spring	\$45
Student Tuition Deposit (non-refundable) ¹	\$200
Taskstream Account Misuse	\$27-70
Teacher Performance Assessment ¹	\$50-100
TPA Late Fee	\$50-100
Transcript, per copy	\$10
Transcript sent certified, per copy	\$15
Transcript (rush), per copy	\$20
Transcript, special mailing/handling requests	\$35
Transitional Kindergarten	\$200
Certification (non-degree credit), per semester	
Written Composition	\$50

¹ These fees are not applicable to all programs.

College of Law

Full-time University of La Verne law students are required to pay six semesters of full-time tuition; part-time students are required to pay eight semesters of part-time tuition. These fiscal responsibilities may be lessened if students reduce their final semester unit load because they have taken summer course work, or have taken semester unit overloads.

Tuition

Cal Bar Admitted Students

Fee	Amount
per unit (1-15)	\$1,030
Approved academic overload and summer per unit	\$1,030

Full-time ¹ – ABA Students Admitted in 2019

Code	Description
per semester	\$15,140

Part-time ² – ABA Students Admitted in 2019

Fee	Amount
Per unit (1-11 units)	\$1,180
per semester	\$12,975

ABA Approved Academic Overload and Summer – For All Admit Years

Fee	Amount
per semester hour	\$1,400

¹ Full-time tuition rates apply to students taking 12-16 semester hours.

² Part-time tuition rates apply to students taking 1-11 semester hours.

Fees

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

Refund/Tuition Credit Policies

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

Policies and procedures on withdrawal are covered in the "Tuition Credits/Refunds" section below as well as in the sections entitled "Withdrawal from University of La Verne by Financial Aid Recipients" and "Withdrawal from the University."

Room and Board Refunds

Room and Board Refunds Refunds for the residence halls will be made according to the terms and conditions outlined on the Residence Hall

License Agreement. The amount of refund will be determined by the Housing Office. Board refunds during the fall, winter and spring session/semesters will be calculated on a prorated basis. There will be no refunds for the January Session.

Tuition Credits/Refunds

To be eligible for a tuition credit(s), a student must complete a drop or withdrawal of their class(es) online before the tuition credit deadline for the semester or session. The date of withdrawal for purposes of tuition credit shall be the date on which the student withdraws or drops. Students who need assistance with the online drop or withdrawal process should contact the Office of the Registrar or their regional campus. If eligible, a refund will be generated within 14 days of the date their student account reflects a credit status. Checks are mailed to their mailing address.

Appeal Procedures on Financial Matters

The University of La Verne refund policy is based entirely upon the official date of the withdrawal or change of course which would result in a refund. Refunds beyond the specified dates or percentages indicated in the catalog, will not be made for reasons such as employment conflict, personal conflict with student(s) or professor, moving out of town or other reasons which are beyond the university's control or responsibility.

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

Circumstances not Subject to Appeal

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

Statute of Limitation for Financial Appeals

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

Tuition Refund/Credit Policy

Students who drop their class(es) through the end of the add/drop period are eligible for 100% refund of tuition and fees. Students who withdraw from their class(es) 7 business days from the end of the add/drop period are eligible for 75% refund of tuition charged. Students who withdraw from their class(es) 7 business days from the end of the 75% refund period are eligible for 50% refund of tuition charged. Courses that are less than seven weeks are not eligible for a 50% refund. The tuition refund policies for dismissal, suspension, and expulsion are the same as for voluntary withdrawal.

Students who receive federal financial aid are subject to a pro-rated return of federal funds through the 60% period of each session or semester, as described in the Withdrawal from La Verne by Financial Aid Recipients section of this catalog. The 60% period is calculated by dividing the number of days enrolled in the term by the total number of days within the semester or session. The amount of funds that must be returned is determined by dividing the number of days in the session or semester that the student was not enrolled by the total number of days

in the session or semester. The Financial Aid Office will calculate the amount of the refund to the financial aid programs.

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

Petitions to the stated policy, for medical reasons or reasons beyond the control of the student, should be in writing and addressed to the Director of Student Accounts.

Student Refunds

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

Course Cancellations

The University of La Verne reserves the right to cancel any course. In the event that a course is canceled, the university will make reasonable efforts to contact the students. Students in canceled courses will be given the opportunity to change to another course with an available space or to cancel their registration without financial penalty or appeal fee. Students who choose to cancel their registration due to a canceled course will receive 100% refund of tuition and any other fees for the canceled course. University policies on tuition refunds, reversal of charges, or the return of funds to lenders in the catalog may apply. Students who purchased textbooks or course materials from the ULV Bookstore are encouraged to speak with the Bookstore staff about their return or exchange policies.

Delinquent Payment of Tuition

La Verne reserves the right to refuse a diploma to any student or former student who is delinquent in the payment of any promissory note given in payment of any tuition, costs, or fees. Financial holds are placed on students with delinquent accounts, and no diplomas will be issued for such students until the holds have been removed. Students who have not met their financial obligations at the beginning or completion of a semester of enrollment may be withdrawn automatically from all courses in that semester/session or trimester.

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

Unpaid balances at the end of each semester/session or trimester may become interest bearing at the rate of 10% per annum. Interest on the outstanding balance may be computed and added monthly to the amount due. However, if the balance is outstanding for more than 180 days, the interest rate may escalate to 15% per annum.

If it becomes necessary for the University to seek legal counsel and/or initiate legal proceedings to collect unpaid accounts, the student may be responsible for all legal fees incurred.

Delinquent Payment of Perkins and Institutional Loans

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

Veterans, Active Military & Military Connected

Veterans Affairs Benefits

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

The VA requires all entering veterans to be formally admitted to the University before becoming eligible to receive VA benefits. All prior transcripts and military documents must be received and evaluated by the Office of the Registrar prior to the second semester of attendance. Once veterans have been admitted and evaluated, they must notify the certifying official of their program and registered classes each session or semester of enrollment.

To maintain eligibility, veterans must successfully complete all units enrolled. Veterans who fail to maintain Satisfactory Academic Progress for two semesters will be disqualified and will have their benefits terminated. For an explanation of grading policy, see the Grades section of this catalog or contact the Registrar's Office. For additional information or questions regarding military and veteran benefits, please contact the Abraham Veteran Students Success Center (VASSC) at: 909-448-4416.

Yellow Ribbon Program

The University of La Verne is pleased to participate in the Yellow Ribbon Program. The Yellow Ribbon Program is a partnership between the University of La Verne and the Department of Veterans Affairs (VA). The program works in conjunction with Post 9/11 GI Bill © use, and supplements tuition costs above the VA's current tuition benefit cap. For additional information or questions regarding military and veteran benefits, please contact the VASSC.

Military Student Priority Registration

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

- Students assigned to enroll at any time on day 4/Freshman, are re-assigned to the 3PM time block on day 3.
- Students assigned to enroll at any time on day 3/Sophomores, are re-assigned to the 3PM time block on day 2.

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

VA Pending Payment Compliance Policy

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

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

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

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

Military Tuition Assistance (TA) Refund Policy

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

Schedule

8 Week Course: Withdrawal Submitted

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

10 Week Course: Withdrawal Submitted

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

16 Week Course: Withdrawal Submitted

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

If the Duration of a Course Differs from the Schedule Above

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

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

Abraham Veteran Students Success Center (AVSSC)

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

Active Military, Veterans & Military Connected

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

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

GENERAL INFORMATION

History

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

Today, 129 years later, the University of La Verne is a Carnegie classified *National Comprehensive Doctoral Granting/Community Engaged University*, and federally designated as a *Hispanic Serving Institution*. No longer affiliated with any religious group, the University's student body is majority-minority, with over half students of color or international, who represent many or no faiths. A significant number of La Verne's students are first-generation.

Both the College and small agricultural community were renamed La Verne in 1917. During the 1920's and 1930's almost three quarters of the student body studied teacher education. In the 40s, 50s, and 60s, programs of study and campus facilities multiplied, the Board of Trustees became independent of church control, and the student body became increasingly diverse as the College continued a commitment to service and a sound, values-oriented education. In the 1960's the college awarded its first master's degree, and in 1979, it conferred its first doctorate.

In line with its mission of providing access to groups often excluded from higher education, La Verne began offering degree programs to adult students in 1969, first under the name School of Continuing Education and later the Regional and Online Campuses. In 1970, La Verne opened its College of Law, then reorganized as the University of La Verne in 1977, and eventually formed four colleges: Arts & Sciences, Business & Public Management, Education & Organizational Leadership (later renamed the LaFetra College of Education), and the College of Law. To better serve working adults, the University founded an Orange County campus in 1981 and a San Fernando Valley campus in 1983. To date, the University has a total of eight campuses across Southern California and has moved the College of Law to its own campus in downtown Ontario, California.

Vision

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

University Mission

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

Core Values of the University of La Verne

Ethical Reasoning

The University affirms a value system that actively supports peace with justice, respect of individuals and humanity and the health of the planet

and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.

Diversity and Inclusivity

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

Lifelong Learning

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

Community and Civic Engagement

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

Accreditation

The University of La Verne is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC). The LaFetra College of Education approved by the California Commission on Teacher Credentialing for offering credentials in several areas. The College of Law is accredited by the American Bar Association (ABA) and the State Bar of California. The Doctor of Psychology Program is accredited by the American Psychological Association (APA). The Master of Public Administration degree is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The Legal Studies Program is approved by the American Bar Association.

At its **June 2022** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) extended **Accreditation-Probation** status for the **University of La Verne Physician Assistant Program** sponsored by the **University of La Verne** until its next review in **June 2024**.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation – Provisional or Accreditation – Continued does not, in the judgment of the ARC-PA, meet the *Standards* or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-university-of-la-verne/>

Memberships

The University of La Verne maintains memberships in many organizations. Among them are the American Association of Colleges and Universities, the American Council on Education, the Association to Advance Collegiate Schools of Business, the Association of Independent California Colleges and Universities, the Coalition of Urban and Metropolitan Universities, the College Board, the Council of Independent Colleges, the Hispanic Association of Colleges and Universities, the New American Colleges and Universities, the National Association of Independent Colleges and Universities, the National Association of Schools of Public Affairs and Administration, the National Collegiate Athletic Association, the National Collegiate Honors Council, and the Council of Colleges of Arts and Sciences.

Regional and Online Education

In line with its mission of providing access to populations often excluded from higher education, the University of La Verne began offering degree

programs to working professionals and non-traditional students in 1969, first under the name School of Continuing Education and currently the Regional and Online Campuses. The Regional and Online Campuses offer full-time and part-time bachelor degree and master degree programs at its six regional campuses, including two military bases, the Campus Accelerated Program for Adults (CAPA) and through La Verne Online.

Online, on ground and hybrid course options allow students to create their own flexible schedule.

Degree/Credential Programs Offered at Regional and Online Campuses

The table below denotes programs offered through University of La Verne Regional and Online Campuses. This table will allow you to search by Program or Location including programs available through ULV Online.

Please note this table does not include a roster of all programs offered online, but instead notes programs delivered specifically through ULV Online.

Location	All Programs
All	ACCOUNTING CERTIFICATE
All	FINANCE CERTIFICATE
All	INFORMATION TECHNOLOGY CERTIFICATE
All	MARKETING CERTIFICATE
All	SUPPLY CHAIN MANAGEMENT CERTIFICATE
Bakersfield	PSYCHOLOGY (BS)
Bakersfield	ASSOCIATE OF ARTS DEGREE IN GENERAL STUDIES PROGRAM
Bakersfield	MASTER OF BUSINESS ADMINISTRATION FOR EXPERIENCED PROFESSIONALS (MBAX)
Bakersfield	LEADERSHIP AND MANAGEMENT (MS)
Bakersfield	EDUCATIONAL STUDIES (BA)
Bakersfield	EDUCATIONAL COUNSELING SCHOOL PSYCHOLOGY PROGRAMS
Bakersfield	ORGANIZATIONAL MANAGEMENT (BS)
Bakersfield	PUBLIC ADMINISTRATION (BS)
Bakersfield	ACCOUNTING (BA)
Bakersfield	BUSINESS ADMINISTRATION (BA)
Bakersfield	EDUCATIONAL COUNSELING (MS)
Bakersfield	EDUCATIONAL COUNSELING (MS)
Bakersfield	SCHOOL PSYCHOLOGY (MS)
Bakersfield	EDUCATION (SPECIAL EMPHASIS) (M.ED.)
Bakersfield	EARLY CHILDHOOD SPECIAL EDUCATION: ADDED AUTHORIZATION
Bakersfield	INFORMATION TECHNOLOGY (BS)
Bakersfield	CHILD DEVELOPMENT (BS)
Bakersfield	MILD/MODERATE EDUCATION SPECIALIST PRELIMINARY CREDENTIAL
Bakersfield	MASTERS OF ART IN TEACHING: INCLUSIVE EDUCATION
Bakersfield	CRIMINAL JUSTICE CRIMINOLOGY (BS)
Bakersfield	TEACHER CREDENTIAL PROGRAMS
Bakersfield	TEACHING PREPARATION PROGRAMS
Burbank	MASTER OF BUSINESS ADMINISTRATION FOR EXPERIENCED PROFESSIONALS (MBAX)
Burbank	LEADERSHIP AND MANAGEMENT (MS)
Burbank	EDUCATIONAL COUNSELING SCHOOL PSYCHOLOGY PROGRAMS
Burbank	ORGANIZATIONAL MANAGEMENT (BS)
Burbank	PUBLIC ADMINISTRATION (BS)

Burbank	ACCOUNTING (BA)
Burbank	BUSINESS ADMINISTRATION (BA)
Burbank	EDUCATIONAL COUNSELING (MS)
Burbank	EDUCATIONAL COUNSELING (MS)
Irvine	MASTER OF HEALTH ADMINISTRATION (MHA)
Irvine	MASTER OF BUSINESS ADMINISTRATION FOR EXPERIENCED PROFESSIONALS (MBAX)
Irvine	LEADERSHIP AND MANAGEMENT (MS)
Irvine	EDUCATIONAL STUDIES (BA)
Irvine	EDUCATIONAL COUNSELING SCHOOL PSYCHOLOGY PROGRAMS
Irvine	ORGANIZATIONAL MANAGEMENT (BS)
Irvine	PUBLIC ADMINISTRATION (BS)
Irvine	ACCOUNTING (BA)
Irvine	BUSINESS ADMINISTRATION (BA)
Irvine	PUBLIC ADMINISTRATION (MPA)
Irvine	MPA DEGREE WITH LAW CONCENTRATION (MPA/JD)
Irvine	EDUCATIONAL COUNSELING (MS)
Irvine	EDUCATIONAL COUNSELING (MS)
Irvine	HEALTH ADMINISTRATION (BS)
La Verne	COLLEGE OF LAW
La Verne	ATHLETIC TRAINING (MS)
La Verne	MARRIAGE AND FAMILY THERAPY (MS)
La Verne	MASTER OF HEALTH ADMINISTRATION (MHA)
La Verne	PSYCHOLOGY (BS)
La Verne	CHILD LIFE (MS)
La Verne	KINESIOLOGY (BS)
La Verne	ASSOCIATE OF ARTS DEGREE IN GENERAL STUDIES PROGRAM
La Verne	ACCOUNTING (MS)
La Verne	MASTER OF BUSINESS ADMINISTRATION FOR EXPERIENCED PROFESSIONALS (MBAX)
La Verne	MASTER OF BUSINESS ADMINISTRATION (MBA)
La Verne	DATA ANALYTICS (MS)
La Verne	FINANCE (MS)
La Verne	LEADERSHIP AND MANAGEMENT (MS)
La Verne	DOCTOR OF BUSINESS ADMINISTRATION (DBA)
La Verne	EDUCATIONAL STUDIES (BA)
La Verne	EDUCATIONAL COUNSELING SCHOOL PSYCHOLOGY PROGRAMS
La Verne	MASTER OF EDUCATION PROGRAM
La Verne	MILD/MODERATE EDUCATION SPECIALIST PRELIMINARY CREDENTIAL
La Verne	GERIATRIC CARE MANAGEMENT CERTIFICATE
La Verne	GERIATRIC ADMINISTRATION CERTIFICATE
La Verne	NONPROFIT MANAGEMENT CERTIFICATE
La Verne	HUMAN RESOURCE MANAGEMENT CERTIFICATE
La Verne	TEACHER LEADERSHIP CERTIFICATE
La Verne	TRANSITIONAL KINDERGARTEN CERTIFICATE (TK)
La Verne	EARLY CHILDHOOD SPECIAL EDUCATION ADDED AUTHORIZATION
La Verne	COMPUTER CODING CERTIFICATE
La Verne	CYBERSECURITY CERTIFICATE
La Verne	SYSTEMS ENGINEERING CERTIFICATE
La Verne	WEBSITE AND INTERNET APPLICATIONS DEVELOPMENT CERTIFICATE
La Verne	PARALEGAL STUDIES CERTIFICATE
La Verne	PUBLISHING CERTIFICATE

La Verne	COMMUNICATIONS (B.A.)
La Verne	ART HISTORY (B.A.)
La Verne	STUDIO ART (B.A.)
La Verne	HISTORY (BA)
La Verne	INTERNATIONAL STUDIES (BA)
La Verne	SOCIAL SCIENCE (BA)
La Verne	POLITICAL SCIENCE (BA)
La Verne	LIBERAL ARTS (BA)
La Verne	SPANISH (BA)
La Verne	MUSIC (BA)
La Verne	PHOTOGRAPHY (BA)
La Verne	PHILOSOPHY (BA)
La Verne	RELIGION (BA)
La Verne	RELIGION/PHILOSOPHY (B.A.)
La Verne	THEATRE ARTS (BA)
La Verne	ENGLISH (BA)
La Verne	ACCOUNTING (BS)
La Verne	BUSINESS ADMINISTRATION (BS)
La Verne	ECONOMICS (BS)
La Verne	ORGANIZATIONAL MANAGEMENT (BS)
La Verne	PUBLIC ADMINISTRATION (BS)
La Verne	ACCOUNTING (BA)
La Verne	BUSINESS ADMINISTRATION (BA)
La Verne	PUBLIC ADMINISTRATION (MPA)
La Verne	MPA DEGREE WITH LAW CONCENTRATION (MPA/JD)
La Verne	CHILD DEVELOPMENT – INTEGRATED B.S.+ M.S.
La Verne	EDUCATIONAL COUNSELING (MS)
La Verne	EDUCATIONAL COUNSELING (MS)
La Verne	SCHOOL PSYCHOLOGY (MS)
La Verne	DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP (ED.D.)
La Verne	EDUCATION (SPECIAL EMPHASIS) (M.ED.)
La Verne	EARLY CHILDHOOD SPECIAL EDUCATION: ADDED AUTHORIZATION
La Verne	EDUCATIONAL LEADERSHIP (M.ED.)
La Verne	NATURAL HISTORY (BA)
La Verne	CHEMISTRY (BA/BS)
La Verne	COMPUTER SCIENCE (BS)
La Verne	INFORMATION TECHNOLOGY (BS)
La Verne	MATHEMATICS (BA/BS)
La Verne	PHYSICS (BA/BS)
La Verne	RHETORIC AND COMMUNICATION STUDIES (BA)
La Verne	ANTHROPOLOGY (BS)
La Verne	SOCIOLOGY (BS)
La Verne	BIOLOGY
La Verne	DOCTOR OF PUBLIC ADMINISTRATION (DPA)
La Verne	INTERNATIONAL BUSINESS AND LANGUAGE (BS)
La Verne	LEGAL STUDIES (BS)
La Verne	CREATIVE WRITING (BA)
La Verne	E-COMMERCE (BS)
La Verne	FRENCH (BA)
La Verne	CRIMINOLOGY (BS)
La Verne	CHILD DEVELOPMENT (BS)
La Verne	CHILD DEVELOPMENT – INTEGRATED (BS) + (MS)

La Verne	INTEGRATED TEACHER PREPARATION PROGRAM – (BA) EDUCATIONAL STUDIES + CREDENTIAL
La Verne	KINESIOLOGY (BS)
La Verne	HEALTH ADMINISTRATION (BS)
La Verne	MILD/MODERATE EDUCATION SPECIALIST PRELIMINARY CREDENTIAL
La Verne	NURSING- RN TO BSN
La Verne	MASTERS OF ART IN TEACHING: INCLUSIVE EDUCATION
La Verne	CRIMINAL JUSTICE CRIMINOLOGY (BS)
La Verne	TEACHING PREPARATION PROGRAMS
La Verne Online	ASSOCIATE OF ARTS DEGREE IN GENERAL STUDIES PROGRAM
La Verne Online	MASTER OF BUSINESS ADMINISTRATION FOR EXPERIENCED PROFESSIONALS (MBAX)
La Verne Online	LEADERSHIP AND MANAGEMENT (MS)
La Verne Online	DOCTOR OF BUSINESS ADMINISTRATION (DBA)
La Verne Online	EDUCATIONAL STUDIES (BA)
La Verne Online	ORGANIZATIONAL MANAGEMENT (BS)
La Verne Online	PUBLIC ADMINISTRATION (BS)
La Verne Online	BUSINESS ADMINISTRATION (BA)
La Verne Online	PUBLIC ADMINISTRATION (MPA)
La Verne Online	INFORMATION TECHNOLOGY (BS)
La Verne Online	CHILD DEVELOPMENT (BS)
La Verne Online	MASTERS OF ART IN TEACHING: INCLUSIVE EDUCATION
La Verne Online	CRIMINAL JUSTICE CRIMINOLOGY (BS)
Naval Base Ventura County	PSYCHOLOGY (BS)
Naval Base Ventura County	ASSOCIATE OF ARTS DEGREE IN GENERAL STUDIES PROGRAM
Naval Base Ventura County	MASTER OF BUSINESS ADMINISTRATION FOR EXPERIENCED PROFESSIONALS (MBAX)
Naval Base Ventura County	LEADERSHIP AND MANAGEMENT (MS)
Naval Base Ventura County	ORGANIZATIONAL MANAGEMENT (BS)
Naval Base Ventura County	BUSINESS ADMINISTRATION (BA)
Naval Base Ventura County	INFORMATION TECHNOLOGY (BS)
Naval Base Ventura County	CRIMINAL JUSTICE CRIMINOLOGY (BS)
Ontario	HEALTH SERVICES MANAGEMENT
Ontario	MASTER OF BUSINESS ADMINISTRATION FOR EXPERIENCED PROFESSIONALS (MBAX)
Ontario	LEADERSHIP AND MANAGEMENT (MS)
Ontario	EDUCATIONAL STUDIES (BA)
Ontario	ORGANIZATIONAL MANAGEMENT (BS)
Ontario	BUSINESS ADMINISTRATION (BA)
Ontario	CRIMINAL JUSTICE CRIMINOLOGY (BS)
Santa Clarita	MASTER OF BUSINESS ADMINISTRATION FOR EXPERIENCED PROFESSIONALS (MBAX)
Santa Clarita	LEADERSHIP AND MANAGEMENT (MS)
Santa Clarita	EDUCATIONAL STUDIES (BA)
Santa Clarita	EDUCATIONAL COUNSELING SCHOOL PSYCHOLOGY PROGRAMS
Santa Clarita	MILD/MODERATE EDUCATION SPECIALIST PRELIMINARY CREDENTIAL
Santa Clarita	ORGANIZATIONAL MANAGEMENT (BS)
Santa Clarita	ACCOUNTING (BA)
Santa Clarita	BUSINESS ADMINISTRATION (BA)
Santa Clarita	EDUCATIONAL COUNSELING (MS)
Santa Clarita	EDUCATIONAL COUNSELING (MS)
Santa Clarita	EDUCATION (SPECIAL EMPHASIS) (M.ED.)
Santa Clarita	EARLY CHILDHOOD SPECIAL EDUCATION: ADDED AUTHORIZATION

Santa Clarita	CHILD DEVELOPMENT (BS)
Santa Clarita	MILD/MODERATE EDUCATION SPECIALIST PRELIMINARY CREDENTIAL
Santa Clarita	MASTERS OF ART IN TEACHING: INCLUSIVE EDUCATION
Santa Clarita	TEACHING PREPARATION PROGRAMS
Vandenberg	MASTER OF BUSINESS ADMINISTRATION FOR EXPERIENCED PROFESSIONALS (MBAX)
Vandenberg	LEADERSHIP AND MANAGEMENT (MS)
Vandenberg	ORGANIZATIONAL MANAGEMENT (BS)
Vandenberg	PUBLIC ADMINISTRATION (BS)
Vandenberg	BUSINESS ADMINISTRATION (BA)
Vandenberg	INFORMATION TECHNOLOGY (BS)

Regional Campuses

Bakersfield Campus (<https://laverne.edu/locations/bakersfield/>)
 10800 Stockdale Highway
 Bakersfield, CA 93311
 (661) 861-6800

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

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

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

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

La Verne Online
 The programs listed for this campus are limited to only those run through La Verne Online; this does not include all programs offered through an online modality. Please see the La Verne Request for Information form (<https://laverne.edu/request-information/>) for a full listing of programs offered through an online modality.

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

Naval Base Ventura County Campus
 162 N. Mugu Road
 Point Mugu, CA 93042
 (805) 986-6900

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

Santa Clarita Campus
 26455 Rockwell Canyon Road
 Santa Clarita, CA 91355

(661)-362-5876

Vandenberg SFB Campus (<https://laverne.edu/locations/vandenberg/>)
 P.O. Box 5578
 Vandenberg SFB, CA 93437
 (805) 734-6200

Other Programs

Extended Learning

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

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

Professional Development Courses (<https://pdc.laverne.edu>)
 Non-classroom courses for educators. The courses are graduate level, non-degree credit courses provided to educators for salary advancement or recertification.

Academic Organization

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

College of Arts & Sciences

Shannon Mathews, Dean
 Ngoc H. Bui, Associate Dean
 Gerard P. Lavatori, Associate Dean

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

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

College of Business & Public Management

Emmeline de Pillis, Dean
 Keeok Park, Associate Dean

The College of Business and Public Management offers relevant and distinctive educational experiences that meet the professional and educational needs of our diverse student body and employers in the business, public and social sectors.

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

LaFetra College of Education

MD Haque, Interim Dean

The LaFetra College of Education champions social equity for youth, adults, families, and communities by equipping and empowering scholarly, highly-skilled practitioners, education advocates, and leaders. The college offers programs for traditional-aged students as well as working professionals attending full or part-time. Classes can be found on our main campus in La Verne and at regional campuses throughout California. We offer a broad range of programs to prepare professional educators in a number of specialties, including child development, child life, educational leadership, educational studies, elementary, secondary and special education teaching, higher education, educational counseling, school psychology, and pupil personnel services. We are home to one of the largest and most successful programs in the country for training executive leaders through our Ed.D. in Organizational Leadership. Recognized as an innovator in the development of leaders, care professionals and educators in Southern California, the LaFetra College of Education has received state (California Commission on Teacher Credentialing) and national (Council for the Accreditation of Educator Preparation) accreditation. With opportunities to apply theory to practice embedded in all of our programs, our students graduate with the confidence, knowledge and skills to enter or advance in their professional fields.

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

College of Law

Kevin S. Marshall, Dean and Professor of Law

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

Jendayi Saada, Assistant Dean, Center for Academic & Bar Readiness

Evelyn De Anda, College of Law Registrar & Director of Academic Affairs

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

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

College of Health and Community Well-Being

Brian Clocksin, Interim Dean and Vice Provost for Strategic Initiatives

The transformative initiative of our 2020-2025 Strategic Plan is the launch of a new College of Health and Community Well-Being. Graduates from this new University of La Verne college will have the training and skills to apply our core values to the healthcare workforce of the future and will meet a critical need in this region. These core values are ethical decision making, diversity and inclusion, lifelong learning, and civic and community engagement.

A number of disciplines and majors that currently exist in various colleges and units across the University of La Verne will come together this spring to form the core of the new College of Health and Community Well-Being. These programs include kinesiology, athletic training, physician assistant practice, clinical psychology, marriage and family therapy, child life, health administration, and various certificate programs.

About 1,100 students are enrolled in these programs, studying with 34 full-time professors.

We are also working on starting new academic majors, disciplines, and programs in the college. The first will be a fully online RN to bachelor of science in nursing (BSN) program to assist currently employed registered nurses (who do not have a bachelor's degree) to advance in their careers. Additional majors, disciplines, and programs in nursing and other fields will be phased in over the following years.

GRADUATE STUDIES

Graduate Admissions Information

Liz VanSkike, Director of Graduate Admission

Graduate Admissions Policies and Required Materials

In order to pursue a graduate degree, a specialized credential, or a graduate certificate program at the University of La Verne, students must be formally admitted by the appropriate graduate program. Applicants are evaluated on the strength of their GPA, Statement of Purpose, and letters of recommendation, as well as standardized test scores and résumés when required. Additional admission requirements beyond those described below are listed with the individual programs in the Programs section of this catalog. Each academic department balances all these measures in considering admission eligibility. Refer to the Program's specific requirements as listed in this Catalog. All materials submitted become the property of the University and will not be returned to the applicant, copied for another use outside of admission, or forwarded to another institution. Applications are valid for one year from the semester to which the applicant applies, after which they are destroyed.

Required Application Materials

1. **Formal Application for Admission:** Applicants must submit a completed and signed *Application for Admission* with the non-refundable application fee.
2. **Statement of Purpose:** Unless otherwise noted, all graduate programs require a statement of purpose. Refer to the program's specific requirements as listed in this Catalog.
3. **Official transcripts:** Applicants are required to submit official transcripts for all prior coursework, though probationary admission may be granted based upon the submission of unofficial transcripts for select programs (final, official transcripts are required within the first semester of enrollment). All transcripts must be issued directly by the institution. Transcripts in paper format must remain in their original, sealed institutional envelopes to be considered official. Transcripts in electronic format must be issued directly from the institution. A bachelor's degree from a regionally accredited college or university is required. (Doctoral programs may also require a master's degree.)
 - a. Applicants who earned degrees or completed coursework at non U.S. universities should review the International Transcript Guidelines page at laverne.edu/admission/graduate (<https://laverne.edu/admission/graduate/>) to ensure that proper transcript documentation is submitted to the university.
 - b. Applicants who earned degrees from institutions using a marks-grading or testing-only system must obtain a course-by-course credential evaluation by an approved National Association of Credential Evaluation Service (NACES) ([https://www.naces.org/](http://www.naces.org/)) institution (fees will apply for these services). All other applicants who have completed their studies outside of the United States may be required to have their degrees evaluated by a La Verne approved evaluation service to determine bachelor's degree equivalency. Applicants will be notified if their degrees need to be evaluated.

4. **Letters of Recommendation:** Required letters of recommendation attesting to academic/professional competency vary based upon program. Please refer to the program section of this catalog or consult with your admission representative for the required number of letters of recommendation. Upon admission to the University, all letters of recommendation will be destroyed and are not a part of the student's permanent record. For accreditation purposes some programs may retain copies in the student file.

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

6. **English Proficiency:** Applicants who have not earned their prior degree in the USA, Australia, Canada (English-language provinces), United Kingdom, New Zealand, or South Africa must provide proof of English proficiency in one of the following ways:

- a. A minimum score on the Test of English as a Foreign Language (TOEFL) of 79 (iBT), 213 (CBT), or 550 (PBT) or above. Some programs require a higher score.
- b. A minimum score on the International English Language Testing System (IELTS) of 6.5.
- c. A minimum score of 105 on the Duolingo English Test.

Note: These scores are minimum admission requirements only for assured admissions with no stipulations. Some programs require higher scores. The above mentioned test scores must be provided to the University directly by the testing agency.

International Students: The University of La Verne is authorized to issue an I-20 Form only after international applicants have been accepted for admission and have submitted the \$200 non-refundable tuition deposit. International students with F-1 or J-1 visas may apply to and attend only the La Verne Main Campus. The following documentation is not required at the time of the application, but must be submitted to the Office of International Student Engagement (OISE) after an offer of admission has been made in order to have immigration documents issued to the University of La Verne:

1. Copy of valid passport
2. A signed, current Financial Statement form found at laverne.edu/oise/immigration-resources/
3. Financial documentation, no more than six months prior to the students start date verifying the statements made on the Financial Statement.

State Authorization

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

Possible Departmental Action

Each applicant's documents are carefully reviewed by the appropriate program chair or director. Admission decisions are made within the

guidelines of the graduate admissions policy based upon the applicant's qualifications and potential for success in a graduate program. Program Chairs or Directors may take any of the actions listed below:

1. Grant admission to applicants who satisfy all requirements.
2. Grant admission to applicants who demonstrate academic and professional promise. These students must meet the stipulations required by the department, including prerequisites. Students who do not meet these stipulations may be withdrawn from the University by the Program Chair/Director.
3. Deny admission because documents appear to indicate applicant would be unsuccessful in this graduate program or the applicant does not satisfy all requirements.

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

Change of Degree

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

Admission Time Limits

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

Terms of Admission Offers

All offers of admission are contingent upon receipt of final transcripts showing work comparable in quality to that upon which the offer was based. The university reserves the right to select its students and deny admission at its sole discretion based on applicant's qualifications and the best interest of the university.

The University reserves the right to deny admission to any applicant who fails to completely and accurately disclose all colleges and universities previously attended. Failure to do so, may be interpreted as falsification of documentation. Any applicant who is found to submit altered, forged, or falsified documentation to the University may be denied admission or have any offer of admission already made revoked, and no further applications will be considered. Findings of falsified admission information may also be used to justify disqualification or termination of enrollment for a current student, including revocation of course credit, grades, and degree.

Additionally, inappropriate behavior by applicants, including those that pose a threat or present a danger to the college community or other behaviors where it is considered to be in the best interest of the college to refuse admission, may be used as a basis to deny the student admission or revoke any offer of admission. Such behaviors may also be used to justify disqualification or termination of enrollment for a current student, including revocation of course credit, grades, and degree.

Matriculation Policies

Graduate students who possess a bachelor's degree and who wish to enroll in graduate courses may enroll in no more than six semester hours per session and a maximum of 12 units in total by completing a non-degree application. However, if students wish to enter a graduate degree program or seek institutional recommendation for a credential from the University, they must submit a formal degree-seeking application and complete the admission process. The University cannot be held

responsible for the degree applicability of courses which may be selected by a student who has not been officially admitted and assigned a program counselor.

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

Second La Verne Master's Degree

Students who have completed a master's degree at La Verne and wish to earn a second master's degree at the University must apply for the second degree by submitting an application with a statement of purpose; additional application materials may be required. Students may contact an admission representative for further details. Official transcripts submitted for the first-degree program may not be required for admission into the second-degree program unless the entry term of the first degree exceeds five years. For courses to count toward both degrees, they must be common to both approved programs. A maximum of 21 semester hours approved by the program chair/director may be used from the first degree to meet requirements for the second degree. A new "culminating activity" must be a part of a second-degree program.

Adding a Concentration after a Master's Degree Has Been Granted

A concentration may be added after a La Verne master's degree has been granted, subject to the program chairperson's approval. If approved, the concentration will be added to the transcript only; a new diploma will not be issued. The concentration that is to be added must be listed in the current University of La Verne catalog as being an approved concentration for the degree previously granted to the student.

Students who wish to add a concentration, must submit the formal *Application for the Addition of a Concentration to a Completed La Verne Master's Degree* to Graduate Academic Services or the student's regional campus. La Verne course work completed within five years preceding the date of application may be applied to the concentration. A student has three years from the date of application to complete all concentration requirements. A grade of B (3.0) or better is required for each course applied to the concentration with a minimum cumulative concentration GPA of 3.0. Financial aid funds are not available to students pursuing a concentration after a degree has been posted.

Financial Information

(Please see Financial Information section in the front of the catalog.)

Financial Aid

(Please see Financial Aid section in the front of the catalog.)

Academic Information

Academic Communication

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

award information, check account balance and make payments to their account through MyLaVerne.

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

All official communication between the University and students is conducted electronically and sent to the students' La Verne e-mail address (@laverne.edu). Students are expected to open and check their campus email on a regular basis. We expect students to read, respond and archive all official correspondence from the University. Students are responsible for all information communicated via their (@laverne.edu) e-mail address. Students using other e-mail addresses should have mail forwarded from the La Verne email address so that official messages are not missed.

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

Matriculation Policy

In order to be governed by this catalog, students who apply for admission must enroll in courses within twelve months of their acceptance date.

Graduate students who possess a bachelor's degree and who wish to enroll in graduate courses may enroll in no more than six semester hours without filing a formal application. However, if students wish to enter a graduate degree program or seek institutional recommendation for a credential from the University, they must submit a formal application and complete the admission process. The University cannot be held responsible for the degree applicability of courses which may be selected by a student who has not been officially admitted and assigned a program counselor. A student is eligible to enroll in no more than 12 semester hours prior to being admitted to a program. Several programs restrict this limit to 6 semester hours. Psy.D. students must be fully admitted before beginning their program. Assessment fees up to \$50 for each unit accepted beyond the program minimum requirement may be charged for violations of this policy.

Two-year Plus Leave of Absence Policy

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

Master's students who do not complete their degree requirements within this time limit have the option to appeal for an extension of time to their Program Chair/Director and the Graduate Appeals Committee. If the appeal is not granted, the student may reapply to the program.

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

Transfer Credit

All students must request transfer credit for courses previously completed at La Verne or another college or university at the time of application or during the semester of their admission. Students receiving Veterans Administration (VA) funding are eligible to receive transfer credit for previously completed courses only if they make their request during the semester of their admission. The following conditions must exist for transfer credit to be approved:

1. The course must have been taken within the last five years at a regionally accredited university or college and after the student had received a bachelor's degree.
2. The course must be acceptable into an appropriate graduate degree program at the institution where it was taken.
3. A grade of B (3.0) or better must have been earned in the course. (A grade of B is not acceptable).
4. The course must be sufficiently related to the student's degree program at the University of La Verne as determined by the Program Chair/Director.
5. There is a limit of six semester hours which may be transferred into 30-35 semester hour degree programs. A limit of 12 semester hours may be transferred into a master's program requiring 36 to 59 semester hours. Master's degree programs which require 60+ units may transfer in a maximum of 25% of the program total. Doctoral programs may transfer in a maximum of 12 units. (A quarter hour counts as two thirds of a semester hour).

Graduate students matriculated into a certificate program may transfer up to six semester hours of elective credit toward completion of the certificate. Requests to have transfer credit applied to the certificate must be submitted to the Department/Program Chair through the student's advisor. The Department/Program Chair will evaluate the transfer credit using the same criteria for accepting transfer credits into a degree program and notify the Graduate Office or the Regional and Online Campuses Office to post the approved transfer credit to the student's transcript.

6. Courses taken through the military may be transferred into a University of La Verne graduate program, consistent with the guidelines above. The number of graduate transfer credits allowed is subject to the guidelines established by the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services.
7. Only courses which are accepted for transfer into a degree program are added to the student's University of La Verne transcript.
8. The University of La Verne reserves the right to refuse transfer credit or limit the credits accepted toward any of its degree programs from accredited institutions, including those accredited by regional accreditation associations, if these credits are attributed to courses that do not meet the University of La Verne's academic standards.

Academic Advising

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

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

Registration for special courses such as independent studies and directed studies are permitted for graduate students through 60% of the session or semester. A late fee will be assessed beginning the 7th workday of a semester. All special courses need to be processed in person.

Late Registration/Adds

Students must have permission of the instructor of the class to appeal for late entry into a class. Students cannot assume an instructor will allow entry to a class if they do not attend the first class meeting. Students may obtain an **Add/Drop Form** with the faculty member's signature authorizing late registration and submit it to Graduate Academic Services (on-campus) or Regional Campus (off-campus) up through 60% of the session or semester. After 60% of the session or semester all late registrations/adds must be processed by appeal with fee.

Cross-Enrollment Policy

Students who wish to switch between a session and semester program need approval from the Program Chair, Registrar and Financial Aid, if applicable. Doctoral students may cross enroll in session and semester courses as long as they maintain full-time enrollment as designated for their primary degree program. College of Law students may only cross enroll during the summer or with special approval of the College of Law Dean. PsyD students may only enroll in semester based courses.

Academic Success Center

The ASC provides support programs for graduate students in the areas of advanced writing and statistical consultation, academic success workshops, a virtual learning community, and mentoring.

Graduate Course Load

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

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

Graduate Course Overloads

Graduate students requesting to enroll in more than the number of semester hours specified for full-time enrollment must have approval by the Director of their Regional Campus or Program Chair/Director two weeks prior to registration week. Approvals are based on extenuating circumstances.

Leave of Absence (LOA)

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

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

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

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

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

Normal Academic Progress

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

Academic Probation

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

Grades submitted at a later date will not result in an academic standing adjustment of previous academic standing, but may impact future academic standing.

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

Academic probation is distinct from financial aid probation, which is covered in the Financial Aid section of this catalog.

Academic Disqualification

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

Alternative Instructional Modes

Directed Study

A directed study is an approved catalog course taught independently. Courses may be taken by directed study only if the course is not scheduled during the session/semester and only with the instructor's and the department chair or program director's prior approval. Directed study courses may only be taken by matriculated students in good standing. Directed study forms are available from the Registrar and [laverne.edu/registrar/](http://www.laverne.edu/registrar/). The forms must be signed by the instructor and the department/program chairperson before they are submitted with the registration form to the Registrar. Graduate students may register for them through the end of the "special course" registration period; ROC students may register until the last day to withdraw from a course.

Independent Study

An independent study course is a course initiated and written by a student that deals with material available only to matriculated students in good standing at the University of La Verne. Graduate students may register for them through the end of the "special course" registration period; ROC graduate students may register until the last day to withdraw from a course. Independent studies can be approved as 599 (master's level) or 699 (doctoral level) courses for a maximum of four semester hours each. The forms must be signed by the instructor and the department/program chairperson before they are submitted with the registration form to the Registrar.

Course Challenge

In some instances, matriculated students, who believe they can successfully demonstrate the competencies of a course without attendance, may request to challenge some courses for credit. However, some graduate programs do not accept course challenges. Students can view the MyLaVerne course catalog to determine if a course is challengeable.

The student may see a list of course goals and objectives prior to challenging the course. A complete list of steps to challenge a course can be found on the Office of the Registrar website. If the student demonstrates the competencies required for successful completion of the course, the number and title of the course will be placed on the transcript with a grade of credit. If the student does not demonstrate the competencies, nothing is recorded on the transcript. A student may only challenge a course once. If a student fails a course challenge, he or she may receive credit for the course only by enrolling in the course for credit. A student may not challenge any course in which he/she has received tutoring from a La Verne instructor, was formerly enrolled, or has audited formally or informally.

Auditing

Some courses may be audited with the permission of the instructor as long as seats are available. Some graduate programs do not permit auditing. Students pay one-half the regular tuition. Students do not

receive semester hours nor meet any University requirements. Audited courses will appear on a student's transcript with a grade of Audit. The normal registration deadlines apply, and changes from audit to grade status (or grade to audit status) follows the same policy for the last day to register/add a class for a semester or session class. Registration must be finalized before the end of the sixth workday in any semester or the end of the fourth workday of classes during January Interterm.

General Information on Courses

Course Catalog

University of La Verne courses are presented with course descriptions and full details at MyLaVerne online accessible from [laverne.edu](http://www.laverne.edu) (<http://www.laverne.edu>). A complete course catalog is available at [laverne.edu/catalog/](http://www.laverne.edu/catalog/) (<http://www.laverne.edu/catalog/>).

Course Numbering System

Code	Description
Alpha Code	Precollege - not applicable to bachelor's degree program
001-099	Activity and survey courses - lower division applicable to bachelor's degree programs
100-199	Elementary and survey courses - lower division applicable to bachelor's degree programs
200-299	Intermediate courses and courses - introductory to a discipline applicable to bachelor's degree programs
300-399	Advanced level, upper division courses - applicable to bachelor's degree programs
400-499	Advanced level, upper division courses - applicable to bachelor's degree programs or introductory graduate level courses applicable to advanced degree programs and credential programs
500-699	Graduate level courses - applicable to advanced degree programs and credential programs
700-799	Graduate level, non-degree, professional development courses - not to be used for degree credit

University of La Verne courses can be designated by three digits or by three digits and a letter. The common letters used in course designations are A, B, C, and D with sequences, F with field work, G with selected graduate courses, L with laboratories, P with practicums, S with seminars, and W with workshops. Other letters have been used as needed to provide course numbers and do not have significance in defining the courses.

Course Value

All University of La Verne courses are offered on a semester hour basis. The semester hour value of each course is listed in parenthesis after the course title in the Programs section of this catalog. The standard value for graduate courses is 3 semester hours.

Final Examinations

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

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

Grading Policy

The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is B (3.0). This implies that graduate students must perform at an above-average level, compared to undergraduate standards, in order to progress satisfactorily in graduate programs. It also means that anything below a C is a failing grade (NCR/F). Psy.D. students may not earn a grade below B-.

Grade	Quality Points per Semester Hour
A	4.0 quality points per semester hour
A-	3.7 quality points per semester hour
B+	3.3 quality points per semester hour
B	3.0 quality points per semester hour
B-	2.7 quality points per semester hour
C+	2.3 quality points per semester hour
C	2.0 quality points per semester hour
F	0 quality points per semester hour
WF	0 quality points per semester hour. Designates an unofficial withdrawal from a course. Last date of attendance is required.
CRD	Excluded from GPA (see below) Equivalent to B (3.0) work or better
NCR	Excluded from GPA (see below) Equivalent to B- work or poorer

WNC	Excluded from GPA (see below). Designates an unofficial withdrawal from a course registered as a CRD/NCR grade option.
-----	--

Credit/No Credit (CRD/NCR) Grade Option

Courses taken for CRD/NCR do not affect a student's GPA. Certain courses, designated "CRD/NCR only" in the MyLaVerne course descriptions, may only be taken CRD/NCR. Graduate students must take challenge exams and competency exams as CRD/NCR, but they must register for a letter grade in every other course if they are in a credential or degree program unless the course is offered "CRD/NCR only" in the MyLaVerne course descriptions.

Incomplete Grades (INC)

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

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

By requesting an INC, the student agrees to complete the coursework specified on the contract. It is the student's responsibility to check their MyLaVerne account to view the status of the incomplete contract. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and timeline before the student can begin.

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

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

If the grade of incomplete (INC) was issued for the following semester:	remove "INC" grade is:
Fall Semester	The last day of the following spring semester
January Interterm	The last day of the following spring semester
Spring Semester	The last day of the following fall semester
Summer Semester	The last day of the following fall semester

In Progress Grades (IP)

In Progress grades are reserved for directed studies, independent studies, field work courses, and graduate culminating activities wherein the contract at the time of registration specifies a date of completion that is beyond the end of the term of registration. The intent of the IP policy is to provide for individualized study which, in its inception, requires more than the normal session or semester to complete. Students who receive IP grades are considered to be maintaining satisfactory academic progress

for financial aid purposes. An IP grade will automatically be converted to a failing grade of NCR or F, if not cleared within one year following the term of registration. Students who receive a grade of (IP) must submit all final coursework/assignments by the dates as specified below. (**Note: Faculty can designate an earlier date to require all coursework to be submitted. This date is specified on the Directed Study Contract or Independent Study Contract.**)

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

If the grade of In Progress (IP) was issued for the following semester: **Deadline to submit coursework to remove "IP" grade is:**

Fall Semester	The last day of the following fall semester
January Interterm	The last day of the following January Interterm
Spring Semester	The last day of the following spring semester
Summer Semester	The last day of the following Summer Semester

Final Grades

Grades submitted to the Registrar by the instructor of record are final and official. By policy, a final grade is based on the instructor's evaluation of course work completed as of the contractual end of the course. Final grades may not be changed as the result of the submission of additional work or the repeating of examinations after the contractual conclusion of the course for the purpose of improving the final grade. The Registrar is authorized to accept an adjusted grade only when all of the following conditions are met:

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

A student may elect to repeat a La Verne course for the purpose of improving a grade if repeated at La Verne. The student must enroll in the same La Verne course and is expected to repeat it in its entirety. When a course is repeated, the original course, grade, and semester hours remain on the transcript, but are appropriately marked and are no longer part of the student's GPA or applicable toward credit for graduation. Only the grade and semester hours of the repeated course are counted. Notification of final grades for each course is made through each student's MyLaVerne account. A student who has a hold on his or her account must clear the hold to view final grades.

Appeals of Final Grades

A student who feels that an incorrect grade has been given must consult with the instructor first and must make this appeal within four weeks after grades are issued. A student dissatisfied with the instructor's response may appeal to the program chair and department chair. Subsequently, an appeal may be made to the appropriate college Dean and finally to the Provost. Questions of subject matter will usually be

handled by the department. Charges of injustice due to prejudice or capricious action may require the attention of the Dean.

Official Cumulative Record/Transcript

The Registrar maintains each student's official record which includes a complete academic history. All courses attempted at La Verne are listed on the official transcript. In addition to the official transcript, official records are maintained which establish the last day of attendance for courses in which a withdrawal occurred. The official transcript will only be released upon the written consent of the student in compliance with federal and state policies. Students can view their official cumulative record on their MyLaVerne account. Students should periodically review their record to track their progress towards degree completion. Official printed/electronic copies of transcripts can be requested through the National Student Clearinghouse. The link to request copies is located in the student portal. There is a fee for this service. Questions regarding your official transcript should be directed to the Office of the Registrar or to your Regional Campus Director.

Submission of Coursework from other Colleges

All active students enrolled in coursework at another college or university while in attendance at the University of La Verne, are required to submit "official" transcripts from the transferring institution within 45 calendar days after the ending date of each semester/session. Transferring coursework must be articulated on a semester by semester basis in order to accurately update the student's academic record and degree completion plan.

Application for Graduation

All master's students must submit an Application for Graduation along with the published fee. Graduate students must file their Application for Graduation when they apply for Advanced Standing. This application provides the Registrar with the information needed to prepare the diploma and to include the student's name in the list of graduates. Doctoral students submit their application for graduation and must accompany paperwork for oral defense.

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

Diplomas

The actual completion date of a student's degree will be noted on the official transcript. The diploma, however, will carry one of the following dates, whichever comes first after degree completion—May 31, August 31, or January 31. For graduate students, the specific title of the degree with the concentration will appear on the diploma.

Rights and Responsibilities

(Please see Rights and Responsibilities section in the front of the catalog)

Graduation Requirements

Graduate Programs

Specific requirements for each graduate degree and credential program offered by the University of La Verne are contained in the Graduate

Programs section of this catalog; policies for second master's degrees are described in the Graduate Admissions section. To qualify for a degree or credential or certificate, a student must have a cumulative GPA of 3.0 or above for all University La Verne course work required for the degree or credential or certificate. All transfer credit from other colleges or universities must be 3.0 or above.

ESL Requirement for Graduate Students

An applicant admitted into a graduate program who does not possess a degree granted by an English speaking institution, where English is the primary language of instruction and of the geographical area, must meet the minimum English proficiency admission requirements (see Graduate Admission Section) before registering.

Re-use of a Course for Students Enrolled in a Master degree

Students enrolled in a single master degree program will be allowed to reuse required coursework within the master degree. Reuse will be allowed provided the student meets the following minimum semester hour requirements:

- Minimum number of semester hours required for the completion of the masters program.
- Minimum number of semester hours required for completion of the core requirement for the masters degree.
- Minimum number of semester hours required for completion for each of the concentration(s) for the masters degree.

Concentration(s) in a Degree

Students may elect to include a concentration in their master degree. A concentration is a group of courses approved by the major department within the major with a particular interest or focus. A concentration requires 12 semester hours. Concentrations must be declared at the time of advanced standing. The concentration(s) is printed on the student's transcript and diploma.

Advancement to Candidacy: Master's Degree Programs

Master's degree candidates must have received Advanced Standing prior to the beginning of the semester or session for which they plan on registering for their culminating activity. The culminating activity is defined as a program designated capstone requirement for each degree program which students usually, but not always, register in their final term of enrollment. The culminating activity, as published in the catalog and designated by each degree program, must be completed in order for the student's degree to be conferred.

To apply for Advanced Standing students must have completed the number of units and any assigned stipulations listed below according to the degree program they are pursuing.

Required Semester Hours (SH) for the Degree Program

Degree Program	Required Semester Hours
30 SH Program	18 SH completed or completed 15 SH & currently enrolled in 3 SH
33 - 36 SH Program	21 SH completed or completed 18 SH & currently enrolled in 6 SH
39 - 50 SH Program	30 Sh completed or completed 25 SH & currently enrolled in 6 SH
51 - plus SH Program	43 SH completed or completed 37 SH & currently enrolled in 6 SH

Additional Requirements

- Completed all prerequisites assigned upon admissions
- Completed ESL courses
- Fulfilled any stipulations assigned upon admissions
- Be in good academic standing in degree program applicable course work

When all the requirements are met, student must submit an Application for Advanced Standing with the approval of their academic advisor along with an Application for Graduation to Graduate Academic Services or their regional campus. Students must pay the graduation fee to Student Accounts (See current catalog for current fee). Verification of Advanced Standing is sent to the student's ULV email address (@laverne.edu) by Graduate Academic Services or the ROC Student Services Office.

Advancement to Candidacy: Doctoral Degree Programs

Doctoral degree candidates must meet their Degree Program requirements for Advancement to the Doctoral Candidacy or Comprehensive Review for their respective programs. (See respective doctoral degree programs for further information).

Time Limitations

All requirements for the master's degree are to be completed within five years from the time of first course registration post admission for the graduate program at the University of La Verne; all requirements for the doctorate, within eight years. Students who do not complete their degree requirements within the appropriate time limit, have the option to appeal for an extension of time to complete their degree program. Appeals for extensions of time limitations must be made in writing to the Graduate Appeals Committee.

Master's Degrees

Semester/Term of Matriculation	Must Complete Degree Program by:
Fall Semester	Summer Semester of the 5th year
Spring Semester	Fall Semester of the 5th year
Summer Semester	Spring Semester of the 5th year

Doctoral Degrees

Semester/Term of Matriculation	Must Complete Degree Program by:
Fall Semester	Summer Semester of the 8th year

Continuous Enrollment for Culminating Activity/Field Work

Students who receive an IP for all thesis, graduate seminar, fieldwork/internship and culminating activity courses and have not cleared it within one year following the end of the semester of enrollment, can extend their enrollment for six months with a one-semester-hour extension fee and approval. A maximum of four, six-month extensions will be permitted within the five-year time limit for the completion of the degree.

Doctoral students who do not complete the dissertation process within the three/five years of course work must be continuously enrolled in Continuous Enrollment each semester up through the eight-year time limit for the completion of the degree. (See respective doctoral degree programs for further information).

Degree Completion Date

The degree is not considered completed until all of the requirements have been fulfilled, all grades have been received, and all applicable advanced standing or appeal fees have been paid. The degree date will be determined by the final event that completes the degree; this may be the final day of the semester, the date coursework is completed for an IP, INC,

or CE grade, or the payment of required advanced standing and/or appeal fees.

Commencement Ceremony

The University of La Verne holds commencement ceremonies each year in Spring. A candidate qualifies to participate in the ceremony (usually in January) upon successful completion of all degree and program requirements during the preceding Summer, or Fall, or when he or she has enrolled in all final courses during the current Spring or Summer semester.

Changes to Academic Records after Degree Completion

A student's Academic Record is academically sealed at the time the student's degree is posted to their transcript. With the exception of error, omissions, or documented discrepancies, changes to the student's major, concentration, GPA, the removal and/or change of incomplete grades or other components of the academic record are not permitted without the approval of the appeals committee.

Master's Degree Programs

Programs	Available Start Terms
Accounting, M.S.	Fall 1, Fall 2, Spring 1, Spring 2
Athletic Training, M.S.	Fall Semester
Business Administration, M.B.A.	Fall 1, Fall 2, Spring 1, Spring 2, Summer
Business Administration for Experience Professionals, M.B.A.X.	Fall 1, Fall 2, Spring 1, Spring 2, Summer
Child Development, M.S.	Fall Sem., Fall 1, Spring Sem., Spring 1, Summer
Data Analytes, M.S.	Fall 1, Spring 1
Dual Credential, M.A.T.	Fall Sem., Fall 1, Spring Sem., Spring 1, Summer
Education: Special Emphasis, M.Ed.	Fall Sem., Fall 1, Spring Sem., Spring 1, Summer
Educational Counseling, M.S.	Fall Sem., Fall 1, Spring Sem., Spring 1
Educational Leadership, M.Ed.	Fall Sem., Spring Sem.
Finance, M.S.	Fall 1, Fall 2, Spring 1, Spring 2, Summer
Health Administration, M.H.A.	Fall 1, Fall 2, Spring 1, Spring 2, Summer
Inclusive Education, M.A.T.	Fall Sem., Fall 1, Spring Sem., Spring 1, Summer
Leadership & Management, M.S.	Fall 1, Fall 2, Spring 1, Spring 2, Summer
Marriage & Family Therapy, M.S.	Fall Semester
Multiple Subject, M.A.T.	Fall Sem., Fall 1, Spring Sem., Spring 1, Summer
Physician Assistant Program, M.S.	Fall Trimester
Public Administration, M.P.A.	Fall 1, Fall 2, Spring 1, Spring 2, Summer
School Psychology, M.S. & P.P.S.	Fall Sem., Fall 1, Summer
Single Subject, M.A.T.	Fall Sem., Fall 1, Spring Sem., Spring 1, Summer

Doctoral and First Professional Degree Programs

Programs	Available Start Terms
Business Administration, Doctor of, D.B.A.	Fall
Education, Doctor of, Ed.D.	Fall
Juris Doctor, J.D.	Fall, Spring
Psychology, Doctor of, PsyD	Fall
Public Administration, Doctor of, D.P.A.	Fall

Credential Programs

Programs	Available Start Terms
Mild/Moderate Education Specialist Prelim.	Fall Sem., Fall 1, Spring Sem., Spring 1, Summer
Multiple Subject Teaching Credential	Fall Sem., Fall 1, Spring Sem., Spring 1, Summer
Single Subject Teaching Credential	Fall Sem., Fall 1, Spring Sem., Spring 1, Summer

Certificate Programs

Programs	Available Start Terms
Early Childhood Special Education (Added Authorization)	Fall 1, Spring 1, Summer

Graduate Programs

Graduate admission requirements are listed in the Admissions Information section of this catalog. Additional admission requirements specific to individual programs, if any, are noted with the program descriptions.

Master's Degree Programs

- Accounting, M.S.
- Athletic Training, M.S.
- Business Administration, M.B.A.
- Business Administration, M.B.A.X.
- Child and Adolescent Development, M.S.
- Child Development - Integrated, B.S. + M.S.
- Child Life, M.S.
- Data Analytics, M.S.
- Education (Special Emphasis), M.Ed.
- Educational Counseling, M.S.
- Educational Leadership, M.Ed.
- Finance, M.S.
- Gerontology, M.S.
- Health Administration, M.H.A.
- Inclusive Education, M.A.T.
- Leadership & Management, M.S.
- Marriage & Family Therapy, M.S.
- Master of Arts in Teaching, M.A.
- Physician Assistant Program, M.S.

- Public Administration, M.P.A.
- School Psychology, M.S.

Doctoral and First Professional Degree Programs

- Doctor of Education (Ed.D)
- Juris Doctor, J.D.
- M.B.A./J.D. Degree with Law Concentration
- M.P.A./J.D. Degree with Law Concentration
- Doctor of Psychology (Psy.D.)
- Doctor of Public Administration (DPA)
- Doctor of Business Administration (DBA)

Credential Programs

- Clear Administrative Services Induction Program
- Mild/Moderate Education Specialist Prelim.
- Multiple Subject (Elementary)
- Single Subject (Secondary)

Certificate Programs

- Early Childhood Special Education Added Authorization
- Geriatric Care Management
- Geriatric Administration
- Human Resource Management
- Nonprofit Management
- Reading Certificate
- Spanish Bilingual Bicultural Counseling
- Teacher Leadership
- Transitional Kindergarten (TK)

LAFETRA COLLEGE OF EDUCATION

The LaFetra College of Education prepares students to become effective educators and advocates for social equity within the community. Whether you are just starting on your educational journey, or are looking to take your career to the next level with a credential, certificate, or graduate degree, our programs equip students with the knowledge and skills to address the challenges of today's schools and rapidly changing organizations.

Our program specialties include child and adolescent development, elementary and secondary teaching, special education, counseling, school psychology, and doctorate in organizational leadership. University of La Verne students enjoy:

- Accessible faculty and small class sizes
- Interactive classes that blend theory and practice
- Flexible course times

Centers and College Resources

The Center for Neurodiversity, Learning, and Wellness (<https://education.laverne.edu/neurodiversity/>) explores the possibilities in education when we embrace our differences as variations to be understood and supported. Through certificate programs, weekend workshops, and experiential learning aimed at students of all ages, we intend to promote a greater understanding of neurological diversity in our culture.

The Center for Educational Equity and Intercultural Research (<https://education.laverne.edu/ceeir/>) fosters advocacy for social justice and empowerment through education, research, and collaboration.

- Graduate (p. 314)
- Undergraduate (p. 334)

Graduate

Ready to take the next step in your education? The LaFetra College of Education offers several Master's degree programs (<https://education.laverne.edu/graduate/>) and a Doctor of Education in Organizational Leadership (<https://education.laverne.edu/edd/>). Some of the graduate programs are offered online or at one of our convenient Southern California locations (<https://laverne.edu/locations/>) to accommodate your busy schedule.

- Child and Family Professional Programs (p. 314)
- Education Leadership Program (p. 316)
- Educational Counseling & School Psychology Programs (p. 317)
- Leadership Programs (p. 321)
- Master of Education Program (p. 323)
- Special Education Programs (p. 323)
- Teacher Credential Programs (p. 328)
- Master of Arts in Teaching with SS/MS Credential (p. 329)

Child and Family Professional Programs

- Child & Adolescent Development (MS) (p. 314)
- Child Development – Integrated B.S.+ M.S. (p. 316)

Child & Adolescent Development (MS)

Chairperson: Andrea Minkoff

Regular Faculty: Jennifer Killham, Andrea Minkoff

Adjunct Faculty: Sheri Frost, Ricardo Rivera, Lilia Rodriguez, Jennifer Torres Siders, Gabriela Wilson

Program Length Part-Time: 3.5 years

Program Length Full-Time: 2.5 years

This program is intended for teachers, professionals, and supervisors in the fields of child development, early childhood education, and elementary or secondary education who wish to increase their understanding of the physical, intellectual, social, and emotional development of young children or adolescents. Coursework within the program emphasizes the study of children and adolescents and the theories and issues concerned with their growth and development. This degree will enable a student to qualify to teach in a California Community College. Each course in the program is offered both on campus (in face-to-face format) and online. Courses in both delivery modes are identical in content and rigor and are offered on the semester schedule. Students enrolled in the program have the option of taking face-to-face courses, online courses, or a combination of the two.

Prerequisites

A bachelor's degree from a regionally accredited institution of higher learning that includes courses within or related to the Child and Adolescent Development discipline (e.g., Child Development, Developmental Psychology, Early Childhood Curriculum, and Human Development).

Admission Requirements

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

1. A completed application and application fee
2. Official Transcripts from all institutions attended. An undergraduate GPA of 2.75 or above, with a GPA of 3.0 or above in the last 60 semester hours and in Early Childhood or Childhood Development courses.
3. Two letters of recommendation addressing the candidate's potential performance in a graduate program.
4. Resume
5. A statement of purpose that includes a description of any work experience with children, a clear statement of short term and long-term professional goals, a description of why this particular M.S. is desired, and a statement about what the student expects to do professionally after receiving the degree.

Areas of Concentration

Students in this program will choose either an *Early Childhood* concentration or an *Adolescence* concentration. In addition, students will choose a culminating experience focused on either a Practitioner track or a Research track.

Early Childhood Concentration

Total Program: 33 semester hours (Practitioner Track) **or** 39 semester hours (Research Track)

Core Courses

12 semester hours

Code	Title	Semester Hours		Semester Hours
ASCD 500	Academic Writing	3	ASCD 500	Academic Writing
ASCD 503	Educational Psychology	3	ASCD 503	Educational Psychology
ASCD 504	Methods of Research	3	ASCD 504	Methods of Research
ASCD 550	Human Development	3	ASCD 550	Human Development
Total Semester Hours		12	Total Semester Hours	

Areas of Concentration

15 semester hours

Code	Title	Semester Hours		Semester Hours
ASCD 510	Infant and Toddler Development	3	ASCD 530	Motivation in Education
ASCD 518	Language, Reading, and Concept Development	3	ASCD 557	Teaching Adults
ASCD 551	Studies in Attachment	3	ASCD 558	Cognition and Brain Development
ASCD 557	Teaching Adults	3	ASCD 570	Adolescent Development
ASCD 558	Cognition and Brain Development	3	ASCD 575	Adolescents and Risk
Total Semester Hours		15	Total Semester Hours	

Electives

3 semester hours

Code	Title	Semester Hours		Semester Hours
Select one of the following:		3	Select one of the following:	
ASCD 530	Motivation in Education		ASCD 510	Infant and Toddler Development
ASCD 570	Adolescent Development		ASCD 518	Language, Reading, and Concept Development
ASCD 575	Adolescents and Risk		ASCD 551	Studies in Attachment
Total Semester Hours		3	Total Semester Hours	

Students may choose an alternative elective course, with the approval of the program chair. Students who have completed 21 semester hours, applied for graduation, and completed specific assessments required by the College's assessment system may apply for Advanced Standing. Once Advancement to Candidacy is processed, students can complete their remaining units, including the Culminating Activity that corresponds to their chosen track (either Practitioner Track or Research Track).

Culminating Activity (Practitioner Track)

3 semester hours

- ASCD 596 Graduate Seminar

Culminating Activity (Research Track)

9 semester hours

This track is selected on the advice of the program chair and is designed for students who want to complete independent research in the form of a Master's Thesis. A statistics course (3 semester hours) and a year-long thesis course (6 semester hours) are required.

Adolescence Concentration

Total Program: 33 semester hours (Practitioner Track) **or** 39 semester hours (Research Track)

Core Courses

12 semester hours

Code	Title	Semester Hours
ASCD 500	Academic Writing	3
ASCD 503	Educational Psychology	3
ASCD 504	Methods of Research	3
ASCD 550	Human Development	3
Total Semester Hours		12

Areas of Concentration

15 semester hours

Code	Title	Semester Hours
ASCD 530	Motivation in Education	3
ASCD 557	Teaching Adults	3
ASCD 558	Cognition and Brain Development	3
ASCD 570	Adolescent Development	3
ASCD 575	Adolescents and Risk	3
Total Semester Hours		15

Electives

3 semester hours

Code	Title	Semester Hours
Select one of the following:		3
ASCD 530	Motivation in Education	
ASCD 570	Adolescent Development	
ASCD 575	Adolescents and Risk	
Total Semester Hours		3

Students may choose an alternative elective course, with the approval of the program chair.

Students who have completed 21 semester hours, applied for graduation, and completed specific assessments required by the College's assessment system may apply for Advanced Standing. Once Advancement to Candidacy is processed, students can complete their remaining units, including the Culminating Activity that corresponds to their chosen track (either Practitioner Track or Research Track).

Culminating Activity (Practitioner Track)

3 semester hours

- ASCD 596 Graduate Seminar

Culminating Activity (Research Track)

9 semester hours

This track is selected on the advice of the program chair and is designed for students who want to complete independent research in the form of a Master's Thesis. A statistics course (3 semester hours) and a year-long thesis course (6 semester hours) are required.

Child Development – Integrated B.S. + M.S.

The Child Development Integrated B.S. + M.S. program is designed as an accelerated four-year B.S. plus one-year M.S. program at La Verne. This track is designed for students planning administrative careers in early childhood education in public or private schools, and/or social service agencies. B.S. coursework focuses on studies of the growth and development of children, as well as administrative requirements in relation to the family, school, and community. M.S. coursework focuses on brain development, cognition, attachment, and research in Child Development.

The Integrated B.S. + M.S. requires a 3.0 GPA (maintained throughout the program) a writing assessment, and a face-to-face interview with the program chair. Semester advising appointments are required throughout the first four years to monitor GPA requirements. Students who do not progress according to the requirements of the accelerated program may be counseled into the traditional Child Development B.S. program.

Upon successful completion of the third year of the Child Development Integrated B.S.+M.S., students will interview with the Chair of the Child Development M.S. Program for authorization to advance to prerequisites for the M.S. portion of the program. Advancement will be determined by an interview, writing sample, current GPA, and recommendation from the B.S. program chair. All Child Development B.S. + M.S. students must obtain cleared fingerprints (Dept. of Justice, Federal Bureau of Investigation, and the California Child Abuse Index) through the Fairplex Child Development Center. A record of current immunizations must be on file.

For Prerequisites, Admission Requirements, and Undergraduate (BS) Graduation Requirements, see the Child Development section in the Undergraduate Studies section of this catalog.

Degree Requirements

Total program: 74 Semester Hours 50 minimum (B.S.) + 24 (M.S.)

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

Core Courses

9 semester hours

Code	Title	Semester Hours
ASCD 503	Educational Psychology	3
ASCD 504	Methods of Research	3
ASCD 550	Human Development	3
Total Semester Hours		9

Area of Concentration

12 semester hours

Code	Title	Semester Hours
ASCD 551	Studies in Attachment	3
ASCD 556	Early Childhood Assessment	3
ASCD 557	Teaching Adults	3
ASCD 558	Cognition and Brain Development	3
Total Semester Hours		12

Culminating Activity

3 semester hours

- ASCD 596 Graduate Seminar

Education Leadership Program

Program Chair: Rich Whitney

Adjunct Faculty: Melinda Early, Jeanine Dimple, Akita Long, Zanita Kelly, Carol Pilgren, Ramiro Rubalcaba, Rebecca Salato, Gary Soto, Charlayne Sprague

- Educational Leadership (M.Ed.) (p. 316)

Educational Leadership (M.Ed.)

Program Length: 2 Years

This program is intended for teachers and other credentialed school personnel who seek leadership positions in elementary and secondary schools and districts. The program is designed to prepare school leaders who are intellectual, reflective, and emotionally intelligent. Integrated course work and field experiences are directly linked to the real work of school leadership. Completion of the Preliminary Administrative Services Credential and the potential to garner employment while finishing the Master's degree is a benefit of this program.

Students have two options:

- M.Ed. in Educational Leadership
- M.Ed. in Educational Leadership and Preliminary Administrative Services Credential

Admission Requirements for the M.Ed.

- Application for admission and application fee
- Official transcripts from all institutions attended. A bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
- A Statement of purpose (double spaced, 1, 500 words) that includes an articulation of the following:
 - Your reasons for entering teacher leadership as a profession
 - Any personal or professional experiences and/or qualifications related to your intended field of study
 - Your perspectives on the relevance and role of cultural competence in counseling
- Current résumé.
- Two letters of recommendation (on letterhead) from individuals qualified to objectively evaluate the candidate succeed in graduate school and the potential to be a competent educator. Letters must be from individuals who can knowledgeably comment academic

skills, employment/volunteer experience, leadership potential, and professional abilities.

In addition, applicants for the Preliminary Administrative Services Credential must include the following:

1. Proof of a valid prerequisite California credential in teaching, pupil personnel, librarianship, health services, clinical services or rehabilitative services. A minimum of three years of full-time experience is required for admission (five years required to be eligible for the Preliminary Administrative Services Credential).
2. Basic Skills Requirement (CBEST or Equivalent).

Degree Requirements

Total Program: 33 semester hours

Foundation Requirements

9 semester hours

Code	Title	Semester Hours
EDLD 570	Instructional Leadership ¹	3
EDLD 572	Foundations of Educational Leadership ¹	3
EDLD 573	Contemporary Issues in California Schools ¹	3
Total Semester Hours		9

¹ Required for the California State Preliminary Administrative Services Credential/Certificate of Eligibility.

Administrative Leadership Concentration

15 semester hours

Code	Title	Semester Hours
EDLD 571	Human Resource Administration ¹	3
EDLD 574A	Orientation to Field Experience ¹	1
EDLD 574B	Field Experience B ¹	1
EDLD 574C	Field Experience C ¹	1
EDLD 576	Organizational Management and School-Community Collaboration ¹	3
EDLD 577	Fiscal Resource Management and Policy Development ¹	3
EDLD 578	School Law ¹	3
Total Semester Hours		15

¹ Required for the California State Preliminary Administrative Services Credential/Certificate of Eligibility.

Research and Culminating Courses

9 semester hours

Code	Title	Semester Hours
EDLD 502	Educational Research and Inquiry	3
EDLD 504	Methods of Research	3

EDLD 596	Graduate Seminar	3
Total Semester Hours		9

California Administrator Performance Assessment (CalAPA)

The California Administrator Performance Assessment consists of three leadership performance tasks which are embedded into course work and field experiences. Candidates must pass these performance tasks to be recommended for the Preliminary Administrative Services Credential/Certificate of Eligibility.

Master's Degree in Educational Leadership with Law Concentration (MED/JD)

JD students at the University of La Verne's College of Law may apply for admission to the Educational Leadership M.Ed. program to earn a second degree. Law courses are reviewed for acceptance; students may request to transfer up to 12 law semester hours toward the M.Ed. degree.

Educational Counseling & School Psychology Programs

Program Director: Veronica Escoffery-Runnels

Assistant Program Chair: Laura Ibarra

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

School Psychology Faculty: Jackie Allen, Veronica Escoffery-Runnels

The Master of Science in Educational Counseling is designed to equip future school counselors to work with students and their families within the PK-12 school system. This program helps candidates learn the skills to support children in achieving their personal and academic goals. Through a comprehensive curriculum, candidates learn the foundations of school counseling, counseling theory and process, counseling diverse populations, group dynamics, career and program development, and evaluation.

The School Psychology program prepares individuals for a career utilizing expertise in mental health, learning, and behavior to support children from infancy through adolescence in developing their full scholastic potential. The curriculum is designed to train school psychologists to apply consultation skills, psychological practices, leadership skills, and collaborative practices to collectively build supportive, equitable, safe, diverse learning environments where all children can succeed academically, socially, and emotionally.

- Educational Counseling (MS) (p. 317)
- School Psychology (MS) (p. 320)

Educational Counseling (MS)

Program Length (Full-Time): 2 Years

The Master of Science in Educational Counseling is designed to equip future school counselors to work with students and their families within the PK-12 school system. This program helps candidates learn the skills to support children in achieving their personal and academic goals. Through a comprehensive curriculum, candidates learn the foundations of school counseling, counseling theory and process, counseling diverse

populations, group dynamics, career and program development, and evaluation. Coursework is supported by hands-on learning during practicum and field experience.

This program is accredited by the California Commission on Teacher Credentialing and meets the Pupil Personnel Services Credential, Specialization requirements for School Counseling.

In addition to coursework for the PPS-School Counseling credential, the Educational Counseling candidates optional coursework that can amplify/enrich their degree program. The Child Welfare and Attendance (CWA) credential is for candidates who complete a supervised school-based field experience in areas specified for the CWA. The program also offers concentrations in Social Justice in Higher Education (SJHE), Spanish Bilingual Bicultural Counseling (SBBC) and School Family Based Counseling (SFBC).

Admission Requirements

1. Completed admission application and application fee.
2. Official transcripts from all institutions attended. A Bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
 - a. An undergraduate major in psychology, education, or closely related field is required. Applicants without prior teaching, counseling, or experience in education are strongly encouraged to have at least one year of volunteer or paid experience working with children or adolescents,
3. A Statement of purpose. Write a statement of purpose addressing the following points: your reasons for entering the school counseling or school psychology profession, any personal or professional experiences and/or qualifications related to your intended field of study, and your perspectives on the relevance and role of cultural competence in school counseling or school psychology. Your statement should be approximately 500-words in length and typewritten.
4. Two letters of recommendation from individuals qualified to and the potential to be a competent educator. Letters must be from individuals who can knowledgeably comment s academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Basic Skills Requirement (CBEST or Equivalent).
6. Resume

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

Program Requirements: optional, if available at the time of admissions.

The following items are program requirements and may be submitted at the time of admission:

1. Current TB Clearance (required prior to registering for first term of classes)
2. Certificate of Clearance (required prior to registering for first term of classes)

Additional Program Information

Grading

The Educational Counseling and School Psychology Programs requires students to earn a minimum of a B (3.0) in all coursework. Students must maintain an overall average of B (3.0) or better throughout the program.

Course Sequence and Availability

Candidates are directed to follow the course sequence as required by the program. Additionally, candidates are advised to be mindful that each course may only be offered once per academic year/term. Changes to the program course sequence are rare. If a change to course sequence is necessary, candidates must meet with the program academic advisor to ensure it matches the availability of courses and meets all pre-requisite and co-requisite requirements.

Dismissal from the Program

Candidates may be dismissed from the program under several circumstances, including but not limited to: academic dishonesty, academic disqualification, failure to maintain minimum academic standards, failure to maintain satisfactory academic progress, unethical or unprofessional conduct, failure of program activities measuring student competencies/or dispositions, circumstances interfering with training or well-being of others, and/or felony conviction. Candidates dismissed from the program may not apply for readmission.

Credential Recommendation Time Limit

Students are expected to complete requirements for the master's degree and graduate within three years from the date of matriculation. All credential requirement and recommendations must be completed within 5 years from the start of the student's first course in the Educational Counseling and School Psychology programs.

Advanced Standing

Candidates must receive advanced standing in order to enroll in PPS 581 Leading School Counseling Programs. Candidates must have completed all stipulations of admission in order to apply for Advanced Standing. Applicants must have completed a minimum of 30 semester hours of coursework, completed PPS 560 School Counseling Supervision 2, be in good academic standing, and have attained a minimum GPA of 3.0 for all work applicable to the degree program.

Degree Requirements

Code	Title	Semester Hours
PPS 510	School Counseling Practicum ¹	2
PPS 511	Comprehensive School Counseling Programs ¹	2
PPS 512	Digital Literacy & Technology ¹	1
PPS 513	Ethical Practice & Policy ¹	2
PPS 514	School Counseling Skills for Academic Success ¹	2
PPS 515	Developing School Counselor Leadership ¹	2
Total Semester Hours		11
Code	Title	Semester Hours
PPS 520	School Counseling Supervision 1 ¹	2
PPS 521	Advancing Educational Equity and Access ¹	3
PPS 522	Classroom Instruction for School Counselors ¹	2
PPS 523	School Counseling Skills and Intervention Strategies ¹	2

PPS 524	School Counseling Theories and Academic Success ¹	2
PPS 525	Small Group Development for School Counselors ¹	2
PPS 535	Academic Development & Success ¹	2
PPS 536	Inclusion and Equitable Practices ¹	2
Total Semester Hours		17

¹ Courses required for entry into the Pupil Personnel Services Internship Credential Program in School Counseling. Candidates who successfully complete the first year curriculum may apply for an internship credential, enhancing the potential to garner employment while finishing coursework.

Code	Title	Semester Hours
PPS 560	School Counseling Supervision 2	2
PPS 561	Data, Research, & Evaluation	3
PPS 563	Collaborative Strategies & Referral Systems	2
PPS 566	Social Emotional Development & Academic Success	2
PPS 568	Career Development & Academic Success	2
PPS 569	Crisis Intervention & Trauma Informed Practice	2
Total Semester Hours		13

Code	Title	Semester Hours
PPS 580	School Counseling Supervision 3	2
PPS 581	Leading School Counseling Programs	3
PPS 582	Postsecondary Paths & Academic Success	2
PPS 585	Pedagogical Practices	2
PPS 586	Data Informed School Counseling Programs	2
PPS 587	Advocating for Equitable and Ethical Practice	2
Total Semester Hours		13

Child Welfare & Attendance Credential (CWA)

Additional Coursework: 3 semester hours

Code	Title	Semester Hours
PPS 592	CWA: Supervised FW & Coursework	3
Total Semester Hours		3

Concentration in Spanish Bilingual Bicultural Counseling (SBBC)

Additional Coursework: 9 semester hours

Code	Title	Semester Hours
PPS 533	Counseling Latino Immigrant Youth and Families	3
PPS 532	The World of Immigrant Students	3
PPS 534	Bilingual Educational Theories	3
Total Semester Hours		9

Concentration in Social Justice Higher Education (SJHE)

Additional Coursework: 9 semester hours

Code	Title	Semester Hours
SJHE 553	Student Learning and Development Theories	3
SJHE 552	Social Justice and Higher Education	3
SJHE 558	Law, Policy, Safety, and Restorative Justice	3
Total Semester Hours		9

M.S. Education Counseling with a concentration in School and Family Based Counseling (SFBC)

Program Length Full-Time: 3.0 Years

Candidates who select School and Family Based Counseling can simultaneously pursue the PPS credential while being academically prepared to seek internship eligibility status with the Board of Behavioral Sciences as they work towards becoming a Licensed Professional Clinical Counselor (LPCC).

Total Program: 68 semester hours

Code	Title	Semester Hours
PPS 510	School Counseling Practicum ¹	2
PPS 511	Comprehensive School Counseling Programs ¹	2
PPS 512	Digital Literacy & Technology ¹	1
PPS 513	Ethical Practice & Policy ¹	2
PPS 514	School Counseling Skills for Academic Success ¹	2
PPS 515	Developing School Counselor Leadership ¹	2
Total Semester Hours		11

Code	Title	Semester Hours
PPS 520	School Counseling Supervision 1 ¹	2
PPS 521	Advancing Educational Equity and Access ¹	3
PPS 522	Classroom Instruction for School Counselors ¹	2
PPS 523	School Counseling Skills and Intervention Strategies ¹	2
PPS 524	School Counseling Theories and Academic Success ¹	2
PPS 525	Small Group Development for School Counselors ¹	2
Total Semester Hours		13

Code	Title	Semester Hours
PPS 535	Academic Development & Success ¹	2
PPS 536	Inclusion and Equitable Practices ¹	2
Total Semester Hours		4

Code	Title	Semester Hours
PPS 560	School Counseling Supervision 2	2
PPS 561	Data, Research, & Evaluation	3

PPS 563	Collaborative Strategies & Referral Systems	2
PPS 566	Social Emotional Development & Academic Success	2
PPS 568	Career Development & Academic Success	2
PPS 569	Crisis Intervention & Trauma Informed Practice	2

Total Semester Hours	13
-----------------------------	-----------

Code	Title	Semester Hours
PPS 580	School Counseling Supervision 3	2
PPS 581	Leading School Counseling Programs	3
PPS 582	Postsecondary Paths & Academic Success	2
PPS 585	Pedagogical Practices	2
PPS 586	Data Informed School Counseling Programs	2
PPS 587	Advocating for Equitable and Ethical Practice	2

Total Semester Hours	13
-----------------------------	-----------

Code	Title	Semester Hours
PPS 551	Diagnosis and Treatment of Psychopathology	3
PPS 554	Advanced Theories in Counseling	3
PPS 584	Clinical Practicum	2
PPS 558	Psychopharmacology for School and Community Based Counseling	3
PPS 559	Substance Abuse Counseling LPCC/PPS Focus	3

Total Semester Hours	14
-----------------------------	-----------

¹ Courses required for entry into the Pupil Personnel Services Internship Credential Program in School Counseling. Candidates who successfully complete the first year curriculum may apply for an internship credential, enhancing the potential to garner employment while finishing coursework.

School Psychology (MS)

Program Director: Veronica Escoffery-Runnels

Regular Faculty: Jackie Allen, Veronica Escoffery-Runnels

Program Length, Full-Time: 3 Years

The program prepares individuals for a career utilizing expertise in mental health, learning, and behavior to support children from infancy through adolescence in developing their full scholastic potential. The curriculum is designed to train school psychologists to apply consultation skills, psychological practices, leadership skills, and collaborative practices to collectively build supportive, equitable, safe, diverse learning environments where all children can succeed academically, socially, and emotionally. Coursework within this program will equip candidates with the range of knowledge and skills that school psychologists require to meet the comprehensive needs of the increasingly diverse populations of children, families, schools and communities they will serve.

This program is accredited by the California Commission on Teacher Credentialing and meets the Pupil Personnel Services Credential Specialization requirements for School Psychology.

Admission Requirements

- Completed admission application and application fee.
- Official transcripts from all institutions attended. A Bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
 - An undergraduate major in psychology, education, or closely related field is required. Applicants without prior teaching, counseling, or experience in education are strongly encouraged to have at least one year of volunteer or paid experience working with children or adolescents,
- A Statement of purpose. Write a statement of purpose addressing the following points: your reasons for entering the school counseling or school psychology profession, any personal or professional experiences and/or qualifications related to your intended field of study, and your perspectives on the relevance and role of cultural competence in school counseling or school psychology. Your statement should be approximately 500-words in length and typewritten.
- Two letters of recommendation from individuals qualified to and the potential to be a competent educator. Letters must be from individuals who can knowledgeably comment s academic skills, employment/volunteer experience, leadership potential, and professional abilities.
- Basic Skills Requirement (CBEST or Equivalent).
- Resume

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

Program Requirements: optional, if available at the time of admissions.

The following items are program requirements and may be submitted at the time of admission:

- Current TB Clearance (required prior to registering for first term of classes)
- Certificate of Clearance (required prior to registering for first term of classes)

Additional Program Information

Grading

The Educational Counseling and School Psychology Programs requires students to earn a minimum of a B (3.0) in all coursework. Students must maintain an overall average of B (3.0) or better throughout the program.

Course Sequence and Availability

Candidates are directed to follow the course sequence as required by the program. Additionally, candidates are advised to be mindful that each course may only be offered once per academic year/term. Changes to the program course sequence are rare. If a change to course sequence is necessary, candidates must meet with the program academic advisor to ensure it matches the availability of courses and meets all pre-requisite and co-requisite requirements.

Dismissal from the Program

Candidates may be dismissed from the program under several circumstances, including but not limited to: academic dishonesty, academic disqualification, failure to maintain minimum academic

standards, failure to maintain satisfactory academic progress, unethical or unprofessional conduct, failure of program activities measuring student competencies/or dispositions, circumstances interfering with training or well-being of others, and/or felony conviction. Candidates dismissed from the program may not apply for readmission.

Credential Recommendation Time Limit

Students are expected to complete requirements for the master's degree and graduate within three years from the date of matriculation. All credential requirement and recommendations must be completed within 5 years from the start of the student's first course in the Educational Counseling and School Psychology programs.

Advanced Standing

Candidates must receive advanced standing in order to enroll in SPSY 576 Professional Seminar in School Psychology. Candidates must have completed all stipulations of admission in order to apply for Advanced Standing. Applicants must have completed a minimum of 30 semester hours of coursework, completed SPSY 550 Fieldwork Supervision in School Psychology I, be in good academic standing, and have attained a minimum GPA of 3.0 for all work applicable to the degree program.

Degree Requirements

Total Program: 64 semester hours

Code	Title	Semester Hours
SPSY 510	School Psychology Practicum I	1
SPSY 511	Legal and Ethical Foundations in School Psychology	3
SPSY 512	Counseling Theory: Developmental & Biological Foundations	3
SPSY 513	Diversity, Equity, and Inclusion in School Psychology	2
SPSY 514	Professional Practice Foundations of the School Psychology Leader	2
Total Semester Hours		11

Code	Title	Semester Hours
SPSY 520	School Psychology Practicum II	1
SPSY 521	Intro to Psychoeducational Assessment	3
SPSY 522	Psychopathology & Social Emotional Learning	3
SPSY 523	Individual Counseling Children & Adolescents	2
SPSY 524	Group Counseling: Intervention & Strategies	2
SPSY 528	Multi-tiered Interventions & Instructional Supports	2
SPSY 529	Psychoeducational Assessment, Measurement, & Testing	2

Code	Title	Semester Hours
SPSY 530	School Psychology Practicum III	1
SPSY 531	Psychoeducational Assessment & Achievement	3
SPSY 532	Consultation, Collaboration & Partnerships in Schools	3
SPSY 533	Crisis Intervention & Healing Centered Practices	2
SPSY 534	Neuropsychology of Learning Disabilities	2

SPSY 540	School Psychology Practicum IV	1
SPSY 541	Advanced Psychoeducational Assessment	3
SPSY 542	Behavioral Analysis & Classroom Intervention	3
SPSY 543	Diversity in Assessment, Evaluation, and Intervention	2
SPSY 544	Foundations & Principles of Applied Behavior Analysis	2

Total Semester Hours	22
-----------------------------	-----------

Code	Title	Semester Hours
SPSY 550	Fieldwork Supervision in School Psychology I	3
SPSY 556	Data, Research & Program Evaluation	3
SPSY 570	Fieldwork Supervision in School Psychology II	3
SPSY 576	Professional Seminar in School Psychology	3
Elective from Recommended LFCE class		3
SPSY 580	Advanced Assessment in Neuropsychology	3

Passing National School Psychology Praxis Exam for eligibility for PPS Credential in School Psychology.

*Fieldwork/Internship must be completed within one academic year but shall be completed within no more than two consecutive academic years. (This is a mandate from the California Commission on Teacher Credentialing).

Leadership Programs Programs Offered

Majors

- Doctor of Education In Organizational Leadership (Ed.D.) (p. 321)

Doctor of Education In Organizational Leadership (Ed.D.)

Program Chairperson: Rich Whitney

Regular Faculty: Shari Fox, MD Haque, Sunny Liu, Ron Hallet, Kristan Venegas, Yvette Latunde, Rich Whitney

Program Length: 3 Years of coursework

The Doctor of Education in Organizational Leadership Program (Ed.D.) is designed for the professional who wishes to pursue a doctoral degree while continuing his or her career. The program mission is to develop scholarly practitioners as leaders and architects of change who make significant contributions to the organizations and communities they serve. The focus of the program is to apply leadership theory to practice through relevant and experiential learning.

University of La Verne Employees

Annually the EdD enrollment cohort may include qualified employees of the University of La Verne. The number of University employees that will be admitted to the Year 1 cohort will be limited to no more than 5% of the overall cohort, or 3 people, whichever is greater. The university employees who are qualified and admitted applicants will be admitted AFTER all other applicants on the qualified list are admitted, as space allows.

University employee applicants will not have any special placement in the program applicant, admissions, or matriculation queues over any non-

employee. Qualified employees will be assigned a place in the queue in the same manner as ALL applicants.

All new students are only admitted to the EdD program once per academic year, this is during the Fall Semester

Admission Requirements

Applicants will be evaluated by the department admissions committee using the following measures:

1. A completed application with application fee.
2. Official transcripts from all institutions attended.
 - a. An earned bachelor's degree from a regionally accredited university with a minimum of a 2.75 GPA.
 - b. An earned graduate degree (post undergraduate) from a regionally accredited university with a minimum of a 3.0 GPA in all work leading to the degree.
3. Personal Statement addressing the following:
 - a. Why you are interested in pursuing a doctorate in Organizational Leadership?
 - b. How do you see your own leadership potential with regard to being a scholar/practitioner?
 - c. Explain where you have the opportunity to apply theory to leadership practice in an organization?

(Please limit your statement to 1,500 words max)
4. Two letters of recommendation addressing the candidate's academic capability to complete a doctoral program.
5. A curriculum vitae or resume.
6. Applicants must have five years of work experience post-baccalaureate; one year of management/leadership experience is preferred.

Probational Admissions

Applicants who are probationally accepted admits to the EdD program will be able to matriculate into the current Fall Year 1 cohort.

Applicants who are probationally admitted for writing improvement will need to show improvement in their writing quality throughout the first semester in order to continue in the EdD program. At the end of the semester, the program faculty will evaluate the student's progress. If the student's writing meets the program's standards, the department will recommend that the applicant move forward with the program. However, if the student's writing does not meet those requirements, applicants may not be able to continue in the program.

Enrollment Deadline and Waitlist

A cap in the number of doctoral students admitted to the EdD program helps to maintain a quality student centered experience, and maintain a reasonable student : teacher ratio. Admissions decisions on a rolling basis as completed applications are submitted. Once admitted, students must submit their intent to enroll. A waitlist will be implemented once the program has reached its cohort capacity.

Degree Requirements

Total Program: 54 semester hours

The Ed.D. program is delivered through a blended delivery of on-site in person practicums and virtual coursework. Students attend, in person, on-site practicums twice per semester. The annual calendar of practicums is available from the program office. The balance

of the credit hours and assignments are delivered virtually (e.g., webinars, asynchronous work, etc). In addition, students participate in a learning group in their geographical area. The program requires a time commitment of three years with 3 courses each semester (9 units), two organizational leadership courses and one research course per semester.

The organizational leadership sequence is 12 courses over three years that may be taken for credit/no credit or for a grade. Each course integrates leadership theory, skill development, and practice in the field. Examples of content include leadership theory, change, coaching, communication, diversity, innovation, systems thinking, and teamwork. The research sequence is 6 courses over three years. Four courses provide students with a foundation in qualitative and quantitative research. Students complete these four research courses sequentially during the first two years. The remaining 2 research courses are completed during the dissertation process in the third year. There is an eight-year time limit to complete all aspects of the dissertation from proposal to final reviews.

Students who do not complete the dissertation within the three years of coursework, must continuously enroll in the Dissertation in Organizational Leadership course (continuous enrollment) each semester up to the eight-year time limit for the completion of the degree.

Course	Title	Semester Hours
Year 1 coursework		
Fall		
ORGL 611	Personal Leadership	3
ORGL 615	Social Theory, Equity, and Justice	3
ORGL 684A	Research Literacy	3
	Semester Hours	9
Spring		
ORGL 613	Classic and Contemporary Leadership Theories and Approaches	3
ORGL 617	Ethical Leadership	3
ORGL 684B	Introduction to Dissertation Research	3
	Semester Hours	9
Year 2 coursework		
Fall		
ORGL 623	Leadership and Decision Making	3
ORGL 634	Organizational Development and Change	3
ORGL 686A	Approach to Research Design and Analysis	3
	Semester Hours	9
Spring		
ORGL 633	Leader as Change Agent	3
ORGL 625	Culturally Proficient and Equitable Leadership	3
ORGL 686B	Developing a Research Proposal	3
	Semester Hours	9
Year 3 coursework		
Fall		
ORGL 622	Team Dynamics	3
ORGL 641	Writing for Research	3
ORGL 698A	Dissertation Research I	3
	Semester Hours	9
Spring		
ORGL 635	Leading Program Development for Creativity and Innovation	3
ORGL 642	Advancing Research to Publication	3
ORGL 698B	Dissertation Research II	3
	Semester Hours	9
	Total Semester Hours	54

1. Please sign the agreement to acknowledge receipt. Submit the Organizational Leadership Writing Improvement Plan form available at <https://laverne.edu/registrar/forms/>
2. Students will need to maintain the participation and assignments outlined in the Incomplete policy for the EdD program. There are two check in dates (mid semester and end of semester) that must be adhered to for all students.
3. Submit a 1-2 page plan indicating how you plan to improve your writing. This plan should be submitted within a week after the Fall Semester begins; it should include specific action steps to ensure your writing improves.
 - a. Your plan should outline your process. It will be helpful if you list your steps and provide tangible check points to measure your progress.
 - b. It is your responsibility to write the plan AND submit it by the deadline.
 - c. It is your responsibility to provide proof that you have fulfilled your self-authored *Writing Improvement Plan* and the timely submission of your fall semester assignments.
 - d. Failure to comply with these deadlines may void your admission.

Find a writing tutor or coach to assist you and document the details of this support in your plan. A writing coach or tutor will assist you in improving your writing skills, whereas an editor will only correct your writing. Generally there are writing tutors at the Academic Success Center at the University of La Verne, which is a free service for La Verne students. In the event there are no tutors it is the student's responsibility to find a writing tutor that will meet your learning style and needs. You may be required to submit proof that you received assistance from a writing coach or tutor prior to submitting your papers.

Master of Education Program

- Education (Special Emphasis) (M.Ed.) (p. 323)

Education (Special Emphasis) (M.Ed.)

Program Length: 2 Years

Program Chairperson: Christian Bracho

Admission Requirements

1. Completed admission application and application fee.
2. Official transcripts from all institutions attended. A Bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
3. A Statement of purpose. Write a statement of purpose addressing the following points: your reasons for entering the teaching profession, any personal or professional experiences and/or qualifications related to your intended field of study, and your perspectives on the relevance and role of cultural competence in teaching. Your statement should be approximately 500-words in length and typewritten.
4. One letter of recommendation from an individual qualified to and the potential to be a competent educator. Letter must be from an individual who can knowledgeably comment on applicant's academic skills, employment/volunteer experience, leadership potential, and professional abilities.

Degree Requirements

Total Program: 33 semester hours

Core Courses

9 semester hours

Code	Title	Semester Hours
EDUC 501	Educational Assessment	3
EDUC 504	Methods of Research	3
EDUC 590	Issues in Teaching	3
Total Semester Hours		9

Culminating Activity

3 semester hours

Code	Title	Semester Hours
EDUC 596	Graduate Seminar	3
Total Semester Hours		3

Area of Concentration

21 semester hours

Selected from established courses and independent studies.

Student who have completed graduate level credential/certificate courses through the University of La Verne may apply a maximum of 24 semester hours towards a University of La Verne master's degree. Courses must be completed within five years of admission to the master's degree with a grade of B or better.

Special Education Programs

Program Chairperson: Amber Bechard

Regular Faculty: Sylvia Mac, Niki Elliott, Bettye Stachowiak,

Special Education programs offered on Santa Clarita, Bakersfield, and La Verne campuses only.

Please note that the availability of this program in online format is pending review by the WASC Senior College and University Commission (WSCUC) regional accrediting body. Therefore, matriculation of students is contingent upon approval.

All students must complete fieldwork hours in the state of California.

- Early Childhood Special Education: Added Authorization (p. 323)
- Masters of Art in Teaching: Inclusive Education (p. 324)
- Mild/Moderate Education Specialist Preliminary Credential (p. 326)

Early Childhood Special Education: Added Authorization

Program Length (Full Time): 1 Semester (16 weeks)

Program Length (Part Time): 2 Semesters (32 weeks)

The Early Childhood Special Education Added Authorization is a 12 unit, 3 course program. Students seeking a California Early Childhood Special Education Added Authorization must have a current Specialist Education

credential, preliminary or clear. This authorization is added to the current special education credential and allows the education specialist to teach children in California with special needs birth through 5 years of age, including early intervention and special education preschool settings.

The courses are online, and project/competency based. Once students are admitted to the program, students register for the courses in either the Fall or Spring semesters, and complete the courses asynchronously and independently. There is fieldwork assigned with each course.

Students may register for all three courses in one semester, or take the three courses in two semesters. Once all the competencies for a course have been successfully completed, the student may begin the next course, if the student has registered for the course. Grades are awarded at the end of each semester. If registering for the program over two or more semesters, the first course is SPED 555 Characteristics of Infants, Toddlers, and Preschoolers with IFSPs and IEPs.

The Early Childhood Special Education courses are also available for those interested in taking the course sequence for professional development or as electives in a related graduate degree program. These students are not eligible for the Added Authorization until after earning a Preliminary Education Specialist credential. Out-of-state students will not be eligible for the California Added Authorization.

1. Completed Admission Application and application fee
2. Official transcripts from all institutions attended. A Bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
3. A Statement of purpose. Write a statement of purpose addressing the following points: your reasons for entering the counseling profession any personal or professional experiences and/or qualifications related to your intended field of study your perspectives on the relevance and role of cultural competence in counseling Your statement should be approximately 500-words in length and typewritten.
4. Two letters of recommendation from individuals qualified to and the potential to be a competent educator. Letters must be from individuals who can knowledgeably comment s academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Basic Skills Requirement (CBEST or Equivalent).
6. Resume

Degree Requirements

Total Program: 12 semester hours

Code	Title	Semester Hours
SPED 555	Characteristics of Infants, Toddlers, and Preschoolers with IFSPs and IEPs	4
SPED 556	Collaborating with Families of Young Children with Special Needs	4
SPED 557	Infant/Preschool Assessment and Instruction	4
Total Semester Hours		12

Masters of Art in Teaching: Inclusive Education

Program Length: 2 years, including summers

Inclusive Education

This program is designed for students who desire an understanding of special education with emphasis on specialized and inclusive general education settings. Students take core credential and masters courses in a complete range of instruction, skill development, and professional insights for working with K-12 learners, including English learners. The program culminates with a capstone research project.

This program is appropriate for students wishing to earn a Preliminary Mild/Moderate Education Specialist Credential and/or Multiple and Single Subject candidates who wish to prepare for teaching learners with mild/moderate special education needs, in particular, but not exclusive to students with learning disabilities, emotional/behavioral disorders, mild intellectual disabilities, traumatic brain injury, other health impaired and Autism Spectrum disorders.

Admission Requirements

1. Completed Admission Application and application fee. Official transcripts from all institutions attended. A Bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
2. A Statement of purpose. Write a statement of purpose addressing the following points: your reasons for entering the teaching profession, any personal or professional experiences and/or qualifications related to your intended field of study, and your perspectives on the relevance and role of cultural competence in teaching. Your statement should be approximately 500-words in length and typewritten.
3. Two letters of recommendation from individuals qualified to objectively evaluate the candidate's potential to be a competent educator. Letters must be from individuals who can knowledgeably comment on academic skills, employment/volunteer experience, leadership potential, and professional abilities.
4. Basic Skills Requirement (CBEST or Equivalent).

Program Requirements: optional, if available at the time of admissions.

The following items are program requirements and may be submitted at the time of admission:

1. Current TB Clearance (required prior to registering for first term of classes)
2. Certificate of Clearance (required prior to registering for first term of classes)
3. CSET or proof of completion of Subject Matter Requirement (required prior to student teaching)
4. RICA (multiple subject) (required for Preliminary credential)

Additional Program Requirements for MAT: Teaching & Learning: Bilingual Emphasis

1. Interview with Chair of BILA program
2. Oral Language Assessment in Spanish
3. Statement of Purpose written in Spanish
4. Reading Assessment in Spanish

¹ Please note that the availability of this program in online format is pending review by the WASC Senior College and University Commission (WSCUC) regional accrediting body. Therefore, matriculation of students is contingent upon approval. All students must complete fieldwork hours in the state of California.

Degree Requirements

Total Program: 45 - 47 units + Fieldwork

Core Courses

12 semester hours

Code	Title	Semester Hours
SPED 420	Foundations of Inclusive Education	3
SPED 430	Assessment Practices and IEP Development	3
SPED 450	Inclusive Educational Systems - Law, Behavior and Case Management	3
EDUC 593	Assessment and Research for Educators	3
Total Semester Hours		12

Area of Concentration

33-35 semester hours selected from the credential coursework listed below:

Education Specialist Candidates

Code	Title	Semester Hours
EDUC 425	Language and Literacy, Multiple Subject	4
SPED 421	Literacy Assessment and Intervention Practicum 1	1
EDUC 426	Introductory Teaching Practices, Multiple Subject	4
EDUC 440	Intermediate Teaching Practices, Multiple Subject	4
SPED 422	Literacy Assessment and Intervention Practicum 2	1
EDUC 443	Advanced Teaching Practices, Single Subject	4
EDUC 491	Subject Specific Pedagogy - History, PE, and Visual/Perf Arts	4
EDUC 492	Subject Specific Pedagogy - Math and Science	4
SPED 497	Introduction to Supervised Teaching, Special Education	3
SPED 409	Directed Teaching	4-6
Total Semester Hours		33-35

Multiple Subject Candidates Only

Code	Title	Semester Hours
EDUC 425	Language and Literacy, Multiple Subject	4
EDUC 426	Introductory Teaching Practices, Multiple Subject	4

EDUC 440	Intermediate Teaching Practices, Multiple Subject	4
EDUC 441	Advanced Teaching Practices, Multiple Subject	4
EDUC 491	Subject Specific Pedagogy - History, PE, and Visual/Perf Arts	4
EDUC 492	Subject Specific Pedagogy - Math and Science	4
EDUC 497	Introductory Supervised Teaching, Multiple Subject	3
EDUC 498	Advanced Supervised Teaching	6

Total Semester Hours **33**

Single Subject Candidates Only

Code	Title	Semester Hours
EDUC 427	Language and Literacy, Single Subject	4
EDUC 428	Introductory Teaching Practices, Single Subject	4
EDUC 442	Intermediate Teaching Practices, Single Subject	4
EDUC 443	Advanced Teaching Practices, Single Subject	4
Select one of the following based upon your content area: ¹		4
EDUC 494A	Subject Specific Pedagogy - SS Math	
EDUC 494B	Subject Specific Pedagogy - SS English	
EDUC 494C	Subject Specific Pedagogy - SS Science	
EDUC 494D	Subject Specific Pedagogy - SS History	
EDUC 494E	Subject Specific Pedagogy - SS Physical Education	
EDUC 494F	Subject Specific Pedagogy - SS Music	
EDUC 494G	Subject Specific Pedagogy - SS Spanish	
EDUC 494H	Subject Specific Pedagogy - SS Art	
EDUC 494I	Subject Specific Pedagogy - SS Health	
EDUC 494J	Subject Specific Pedagogy - SS Business	
EDUC 495	Foundations for Teaching Single Subjects	4
EDUC 497A	Introductory Supervised Teaching, Single Subject	3
EDUC 498	Advanced Supervised Teaching	6
Total Semester Hours		33

¹ Must enroll in your content area.

Dual Credential Candidates (MS/EDSP) Only

Total of 50 units

Code	Title	Semester Hours
EDUC 425	Language and Literacy, Multiple Subject	4
SPED 421	Literacy Assessment and Intervention Practicum 1	1
EDUC 426	Introductory Teaching Practices, Multiple Subject	4
EDUC 440	Intermediate Teaching Practices, Multiple Subject	4
SPED 422	Literacy Assessment and Intervention Practicum 2	1
EDUC 443	Advanced Teaching Practices, Single Subject	4
EDUC 491	Subject Specific Pedagogy - History, PE, and Visual/Perf Arts	4
EDUC 492	Subject Specific Pedagogy - Math and Science	4
SPED 497	Introduction to Supervised Teaching, Special Education	3
SPED 409	Directed Teaching	4-6
Total Semester Hours		33-35
EDUC 492	Subject Specific Pedagogy - Math and Science	4
EDUC 497	Introductory Supervised Teaching, Multiple Subject	3
SPED 497	Introduction to Supervised Teaching, Special Education	3
SPED 409	Directed Teaching	6

or EDUC 498 Advanced Supervised Teaching

Total Semester Hours	38
----------------------	----

Requirements to add a second concentration to the MAT: Inclusive Education and MAT: Dual Credential Programs

Code	Title	Semester Hours
EDUC 434	Learning About Latino Cultures	
EDUC 435	Methodology for Primary Language Instruction in a Bilingual Environment	
EDUC 436	Bilingualism and Bilingual Education	
EDUC 593	Assessment and Research for Educators	

Other Program Components

Student Teaching Program Prerequisites

All students must complete fieldwork hours in the state of California. Student teaching candidates must complete an application and be accepted into the program with the following:

- **Introductory Supervised Teaching Requirements:**

- Certificate of Clearance or equivalent fingerprint clearance
- Demonstration of personal dispositions necessary for teaching (as outlined by the LaFetra College of Education)
- Current certification in CPR for adults, infants and children
- Current TB clearance
- Verification of Basic Skills requirement as defined by the California Commission on Teacher Credentialing
- Successful completion of all pre-student teaching coursework as defined by a GPA of 3.0 or better
- Verification of Subject Matter Requirement as defined by the California Commission on Teacher Credentialing
- Speech course or verification
- US Constitution course or passing test score
- Health Education/Nutrition/Drug Prevention/Tobacco/Sexually Transmitted Diseases Course

- **Advanced Supervised Teaching Requirements:**

- Successful completion of all requirements for Introductory Supervised Teaching

Enhanced Intern Credential (Education Specialist)

A Regional or Central Campus candidate will be eligible for an enhanced intern credential if he/she has successfully maintained a 3.0 GPA, completed the constitution requirement, completed SPED 420 Foundations of Inclusive Education, SPED 430 Assessment Practices and IEP Development, EDUC 425 Language and Literacy, Multiple Subject, EDUC 426 Introductory Teaching Practices, Multiple Subject & SPED 421 Literacy Assessment and Intervention Practicum 1, the basic skills and subject matter requirements and has a contract in a public school. All candidates must be concurrently enrolled in SPED 459 Intern Teaching , SPED 497 Introduction to Supervised Teaching, Special Education, or SPED 409 Directed Teaching to be eligible for the intern credential.

Teacher Performance Assessments:

Teacher Performance Assessments Beginning with candidates admitted summer 2022 forward, Teacher Performance Assessments are required for the Education Specialist Preliminary Credential. The TPA provides the

opportunity to demonstrate achievement of the Teacher Performance Expectations.

Preliminary Credential Application Requirements

To apply for a preliminary credential with the State of California Commission on Teacher Credentialing, candidates must have:

- Successful completion of all requirements for SPED 497 Introduction to Supervised Teaching, Special Education and SPED 409 Directed Teaching
- Maintained a GPA of 3.0 or better in all coursework
- Completed a bachelor's degree from a regionally accredited college or university
- Completed an "Application for Credential"
- Passed culminating TPE Portfolio or Educational Specialist TPA and received credit in SPED 409 Directed Teaching
- Submit a Development/Induction Plan
- Passed the RICA as required by the California Teaching Commission
- Must be cleared by the credential analyst for all remaining requirements
- Pass required Education Specialist Mild/Mod TPA (beginning with Summer 2022 candidates)

Clear Credential Application Requirements

To apply for a Professional Clear Credential with the State of California Commission on Teacher Credentialing, candidates must have completed a professional induction program through their employer within five years of the issuance date of their Preliminary Credential.

Mild/Moderate Education Specialist Preliminary Credential

Program Length: 2 years, including Summer enrollment

This program is designed for students who desire an understanding of special education with emphasis on specialized and inclusive general education settings. Students take core credential and masters courses in a complete range of instruction, skill development, and professional insights for working with K12 learners, including English learners. The program culminates with a capstone research project.

This program is appropriate for students wishing to earn a Preliminary Mild/Moderate Education Specialist Credential and/or Multiple and Single Subject candidates who wish to prepare for teaching learners with mild/moderate special education needs, in particular, but not exclusive to students with learning disabilities, emotional/behavioral disorders, mild intellectual disabilities, traumatic brain injury, other health impaired and Autism Spectrum disorders.

Please note that the availability of this program in online format is pending review by the WASC Senior College and University Commission (WSCUC) regional accrediting body. Therefore, matriculation of students is contingent upon approval.

All students must complete fieldwork hours in the state of California.

Admission Requirements

1. Completed admission application and application fee.
2. Official transcripts from all institutions attended. A Bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or

above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.

3. Statement of purpose. Write a statement of purpose addressing the following points: your reasons for entering the teaching profession, any personal or professional experiences and/or qualifications related to your intended field of study, and your perspectives on the relevance and role of cultural competence in teaching. Your statement should be approximately 500-words in length and typewritten.
4. Two letters of recommendation from individuals qualified to objectively evaluate the candidate's potential to be a competent educator. Letters must be from individuals who can knowledgeably comment on academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Basic Skills Requirement (CBEST or Equivalent).

Program Requirements: optional, if available at the time of admissions.

The following items are program requirements and may be submitted at the time of admission:

1. Current TB Clearance (required prior to registering for first term of classes)
2. Certificate of Clearance (required prior to registering for first term of classes)
3. CSET or proof of completion of Subject Matter Requirement (required prior to student teaching)
4. RICA (multiple subject) (required for Preliminary credential)

Credential Requirements

Total Program: 44 semester hours

Core Requirements

Code	Title	Semester Hours
SPED 420	Foundations of Inclusive Education	3
SPED 430	Assessment Practices and IEP Development	3
SPED 450	Inclusive Educational Systems - Law, Behavior and Case Management	3
EDUC 425	Language and Literacy, Multiple Subject	4
SPED 421	Literacy Assessment and Intervention Practicum 1	1
EDUC 426	Introductory Teaching Practices, Multiple Subject	4
EDUC 440	Intermediate Teaching Practices, Multiple Subject	4
SPED 422	Literacy Assessment and Intervention Practicum 2	1
EDUC 443	Advanced Teaching Practices, Single Subject	4
EDUC 491	Subject Specific Pedagogy - History, PE, and Visual/Perf Arts	4
EDUC 492	Subject Specific Pedagogy - Math and Science	4
SPED 497	Introduction to Supervised Teaching, Special Education	3
SPED 409	Directed Teaching	3-6
Total Semester Hours		41-44

Additional Requirements: Prior to applying to the Commission, proof of a valid CPR card and fingerprint clearance is required.

Other Program Components

Student Teaching Program Prerequisites

All students must complete fieldwork hours in the state of California. Student teaching candidates must complete an application and be accepted into the program with the following:

- **Introductory Supervised Teaching Requirements:**
 - Certificate of Clearance or equivalent fingerprint clearance
 - Demonstration of personal dispositions necessary for teaching(as outlined by the LaFetra College of Education)
 - Current certification in CPR for adults, infants and children
 - Current TB clearance
 - Verification of Basic Skills requirement as defined by the California Commission on Teacher Credentialing
 - Successful completion of all pre-student teaching coursework as defined by a GPA of 3.0 or better
 - Verification of Subject Matter Requirement as defined by the California Commission on Teacher Credentialing
 - Speech course or verification
 - US Constitution course or passing test score
 - Health Education/Nutrition/Drug Prevention/Tobacco/Sexually Transmitted Diseases Course
- **Advanced Supervised Teaching Requirements:**
 - Successful completion of all requirements for Introductory Supervised Teaching

Enhanced Intern Credential (Education Specialist)

A Regional or Central Campus Candidates will be eligible for an enhanced intern credential if he/she has successfully maintained a 3.0 GPA, completed the US Constitution requirement, completed SPED 420 Foundations of Inclusive Education, SPED 430 Assessment Practices and IEP Development, EDUC 425 Language and Literacy, Multiple Subject, EDUC 426 Introductory Teaching Practices, Multiple Subject & SPED 421 Literacy Assessment and Intervention Practicum 1, the basic skills and subject matter requirements and has a contract in a public school. All candidates must be concurrently enrolled in SPED 459 Intern Teaching, SPED 497 Introduction to Supervised Teaching, Special Education or SPED 409 Directed Teaching to be eligible for the intern credential.

Teacher Performance Assessments

Beginning with candidates admitted summer 2022 forward, Teacher Performance Assessments are required for the Education Specialist Preliminary Credential. The TPA provides the opportunity to demonstrate achievement of the Teacher Performance Expectations.

Preliminary Credential Application Requirements

To apply for a preliminary credential with the State of California Commission on Teacher Credentialing, candidates must have:

- Successful completion of all requirements for SPED 497 Introduction to Supervised Teaching, Special Education and SPED 409 Directed Teaching
- Maintained a GPA of 3.0 or better in all coursework
- Completed a bachelor's degree from a regionally accredited college or university
- Completed an "Application for Credential"
- Passed culminating TPE Portfolio or Educational Specialist TPA and received credit in SPED 409 Directed Teaching
- Submit a Development/Induction Plan

- Passed the RICA as required by the California Commission on Teacher Credentialing
- Must be cleared by the credential analyst for all remaining requirements
- Pass required Education Specialist Mild/Mod TPA (beginning with Summer 2022 candidates)

Clear Credential Application Requirements

To apply for a Clear Credential with the State of California Commission on Teacher Credentialing, candidates must have completed a professional induction program through their employer within five years of the issuance date of their Preliminary Credential.

Teacher Credential Programs

Program Length: 2 Years

Program Chair: Christian Bracho

Associate Program Chair: Shana Matamala

Earning a multiple or single subject credential takes several steps. Following entry into La Verne's teacher education program, students must successfully complete teaching methodology courses and fieldwork. Candidates then must be accepted for student teaching, which includes courses as well as 15 weeks of in-classroom training, completed in two segments.

The multiple and single subject credential teacher preparation programs address teaching strategies for all students in California schools. Integrated throughout the programs are methodologies to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. This replaces the program formerly known as the CLAD credential.

Please note that the availability of this program in online format is pending review by the WASC Senior College and University Commission (WSCUC) regional accrediting body. Therefore, matriculation of students is contingent upon approval.

All students must complete fieldwork hours in the state of California.

Admission Requirements

1. Completed admission application and application fee.
2. Official transcripts from all institutions attended. A Bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
3. A Statement of purpose. Write a statement of purpose addressing the following points: your reasons for entering the teaching profession, any personal or professional experiences and/or qualifications related to your intended field of study, and your perspectives on the relevance and role of cultural competence in teaching. Your statement should be approximately 500-words in length and typewritten.
4. Two letters of recommendation from individuals qualified to objectively evaluate the candidate's potential to be a competent educator. Letters must be from individuals who can knowledgeably comment on academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Basic Skills Requirement (CBEST or Equivalent).

Additional admission requirements for the Bilingual Authorization

1. Interview with Chair of BILA program
2. SOLOM - Oral language assessment in Spanish
3. Statement of Purpose written in Spanish
4. Reading assessment in Spanish

Program Requirements: optional, if available at the time of admissions.

The following items are program requirements and may be submitted at the time of admission:

1. Current TB Clearance (required prior to registering for first term of classes)
2. Certificate of Clearance (required prior to registering for first term of classes)
3. CSET or proof of completion of Subject Matter Requirement (required prior to student teaching)
4. RICA (multiple subject) (Required for Preliminary credential)

Credential Requirements

Total Program: 33 Semester Hours

Multiple Subject Candidates Only

Code	Title	Semester Hours
EDUC 425	Language and Literacy, Multiple Subject	4
EDUC 426	Introductory Teaching Practices, Multiple Subject	4
EDUC 440	Intermediate Teaching Practices, Multiple Subject	4
EDUC 441	Advanced Teaching Practices, Multiple Subject	4
EDUC 491	Subject Specific Pedagogy - History, PE, and Visual/Perf Arts	4
EDUC 492	Subject Specific Pedagogy - Math and Science	4
EDUC 497	Introductory Supervised Teaching, Multiple Subject	3
EDUC 498	Advanced Supervised Teaching	6
Total Semester Hours		33

Single Subject Candidates Only

Code	Title	Semester Hours
EDUC 427	Language and Literacy, Single Subject	4
EDUC 428	Introductory Teaching Practices, Single Subject	4
EDUC 442	Intermediate Teaching Practices, Single Subject	4
EDUC 443	Advanced Teaching Practices, Single Subject	4
Select one of the following: ¹		4
EDUC 494A	Subject Specific Pedagogy - SS Math	
EDUC 494B	Subject Specific Pedagogy - SS English	
EDUC 494C	Subject Specific Pedagogy - SS Science	
EDUC 494D	Subject Specific Pedagogy - SS History	
EDUC 494E	Subject Specific Pedagogy - SS Physical Education	
EDUC 494F	Subject Specific Pedagogy - SS Music	
EDUC 494G	Subject Specific Pedagogy - SS Spanish	
EDUC 494H	Subject Specific Pedagogy - SS Art	
EDUC 494I	Subject Specific Pedagogy - SS Health	

EDUC 494J	Subject Specific Pedagogy - SS Business	
EDUC 495	Foundations for Teaching Single Subjects	4
EDUC 497A	Introductory Supervised Teaching, Single Subject	3
EDUC 498	Advanced Supervised Teaching	6
Total Semester Hours		33

¹ Must enroll in your content area.

Bilingual Authorization: Spanish

(Additional Courses to add the Bilingual Authorization to the Multiple Subject and Single Subject Teaching Credential)

Code	Title	Semester Hours
EDUC 434	Learning About Latino Cultures	3
EDUC 435	Methodology for Primary Language Instruction in a Bilingual Environment	3
EDUC 436	Bilingualism and Bilingual Education	3

Note: The bilingual teaching authorization requires student teaching in a bilingual classroom and demonstration of Spanish proficiency by a passing score on CSET: Spanish subtest III (test code 147.)

Other Program Components

Student Teaching Program Prerequisites

All students must complete fieldwork hours in the state of California. Student teaching candidates must complete an application and be accepted into the program with the following:

Introductory Supervised Teaching Requirements

- Certificate of Clearance or equivalent fingerprint clearance
- Demonstration of personal dispositions necessary for teaching (as outlined by the LaFetra College of Education)
- CPR for adults, infants and children
- Current TB clearance
- Verification of Basic Skills Requirements as defined by the California Commission on Teacher Credentialing
- Successful completion of all pre-student teaching coursework as defined by a GPA of 3.0 or better
- Verification of Subject Matter Competence as defined by the California Commission on Teacher Credentialing
- Speech course or verification
- US Constitution course or passing test score
- Health Education/Nutrition/Drug Prevention/Tobacco/Sexually Transmitted Diseases Course

Advanced Supervised Teaching Requirements

- Successful completion of all requirements for Introductory Supervised Teaching

Enhanced Intern Credential (Multiple/Single Subject)

Candidates will be eligible for an enhanced intern credential if he/she has successfully maintained a 3.0 GPA, completed the constitution requirement, first term coursework (EDUC 425 Language and Literacy, Multiple Subject & EDUC 426 Introductory Teaching Practices, Multiple Subject; EDUC 427 Language and Literacy, Single Subject & EDUC 428 Introductory Teaching Practices, Single Subject), basic skills requirement, subject matter competence, and has a contract in

a public school. All candidates must be concurrently enrolled in EDUC 467A-467L or EDUC 497 Introductory Supervised Teaching, Multiple Subject or EDUC 497A Introductory Supervised Teaching, Single Subject or EDUC 498 Advanced Supervised Teachingto be eligible for the intern credential.

Teacher Performance Assessments

The California Teacher Assessment Program (TPA) provides teacher candidates with the opportunity to demonstrate achievement of teaching performance expectations. The TPA consists of two tasks embedded within the student teaching experience.

Preliminary Credential Application Requirements

To apply for a preliminary credential with the State of California Commission on Teacher Credentialing, candidates must have:

- Maintained a GPA of 3.0 or better in all coursework
- Received a B or better in EDUC 498 Advanced Supervised Teaching
- Completed a bachelor's degree from a regionally accredited college or university
- Completed an "Application for Credential"
- Completed CPR Certification for Adults, Infants, and Children
- Passed all required TPAs
- Passed the RICA (Multiple Subject only)
- Must be cleared by the credential analyst for all remaining requirements
- Submit a Development/Induction Plan

Clear Credential Application Requirements

To apply for a Clear Credential with the State of California Commission on Teacher Credentialing, candidates must have completed a professional induction program through their employer within five years of the issuance date of their Preliminary Credential.

Teaching Preparation Programs

Master of Arts in Teaching

Program Chair: Christian Bracho

Associate Program Chair: Shana Matamala

Regular Faculty: Valerie Beltran, Christian Bracho, Anita Flemington, Marga Madhuri, Mark Matzaganian, David Perry, Justi Saldana, Joy Springer, Nancy Walker, Devin Beasley, and Anne Mangahas

Teaching Multiple Subject – M.A. Teaching Single Subject – M.A.

- Option 1 (Teaching & Learning)
 - Program Length – 2 years
- Option 2 (Educational Technology)
 - Program Length – 3 years
- Option 3 (Teacher Leadership)
 - Program Length – 3 years
- Option 4 (Special Education)
 - Program Length – 3.5 years
- Option 5 (Child Development)
 - Program Length – 2 years
- Option 6 (Teaching & Learning: Bilingual Emphasis)
 - Program Length – 2-2.5 years

This program is designed for students wishing to earn their multiple or single subject teaching credential and culminates in a master's degree. Earning a credential takes several steps. Following entry into the program, students must successfully complete teaching methodology courses and fieldwork. Candidates then must be accepted for student teaching, which includes 15 weeks of in-classroom training. Finally, candidates complete core coursework for the master's degree in an area of specialty of their choice, followed by a culminating project or paper structured to help improve their instructional and leadership abilities.

The multiple and single subject credential coursework addresses teaching strategies for all students in California schools. Integrated throughout the program are methodologies to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. This replaces the program formerly known as the CLAD credential.

Please note that the availability of this program in online format is pending review by the WASC Senior College and University Commission (WSCUC) regional accrediting body. Therefore, matriculation of students is contingent upon approval.

All students must complete fieldwork hours in the state of California.

Admission Requirements

1. Completed Admission Application and application fee.
2. Official transcripts from all institutions attended. A Bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
3. A Statement of purpose. Write a statement of purpose addressing the following points: your reasons for entering the teaching profession, any personal or professional experiences and/or qualifications related to your intended field of study, and your perspectives on the relevance and role of cultural competence in teaching. Your statement should be approximately 500-words in length and typewritten.
4. Two letters of recommendation from individuals qualified to objectively evaluate the candidate's potential to be a competent educator. Letters must be from individuals who can knowledgeably comment on academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Basic Skills Requirement (CBEST or Equivalent).

Additional Requirements for the Bilingual Authorization

1. Interview with Chair of BILA program
2. SOLOM - Oral language assessment in Spanish
3. Statement of Purpose written in Spanish
4. Reading assessment in Spanish

Program Requirements: optional, if available at the time of admissions.

The following items are program requirements and may be submitted at the time of admission:

1. Current TB Clearance (required prior to registering for first term of classes)

2. Certificate of Clearance (required prior to registering for first term of classes)
3. CSET or proof of completion of Subject Matter Requirement (required prior to student teaching)
4. RICA (multiple subject) (Required for Preliminary credential)

Sequence of Courses – Master's Core Coursework

(45 semester hours)

The core coursework in the Master's program is combined with the core coursework from the credential courses to create a continuum of learning. Students can select from a variety of options (listed below) for their core coursework in the Master's program. These options are designed to give students the opportunity to explore various content areas and gain introductory-level exposure to other disciplines within the field of education.

Option 1 – Teaching and Learning

This degree program is designed for students who seek a focus on current issues in the field of education and skills for action research. It is practical in nature and culminates in a project or paper structured to help teachers improve their instructional and leadership abilities.

Core Courses

12 semester hours

Code	Title	Semester Hours
EDUC 501	Educational Assessment	3
EDUC 504	Methods of Research	3
EDUC 590	Issues in Teaching	3
EDUC 596	Graduate Seminar	3
Total Semester Hours		12

Area of Concentration

33 semester hours

Selected from the credential coursework listed below.

Multiple Subject Candidates Only

Code	Title	Semester Hours
EDUC 425	Language and Literacy, Multiple Subject	4
EDUC 426	Introductory Teaching Practices, Multiple Subject	4
EDUC 440	Intermediate Teaching Practices, Multiple Subject	4
EDUC 441	Advanced Teaching Practices, Multiple Subject	4
EDUC 491	Subject Specific Pedagogy - History, PE, and Visual/Perf Arts	4
EDUC 492	Subject Specific Pedagogy - Math and Science	4
EDUC 497	Introductory Supervised Teaching, Multiple Subject	3
EDUC 498	Advanced Supervised Teaching	6
Total Semester Hours		33

Single Subject Candidates Only

Code	Title	Semester Hours
EDUC 427	Language and Literacy, Single Subject	4
EDUC 428	Introductory Teaching Practices, Single Subject	4

EDUC 442	Intermediate Teaching Practices, Single Subject	4	EDUC 497	Introductory Supervised Teaching, Multiple Subject	3
EDUC 443	Advanced Teaching Practices, Single Subject	4	EDUC 498	Advanced Supervised Teaching	6
Select one of the following: ¹		4	Total Semester Hours		33
EDUC 494A	Subject Specific Pedagogy - SS Math				
EDUC 494B	Subject Specific Pedagogy - SS English				
EDUC 494C	Subject Specific Pedagogy - SS Science				
EDUC 494D	Subject Specific Pedagogy - SS History				
EDUC 494E	Subject Specific Pedagogy - SS Physical Education				
EDUC 494F	Subject Specific Pedagogy - SS Music				
EDUC 494G	Subject Specific Pedagogy - SS Spanish				
EDUC 494H	Subject Specific Pedagogy - SS Art				
EDUC 494I	Subject Specific Pedagogy - SS Health				
EDUC 494J	Subject Specific Pedagogy - SS Business				
EDUC 495	Foundations for Teaching Single Subjects	4			
EDUC 497A	Introductory Supervised Teaching, Single Subject	3			
EDUC 498	Advanced Supervised Teaching	6			
Total Semester Hours		33			

¹ Must enroll in your content area.

Option 2 – Educational Technology

This degree program is designed for students who seek a focus on technology. The program emphasizes teaching, pedagogy, theory, tools, resources, and applications used in traditional classrooms and flipped instruction classrooms. The program culminates in a project structured to help teachers implement technology in meaningful ways throughout the educational system.

Core Courses

12 semester hours

Code	Title	Semester Hours
EDTC 551	Foundations of Instructional Design and Educational Technology	3
EDTC 552	Mobile Apps and Collaborative Communities	3
EDTC 553	Emerging Trends & Issues in Educational Technology	3
EDTC 554	Research Foundations & Integrative Capstone Project	3
Total Semester Hours		12

Area of Concentration

33 semester hours

Selected from the credential coursework listed below:

Multiple Subject Candidates Only

Code	Title	Semester Hours
EDUC 425	Language and Literacy, Multiple Subject	4
EDUC 426	Introductory Teaching Practices, Multiple Subject	4
EDUC 440	Intermediate Teaching Practices, Multiple Subject	4
EDUC 441	Advanced Teaching Practices, Multiple Subject	4
EDUC 491	Subject Specific Pedagogy - History, PE, and Visual/Perf Arts	4
EDUC 492	Subject Specific Pedagogy - Math and Science	4

Single Subject Candidates Only

Code	Title	Semester Hours
EDUC 427	Language and Literacy, Single Subject	4
EDUC 428	Introductory Teaching Practices, Single Subject	4
EDUC 442	Intermediate Teaching Practices, Single Subject	4
EDUC 443	Advanced Teaching Practices, Single Subject	4
Select one of the following: ¹		4
EDUC 494A	Subject Specific Pedagogy - SS Math	
EDUC 494B	Subject Specific Pedagogy - SS English	
EDUC 494C	Subject Specific Pedagogy - SS Science	
EDUC 494D	Subject Specific Pedagogy - SS History	
EDUC 494E	Subject Specific Pedagogy - SS Physical Education	
EDUC 494F	Subject Specific Pedagogy - SS Music	
EDUC 494G	Subject Specific Pedagogy - SS Spanish	
EDUC 494H	Subject Specific Pedagogy - SS Art	
EDUC 494I	Subject Specific Pedagogy - SS Health	
EDUC 494J	Subject Specific Pedagogy - SS Business	
EDUC 495	Foundations for Teaching Single Subjects	4
EDUC 497A	Introductory Supervised Teaching, Single Subject	3
EDUC 498	Advanced Supervised Teaching	6
Total Semester Hours		33

¹ Must enroll in your content area.

Option 3 – Teacher Leadership

This degree program is designed for students who seek a focus on teacher leadership. The program emphasizes teaching, coaching, and collaboration with colleagues to implement research supported practices that enhance student success. The program culminates with a capstone research project.

Core Courses

12 semester hours

Code	Title	Semester Hours
EDLD 570	Instructional Leadership	3
EDLD 572	Foundations of Educational Leadership	3
EDLD 573	Contemporary Issues in California Schools	3
EDUC 593	Assessment and Research for Educators	3
Total Semester Hours		12

Area of Concentration

33 semester hours

Selected from the credential coursework listed below:

Multiple Subject Candidates Only

Code	Title	Semester Hours
EDUC 425	Language and Literacy, Multiple Subject	4
EDUC 426	Introductory Teaching Practices, Multiple Subject	4

EDUC 440	Intermediate Teaching Practices, Multiple Subject	4	Selected from the credential coursework listed below:			
EDUC 441	Advanced Teaching Practices, Multiple Subject	4	Multiple Subject Candidates Only			
EDUC 491	Subject Specific Pedagogy - History, PE, and Visual/Perf Arts	4	Code	Title	Semester Hours	
EDUC 492	Subject Specific Pedagogy - Math and Science	4	EDUC 425	Language and Literacy, Multiple Subject	4	
EDUC 497	Introductory Supervised Teaching, Multiple Subject	3	EDUC 426	Introductory Teaching Practices, Multiple Subject	4	
EDUC 498	Advanced Supervised Teaching	6	EDUC 440	Intermediate Teaching Practices, Multiple Subject	4	
Total Semester Hours		33	EDUC 441	Advanced Teaching Practices, Multiple Subject	4	
Single Subject Candidates Only				EDUC 491	Subject Specific Pedagogy - History, PE, and Visual/Perf Arts	4
Code	Title	Semester Hours	EDUC 492	Subject Specific Pedagogy - Math and Science	4	
EDUC 427	Language and Literacy, Single Subject	4	EDUC 497	Introductory Supervised Teaching, Multiple Subject	3	
EDUC 428	Introductory Teaching Practices, Single Subject	4	EDUC 498	Advanced Supervised Teaching	6	
EDUC 442	Intermediate Teaching Practices, Single Subject	4	Total Semester Hours		33	
EDUC 443	Advanced Teaching Practices, Single Subject	4	Single Subject Candidates Only			
Select one of the following: ¹		4	Code	Title	Semester Hours	
EDUC 494A	Subject Specific Pedagogy - SS Math		EDUC 427	Language and Literacy, Single Subject	4	
EDUC 494B	Subject Specific Pedagogy - SS English		EDUC 428	Introductory Teaching Practices, Single Subject	4	
EDUC 494C	Subject Specific Pedagogy - SS Science		EDUC 442	Intermediate Teaching Practices, Single Subject	4	
EDUC 494D	Subject Specific Pedagogy - SS History		EDUC 443	Advanced Teaching Practices, Single Subject	4	
EDUC 494E	Subject Specific Pedagogy - SS Physical Education		Select one of the following: ¹		4	
EDUC 494F	Subject Specific Pedagogy - SS Music		EDUC 494A	Subject Specific Pedagogy - SS Math		
EDUC 494G	Subject Specific Pedagogy - SS Spanish		EDUC 494B	Subject Specific Pedagogy - SS English		
EDUC 494H	Subject Specific Pedagogy - SS Art		EDUC 494C	Subject Specific Pedagogy - SS Science		
EDUC 494I	Subject Specific Pedagogy - SS Health		EDUC 494D	Subject Specific Pedagogy - SS History		
EDUC 494J	Subject Specific Pedagogy - SS Business		EDUC 494E	Subject Specific Pedagogy - SS Physical Education		
EDUC 495	Foundations for Teaching Single Subjects	4	EDUC 494F	Subject Specific Pedagogy - SS Music		
EDUC 497A	Introductory Supervised Teaching, Single Subject	3	EDUC 494G	Subject Specific Pedagogy - SS Spanish		
EDUC 498	Advanced Supervised Teaching	6	EDUC 494H	Subject Specific Pedagogy - SS Art		
Total Semester Hours		33	EDUC 494I	Subject Specific Pedagogy - SS Health		
EDUC 494J	Subject Specific Pedagogy - SS Business		EDUC 495	Foundations for Teaching Single Subjects	4	
EDUC 495	Foundations for Teaching Single Subjects	4	EDUC 497A	Introductory Supervised Teaching, Single Subject	3	
EDUC 497A	Introductory Supervised Teaching, Single Subject	3	EDUC 498	Advanced Supervised Teaching	6	
Total Semester Hours		33	Total Semester Hours		33	

¹ Must enroll in your content area.

Option 4 – Inclusive Education

This degree program is designed for students who seek a focus on special education. The program emphasizes working with learners with mild/moderate special education needs and the structures that can be utilized to support such students. The program culminates with a capstone research project.

Core Courses

12 semester hours

Code	Title	Semester Hours
SPED 420	Foundations of Inclusive Education	3
SPED 430	Assessment Practices and IEP Development	3
SPED 450	Inclusive Educational Systems - Law, Behavior and Case Management	3
EDUC 593	Assessment and Research for Educators	3
Total Semester Hours		12

Area of Concentration

33 semester hours

Option 5 – Adolescent and Child Development

This degree program is designed for students who seek a focus on human development. In addition to an emphasis on the understanding of physical, intellectual, social and emotional development across the lifespan. Candidates may also select an emphasis course with a specific focus.

Core Courses

12 semester hours

Code	Title	Semester Hours
ASCD 503	Educational Psychology	3
ASCD 550	Human Development	3
Select one of the following:		
ASCD 518	Language, Reading, and Concept Development	3
ASCD 551	Studies in Attachment	

ASCD 558	Cognition and Brain Development	
EDUC 593	Assessment and Research for Educators	3
Total Semester Hours	12	
Area of Concentration		
33 semester hours		
Selected from the credential coursework listed below:		
Multiple Subject Candidates Only		
Code	Title	Semester Hours
EDUC 425	Language and Literacy, Multiple Subject	4
EDUC 426	Introductory Teaching Practices, Multiple Subject	4
EDUC 440	Intermediate Teaching Practices, Multiple Subject	4
EDUC 441	Advanced Teaching Practices, Multiple Subject	4
EDUC 491	Subject Specific Pedagogy - History, PE, and Visual/Perf Arts	4
EDUC 492	Subject Specific Pedagogy - Math and Science	4
EDUC 497	Introductory Supervised Teaching, Multiple Subject	3
EDUC 498	Advanced Supervised Teaching	6
Total Semester Hours	33	
Single Subject Candidates Only		
Code	Title	Semester Hours
EDUC 427	Language and Literacy, Single Subject	4
EDUC 428	Introductory Teaching Practices, Single Subject	4
EDUC 442	Intermediate Teaching Practices, Single Subject	4
EDUC 443	Advanced Teaching Practices, Single Subject	4
Select one of the following: ¹		4
EDUC 494A	Subject Specific Pedagogy - SS Math	
EDUC 494B	Subject Specific Pedagogy - SS English	
EDUC 494C	Subject Specific Pedagogy - SS Science	
EDUC 494D	Subject Specific Pedagogy - SS History	
EDUC 494E	Subject Specific Pedagogy - SS Physical Education	
EDUC 494F	Subject Specific Pedagogy - SS Music	
EDUC 494G	Subject Specific Pedagogy - SS Spanish	
EDUC 494H	Subject Specific Pedagogy - SS Art	
EDUC 494I	Subject Specific Pedagogy - SS Health	
EDUC 494J	Subject Specific Pedagogy - SS Business	
EDUC 495	Foundations for Teaching Single Subjects	4
EDUC 497A	Introductory Supervised Teaching, Single Subject	3
EDUC 498	Advanced Supervised Teaching	6
Total Semester Hours	33	

¹ Must enroll in your content area.

Option 6 - Teaching and Learning: Bilingual Emphasis

This degree program is designed for students who seek a focus on current issues and methodologies in bilingual/multilingual education. Because 2 core courses will be offered in Spanish, candidates who choose this pathway should be able to engage with course instruction delivered in Spanish. The program is practical in nature and focuses on

action research. It culminates in a project or paper structured to help teachers improve their instructional and leadership abilities

Core Courses

Code	Title	Semester Hours
EDUC 434	Learning About Latino Cultures	3
EDUC 435	Methodology for Primary Language Instruction in a Bilingual Environment	3
EDUC 436	Bilingualism and Bilingual Education	3
EDUC 593	Assessment and Research for Educators	3

Note: The bilingual teaching authorization requires student teaching in a bilingual classroom and demonstration of Spanish proficiency by a passing score on CSET: Spanish subtest III (test code 147.)

Area of Concentration: 33 semester hours

Selected from the credential coursework listed below:

Multiple Subject Candidates only:

Code	Title	Semester Hours
EDUC 425	Language and Literacy, Multiple Subject	4
EDUC 426	Introductory Teaching Practices, Multiple Subject	4
EDUC 440	Intermediate Teaching Practices, Multiple Subject	4
EDUC 441	Advanced Teaching Practices, Multiple Subject	4
EDUC 491	Subject Specific Pedagogy - History, PE, and Visual/Perf Arts	4
EDUC 492	Subject Specific Pedagogy - Math and Science	4
EDUC 497	Introductory Supervised Teaching, Multiple Subject	3
EDUC 498	Advanced Supervised Teaching	6

Single Subject Candidates only:

Code	Title	Semester Hours
EDUC 427	Language and Literacy, Single Subject	4
EDUC 428	Introductory Teaching Practices, Single Subject	4
EDUC 442	Intermediate Teaching Practices, Single Subject	4
EDUC 443	Advanced Teaching Practices, Single Subject	4
Must enroll in your content area		
EDUC 494A	Subject Specific Pedagogy - SS Math	
EDUC 494B	Subject Specific Pedagogy - SS English	
EDUC 494C	Subject Specific Pedagogy - SS Science	
EDUC 494D	Subject Specific Pedagogy - SS History	
EDUC 494E	Subject Specific Pedagogy - SS Physical Education	
EDUC 494F	Subject Specific Pedagogy - SS Music	
EDUC 494G	Subject Specific Pedagogy - SS Spanish	
EDUC 494H	Subject Specific Pedagogy - SS Art	
EDUC 494I	Subject Specific Pedagogy - SS Health	
EDUC 494J	Subject Specific Pedagogy - SS Business	
EDUC 495	Foundations for Teaching Single Subjects	4
EDUC 497A	Introductory Supervised Teaching, Single Subject	3
EDUC 498	Advanced Supervised Teaching	6

Other Program Components

Student Teaching Program Prerequisites

All students must complete fieldwork hours in the state of California. Student teaching candidates must complete an application and be accepted by the faculty into the student teaching sequence with the following:

Introductory Supervised Teaching Requirements:

- Certificate of Clearance or equivalent fingerprint clearance
- Demonstration of personal dispositions necessary for teaching (as outlined by the LaFetra College of Education)
- CPR for adults, infants and children
- Current TB clearance
- Verification of Basic Skills Competence as defined by the California Commission on Teacher Credentialing
- Successful completion of all pre-student teaching coursework as defined by a GPA of 3.0 or better
- Speech course or verification
- US Constitution course or passing test score
- Health Education/Nutrition/Drug Prevention/Tobacco/Sexually Transmitted Diseases Course
- Verification of Subject Matter Competence as defined by the California Commission on Teacher Credentialing

Advanced Supervised Teaching Requirements:

- Successful completion of all requirements for Introductory Supervised Teaching

Enhanced Intern Credential (Multiple/Single Subject)

Candidates will be eligible for an enhanced intern credential if he/she has successfully maintained a 3.0 GPA, completed the constitution requirement, first term coursework (EDUC 425 Language and Literacy, Multiple Subject & EDUC 426 Introductory Teaching Practices, Multiple Subject; EDUC 427 Language and Literacy, Single Subject & EDUC 428 Introductory Teaching Practices, Single Subject), basic skills requirement, subject matter competence, and has a contract in a public school. All candidates must be concurrently enrolled in EDUC 467A-467L or EDUC 497 Introductory Supervised Teaching, Multiple Subject or EDUC 497A Introductory Supervised Teaching, Single Subject or EDUC 498 Advanced Supervised Teachingto be eligible for the intern credential.

Teacher Performance Assessments

The California Teacher Assessment Program (TPA) provides teacher candidates with the opportunity to demonstrate achievement of the teaching performance expectations. The TPA consists of two tasks embedded within the student teaching experience.

Preliminary Credential Application Requirements

To apply for a preliminary credential with the state of California Commission on Teacher Credentialing, candidates must have:

- Maintained a GPA of 3.0 or better in all coursework
- Successfully completed clinical teaching requirements
- Received a B or better in EDUC 498
- Completed a bachelor's degree from a regionally accredited college or university
- Completed an "Application for Credential"
- Completed CPR Certification for Adults, Infants, and Children

- Passed all required TPAs
- Passed the RICA (Multiple Subject only)
- Must be cleared by the credential analyst for all remaining requirements
- Submit a Development/Induction Plan

Clear Credential Application Requirements

To apply for a Clear Credential with the State of California Commission on Teacher Credentialing, candidates must have completed a professional induction program through their employer within five years of the issuance date of their Preliminary Credential.

Undergraduate Undergraduate Programs

The LaFetra College of Education offers two undergraduate majors (<https://education.laverne.edu/programs/>) to help you develop the skills needed to have a positive impact on the lives of children and families. The undergraduate programs are also offered online or at one of our Southern California locations as an accelerated program for working adults.

- Child Development (BS) (p. 334)
- Child Development Minor (p. 336)
- Child Development – Integrated (BS) + (MS) (La Verne Campus Traditional Students Only) (p. 337)
- Educational Studies (BA) (p. 338)
- Educational Studies Minor (p. 338)
- Integrated Teacher Preparation Program – (BA) Educational Studies + Credential (p. 338)

Child Development (BS) Preparation

The LaFetra College of Education Child Development Program prepares students with the knowledge, skills and confidence to work effectively with infants to age 8, and families during the most critical developmental time in a child's life. Essential elements within the curriculum and program are:

- Caring and responsive relationships are the foundation of healthy human development
- Understanding developmentally , linguistically, and culturally-appropriate pedagogy
- Applying reflective practice as a tool for lifelong learning
- Culturally responsive interactions enrich and strengthen individuals, families, communities and society
- Summarizing, examining, and applying research and theory to practice.

Benefits

The benefits of a degree in Child Development is distinctive because it emphasizes the significance of the first eight years of life in relation to social, emotional, cognitive and physical development and how to establish positive and respectful relationships with families. Our program prepares students for careers in: teaching and working with infants, toddlers, preschool and transitional kindergarten through grade three,

social services, counseling, child and family advocacy, child life, and other related fields.

The Child Development Major is designed as a complete four-year program at La Verne, but it is also fully adaptable for transfer students. Multiple concentrations, including early childhood teaching, infant and toddler development, special education, kinesiology, theatre, and criminal justice allow students to pursue an avenue of study suitable to their professional goals and academic interests.

Child Development Statute of Limitations

Due to continuous changes in the field of education, admissible transfer courses must be taken within the last ten years at an accredited university or college. Additionally, courses previously taken at the University of La Verne must be no more than ten years old to be accepted into the current degree. Exceptions subject to departmental appeal.

Program Requirements

The following items are required prior to fieldwork and registering for EDUC 354P - Early Childhood Observation and Assessment Practicum.

- Clear fingerprints -FBI, DOJ, and CAI
 - Students must obtain cleared fingerprints (Department of Justice, FBI and the California Child Abuse Index Check) through the Fairplex Child Development Center. Your academic advisor will assist you through this process. A record of current immunizations must also be submitted.
- Current immunization record

Degree Requirements

Total program: 68 semester hours minimum

Prerequisite Requirements

16 semester hours

Code	Title	Semester Hours
RCS 110	College Writing A	4
RCS 111	College Writing and Research	4
EDUC 251	Principles and Practices of Teaching Young Children	4
EDUC 253	Child, Family, and Community	4
Total Semester Hours		16

Core Requirements

40 semester hours

Code	Title	Semester Hours
EDUC 254	Health, Safety & Nutrition	4
EDUC 350	Child Psychology and Development (Must be taken in residency)	4
EDUC 353	Teaching in a Diverse Society	4
EDUC 354P	Early Childhood Observation and Assessment Practicum	4
EDUC 452	Parenting Theory in Cultural Contexts (Must be taken in residency)	4
EDUC 454P	Early Childhood Student Teaching (Must be taken in residency)	4

EDUC 445	Adult Supervision and Mentoring	4
EDUC 459	Advanced Curriculum for Young Children	4
EDUC 485	Incorporating Social-Emotional Development Strategies to Create Child-Centered Environments (Must be taken in residency)	4
EDUC 499	Senior Project (Must be taken in residency)	4
Total Semester Hours		40

Concentrations

The Child Development Bachelor of Science degree (CDBS) includes several concentrations. The concentrations were developed to provide students the opportunity to choose courses that pertain to their individual career goals. Concentrations consist of three - four upper division courses (12 – 14 units). Concentrations have numerous advantages:

- CDBS students will discover how child development integrates with other areas of study
- CDBS students will find the program more applicable to their personal interests, exposing them to new pathways for working with children and families.
- CDBS students will interact with students from other majors giving them opportunities to discover new perspectives in thinking and learning.

CDBS students attending on the La Verne campus will chose one concentration from the list below. If a concentration is not chosen, the Early Childhood Teaching concentration will be assigned. Concentrations must be fulfilled in their entirety. Students may not mix concentration coursework. The concentration in Early Childhood Teaching will be assigned to CDBS students registered in our online program.

Concentration in Early Childhood Teaching

This concentration is designed for the Undergraduate Child Development student whose goal is to teach in an early childhood program that provides education, childcare, and support services for young children and their families. The Bachelor of Science in Child Development with a concentration in Early Childhood Teaching prepares students for possible employment opportunities in Early Head Start or Head Start programs, districts working with children 0-8, Regional Centers, private preschool classrooms, family daycare, afterschool programs, infant/toddler centers, and other early childhood agencies. This concentration qualifies for the Child Development Master Teacher Permit.

Code	Title	Semester Hours
EDUC 447	Infant & Toddler Curriculum	2
EDUC 448	Math for Young Children	4
EDUC 449	Early Childhood Literacy	4
EDUC 451	Infant & Toddler Development	4
Total Semester Hours		14

Concentration in Kinesiology

This concentration is designed for the Undergraduate Child Development student whose goal is to work in settings that integrate concepts of child development with concepts and practice in motor development and physical literacy. The Bachelor of Science in Child Development with a concentration in Kinesiology introduces students to concepts in movement that can be easily integrated into their work with children

in sports camps, boys' and girls' clubs, parks and recreation programs, children's gyms, extended day programs for PK-grade 5, physical education assistants, early childhood classrooms, etc.

Code	Title	Semester Hours	
KINE 323	Biomechanics	4	
KINE 380	Motor Development	4	
KINE 381	Motor Learning	4	
Total Semester Hours		12	

Concentration in Theatre

This concentration is designed for the Undergraduate Child Development student whose goal is to work in settings that integrate concepts of early childhood theories and practice with concepts of theatre production and dramatic expression. The Bachelor of Science in Child Development with a concentration in Theatre introduces students to foundational theatre concepts that can be easily integrated into their work in after-school programs, children's museums, play-therapy programs, community theatre, children's events planning, early childhood classrooms.

Code	Title	Semester Hours	
THAR 351	Directing Studio I	4	
THAR 370	Theatre and Community	4	
THAR 377	Theater and Drama Instruction for Teachers	4	
Total Semester Hours		12	

Concentration in Special Education

This concentration is designed for the Undergraduate Child Development student whose goal is to work in settings that integrate concepts of early childhood theories and practice with concepts and skills for supporting the special needs child. The Bachelor of Science in Child Development with a concentration in Special Education prepares students for possible employment opportunities in Early Head Start or Head Start programs, private preschool classrooms, family daycare, afterschool programs, infant/toddler centers, early childhood family support programs, early childhood resource centers, and other early childhood facilities. This concentration qualifies for the Child Development Master Teacher Permit.

Code	Title	Semester Hours	
EDUC 486	Intro to Early Childhood Special Education: Policies & Practices	4	
EDUC 487	Curriculum and Strategies for Children with Special Needs	2	
EDUC 451	Infant & Toddler Development	4	
EDUC 447	Infant & Toddler Curriculum	2	
Total Semester Hours		12	

Concentration in Criminology

This concentration is designed for the Undergraduate Child Development student whose goal is to work in settings that integrate concepts of early childhood theories and practice with concepts about the criminal justice system, advocacy and juvenile delinquency. The Bachelor of Science in Child Development with a concentration in Criminology introduces students to aspects of the criminal justice system that will inform students who choose to work with children and families in social work,

foster care, court appointed care-giving, child advocacy organizations, family support systems, public policy, early childhood classrooms.

Code	Title	Semester Hours
SOC 321	Juvenile Delinquency	4
SOC 326	Criminal Justice System	4
SOC 350	Law and Society	4
Total Semester Hours		12

Child Development Dual Enrollment Program- High School+ 16 Units

Total Program: 16 college units

The Child Development Dual Enrollment Program is an opportunity for high school students, 11th – 12th grade, to start taking college courses. High school students can concurrently take 16 units in child development courses that will easily transfer to the undergraduate child development program. Dual enrollment assists the students in becoming familiar with the workings of college, it expands on educational opportunities for students, and is one way to open the door to students who may not typically consider enrolling in college. The courses offered prepare students to work in early childhood centers as an Assistant Teacher or an Associate Teacher.

How does Dual Enrollment benefit the student?

- It decreases the amount of time needed to complete a Child Development Permit, or a Bachelor of Science Degree.
- We offer the foundational courses to help you earn college credit toward a degree, certificate, and/or transfer.
- Dual enrollment is associated with positive academic outcomes. For example, dual enrollment is linked to higher high school completion rates, college readiness, retention, and attendance.
- Additionally, dual enrollment improves academic outcomes of students in career-focused programs, as well as the outcomes of students historically underrepresented in higher education.

Students could earn up to 16 units of college credit working toward a child development assistant teacher permit, or a child development associate teacher permit.

Upon completion of the 16 required units—with a passing grade of a C- or better—the student would be invited to transfer to the University of La Verne. At this point, career advising, would be provided through the University. If students decide to continue in the Undergraduate Child Development Program, there are several paths to choose from.

Child Development Minor

Degree Requirements

Total semester hours: 26

Core Requirements

26 semester hours

Code	Title	Semester Hours
EDUC 251	Principles and Practices of Teaching Young Children	4
EDUC 253	Child, Family, and Community	4

EDUC 350	Child Psychology and Development (Must be taken in residency)	4	4. Completion of course assessments, TaskStream submissions, and fieldwork requirements as mandated by the college
EDUC 354P	Early Childhood Observation and Assessment Practicum	4	5. Diplomas will be issued for each degree separately upon successful completion of all degree requirements
EDUC 454P	Early Childhood Student Teaching (Must be taken in residency) ¹	4	Admission Requirements
EDUC 485	Incorporating Social-Emotional Development Strategies to Create Child-Centered Environments (must be taken in residency)	4	1. A GPA of 3.0 or more in college coursework 2. Interview with Chair of Child Development B.S. 3. Signed "Child Development Integrated B.S. + M.S. Successful Progress" agreement 4. Clear fingerprints (FBI, DOJ, and CAI) 5. Up-to-date immunization record 6. Must have received full admission to the M.S. Degree program prior to completion of 92 semester hours of the undergraduate degree
EDUC 487	Curriculum and Strategies for Children with Special Needs	2	
Total Semester Hours		26	

¹ Under the direction of the academic advisor or program chair, this course may be substituted with a different EDUC course to accommodate the student's educational and professional pathway. Students planning on advancing to the Master's in Child Life Program MUST complete EDUC 454P.

Child Development – Integrated (BS) + (MS)

The Child Development Integrated B.S. + M.S. program is designed as an accelerated four-year B.S. plus one year M.S. program at La Verne. This track is designed for students planning administrative careers in early childhood education in public or private schools, and/or social service agencies. B.S. coursework focuses on studies of the growth and development of children, as well as administrative requirements in relation to the family, school, and community. M.S. coursework focuses on brain development, cognition, attachment, and research in Child Development.

The Integrated B.S. + M.S. requires a 3.0 GPA (maintained throughout the program) a writing assessment, and a face-to-face interview with the program chair. Semester advising appointments are required throughout the first four years to monitor GPA requirements. Students who do not progress according to the requirements of the accelerated program may be counseled into the traditional Child Development B.S. program. Upon successful completion of the third year of the Child Development Integrated B.S. + M.S., students will interview with the Chair of the Child Development M.S. Program for authorization to advance to prerequisites for the M.S. portion of the program. Advancement will be determined by an interview, writing sample, current GPA, and recommendation from the B.S. program chair. All Child Development B.S. + M.S. students must obtain cleared fingerprints (Dept. of Justice, Federal Bureau of Investigation, and the California Child Abuse Index) through the Fairplex Child Development Center. A record of current immunizations must be on file. Be advised it is recommended students declare themselves as a Child Development major by the end of their freshman year.

Graduation Requirements

- Application for Graduation
- Bachelor degree requires completion of all university bachelor degree requirements. This includes the 12SH of the M.S. prerequisite requirements
- Master degree requires completion of the Bachelor Degree in Child Development and all required Master Degree courses consecutively completed

Degree Requirements

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

Prerequisites

16 semester hours

Code	Title	Semester Hours
RCS 110	College Writing A	4
RCS 111	College Writing and Research	4
EDUC 251	Principles and Practices of Teaching Young Children	4
EDUC 253	Child, Family, and Community	4
Total Semester Hours		16

B.S. Core Requirements

40 semester hours

Code	Title	Semester Hours
EDUC 254	Health, Safety & Nutrition	4
EDUC 350	Child Psychology and Development (Must be taken in residency)	4
EDUC 353	Teaching in a Diverse Society	4
EDUC 354P	Early Childhood Observation and Assessment Practicum	4
EDUC 445	Adult Supervision and Mentoring	4
EDUC 452	Parenting Theory in Cultural Contexts (Must be taken in residency)	4
EDUC 454P	Early Childhood Student Teaching (Must be taken in residency)	4
EDUC 459	Advanced Curriculum for Young Children	4
EDUC 485	Incorporating Social-Emotional Development Strategies to Create Child-Centered Environments (must be taken in residency)	4
EDUC 499	Senior Project (must be taken in residency)	4
Total Semester Hours		40

M.S. Prerequisite Requirements

Toward the end of the B.S. Child Development program, students will advance to M.S. prerequisite coursework to complete the last 12 units of the B.S. degree. The following semester the student will be admitted into the Child Development M.S. program. An additional 24 graduate level units are required to earn the M.S. degree. Students must enroll in the M.S. Child Development program the semester following the completion of the B.S. Child Development degree. M.S. units can be completed in one year with full-time enrollment in 12 units each semester.

For M.S. Requirements, see Graduate Studies section.

12 semester hours

Code	Title	Semester Hours
EDUC 445	Adult Supervision and Mentoring ¹	4
EDUC 449	Early Childhood Literacy	4
EDUC 459	Advanced Curriculum for Young Children ¹	4
Total Semester Hours		12

¹ These courses are taken as part of the undergraduate student's core requirements.

Educational Studies (BA)

This major provides students with subject matter preparation to enter the Multiple Subject Teaching Credential. It also prepares students with content knowledge for the K-6 classroom, and provides an educational foundation and core competencies for students interested in Special Education.

Educational Studies Statute of Limitations

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

Degree Requirements

Total program: 44 semester hours

Core Requirements

44 semester hours

Code	Title	Semester Hours
EDUC 306	Writing With Purpose	4
EDUC 310	Schools in Society (Must be taken in residency)	4
EDUC 325	Children's Literature	4
EDUC 330	Principles of Physical Education	4
EDUC 349	Visual and Performing Arts	4
EDUC 350	Child Psychology and Development (Must be taken in residency)	4
EDUC 385	History, Culture, & Society	4
EDUC 389	Mathematics in the 21st Century	4
EDUC 390	Science Literacy for all in the 21st Century	4
EDUC 407	Technology & Digital Literacy	4

EDUC 499D	Senior Seminar for Educational Studies Majors (Must be taken in residency)	4
-----------	---	---

Total Semester Hours	44
-----------------------------	-----------

Recommended Elective Courses

8 semester hours

Code	Title	Semester Hours
EDUC 305	Internet in the Classroom for K-12 Educators	2
EDUC 252	Childhood Learning Environments: Culture, Education and Media	4
EDUC 420	Sex, Drugs, and Health Education	2
Total Semester Hours		8

Concentration¹

(optional)

12 upper division semester hours

Completion of an approved concentration in one of the following areas: Child Development, English, Fine Arts, Human Development, Languages and Literature, Mathematics, Modern Languages, Kinesiology, Natural and Social Sciences, Special Education and Teacher Education.

¹ La Verne Campus or CAPA students only. ROC students must check with their academic advisor for availability.

Educational Studies Minor Degree Requirements

Total semester hours: 20

Code	Title	Semester Hours
EDUC 306	Writing With Purpose	4
EDUC 310	Schools in Society (Must be taken in residency)	4
EDUC 407	Technology & Digital Literacy	4
EDUC XXX	Elective approved by advisor	4
EDUC 499D	Senior Seminar for Educational Studies Majors (Must be taken in residency)	4
Total Semester Hours		20

Integrated Teacher Preparation Program – (BA) Educational Studies + Credential

(La Verne Campus traditional undergraduate students only)

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

The Integrated Teacher Preparation Program (B.A. Educational Studies + Credential) is designed as an accelerated four-year B.A/Credential program at La Verne. This track is designed for students pursuing a career in teaching in public or private schools. Coursework focuses on

content preparation for the subject matter competency and pedagogy in teacher education. The program includes student teaching experiences.

The Integrated Teacher Preparation program requires a 2.75 GPA for admission with a minimum 3.0 required for credential courses, a writing assessment, and a face-to-face interview with the program chair or designee. Students must be fully matriculated into the program by the end of the fall semester of their freshman year. Semester advising appointments are required throughout the four years to monitor progress according to the requirements of the accelerated GPA and portfolio requirements. Students who do not progress according to the requirements of the accelerated program may be counseled into the traditional B.A. Educational Studies program.

Upon successful completion of the second year of the Integrated Teacher Preparation program, students will interview with the Director of the Teacher Education program or designee for authorization to advance to prerequisites for the credential portion of the program. Advancement will be determined by an interview, current GPA (minimum 3.0 required) and recommendation from the B.A program chair. All Integrated Teacher Preparation students must obtain cleared fingerprints. *Applicable fees apply.* A record of current immunizations must be on file.

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

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

Degree Requirements

Core Courses

24 semester hours

Code	Title	Semester Hours
EDUC 306	Writing With Purpose	4
EDUC 310	Schools in Society (Must be taken in residency)	4
EDUC 350	Child Psychology and Development (Must be taken in residency)	4
EDUC 385	History, Culture, & Society	4
EDUC 407	Technology & Digital Literacy	4
EDUC 499I	Senior Seminar for the Integrated Teacher Preparation Program	4
Total Semester Hours		24

Credential Courses

33 semester hours

Code	Title	Semester Hours
EDUC 425	Language and Literacy, Multiple Subject	4
EDUC 426	Introductory Teaching Practices, Multiple Subject	4
EDUC 440	Intermediate Teaching Practices, Multiple Subject	4
EDUC 441	Advanced Teaching Practices, Multiple Subject	4
EDUC 491	Subject Specific Pedagogy - History, PE, and Visual/Perf Arts	4
EDUC 492	Subject Specific Pedagogy - Math and Science	4

PRESIDENT'S MESSAGE

A message from President Devorah Lieberman

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

Since its founding in 1891, the University of La Verne has provided a relevant, values-based education to every student. You are a valued member of our campus community whether you are a recent high school graduate, a transfer student, someone seeking an advanced or graduate degree, or an adult learner. Every faculty and staff member is committed to providing outstanding academic instruction, and aiding with scholastic and personal growth.

At the University of La Verne, we promote achievement and engagement. Just as learning is accomplished by asking questions and seeking solutions, genuine understanding comes through interaction, experience, and reflection. University of La Verne graduates take with them the ability to reason, the confidence to succeed, and the aspiration to lead.

There are nearly 83,000 successful La Verne alumni across the country and around the world, each instilled with a sense of responsibility and a desire to contribute to the advancement of their chosen professions and of society.

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

Devorah Lieberman, Ph.D.
President

RIGHTS AND RESPONSIBILITIES

Rights

Americans with Disabilities Act

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

Classroom Rights and Privileges

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

Confidentiality and Institutional Research

The University of La Verne is committed to maintaining confidentiality. Data published contains no personally identifiable information and adheres to guidelines outlined in FERPA regarding the disclosure of education records and directory information.

Crime Awareness and Campus Security Act Report

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

Drug-Free Schools and Communities Act

The University of La Verne is compliant with the "DrugFree Schools and Communities Act". The University of La Verne certifies that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. For more information visit: <https://laverne.edu/student-affairs/substance-abuse-prevention/>

Family Educational Rights and Privacy Act (FERPA)

The University of La Verne abides by the Family Educational Rights and Privacy Act of 1974 as amended. The Family Educational Rights and Privacy Act affords eligible students certain rights with respect to their educational records. An "eligible student" under FERPA is defined as a student who is 18 years of age, or older or who attends a postsecondary institution. FERPA goes into effect at the University of La Verne upon matriculation. These rights include: the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if they consider the outcome of the challenge to be unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. An educational record is defined, with certain exceptions as noted below as any record

1. which contains information that is personally identifiable to a student, and
2. is maintained by the university (school officials).

There are exceptions/limitations for students to review their own educational record. Students may not review a document that has information about other students, financial records of parents, and confidential letters of reference or recommendations to which the student has waived their right of access.

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

The University's Registrar coordinates the inspection and review procedures for student education records, which include admissions, personal, academic and financial files, cooperative education, and placement records. The Dean of Student Affairs oversees the review of records pertaining to social judicial matters.

Students wishing to review their educational records must submit a written request to the University of La Verne's Registrar listing the item(s) of interest. Records covered by FERPA will be made available within 45 days of the request. Students may have copies of their records, at their own expense, with certain exceptions (e.g., a copy of a transcript upon which a "financial hold" has been placed or copies of transcripts from other schools). Educational records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual (except temporary substitutes), law enforcement/security records, student health records, employment records, or alumni records. Health records may be reviewed by physicians of the students' choosing. In addition, students may not see financial information submitted by their parents, any confidential letters or recommendations to which they have waived their rights of inspection and review, or educational records containing information about more than one student. In the latter case, a student will be permitted access only to that part of the record which pertains to him or her.

Students who believe that their educational records contain information that is inaccurate, misleading, or otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar, either in person or in writing. If the Registrar agrees with a student's requests, the appropriate records will be amended. If not, the student will be informed and may request a formal hearing. This request must be made in writing to the Registrar who will inform the student of the date, place, and time of the hearing before a panel selected by La Verne. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of the student's choice, including attorneys, at the student's expense. Decisions of the hearing panel are final and based solely on the evidence presented at the hearing. The panel's written judgment will be delivered to all parties concerned including the student. If the decision is in favor of the student, the educational records will be corrected. If the decision is not satisfactory to the student, he or she may place statements commenting on the information or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. These statements will be placed in the student's educational records, maintained as part of those records, and released whenever the records in question are disclosed. A student who believes that the decisions of this adjudication process were unfair or not in keeping with FERPA may make a written request for assistance to the University of La Verne's President. Students

who still believe that their rights have been abridged may file complaints with the:

*US Department of Education
Family Compliance Office
400 Maryland Ave. SW
Washington, DC 20202*

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

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

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

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

FERPA does allow the following directory information to be released without student consent. The University can provide: student's name, enrollment status (full time or part time and class level), major field of study, dates of attendance, degrees and awards received, email address, permanent address, current phone number, participation in officially recognized activities, photographs, and, for student athletes, weight and height. A student wishing to withhold this directory information must complete the Privacy Request Form in La Verne's Office of the Registrar or at their Regional Campus. The privacy request will be valid until the student directs the Registrar's Office or campus of registration to remove the request.

The University of La Verne will not disclose any information from a student's educational record unless we have written consent from the student or the request meets one of the above exceptions as allowed by

FERPA. Students may obtain a Third Party Authorization Form from the Office of the Registrar or Office of Academic Advising.

Freedom of Access

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

Policy Against Discrimination and Harassment

The University of La Verne is committed to maintaining a learning, working, and living environment for students, faculty and staff that is free from discrimination and harassment based on a person's race, color, religion, national origin, ethnic origin, ancestry, citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability, medical condition, genetic characteristics, military and veteran status, or any other characteristic or status protected by applicable law. The University also prohibits discrimination and harassment based on the perception that anyone has any of these characteristics, or that anyone is associated with a person who has, or is perceived as having, any of these characteristics.

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

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

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

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

Protection Against Improper Disclosure

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

Protection of Animal Subjects

The University's Policies and Procedures for the Protection of Animal Subjects in research have been developed to comply with federal requirements and are specified in the University's Federal Assurance filed with the Office of Laboratory Animal Welfare (OLAW). Guidelines were developed in accordance with the *Guide for the Care and Use of Laboratory Animals 8th Edition (Guide-8)*, Public Health Service, OLAW, US

Department of Agriculture Animal Welfare Regulations, and, as applicable, the Code of Federal Regulations – Title 9: Animals and Animal Products. The Institutional Animal Care and Use Committee (IACUC) conducts semi-annual reviews of IACUC membership and function, IACUC records, and reporting, veterinary care, personnel qualifications and training, and occupational health and safety of personnel. The IACUC has the responsibility to determine compliance with federal guidelines regarding research with live animals, and to approve or not approve such research conducted at the University or under the sponsorship of the University. This approval must be obtained prior to the initiation of the research.

Protection of Human Participants in Research

The University of La Verne's Institutional Review Board (IRB) is responsible for protecting the rights and welfare of human subjects research conducted at or sponsored by the University of La Verne (Code of Federal Regulations, Title 45, Health and Human Services; Part 46, Protection of Human Subjects, §46.103). The IRB is a university committee that performs ethical review of proposed research involving human subjects and monitors continuing research for La Verne researchers and those wishing to conduct research on La Verne students, staff, faculty, and administration. The IRB is also responsible for providing training on the protection of human subjects in research.

Religious Academic Accommodation Policy

Consistent with our core values of diversity and inclusivity, it is the policy of the University of La Verne to provide a reasonable accommodation based on a person's sincerely held religious belief. A reasonable accommodation is one that does not conflict with reasonably necessary University goals. The person requesting the accommodation is obligated to make the University aware of the need for a religious accommodation as soon as possible and in advance of the need for the accommodation.

The most common request for academic religious accommodation concerns class attendance during the observance of major religious holy days and celebrations. It is the policy of the University to grant students excused absences from class for observance of religious holy days. Students are expected to contact faculty at the beginning of the course (within the first two weeks of class) after reviewing course syllabi for potential scheduling conflicts. Students who request an excused absence in advance shall be provided with a reasonable alternative. Examples of reasonable accommodations for student absences might include: rescheduling an exam or giving a make-up exam for the student, altering the time of a student's presentation, allowing extra credit assignments to substitute for missed class work, or arranging for increased flexibility in assignment dates. Students are responsible for satisfying all academic requirements as defined by the instructor. Faculty members are encouraged to avoid scheduling exams on major religious holidays (a calendar of religious holidays is maintained on the Office of Religious and Spiritual Life web site).

In addition to observance of religious holidays and celebrations, other areas of practice may result in a request for accommodation based on obligations related to prayer, dietary requirements, fasting, religious attire, ablution, and theological or philosophical commitments. Given the uniqueness of requests, they must be handled on a case by case basis and may involve reasonable accommodation of course content. The University Chaplain may be consulted as needed.

Grievance Procedure

In the event that agreement cannot be reached regarding a religious accommodation, the student or faculty member should bring the issue to the relevant college dean or, if necessary, to the Provost's office. In the

event that advice in resolving the issue is needed, the chairperson, dean or Provost may seek the counsel of a four-person committee chaired by the University Chaplain and including, the Chief Diversity and Inclusivity Officer, a faculty member nominated by the Senate, and a student.

Subpoenas

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

Teach-out Policy

Occasionally, the University of La Verne discontinues a degree program at a particular location or for a specific delivery modality. In such cases a formal announcement is made to all enrolled students affected by the decision describing a teachout plan with a timeline of course offerings that allows a reasonable time to completion. The University is obliged to offer all the courses and support necessary to complete the program for each student who started the program and maintained continuous enrollment in good standing. In addition, all students who have registered in a course in the program during the preceding 24 months and who will have successfully completed at least 50% of the semester hours required in the program will be offered all necessary courses to complete the degree at or near the location where they have been attending. Students who have not registered in a course within the preceding 24 months or who have not been continuously registered and completed less than 50% of the program will be advised of alternative options to the discontinued degree program. When teach-outs involve programs governed by a contractual agreement, all such agreements will be honored. The schedule for discontinuance and teach-out plan will be developed by the program chair (in consultation with the ROC Dean and Director, as appropriate) and approved by the college Dean and the Provost. The Provost will monitor implementation.

Title IX: Sex Discrimination, Harassment, and Assault

Policy on Sexual and Gender-Based Harassment, Discrimination, Retaliation, and Other Forms of Interpersonal Violence (Title IX): The University of La Verne, consisting of its ten campuses in California, wherever located (collectively, the "University"), is an institution built upon honor, integrity, trust, and respect. Consistent with these values, the University is committed to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community. The University does not discriminate based on sex or gender in any of its education or employment programs and activities. To that end, this policy prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972 ("Title IX"); Title VII of the Civil Rights Act of 1964 ("Title VII"); and/or federal and California laws. Such regulations also require the University to fulfill certain obligations under the Violence Against Women Reauthorization Act of 2013 ("VAWA"), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"), and various California laws.

The University prohibits Sexual Assault, Sexual Exploitation, Relationship Violence, Stalking, Sexual or Gender-Based Discrimination, Harassment, Complicity in the commission of any act prohibited by this policy, and retaliation against a person for the good faith reporting of any of these

forms of conduct or participation in any investigation or proceeding under this policy (collectively, "Prohibited Conduct").

These forms of Prohibited Conduct are unlawful, undermine the character and purpose of the University, and will not be tolerated. The University adopts this policy with a commitment to:

1. eliminating, preventing, and addressing the effects of Prohibited Conduct;
2. fostering the University's Community of Trust, in which Prohibited Conduct is not tolerated;
3. cultivating a climate where all individuals are well-informed and supported in reporting Prohibited Conduct;
4. providing a fair and impartial process for all parties; and
5. identifying the standards by which violations of this policy will be evaluated and disciplinary action may be imposed.

Employees or Students who violate this policy may face disciplinary action up to and including termination of employment and/or expulsion from the University. The University will take prompt and equitable action to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The University conducts continual prevention, awareness, and training programs for Employees and Students to facilitate the goals of this policy.

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

Concerns about the University's application of Title IX, VAWA, Title VII, the Clery Act may be addressed to the Title IX Manager (at title9manager@laverne.edu); the United States Department of Education, Clery Act Compliance Division (at clery@ed.gov); the United States Department of Education, Office for Civil Rights (at OCR@ed.gov or (800) 421-3481); and/or the Equal Employment Opportunity Commission at: info@eeoc.gov or (800) 669-4000.

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

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

- Guide for Reporting, Investigation and Resolution of Prohibited Conduct for Student Respondents
- Guide for Reporting, Investigation and Resolution of Prohibited Conduct for Employee Respondents
- Guide for Reporting, Investigation and Resolution of Prohibited Conduct for Third Party Respondents
- Contact & Reporting Resources
- Rights and Options for Victims of Sexual Misconduct Handout
- Reports Prohibited Conduct under this policy may be made to the University by contacting:

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

Title IX Manager: title9manager@laverne.edu

Campus Safety: 909-448-4950

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

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

A full copy of the "Policy on Sex Discrimination Involving Sexual Assault, Sexual and Gender-Based Harassment, Other Forms of Relationship Violence, and Retaliation" at: <http://laverne.edu/title-ix/>

Student Governance

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

Responsibilities

Academic Honesty

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

- a. All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.
- b. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.
- c. Deliberately supplying material to a student for purposes of plagiarism is also culpable.

When academic honesty is in question, the following may occur:

A faculty member who has clear evidence that academic honesty has been violated may take appropriate disciplinary action. Appropriate disciplinary action may include, but is not limited to:

- Requiring the student to rewrite a paper or retake a test, **or**
- Giving the student an F on the assignment and/or in the course, **or**
- Recommending expulsion for academic dishonesty.

1. If the action includes giving a course grade of NCR or F and/or a recommendation for expulsion because of academic dishonesty, the faculty member must report the action to the Department Chair and Academic Dean (or to the Campus/Program Director for off-campus students). The course grade will be given immediately to the University Registrar to record on the student's academic transcript. Students may not drop or withdraw from the course after they have been sanctioned for academic dishonesty.
2. If a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Associate Vice President of Academic Support and Retention Services or designee (through the Campus/Program Director for off-campus students). Following due process an Academic Judicial Board may be formed to investigate

the matter and make a recommendation to the Provost about whether academic honesty has been violated. The Provost will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. In this process, students may be asked to produce earlier drafts of their work and/or original notes and resources, other samples of writing, or documents deemed appropriate or necessary by the Board.

3. Grades of F or NCR received in courses due to academic dishonesty will be filed with appropriate documentation for future reference in the Office of the Provost, by the Department Chair, Academic Dean, or Campus/Program Director. Students receiving an F or NCR as a result of academic dishonesty will be sent a letter from the Associate Vice President of Academic Support and Retention Services noting that a second offense may result in expulsion.
4. Expulsion for academic dishonesty will be noted on the student's transcript by the words "Expelled for Academic Dishonesty."

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

Appeals Procedures on Academic Matters

Students may appeal final grades, academic honesty decisions, most policy decisions, and they may submit academic grievances. All must be made in a timely manner, within four weeks of the action or decision in question. **All appeals must be submitted in writing only. Administrative fees may be assessed.** Please contact Academic Support and Retention Services for more information.

Final Grades

Procedures for appealing final grades are contained in the Final Grades section of this catalog. Appeals begin with the instructor of the course and then goes successively to the program chair or department chair, the college Dean, and the Provost. The decision of the Provost is final.

Academic Honesty

Procedures for appealing academic honesty violations are contained in the Academic Honesty section of this catalog. Appeals begin with the instructor and then may be taken successively to the program chair or department chair, college Dean, and Provost. The decision of the Provost is final.

Academic Disqualification (Undergraduate)

Students who have been disqualified may not register for subsequent terms. A disqualified student may appeal for reinstatement to the Associate Vice President of Academic Support and Retention Services. An ROC student may appeal for reinstatement to the Dean of ROC. A plan to improve academic performance must be submitted and a contract signed. Appeals must be made immediately upon notification of disqualification.

Academic Disqualification (Graduate)

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

Academic Policy Exceptions

Appeals for exceptions to academic policy must be submitted to the Undergraduate Appeals Committee or the Graduate Appeals Committee. **Appeals must be made in writing within one year**, on the appropriate

appeals form, with the signatures of the academic or program advisor and appropriate course instructors. Students are advised to write a detailed statement indicating the reasons they are requesting the exception to university policy and provide supporting documentation to substantiate their reasons. Each appeal is carefully reviewed by the committee and a decision is sent to the student's La Verne email address. Students can obtain this form from the Office of the Registrar. Graduate students may obtain this form from Graduate Academic Services or their Regional Campus Office. **Appeals Committee decisions may be challenged with a written appeal to the Provost.** The decision of the Provost is final.

Appeals by Students with Disabilities

La Verne has established a set of procedures that address policy implementation for students with disabilities. Should any student desire to initiate action related to a diagnosed disability or to initiate testing for a disability, the student should refer to the Information and Accommodations Packet which can be accessed through the university website under **Disabled Student Services**.

Statute of Limitations for Academic Appeals

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

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

- All requests in reference to a **Registration, Add, or Drop** for a previous semester/term must be submitted with all supporting documentation within one (1) calendar year from the end of the semester/term being appealed.
- Exceptions may include appeals for retroactive Continuous Enrollments. Continuous Enrollment appeals will be considered on a case by case basis.

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

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

Appeals for Extension of Time to Complete expired Grades:

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

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

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

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

Major course requirements. Note: additional courses in the major may be required as prescribed by the academic program chair.

Academic Grievances

In rare instances, a student may have a grievance that cannot be addressed by any of the established appeal procedures described above. In such cases, no matter where the student studies, the grievance must be submitted to the Associate Vice President of Academic Support and Retention Services who will appoint an appeals panel, consisting of representatives from appropriate academic and/or administrative units, to review the grievance. The panel will review all documented information, including any written statement and/or phone statements that the student wishes to provide. Upon completion of the review, the appeals panel will submit its findings and recommendations to the Provost. The decision of the Provost is final.

Class Attendance

The University of La Verne Faculty believes class attendance is equally important as classroom conduct to foster successful learning and academic success. University Faculty support efforts to ensure students who are enrolled in courses are attending scheduled online or face to face sessions and are fully participating in required course activities and assignments. The University of La Verne Faculty requires regular and prompt attendance in all courses. Students who do not attend courses without prior consent of the faculty member will not be guaranteed a space in the course if the student:

1. does not attend the first week of the term/semester for a course or
2. does not comply with the online instructor's attendance requirements (e.g., logging into the online course) the first week of the term.

Students who do not attend courses or participate online as described above may be administratively dropped, at the discretion of the instructor and/or Regional Campus Director. Students who do not attend the first-class session (in class or online) may be administratively dropped, however, registration adds, drops and withdrawals are a student responsibility.

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

Attendance Policy

Students have the responsibility to drop the course from their schedule during the open registration period to be eligible for refunds per the University's refund policy schedule. This needs to be done within the open registration period to avoid a failing grade, financial obligations, or late fees. Students should refer to the class syllabus for the instructor attendance policy for every course they are registered. The instructor may assign extra work, require special examinations, or refuse to grant credit for a course based on the number of class sessions missed.

Administrative Withdrawal

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

circumstances such as illness or other documented circumstances. All refund policies and financial aid policies apply.

Administrative withdrawal is also subject to the following provisions:

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

Classroom Conduct

Instructors are responsible for presenting appropriate material in courses, and students are responsible for learning this material. Although it is a student's academic performance that is evaluated in determining grades, student conduct is important in the academic setting. Enrollment in a class may be terminated by an administrative withdrawal due to unsatisfactory conduct in the class; disrespect of an instructor, faculty member, administrator, or staff member; academic dishonesty; judicial misconduct; or sanctions. A faculty member who wishes to request that a student(s) be administratively withdrawn should inform the department chairperson, support the request with evidence that the student(s) was warned either in writing or verbally and notify the Office of Academic Advising. The Office of Academic Advising will process the Administrative Withdrawal and notify the student in writing. All refund and financial aid policies apply.

Each student is responsible for maintaining standards of academic performance established for each course in which he or she is enrolled. Only students registered in the course, University staff, and guest invited by the instructor may attend class sessions. All others, including children of registered students, will be asked to leave. If a minor child is present, both the parent and the child will be asked to leave.

Demonstration Policy

The University of La Verne is absolute in the belief of the right of free speech, and the intellectual development and self-definition of students, faculty, and staff. Demonstrations are often a part of the expression of ideas and beliefs. Experience leads us to believe that campus activities function better when there are policies to assure that demonstrations and the educational environment can exist side by side. La Verne's Demonstration Policy is as follows:

1. *Access to Buildings and Offices:* Participants may enter campus buildings for the purpose of conducting orderly and peaceful demonstrations. Exterior doorways and interior doorways that

open into the office of administrative officials, faculty, or staff or into any other essential facility or building may not be blocked. Participants may stand or sit in the hallways but may not block the hallways or stairs. Participants may not enter or occupy any room or office without the permission of the faculty or staff member or administrative official in charge of that office.

2. *Noise Level:* Noise in the building shall not be as loud as to prevent office workers from carrying on their normal business or so loud as to interfere with classes that meet in the building.
3. *Placards:* Placards used by demonstrators inside or outside the building may be made of poster board or other similar material, but not out of material of a hard substance. Placards may be carried or worn on the person, but not tacked, or nailed to trees or lampposts or to the walls and windows of the building. Placards may be affixed by tape or string and remain in place for the duration of the demonstration so long as they do not damage the structures to which they are affixed.
4. *General Conduct:* Students shall abide by the Behavior Standards of the University. Participants who are not affiliated with the University shall conduct themselves as guests and will be asked to leave the campus if their conduct is, in the judgment of University officials, disruptive or otherwise contrary to the mission of the University.
5. *Hours:* Participants in the demonstration may be present in building(s) only during the normal hours of operations (i.e., when the buildings are open for business).
6. *Amplifying Equipment:* No loudspeaker or other amplifying equipment is permitted inside or outside the building. Participants may use hand held megaphones outside the building, but these may not be connected to any type of electrical amplifying device. Electrical amplifying devices are subject to confiscation. Exceptions are not allowed.
7. *Care of University Property:* Reasonable care must be taken to reduce as much as possible any damage to University buildings and lawn and turf areas. Trash must be collected and placed into trash containers. Participants who damage University property will be subject to financial restitution.
8. *Reservations:* Student, faculty, or staff groups wishing to reserve the Quad, the Mall, or rooms for a demonstration may do so using the appropriate reservation procedures for these areas.
9. *Sanctions:* Violations of this policy will be subject to University Judicial Procedures.

Honor Code

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

Code of Student Conduct

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

policies, standards and expectations. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community standards and expectations. When a student is unable to conform their behavior to community expectations, the student conduct process may determine that the student should no longer share in the privilege of participating in the University of La Verne community.

The Code of Student Conduct process is different from criminal and civil court proceedings. Procedures and rights in student conduct are conducted with "fundamental fairness" in mind. However, they do not include the same protections of due process afforded by the courts. "Fundamental fairness", as defined within these procedures, assures a student alleged to have engaged in Student Prohibited Conduct will:

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

Questions or concerns about the Code of Student Conduct may be directed to the Dean of Students Office.

Note - The University reserves the right to make changes to this document as necessary. The Dean of Student Affairs may make minor modifications to procedure that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules, etc. The Dean of Student Affairs may also vary procedures materially with notice (on the institutional web site, with appropriate date of effect identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedure. If government regulations change in a way that impacts this document, this document will be construed to comply with government regulations in their most recent form. the most current version and the version considered in effect is available at: <https://laverne.edu/student-affairs/student-conduct/>.

A. Notice of Nondiscrimination

The University of La Verne is a coeducational university organized as a nonprofit corporation under the laws of the State of California. Its purpose is to provide education and training to prepare its students to meet the responsibilities and duties of life effectively. Consisting of its eleven campuses in California, wherever located, the University is an institution built upon honor, integrity, trust, and respect. Consistent with these values, the University is committed to providing equal access and opportunity for all members of the University community in a safe and non-discriminatory learning, living, and working environment.

In accordance with the requirements and prohibitions of Title IX of the Education Amendments of 1972 ("Title IX"), Titles VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal and California laws, the University does not discriminate on the basis of race, color, religion, national origin, ethnic origin, ancestry,

citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability, medical condition, genetic characteristics, military and veteran status, or any other characteristic or status protected by applicable law as to the admission or enrollment of any student, or its educational programs and activities; the employment of any member of the faculty or staff; the selection and treatment of volunteers or unpaid interns; or to the election of any officer or trustee of the University.

Inquiries concerning the University's equal opportunity policies, compliance with applicable laws, statutes and regulations, or the University's complaint procedures for such matters should be directed to the Title IX Manager at

1950 Third Street
La Verne, CA 91750
(909) 448-4076
email Title9Manager@laverne.edu (<https://laverne-public.courseleaf.com/rights-responsibilities/mail-to:Title9Manager@laverne.edu>)

or to the Chief Student Affairs Officer as the University's designated Section 504 coordinator at

1950 Third Street
La Verne, CA 91750
(909)448-4053

To the extent such inquiries and complaints pertain to employment-related matters, they may be directed to the Chief Human Resources Officer at

1950 Third Street
La Verne, CA 91750
(909)448- 4076

as the University's Equal Employment Opportunity Officer, Deputy Section 504 coordinator, and Deputy Title IX Manager with respect to employment matters.

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

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

Reports of bias incidents can be made using the Social Justice Incident Reporting Form.

B. Jurisdiction

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

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

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

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

This includes, but is not limited to, Student Prohibited Conduct that takes place over the phone, online, via email or other electronic mediums.

Students should be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a Student to allegations of Student Prohibited Conduct under this policy if evidence of Student Prohibited Conduct is posted online. The University of La Verne does not regularly monitor for this information but may take action if and when such information is brought to the attention of University of La Verne officials.

Non-traditional-Age and Graduate Programs

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

Classroom Conduct

Professors, Program Chair/Directors, and Academic Deans have oversight for classroom conduct. Classroom conduct may be referred, investigated and addressed under the Code of Student when the alleged behavior is significantly pervasive and/or severe such that it limits an individual's ability to participate in educational programs at the University. Classroom conduct may be referred to the Title IX Coordinator when the alleged behavior may constitute a violation of the University's "Policy on Sexual and Gender-Based Harassment, Discrimination, Retaliation and Other Forms of Interpersonal Violence" (i.e. Sexual Assault, Stalking, Sexual Exploitation, Relationship Violence, Sexual or Gender-Based Harassment and Discrimination).

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

Respondent is No Longer a Student

If the Respondent is no longer a Student, the University will minimally engage in reasonably appropriate remedial measures to impacted parties, assist the Complainant in identifying external reporting options, and take

reasonable steps to eliminate the behavior, prevent its recurrence, and remedy its effects. The University may choose conduct an Administrative Review into allegations of Student Prohibited Conduct in absentia of the Respondent.

Violations of the Law

Alleged violations of federal, state and local laws may be investigated and addressed under the Code of Student Conduct. When an offense occurs, over which the University of La Verne has jurisdiction, the University of La Verne conduct process will usually go forward notwithstanding any criminal complaint that may arise from the same incident. The University of La Verne reserves the right to exercise its authority of interim suspension upon notification that a student is facing criminal investigation and/or complaint. Interim suspensions will be in effect until an investigation into the Student Prohibited Conduct can be concluded. An interim suspension may be continued if it is reasonable to believe that a danger is posed to the community and the University of La Verne may be delayed or prevented from conducting its own investigation and resolving the allegation by the pendency of the criminal process.

C. Definitions

Complainant

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

Respondent

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

Reporter

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

Administrative Review Office

A University official authorized by the Dean of Student Affairs Office to conduct administrative reviews (i.e. investigation) into alleged violations of Student Prohibited Conduct under this policy. Administrative Review Officers receive annual trainings in conducting investigations of Student Prohibited Conduct. Administrative Review Officers serve as neutral and impartial fact finders whose role it is to conduct a thorough, reliable, prompt and fair investigation related to the alleged violation of Student Prohibited Conduct. Administrative review officers assigned to a case may not have a conflict of interest or bias for or against complainants or respondents generally or individual complaint or respondent. Administrative Review Officers will also be referred to as Investigators.

D. Reporting Options

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

Reporting to University

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

- Contacting the University's Chief Student Affairs Officer or any Staff in the Division of Student Affairs. Contact information for Staff in

the Division of Student Affairs is available on the Student Affairs webpage;

- Contacting Campus Safety at 909-448-4950; and/or
- Submitting a report on-line via the on-line reporting form. Complaints filed using this form will go to the Dean of Students Affairs and/or their designee.

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

Reporting of Sexual Misconduct (Title IX)

Reports of Sexual Misconduct as defined in the University's "Policy on Sexual and Gender-Based Harassment, Discrimination, Retaliation and Other Forms of Interpersonal Violence" (i.e. Sexual Assault, Stalking, Sexual Exploitation, Relationship Violence, Sexual or Gender-Based Harassment and Discrimination) will be addressed using the definitions, procedures and guidelines under that policy. Information on the University's "Policy on Sexual and Gender-Based Harassment, Discrimination, Retaliation and Other Forms of Interpersonal Violence" is available on the University's Title IX Webpage.

Reporting to Law Enforcement

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

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

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

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

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

Third Party Reporting to the University

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

- Contacting the University's Dean of Student Affairs or any Staff in the Division of Student Affairs. Contact information for Staff in the Division of Student Affairs is available on the Student Affairs webpage;
- Contacting Campus Safety at 909-448-4950;
- Submitting a report on-line via the on-line reporting form. Complaints filed using this form will go to the Dean of Students Affairs and/or their designee.

Anonymous Reporting to the University

Although the University encourages Students to report Student Prohibited Conduct, the University also provides a means for anonymous reporting through the University's on-line reporting form. This system will notify users (before they enter information) that all information provided

will be reported to the University for action in accordance with this Policy, and users can provide as much or as little information as they choose.

An anonymous report will be evaluated in the same manner as a report with an identified Complainant or Reporter. Once an anonymous report is submitted, it will be directed to the University's Dean of Student Affairs or designee, who will review the information provided and determine whether further action is necessary in order to protect the health and safety of affected individuals and the University community. Consistent with the provisions of the Policy and the applicable complaint and investigative procedures, the University will respond to any report, including anonymous reports, with a preliminary inquiry and assessment to determine available steps based on the nature and circumstances of any known information.

Reporting Timeframe

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

E. External Notification

Police Notification

Per AB 1433, the University of La Verne is mandated to report to local law enforcement any report of a Part 1 violent crime (i.e. willful homicide, forcible rape, robbery, or aggravated assault); sexual assault; or hate crime (acts committed because of an actual or perceived characteristic as described in section 422.55 of the California Penal Code). While reporting of acts of violence is mandated by a Campus Safety Authority, reporting of a victim's identity is not, unless the victim consents. If a victim does not consent to disclosing his or her identity, the alleged respondent's identity may not be disclosed either.

Clergy Act Reporting and Time Warnings

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

Campus Security Authorities

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

Designated CSAs include individuals with responsibilities such as student affairs/student conduct, Campus Safety, coaches, athletic directors, residence life staff, student activities staff, human resources staff, advisors to student organizations and any other official with significant responsibility for student and campus activities. The information to be

shared includes the date, the location of the incident (using Clergy location categories) and the Clergy crime category. When possible, this reporting protects the identity of the victim and may be done anonymously. In all cases, matters reported to CSAs are used as the basis for determining whether the matter represents a serious or continued threat to students and employees so as to trigger a timely warning to the university community.

Parental Notification

In accordance with Family Educational Rights and Privacy Act (FERPA), the University reserves the right to notify parents/guardians of dependent students of alcohol and/or drug violations as well as when there is a significant and articulable health and/or safety risk.

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

F. Privacy and Confidentiality

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

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

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

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

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

Privacy

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

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

Confidentiality

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

G. Interim Measures

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

- There is a threat of harm;
- A student is facing a criminal investigation and/or complaint of serious criminal activity;
- There is a need to prevent disruption of, or interference with, the normal operations of the University of La Verne;
- The behavior in question is so severe or pervasive that it may significantly impact a University community member's ability to normally participate in University life;
- There is a need to preserve University of La Verne property;
- There is a need to preserve the integrity of an investigation or Administrative Review; and/or
- To prevent further acts of Student Prohibited Conduct.

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

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

When an interim measure is supportive in nature, the directly impacted parties will be notified in writing. When an interim measure is protective in nature, involved parties whom action is taken against and/or for, will be notified in writing. Notification of protective interim measures will include

an "analysis" and rationale for the measure. Involved parties whom action is taken against and/or for, will have the opportunity to challenge/appeal the implementation of protective interim measures at any point while the protective interim measure is in place. A challenge or appeal of the interim measure made be made by submitting writing request to the assigned Administrative Review Officer(s), the Dean of Students or their designee. The request should address or provide a rationale for why the interim measure(s) is not necessary. The University will inform students about options for, available assistance in, and how to request changes to academic, living, transportation and working situations or protective measures.

The University will inform Students regarding existing counseling health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid and other services available.

Protective Measures

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

Interim Suspension

Interim suspension actions can include separation from the institution, removal from on-campus housing, housing relocation, or restrictions on participation in the community pending the resolution of a campus administrative review on the Student Prohibited Conduct. During an interim suspension, a Student may be denied access to University of La Verne housing, and/or the University of La Verne campus/facilities/events. As determined by the Dean of Student Affairs (or designee), this restriction may include classes and/or all other University of La Verne activities or privileges for which the student might otherwise be eligible.

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

- There is a threat of harm;
- A student is facing a criminal investigation and/or complaint of serious criminal activity;
- There is a need to prevent disruption of, or interference with, the normal operations of the University of La Verne;
- The behavior in question is so severe or pervasive that it may significantly impact a University community member's ability to normally participate in University life;
- There is a need to preserve University of La Verne property;

"No-Contact" Order

The University may impose a "no-contact" order between a Student and other community members (i.e. Student, Faculty, Staff), where it is determined that:

- It is in the best interest of the individuals identified to minimize contact with each other;
- There is a health and safety concern; and/or
- Contact may result in an escalation of an incident, concern or behavior.
- "No-Contact" orders establish that any communication, or form of contact, whether in person, through an intermediary, phone, cell, text, email, written correspondence, or through a social media (like Facebook) is not permitted.
- "No-contact" orders may remain in place after a resolution and without the need to have found an involved party responsible as long as the "no contact" order is intended to a) minimize health and safety concerns or b) reduce the escalation of incidents.

Persona Non-Grata Order

Persona Non-Grata (PNG) orders establish that a student is not allowed in or within 10 feet of specified University campus or other property owned or controlled by the University and/or University programs or activities, as specified.

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

"Social Probation" Order

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

Interim Hold on Student Record

The University may impose a "hold" on a student record that does not meet with an administrative review officer where it is determined that:

- there is a substantial benefit to the student's health and wellness as a result of meeting with the administrative review officer;
- there is a substantial risk to the health and safety of the student or other members of the University community that could be mitigated by having the respondent meet with the administrative review officer;
- there is a concern to the University community that could be mitigated by having the student meet with the administrative review officer.

H. Obligation to Provide Truthful Information

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

I. Retaliation

Retaliation means any adverse action taken against a person for making a good faith report of Student Prohibited Conduct or participating in any proceeding under this policy. Retaliation includes threatening, intimidating, harassing, coercing or any other conduct that would discourage a reasonable person from engaging in any process provided for and/or activity protected under this policy. Retaliation may be present even where there is a finding of "no responsibility" on the allegations of Student Prohibited Conduct. Retaliation does not include good faith actions lawfully pursued in response to a report of Student Prohibited Conduct.

J. Amnesty

An individual who participates as a Complainant, Respondent or Witness in an Administrative Review for Sexual Misconduct or allegations where violence, threat pattern, predation, and/or weapon use is indicated, may not be subject to disciplinary sanctions for a minor violations of Student Prohibited Conduct (i.e. alcohol, controlled substances, etc.) at or near

the time of the incident and in connection with the investigation, unless it is determined that the violation was egregious, including, but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty. Determination of the applicability of Amnesty will be made the Administrative Review Officer.

K. Administrative Review Process

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

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

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

Timeframe

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

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

Evidentiary Standard

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

Use of Evidence

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

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

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

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

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

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

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

Complainant/Respondent Participation

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

Witness Participation

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

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

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

Witnesses who participate in an Administrative Review are protected from retaliation, and may be afforded amnesty, as defined under the Code of Student Conduct.

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

Communication with Complainant, Respondent and Witnesses

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

Advisor Participation

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

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

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

Advisors are expected to refrain from interference with the Administrative Review and resolution. Any advisor who steps out of their role will be warned once and reminded of their role. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave the meeting, and that meeting will typically continue without the advisor present. Subsequently, the Dean of Students will determine whether the advisor may be reinstated, may be replaced by a different advisor, or whether the party will forfeit the right to an advisor for the remainder of the process.

The Investigator will provide a consent form to parties who wish to share information with their advisor. The parties must complete this form before the University is able to share information with an advisor, though parties may share the information directly with their advisor if they wish. Even with a consent form, the investigator will continue to communicate primarily with the Complainant or Respondent. Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with Third Parties, disclosed publicly, or used for purposes not explicitly authorized by the University. The University may seek to restrict the role of any advisor who does not respect the sensitive nature of the process or who fails to abide by the University's privacy expectations.

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

expected to adjust their schedule to attend University meetings when scheduled.

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

Audio/Video Recording During Investigation Process

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

Recusal of Administrative Review Officer or Appeal Officer

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

Preliminary Inquiry

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

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

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

For cases of Sexual Misconduct, the investigators will also:

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

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

Notice of Investigation

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

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

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

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

Investigation

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

- Administrative Review Officer(s) meeting with the parties (i.e. Respondent and Complainant) for the purposes of:
- Reviewing the investigation process under this policy;
- Allowing parties to present their perspective on the allegation, and respond to the allegations. The response may be in writing should the parties prefer;
- Allowing parties to present related evidence and identify possible witnesses;
- Reviewing the information and statement provided/available, only after the parties the opportunity to provide their perspective on the alleged Student Prohibited Conduct.
- Administrative Review Officer(s) interviewing all relevant witnesses and collecting all relevant evidence.
- Administrative Review Officer(s) reviewing all relevant statements and evidence with Respondent and Complainant.
- Administrative Review Officer(s) allowing each party the opportunity to suggest applicable questions they wish the Administrative Review Officer(s) to ask the other party and/or witnesses. Administrative

Review Officer may choose to edit questions or not ask them based upon their relevance or purpose.

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

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

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

Findings

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

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

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

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

For investigations related to Sexual Misconduct, the Title IX Manager will make the determination. For all other investigations of Student Prohibited Conduct, the Administrative Review Officer(s) will make the determination.

Respondent Admits to Policy Violation

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

Notification of Findings

The Administrative Review Officer(s) will inform the parties of the final determination. Notification will be made using the parties' University of La Verne email account. Once emailed, notice will be presumptively delivered.

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

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

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

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

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

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

Federal Education Rights and Privacy Act

The outcome of an investigation is part of the education record of the Respondent and is protected from release under the Federal Education Rights and Privacy Act, except under certain conditions. As allowed by FERPA, when a student is accused of a policy violation that would constitute a "crime of violence" or forcible or non-forcible sex offense, the University of La Verne will inform the Complainant of the outcome as described previously.

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

L. Sanctions and Remedies

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

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

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

- **Academic Program Re-Assignment:** Informs an individual that their behavior in an academic program or main/regional "campus" has been significantly disruptive such that their continued participation in that program will not be allowed. As such, a student may be reassigned to a different academic program (i.e. on-line) or main/regional "campus." Academic Program ReAssignment sanctions are usually accompanied by the following sanctions: University Probation, Person Non-Grata.
- **Behavioral Expectations Requirement:** Requires individuals to follow outlined behavioral expectations.
- **Community/University Service Requirements:** Requires an individual to perform community or university service as outlined in the Notification of Findings/Decision.
- **Confiscation of Prohibited Items:** Places items belonging to individual in a temporary hold until the items can be appropriately removed from campus, destroyed or turned over to law enforcement. Items eligible for removal from campus but not retrieved within 30 days of confiscation will be destroyed.
- **Educational Program/Activity:** Requires individuals to complete an educational project as specified by the Administrative Review Officer. Projects may range from planning or participation in a program, activity or project; writing a reflection paper; and/or completing an on-line course/training.
- **Fines:** Imposes a fee for the violation of a policy.
- **Hold on Student Record:** Imposes a "hold" on a Student record with the Registrar's Office. This record restricts a Student from being able to register for classes, drop classes, file or participate in graduation.
- **Housing Warning** - A warning serves as notice that a student's behavior is not within the standards established by the Code of Student Conduct. A warning also serves as notice that should the student continue to engage in Prohibited Student Conduct he/she/they may be subject to additional administrative actions including removal from on-campus housing.
- **Housing No-Contract Order:** Informs individual that they are not eligible to contract to live oncampus for a specified period. This sanction can from a semester term to up to 4 years.

- **Housing Probation:** This sanction serves to inform the student that they have engaged in behavior that has created a significant disruption to the University community. It also serves as notice that should the student continue to engage in Prohibited Student Conduct, they may be subject to further administrative action, including removal from on-campus housing. This sanction can range from a semester/term to up to 4 years. Specific duration will be specified in Notification of Findings.
- **Housing Reassignment:** Requires an individual to relocate, or move to a different room in on campus housing. Failing to relocate by the specified date may result on further administrative action including charges and holds on student records.
- **Housing Removal:** Informs an individual that their on-campus housing contract is being cancelled and as such, they will be required to vacate and remove their belongings from on campus housing facilities by a specified date. Housing Removal sanctions are usually accompanied with the following sanctions: Persona Non-Grata and University Probation. Failing to abide by removal date or move-out process may result in further administrative action including charges and holds on student records.
- **Loss of Privileges:** This sanction imposes restriction on privileges (i.e. having guests/visitors on campus on in on-campus housing) or access to buildings, areas or events normally afforded to an individual. Specific duration will be specified in Notification of Findings.
- **"No-Contact" Order:** Establishes identified individuals may not have any contact with one another.
- **Persona Non-Grata from Specified Facilities:** Instructs an individual that they are not allowed in or within 10 feet of the specified University facility(s), parking lot, space, other property owned or controlled by the University, as well as the a specified University program or event. Should the individual need to access the specified location/program for conducting official University business, they must request and receive approval from the Dean of Students prior to accessing the specified location/program. Specific duration will be specified in Notification of Findings.
- **"Persona Non-Grata" from the University:** Instructs an individual they are not allowed in or within 25 feet of all University facilities, parking lots, spaces and/or other property owned or controlled by the University as well not allowed to participate/be present at University sponsored programs or events. Should the individual need to be on University property or University sponsored program or events to conduct official University business, they must request and receive approval from the Dean of Students prior to being on University property. Being in University facilities, parking lots, spaces, other property owned or controlled by the University, as well as participating/being present in University sponsored programs or events will be considered trespassing. Individuals trespassing will be asked to leave and will be referred to local police agencies.
- **Revocation of Degree:** The University reserves the right to revoke a degree awarded from the University for fraud, misrepresentation or other violation of University policies, procedures or directives in obtaining the degree, or for other serious violations committed by a Student prior to graduation.
- **Referral:** Refers an individual to a specified person/office for the purposed of completing and assigned task by a specified date.
- **Restitution:** Requires payment for damages to property.
- **Social Probation/Eligibility Restriction:** Informs the student they are restricted from being an active member or officer in student organizations; holding a Student leadership position (i.e. RAs,

Welcome Week Leader, Student Organization Officer, etc.); and/or participating in University of La Verne programs or events, as specified. Specific duration will be specified in Notification of Findings.

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

- A "Student Conduct Action Taken" notation will be made on the individual's University of La Verne transcript.
- **Withholding Diploma:** The University may withhold a Student's diploma for a specified period and/or deny Student participation in commencement activities if the Student has an allegation pending or as a sanction if the Student is found responsible for an alleged violation.
- **Other Actions:** In addition to or in place of the above sanctions, the University may assign any other sanctions as deemed appropriate.

Abiding by Sanction or Preventative Measures

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

M. Preventative Measures

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

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

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

- **"No-Contact" Order:** Establishes identified individuals may not have any contact with one another.
- **Behavioral Expectation Requirement:** Requires individuals to engage or follow outlined behavioral expectations.
- **Loss of Privileges (Visitations):** Limits an individual from having guests on-campus or being able to visit specific residence halls, when that guest does not reside in the specific building, is not a resident of on-campus housing, and/or is not a student at the University.
- **Persona Non-Grata from Specified Facilities:** Instructs an individual that they are not allowed in or within 10 feet of the specified University facility(s), parking lot, space, other property owned or controlled by the University, as well as the a specified University program or event. Should the individual need to access the specified location/program for conducting official University business, they must request and receive approval from the Dean of Students prior to accessing the specified location/program. Specific duration will be specified in Notification of Findings.
- **"Persona Non-Grata" from the University:** Instructs an individual they are not allowed in or within 25 feet of all University facilities, parking lots, spaces and/or other property owned or controlled by the University as well not allowed to participate/be present at University sponsored programs or events. Should the individual need to be on University property or University sponsored program or events to conduct official University business, they must request and receive approval from the Dean of Students prior to being on University property. Being in University facilities, parking lots, spaces, other property owned or controlled by the University, as well as participating/being present in University sponsored programs or

events will be considered trespassing. Individuals trespassing will be asked to leave and will be referred to local police agencies.

- **Housing Reassignment:** Requires an individual to relocate, or move to a different room in oncampus housing. Failing to relocate by the specified date may result in administrative action including charges and holds on student records.
- **On Notice:** Informs individual that their behavior is of concern and while the current behavior many be a violation of prohibited conduct, continuing to engage in that behavior may result in allegations and/or findings of engaging in prohibited conduct.
- **Other Actions:** In addition to or in place of the above preventative measures, the University may assign any other preventative measures as deemed appropriate.

N. Appeals

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

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures, etc.).
- The sanctions imposed fall outside the range of sanctions the University has designated for this offense and the cumulative record of the responding party.
- To consider new evidence, unknown or unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- **Note** – Involved parties who elected not to participate in the Administrative Review or to withhold information from the Administrative Review do not have the ability to offer evidence as part of the appeal if it could have been offered during the Administrative Review. Failure to offer evidence prior to an appeal does not constitute grounds for appeal based on new evidence.
- The Appeals Officer will review the appeal request(s). The original finding and sanction and/or responsive actions will stand if the appeal is not timely or is not based on the grounds listed above, and such a decision is final. The party requesting an appeal must show that the grounds for an appeal request have been met. When any party requests an appeal, the Appeals Officer will share the appeal request with the other party. If new grounds are raised, the other party will be permitted to submit a written response to these new grounds within two days of notification. These responses or appeal requests will be shared with each party.
- Where the Appeals Officer finds that at least one of the grounds is met by at least one party, the following apply:
- Appeals are not intended to be full re-investigations/administrative reviews of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the investigation/administrative review, and pertinent documentation regarding the grounds for appeal.
- Appeals granted based on new evidence should normally be remanded to the administrative review officer(s) for reconsideration. Other appeals may be remanded at the discretion of Appeals Officer or, in limited circumstances, heard by the Appeals Officer.
- Sanctions/preventative measures imposed as the result of an investigation/administrative review are implemented as noted on the individual's decision letter.

- The Appeals Officer will render a written decision on the appeal to all parties within ten (10) business days without significant time delay between notifications for all parties.
- Once an appeal is decided, the outcome is final. Further appeals are not permitted, even if a decision or sanction is changed on remand.
- In rare cases where a procedural or substantive error cannot be cured by the original administrative review officer(s) (as in cases of bias), the Appeals Officer may recommend a new administrative review with a new administrative review officer. The results of a remand cannot be appealed. The results of a new administrative review can be appealed, once, on any of the three applicable grounds for appeals.
- In cases where the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

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

O. Complainant and Respondent Rights

Complainant Rights

- The right to investigation and appropriate resolution of all credible allegations of Student Prohibited Conduct made in good faith to University officials.
- The right to be treated with respect by University officials.
- The right to have University policies and procedures followed without material deviation.
- The right not to be pressured to mediate or otherwise informally resolve any reported Student Prohibited Conduct.
- The right not to be discouraged by University officials from reporting Student Prohibited Conduct to both on-campus and off-campus authorities.
- The right to be informed by University officials of options to notify proper law enforcement authorities, and the option to be assisted by campus officials in notifying such authorities, if the Complainant so chooses. This also includes the right not to be pressured to report.
- The right to have reports of Student Prohibited Conduct responded to promptly and with sensitivity by campus officials.
- The right to be notified of available counseling, mental health, victim advocacy, health, legal assistance, student financial aid, visa and immigration assistance, or other student services, both on campus and in the community.
- The right to notification, and assistance in, changing academic and living situations after an alleged Student Prohibited Conduct incident, if such changes are reasonably available (no formal report or investigation, campus or criminal, need occur before this option is available).
- The right to have the University maintain such accommodations for as long as necessary, and for protective measures to remain confidential, provided confidentiality does not impair the institution's ability to provide the accommodations or protective measures.
- The right to be fully informed of campus policies and procedures as well as the nature and extent of all alleged violations contained within the report.
- The right to review all relevant documentary evidence available regarding the report, subject to the privacy limitations imposed by state and federal law, prior to a determination of findings.

- The right to be informed of the names of all witnesses whose information will be used to render a finding, in advance of that finding, except in cases of compelling safety concerns.
- The right to not have irrelevant prior conduct history or incidents used in the determination of investigation.
- The right to regular updates on the status of the investigation.
- The right to have reports addressed by Administrative Review Officers who have received annual Investigator training.
- The right to preservation of privacy, to the extent possible and permitted by law.
- The right to meetings and/or interviews that are closed to the public.
- The right to petition that any University representative in the process be recused on the basis of demonstrated bias or conflict-of-interest within two business days of being notified of the identity of the Investigator(s).
- The right to bring a victim advocate or advisor of the Complainant's choosing to all phases of the investigation.
- The right to a fundamentally fair resolution, as defined in these procedures.
- The right to a decision based solely on evidence presented during the investigation. Such evidence shall be credible, relevant, based in fact and without prejudice.
- The right to be promptly informed of the outcome and sanction of the investigation in writing, without undue delay between the notifications to the parties.
- The right to be informed in writing of when a decision by the University is considered closed.

Respondent Rights

- The right to investigation and appropriate resolution of all credible allegations of Student Prohibited Conduct made in good faith to University officials.
- The right to be treated with respect by University officials.
- The right to have University policies and procedures followed without material deviation.
- The right to have reports of Student Prohibited Conduct responded to promptly and with sensitivity by campus officials.
- The right to be informed of, and have access to, campus resources for medical, health, counseling, and advisory services.
- The right to be fully informed of campus policies and procedures as well as the nature and extent of all alleged violations contained within the report.
- The right to timely written notice of all alleged violations, including the nature of the violation, the applicable policies and procedures and possible sanctions.
- The right to review all relevant documentary evidence available regarding the report, subject to the privacy limitations imposed by state and federal law, prior to a determination of findings.
- The right to be informed of the names of all witnesses whose information will be used to render a finding, in advance of that finding, except in cases of compelling safety concerns.
- The right to not have irrelevant prior conduct history or incidents used in the determination of investigation.
- The right to regular updates on the status of the investigation.
- The right to have reports addressed by Administrative Review Officer(s) who have received annual Investigator training.
- The right to petition that any University representative be recused from the resolution process on the basis of demonstrated bias and/or

conflict-of-interest within two business days of being notified of the identity of the Investigator(s).

- The right to meetings and interviews that are closed to the public.
- The right to have an advisor of their choice to accompany and assist throughout the investigative process.
- The right to a fundamentally fair resolution, as defined in these procedures.
- The right to a decision based solely on evidence presented during the investigation. Such evidence shall be credible, relevant, based in fact and without prejudice.
- The right to be promptly informed of the outcome and sanction of the investigation in writing, without undue delay between the notifications to the parties.
- The right to be informed in writing of when a decision by the University is considered closed.
- The right to be informed of the right to appeal the finding and sanction(s) of the investigation, and the procedures for doing so in accordance with standards for appeal established by the University.

P. Student Prohibited Conduct

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

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

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

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

- Abuse of Administrative Review Process & Retaliation
- Alcohol
- Alteration of Premises
- Animals/Pets
- Appliances (Housing)
- Assault
- Bullying and Cyberbullying
- Care of Common Areas & Property (Housing)
- Care of Rooms (Housing)
- Concealment & By-Standing
- Dangerous Behavior
- Discrimination
- Disruptive Behavior
- Drugs & Controlled Substances
- Election Tampering
- Failure to Comply
- Falsification & False Accusations
- Fire Safety & Hazards
- Furniture

- Gambling
- Gatherings (Housing)
- Guest/Visitors
- Harassment
- Hazing
- Improper Room Transfer (Housing)
- IT & Acceptable Use
- Keys & Locks
- Lewd Behavior
- Parking
- Posting
- Projectiles
- Quiet Hours & Noise (Housing)
- Relationship Violence
- Safety & Security
- Sexual Assault
- Sexual Contact
- Sexual Exploitation
- Sexual or Gender Based Harassment
- Smoking
- Soliciting
- Sports Related Activities
- Stalking
- Theft & Stolen Property
- Trademark
- Trespassing & Restricted Access
- Vandalism
- Weapons, Firearms, Explosives
- Wheeled Device

Reports of Student Prohibited Conduct may be submitted at: https://cm.maxient.com/reportingform.php?UnivofLaVerne&layout_id=5 (https://cm.maxient.com/reportingform.php?UnivofLaVerne&layout_id=5).

Q. Revisions & Updates

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

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

Students are provided a copy of this policy annually in the form of an email with a link to the University of La Verne website where this information is available. Students are responsible for having read and abiding by this policy.

SEARCH COURSES

Welcome to La Verne Course Search

Use the search panel on the left to find courses of interest and related course information.

STUDENT SERVICES AND ATHLETICS

Student Services

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

Division of Student Affairs

Juan Regalado, Chief Student Affairs Officer
<https://laverne.edu/student-affairs/>

Active Military, Veterans & Military Connected

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

1860 Third Street
La Verne, Ca.
<https://laverne.edu/military> (<https://laverne.edu/veterans>)
<https://laverne.edu/veterans>

Associated Students of the University of La Verne (ASULV)

ASULV is the governing body representing and advocating for the traditional undergraduate student body on the main campus.
<https://laverne.edu/student-life/asulv/>

Campus Activities Board (CAB)

CAB, the Campus Activities Board, coordinates a variety of social activities throughout the academic year. Activities include concerts, movie nights, multicultural events, and other major social events on campus for both residential and commuter students.
<https://laverne.edu/student-life/campus-activitiesboard/>

Center for Multicultural Services (CMS)

CMS creates opportunities for learning, exploring, deconstructing and celebrating diversity and inclusion as it impacts students and the global community. The CMS supports the dedicated space of the Center which allows for students to convene, engage, organize, collaborate, and print copies. The CMS also hosts the winter and spring cultural graduation celebrations, supports and collaborates with cultural clubs and organizations, provides campus wide residential human relations/diversity retreats, hosts numerous student diversity related training and initiatives, as well as other campus-wide diversity initiatives on campus, including the Black student services initiative.
<https://laverne.edu/multicultural> (<https://laverne.edu/multicultural/>)

Clubs and Organizations

The Office of Student Life recognizes a range of academic, religious, cultural, and special interest clubs and organizations that are active at the La Verne Campus.
<https://laverne.edu/student-life/clubs/>

Commencement Services

The Office of Commencement Services provides information on the Winter and Spring ceremonies.
<https://laverne.edu/commencement> (<https://laverne.edu/commencement/>)

Counseling and Psychological Services (CAPS)

Counseling and psychological services are available from September through May free to all undergraduates and for a nominal fee to graduate, CAPA, and College of Law students.
<https://laverne.edu/counseling> (<https://laverne.edu/counseling/>)

Dining Services

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

Emergency Student Loans

Emergency Student Loans are available to eligible students in the Financial Aid Office.
<http://laverne.edu/financial-aid/>

Greek Life

The University has national and local fraternities and sororities. Although distinct and unique organizations, the fraternities and sororities are centered around the core principles of sisterhood and brotherhood, leadership, philanthropy and community service, scholarship, and social activities and events.
<https://laverne.edu/student-life/greek-life/>

Health Services

The Student Health Center provides medical services and consultation for students covered by our student health insurance plan. Prior to entrance, a Physical Examination Form and Immunization Record is recommended. These forms can be found on the following website:
<https://laverne.edu/health> (<https://laverne.edu/health/>)

Housing and Residential Life

On-Campus housing is available to all students (undergraduate, graduate, CAPA, & Law). Residence Halls are located on the Main Campus. The mission of the Housing and Residential Life program is to partner with students living on-campus to create a learning environment where students feel they are part of the university, are engaged in productive citizenship, and expand their potential. For more information on the on-campus experience, including how to apply, please visit:
<https://laverne.edu/housing> (<https://laverne.edu/housing/>)

Leadership Education and Development (LEAD)

The LEAD program offers support, theory, and practical skills training through workshops and retreats aimed at traditional undergraduate students interested in leadership.
<https://laverne.edu/student-life/leadership-opportunities/>

New Student Orientation and Parent Orientation

Orientation includes a variety of programs geared to help students and their families make a successful transition to college life at the University of La Verne and it generally takes place the weekend before classes begin.

<https://laverne.edu/orientation> (<https://laverne.edu/orientation/>)

Office of International Services and Engagement

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

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

Sara & Michael Abraham Campus Center (ACC)

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

Student Outreach and Support

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

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

The Abraham Veteran Students Success Center (AVSSC) enhances the veteran student's academic and co-curricular experiences through advocacy, assistance, and by creating or providing access to the programs, services, events and policies designed to assist the veteran student with transitioning from military to civilian status while successfully achieving their educational goals. The AVSSC is located at

1860 Third Street
La Verne, CA 91750
<https://laverne.edu/veterans/>

Academic Resources

Accessibility Services

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

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

Career Center

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

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

The Office of First Generation & Peer Mentoring

The Office of First Generation & Peer Mentoring provides support for first generation college students to learn, connect and engage successfully in a university setting. Through the Office of First Generation & Peer mentoring, students receive support through mentorship, parental

involvement and self-reflective processes, as well as academic, personal and professional development programs and workshops.

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

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

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

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

Other Services and Activities

Bookstore

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

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

Campus Safety and Transportation

The University maintains its own security department to patrol the campus 24 hours a day, seven days a week. It is the central repository for all lost and found property.

<http://myportal.laverne.edu/web/campus-safety> (<http://myportal.laverne.edu/web/campus-safety/>)

Honors Scholarship Advisement

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

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

Office of Civic and Community Engagement (OCCE)

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

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

Office of Religious and Spiritual Life

This office provides religious and spiritual programming for the campus community. The University Chaplain coordinates a variety of activities,

including faith-specific programs, as well as interfaith and multi-religious opportunities. This office is dedicated to religious diversity with a commitment to acceptance, mutual respect, awareness and dialog.
<https://laverne.edu/chaplain/>

Sports Science and Athletics Pavilion

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

Study Abroad Office

The Study Abroad Office provides information and coordinates semester-long study abroad programs for La Verne Students. It also provides information about short term study tours offered by La Verne faculty.
<http://laverne.edu/abroad/>

Summer Service

This program provides an opportunity for Main Campus undergraduate students to learn through service during summer.
<https://laverne.edu/chaplain/summer-service/>

The Washington Center

Students may intern, study, and earn La Verne credit at the Washington Center in the nation's capital. Internships are available in every undergraduate major. The Study Abroad Office provides information about and coordinates the university's program in Washington, D.C.
<https://t2c.edu/>

Athletics

Go Leos!!!

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

In the highly competitive Southern California Athletic Conference also known as the "SCIAC", our women compete in basketball, cross country, golf, soccer, softball, swimming & diving, indoor and outdoor track & field, volleyball, and water polo. Our men compete in baseball, basketball, cross country, football, golf, soccer, swimming & diving, indoor and outdoor track & field, and water polo. In addition to fine facilities and equipment, the athletic department is staffed with highly qualified and enthusiastic coaches, certified athletic trainers, and our athletes are trained by the National Strength Coach of the Year in the NCAA.

As mentioned earlier, the University of La Verne is a member of the Southern California Intercollegiate Athletic Conference (SCIAC) and National Collegiate Athletic Association (NCAA). SCIAC members include ourselves as well as the California Institute of Technology, California Lutheran University, Chapman University, Claremont-Mudd Scripps, Occidental College, Pomona-Pitzer Colleges, University of Redlands, and Whittier College. In addition, it is our mission at La Verne to compete against the best regional and national institutions available to provide our teams the best Division III experience we can find.

Student Athletic Eligibility

To maintain full compliance with NCAA Division III and Southern California Intercollegiate Athletic Conference standards, full-time traditional undergraduate students, admitted through the Office of Admissions, shall be eligible for participation in intercollegiate athletics at the University of La Verne. For continued participation, a student must be enrolled in a minimum full-time academic program and be making satisfactory progress toward a degree as defined by the institution. Freshmen student-athletes are eligible during their first full academic year of attendance at the University of La Verne. Thereafter, a minimum of 24 semester hours must be completed during the previous two full time semesters prior to participation. A transfer student-athlete, in order to participate and maintain satisfactory progress in the second semester of attendance, must have successfully completed a minimum of twelve units in the first semester at the University of La Verne. January interterm and summer units completed may be calculated once with either the fall or the spring term total in the determination of satisfactory progress. In the event a student-athlete has eligibility remaining following completion of his/her undergraduate degree at the University of La Verne, the student may participate as a graduate student in intercollegiate athletics if he/she meets all requirements for participation as defined by the institution and NCAA guidelines. Undergraduate students in their final semester taking less than full time hours and graduate students participating in intercollegiate athletics are required to purchase a student health insurance plan through Student Accounts even if the athlete has a personal insurance policy.

UNDERGRADUATE & GRADUATE CERTIFICATES

College of Business and Public Management (CBPM)

College of Arts and Sciences (CAS)

LaFetra College of Education (LFCE)

In support of the University of La Verne's Core Value of Life Long Learning, each college has a selection of certificates from which students can choose. The intent of the certificate is to promote intellectual curiosity and support the importance of lifelong learning. Each certificate is designed to allow students the option to apply for admission to the University of La Verne's attached degree program. All courses offered as part of a certificate are designated as degree applicable.

Students who would like additional information about each of the certificates listed are invited to contact the colleges listed above.

Registration

Admitted students are eligible to enroll in the certificate program to which they are admitted. Refer to the Registration section of this catalog for deadlines and procedures.

Financial Aid

Students who are admitted to the certificate program only are not eligible to apply for Financial Aid with the exception of the Paralegal Certificate Program. Students who are concurrently matriculated to the degree program and the attached certificate are eligible to apply for Financial Aid as a degree seeking student. Students admitted to the Paralegal Studies Certificate Program are eligible to apply for Financial Aid.

Completion

Upon completion of required courses for the certificate as stated in the catalog, the Program/Department Chair will notify the Office of the Registrar. The Office of the Registrar will post the completion of the certificate to the student academic record.

Graduate Certificates Application Requirements

Applicants may apply to any certificate program with the exception of the Paralegal Certificate program through the non-degree application. (<https://admissions.laverne.edu/register/nondegreeapp/>) Applicants for the Paralegal Certificate program may apply through the university's application for admission (<https://admissions.laverne.edu/apply/>) and submit the corresponding application requirements.

Financial Aid Eligibility

Students who are admitted to the certificate program only are not eligible to apply for Financial Aid with the exception of the Paralegal Certificate Programs.

Program Offerings

Certificates

- Accounting Certificate (p. 365)
- Early Childhood Special Education Added Authorization (p. 365)

- Finance Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/finance/>)
- Health Services Certificates (p. 366)
- Human Resource Management Certificate (p. 367)
- Information Technology Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/information-tech/>)
- International Business Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/international-business/>)
- Management and Leadership Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/management-leadership/>)
- Marketing Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/marketing/>)
- Nonprofit Management Certificate (p. 366)
- Organizational Leadership Certificate (p. 367)
- Spanish Bilingual Bicultural Counseling Certificate (p. 367)
- Supply Chain Management Certificate (<https://laverne-public.courseleaf.com/undergraduate-graduate-certificates/graduate-certificates/supply-chain-cert/>)
- Teacher Leadership Certificate (p. 367)

Accounting Certificate

Code	Title	Semester Hours
BUS 501	Corporate Accounting and Reporting I	3
BUS 502	Corporate Accounting and Reporting II	3
BUS 505	Accounting for Specialized Entities	3
BUS 506	Auditing Standards & Practices	3
BUS 508I	Federal Taxation Concepts and Practices - Individual	3
BUS 509	Cost Accounting	3

Early Childhood Special Education Added Authorization

The Early Childhood Special Education Added Authorization is a 12 unit, 3 course program. Students admitted into the program have a current Special Education credential, preliminary or professional clear. This authorization is added to the current special education credential and allows the education specialist to teach children with special needs birth through 5 years of age, including early intervention and special education preschool settings. The courses are online, and project/competency based. Once students are admitted to the program, students register for the courses in either the fall or spring semesters, and complete the courses asynchronously and independently. There is fieldwork assigned with each course. Students may register for all three courses in one semester, or take the three courses in two semesters. Once all the competencies for a course have been successfully completed, the student may begin the next course, if the student has registered for the course. Grades are awarded at the end of each semester. If registering for the program over two or more semesters, the first course is SPED 555 Characteristics of Infants, Toddlers, and Preschoolers with IFSPs and IEPs.

Required Courses

12 semester hours

Code	Title	Semester Hours
SPED 555	Characteristics of Infants, Toddlers, and Preschoolers with IFSPs and IEPs	4
SPED 556	Collaborating with Families of Young Children with Special Needs	4
SPED 557	Infant/Preschool Assessment and Instruction	4
Total Semester Hours		12

Nonprofit Management Certificate

This program emphasizes the human dimensions associated with leading and managing nonprofit organizations. All courses in this program can apply to the MSLM program, if desired. The admissions requirements for the certificate are identical to those for the MSLM program.

Required Courses

18 semester hours

Code	Title	Semester Hours
MGMT 520	Leadership: Theory and Practice	3
One MGMT course from M.S. core courses		3
Select four of the following:		12
MGMT 530	Managing Nonprofits	
MGMT 531	Marketing for Nonprofits	
MGMT 532	Effective Fundraising	
MGMT 533	Accounting & Compliance for Nonprofits	
MGMT 534	Grant Writing for Public and Private Funding	
Total Semester Hours		18

Health Services Certificates

Certificate in Health Services Management

This certificate is designed for individuals with managerial experience in a different industry who want to make a career move into the healthcare industry into a general management role.

Requirements: 18 semester hours

Code	Title	Semester Hours
Choose 6 of the following courses:		18
HSM 500	Management & Organizational Theory & Practice	
HSM 501	Current Trends and Issues in Health Services	
HSM 502	Financial and Cost Analysis	
HSM 520	Strategic Planning and Management in Health Service Organizations	
HSM 534	Program Evaluation in Health Services	
HSM 571	Management of Clinical and Financial Information	

HSM 590	Selected Topics
HSM 598	Field Work/Internship

Certificate in Health Services Marketing and Business Development

This certificate is designed for individuals with marketing and business development experience in a different industry who want to use that experience to make a career move into the healthcare industry.

Requirements: 18 semester hours

Code	Title	Semester Hours
Choose 6 of the following courses:		18
HSM 501	Current Trends and Issues in Health Services	
HSM 520	Strategic Planning and Management in Health Service Organizations	
HSM 523	Management of Organizational Innovation	
HSM 532	Budgeting and Cost Control	
HSM 571	Management of Clinical and Financial Information	
HSM 583	Marketing and Business Development	
HSM 598	Field Work/Internship	

Preparing for U.S. Medical Residency/Fellowship Certificate

Requirements: 6 semester hours

This two-course certificate provides career development and organizational leadership tools for those seeking U.S. medical residency or fellowship opportunities.

Code	Title	Semester Hours
HSM 587	Fundamentals of Healthcare Leadership	3
HSM 588	Medical Career Development Practicum	3

Management & Leadership for Physicians & Nurses Certificate

Requirements: 15 semester hours

This certificate is for practicing clinical personnel who desire an increasing role in leadership and management in a healthcare setting.

Code	Title	Semester Hours
Required Courses		
HSM 500	Management & Organizational Theory & Practice	3
HSM 587	Fundamentals of Healthcare Leadership	3
Three courses from the following:		
HSM 520	Strategic Planning and Management in Health Service Organizations	
HSM 562	Human Resource Management in Health Service Organizations	
HSM 540	Legal Issues in Health Service Organizations	

HSM 571	Management of Clinical and Financial Information
HSM 588	Medical Career Development Practicum

PPS 534	Bilingual Educational Theories	3
PPS 573	Counseling Diverse Populations	3
Total Semester Hours		12

Human Resource Management Certificate

All courses in this certificate can apply to the MSLM program, if desired. The admissions requirements for the certificate are identical to those for the MSLM program.

Required Courses

18 semester hours

Code	Title	Semester Hours
MGMT 522	Human Resource Management	3
MGMT 525	Management of Diversity	3
MGMT 526	Training and Development	3
MGMT 529	Seminar in Human Resource Management	3
MGMT 554	Negotiations and Collective Bargaining	3
One MGMT course from M.S. Core Courses		3
Total Semester Hours		18

Organizational Leadership Certificate

Code	Title	Semester Hours
MGMT 520	Leadership: Theory and Practice	3
MGMT 521	Ethics and Decision-Making	3
MGMT 523	Organizational Theory and Development	3
MGMT 569	Conflict Management and Organizational Change	3
Two of the Following:		
MGMT 525	Management of Diversity	3
MGMT 556	Building Partnerships; Creating Coalitions	3
MGMT 582	Managing Groups and Teams	3
MGMT 590	Selected Topics in Leadership and Management	3

Spanish Bilingual Bicultural Counseling Certificate

The Spanish Bilingual Bicultural Counseling certificate requires twelve semester hours. Professional practitioners or graduate candidates not enrolled in the Educational Counseling program may apply for entry into the SBBC courses. Candidates must complete all admission requirements, including satisfying a Spanish language assessment. Contact the Director for information.

Director: Adonay Montes

Required Courses

12 Semester Hours

Code	Title	Semester Hours
PPS 532	The World of Immigrant Students	3
PPS 533	Counseling Latino Immigrant Youth and Families	3

Teacher Leadership Certificate

This program is designed for experienced and successful teachers who wish to develop the expertise to teach, coach, and collaborate with their colleagues to implement research supported practices that enhance student success. Some may aspire to become principals. Others may desire to remain in the classroom, performing leadership roles.

Required Courses

12 semester hours

Code	Title	Semester Hours
EDLD 570	Instructional Leadership ^{1,2}	3
EDLD 572	Foundations of Educational Leadership ^{1,2}	3
EDLD 575	Advanced Curriculum Studies ¹	3
EDLD 579	Professional Development Strategies ¹	3
Total Semester Hours		12

¹ Applies toward M.Ed. with concentration in Instructional Leadership.

² Applies toward Preliminary Administrative Services Credential.

Culminating Project: Capstone Portfolio

Capstone Portfolio

Transitional Kindergarten Certificate (TK)

The Transitional Kindergarten (TK) Certificate will fulfill the child development units required for the newly passed law based on Transitional Kindergarten Senate Bill 837. The law states that a credentialed (or preliminary credentialed) teacher must have 24 units of early childhood education or child development to teach transitional kindergarten in a California school district.

The University of La Verne Child Development Program's Transitional Kindergarten Certificate is designed to provide preliminary and credentialed K - 8 teachers with upper division units that cover the knowledge, skills, and strategies to teach effectively in a transitional kindergarten classroom. Courses are designed around the California Learning System which includes Foundations and Framework and the alignment of the California preschool Learning Foundations with California Content and Common Core State Standards.

Upon completion of the TK certificate, students may exercise an option to transfer 21 certificate units to a Master's degree.

Course Delivery

The TK certificate is comprised of 6 courses (24 units) delivered fully online. The term for each course is 8 weeks. It is possible to complete the TK certificate in as little as one year. Each course is four (4) upper-division, transferable units delivered through the Child Development Program of the Education and Teacher Development Department.

Required Courses

24 semester hours

Code	Title	Semester Hours
EDUC 480TK	Development of the Young Child	4
EDUC 481TK	Transitional Kindergarten Observation and Assessment	4
EDUC 482TK	TK Childhood, Family, and Community Relationships	4
EDUC 483TK	TK Childhood Language and Literacy Development	4
EDUC 484TK	TK Childhood Math and Science Development	4
EDUC 485TK	TK Childhood Social-Emotional Learning and Development	4
Total Semester Hours		24

Undergraduate Certificates

Application Requirements

Applicants for the Paralegal Certificate program may apply through the university's application for admission (<https://admissions.laverne.edu/apply/>) and submit the corresponding application requirements.

Financial Aid Eligibility

Students who are admitted to the certificate program only are not eligible to apply for Financial Aid with the exception of the Paralegal Certificate Programs.

Programs Offered

Certificates

- Computer Coding Certificate (p. 368)
- Cybersecurity Certificate (p. 368)
- Honors Program Participation Certificate (p. 368)
- Paralegal Studies Certificate (p. 369)
- Publishing Certificate (p. 369)
- Systems Engineering Certificate (p. 369)
- Website and Internet Applications Development Certificate (p. 370)

Computer Coding Certificate

Five of the most in-demand programming Languages: C++, C#, Java, PHP, and Python are the right tools that can be used to build anything are introduced. Students could use one of their favorite programming languages to create a game, mobile app, animation, or an application program by taking either CMPS 379 Java or CMPS 480 Distributed Internet Computing as part of the certificate.

Chair: Seta Whitby

Certificate Program Manager: Ray Ahmadnia

Required Courses

25 semester hours

Code	Title	Semester Hours
CMPS 260	Introduction to Linux	1
CMPS 320	Internet Apps Development	4
CMPS 372	Introduction to Python Programming	4
CMPS 378	C# Programming	4
CMPS 379	Java	4
CMPS 385	Data Structures	4
CMPS 480	Distributed Internet Computing	4
Total Semester Hours		25

Cybersecurity Certificate

The Certificate is designed for students pursuing professional employment in information security. The recipients will acquire the basic skills needed for an entry-level career in cybersecurity. This Certificate meets all the mandatory **Knowledge Units (KU)** requirements of the Committee on National Security Systems (CNSS) standard for Information Systems Security Professionals (CNSS4011).

Chair: Seta Whitby

Certificate Program Manager: Seta Whitby

Required Courses

21 semester hours

Code	Title	Semester Hours
CMPS 260	Introduction to Linux	1
CMPS 327	Discrete Mathematics	4
CMPS 368	Principles of Computer Networks	4
CMPS 369	Local Area Networks	4
CMPS 366	Programming in C	4
or CMPS 371	Assembly Language	
CMPS 420	Cybersecurity	4
Total Semester Hours		21

Honors Program Participation Certificate

This certification of completion is designed as an alternative path for students to participate in the academic and co-curricular benefits of the Honors Program. Designed mostly for transfers, this certification specifically benefits those with a restrictive path towards graduation.

Core Requirements

6 semester hours

Code	Title	Semester Hours
HONR 205	Global Ideas I: Multiethnic American Literature and Philosophy	4
or HONR 215	Global Ideas II: Post-Colonial/Modern Identity, Representation, and Space	
HONR 499	The World is Our Neighborhood	2
Total Semester Hours		6

Electives

8 semester hours

Code	Title	Semester Hours
Select eight semester hours from the following:		8
HONR 370	Honors Colloquium I	
HONR 380	Honors Colloquium II	
HONR 301	Literature Interdisciplinary Seminar	
HONR 302	Philosophy and Religion Interdisciplinary Seminar	
HONR 303	Mass Media Interdisciplinary Seminar	
HONR 304	History Interdisciplinary Seminar	
HONR 305	History of Fine Arts Interdisciplinary Seminar	
HONR 306	Inter-Area Humanities Interdisciplinary Seminar	
HONR 311	Behavioral Science Interdisciplinary Seminar	
HONR 312	Political Science Interdisciplinary Seminar	
HONR 313	Economics Interdisciplinary Seminar	
HONR 314	Inter-Area Social and Behavioral Science Interdisciplinary Seminar	
HONR 331		
HONR 321	Life Science Interdisciplinary Seminar	
HONR 322	Physical Science Interdisciplinary Seminar	
HONR 341	Quantitative Reasoning Interdisciplinary Seminar	
HONR 351	Creative and Artistic Expression Interdisciplinary Seminar	
HONR 361	Lifelong Fitness Interdisciplinary Seminar	
Total Semester Hours		8

Paralegal Studies Certificate

The American Bar Association has approved this program for the education of paralegals. Paralegals work under the supervision of an attorney or perform work for which an attorney is responsible. Paralegals do not practice law nor give legal advice. Admission requirements are a bachelor's degree or 60 semester hours (including a minimum of 18 in general education) from a regionally accredited college or university. The general education must include at least three semester hours in college-level English composition and 15 hours from at least three of the following academic areas: social and behavioral science, English composition and literature, foreign language, mathematics, humanities, natural science, appreciation or history of the arts. Students at the University of La Verne in any major may earn a certificate. See the department for details.

Contact Person: Carolyn Bekhor

Requirements

32 semester hours

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

Code	Title	Semester Hours
LS 301	American Legal Studies	4
LS 304	Legal Research and Writing	4
LS 311	Law Office Computer Applications	2

LS 355	Advanced Research & Writing	2
LS 365	Litigation I	4
LS 368	Litigation II	4
LS 380	Torts	4
LS 390	Contracts	4
LS 490	Paralegal Internship & Ethics	4
Total Semester Hours		32

Publishing Certificate

The certificate of completion in Publishing prepares students to work in numerous publishing-related fields through targeted training across multiple disciplinary platforms. Students will understand the processes of publishing in the fields of journalism, copy-editing, literary publishing, and coding/web design.

Contact Person: Sean Bernard

Required Courses

22 semester hours

Code	Title	Semester Hours
JOUR 100	News Reporting	4
JOUR 115	News Editing	2
JOUR 315	Syntax and Grammar for the Professional Writer	4
CWRT 305	Literary Magazine Staff	2,2
CWRT 304	Advanced Fiction Writing	4
or CWRT 324	Advanced Non-Fiction Writing	
CMPS 218	Publishing on the Web I	4
or JOUR 318	Survey of Multi-Media	
Total Semester Hours		20

Systems Engineering Certificate

The *Systems Engineering Certificate Program* provides the key skills and knowledge essential for successful systems engineering in today's rapidly changing environment. Systems Engineering utilizes a combination of product development and service delivery fundamentals including project management techniques and keen business skills. This 17 semester hour certificate is focused toward development and management of complex systems. This program focuses on practical applications of proven methods for eliciting customer needs and requirements, defining robust system architectures and designs, effectively verifying and validating the operation of the system that meet cost, schedule, and performance goals. All requirements must be completed within three (3) years after the student enrolls in the first course.

All courses in this certificate can apply to the B.S. in Computer Science Program with Information Science Concentration, if desired.

Chair: Seta Whitby

Certificate Program Manager: Seta Whitby

Required Courses

17 semester hours

Code	Title	Semester Hours	
CMPS 370	Seminar	1	the alignment of the California preschool Learning Foundations with California Content and Common Core State Standards.
CMPS 375	Systems Analysis and Design	4	Upon completion of the TK certificate, students may exercise an option to transfer 21 certificate units to a Master's degree.
CMPS 392	Project Management	4	
CMPS 410	Management Information Systems	4	
CMPS 491	Systems Architecture	4	
Total Semester Hours		17	

Website and Internet Applications Development Certificate

This Program in Website and Internet Applications Development (WIAD) prepares students to design, create and administer interactive websites and applications that utilize client and server side programming technologies. This program has a particular value in industry where it is used as a currency in the Website and Internet Apps Development. This certificate is for students interested in application development fundamentals understanding the development process for building and deploying desktop and mobile websites, and password protected database driven applications. All requirements must be completed within three (3) years after the student enrolls in the first course. All courses in this certificate can apply to the B.S. in Computer Science Program with the Internet Programming Concentration, if desired.

Chair: Seta Whitby

Certificate Program Manager: Jozef Goetz

Required Courses

24 semester hours

Code	Title	Semester Hours
CMPS 218	Publishing on the Web I	4
CMPS 319	Publishing on the Web II	4
CMPS 320	Internet Apps Development	4
CMPS 378	C# Programming	4
CMPS 480	Distributed Internet Computing	4
CMPS 481	Mobile Applications Development	4
Total Semester Hours		24

Transitional Kindergarten Certificate (TK)

The Transitional Kindergarten (TK) Certificate will fulfill the child development units required for the newly passed law based on Transitional Kindergarten Senate Bill 837. The law states that a credentialed (or preliminary credentialed) teacher must have 24 units of early childhood education or child development to teach transitional kindergarten in a California school district.

The University of La Verne Child Development Program's Transitional Kindergarten Certificate is designed to provide preliminary and credentialed K - 8 teachers with upper division units that cover the knowledge, skills, and strategies to teach effectively in a transitional kindergarten classroom. Courses are designed around the California Learning System which includes Foundations and Framework and

Course Delivery

The TK certificate is comprised of 6 courses (24 units) delivered fully online. The term for each course is 8 weeks. It is possible to complete the TK certificate in as little as one year. Each course is four (4) upper-division, transferable units delivered through the Child Development Program of the Education and Teacher Development Department.

Required Courses

24 semester hours

Code	Title	Semester Hours
EDUC 480TK	Development of the Young Child	4
EDUC 481TK	Transitional Kindergarten Observation and Assessment	4
EDUC 482TK	TK Childhood, Family, and Community Relationships	4
EDUC 483TK	TK Childhood Language and Literacy Development	4
EDUC 484TK	TK Childhood Math and Science Development	4
EDUC 485TK	TK Childhood Social-Emotional Learning and Development	4
Total Semester Hours		24

UNDERGRADUATE GRADUATION REQUIREMENTS

Traditional Undergraduate Students

Baccalaureate Goals

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

Every student from the University of La Verne will graduate with:

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

Baccalaureate Degree Requirements

General Requirements

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

General Education Requirements

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

Residency Requirement

Students must enroll in and successfully complete 44 semester hours of course work at the University of La Verne. At least 16 semester hours of the residency hours must be at the upper division level in the major. Students who declare a minor must have at least 16 semester hours of coursework completed in the minor at the University of La Verne. All traditional age undergraduate students on the main campus who have reached senior standing may transfer no more than 16 of the last 32 units; remaining units must be earned in residence.

Active-duty service members and their adult family members (spouse and college-age children) who enroll and petition for graduation at the University of La Verne under the SOC agreements, the University will limit academic residency to twenty-five percent or less of the degree requirements. There is no "final year" or "final semester" residency requirement for these students under this agreement. Academic residency can be completed at any time while active-duty service members and their family members (spouse and college-age children) are enrolled at the University of La Verne. Reservists and National Guardsmen who enroll at the University of La Verne under the SOC agreements and who are on active-duty are also covered in the same manner.

Upper Division Requirement

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

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

GPA Requirements

To qualify for graduation, the student must have a minimum La Verne GPA and a cumulative GPA of 2.00 or better, in the major, minor (if declared), and overall. The Programs section of this catalog lists any additional departmental GPA requirements. Refer to the Academic Information to find information in regards to graduating with Honors.

Course Grade Requirements

For the purpose of fulfilling elective requirements and general education requirements other than Written Communication, a course in which a D or D+ was received will be counted only if the course was taken at the University of La Verne. A grade of C- or better is required to fulfill the Written Communication general education requirement, to count toward an academic major or minor, or to advance to the next course in the ESL program. The grade of C- is also the minimum acceptable grade for prerequisites for undergraduate courses as well as for undergraduate prerequisite courses in the major. All major courses must be taken for a letter grade.

Senior Seminar/Culminating Activity Requirement

All undergraduate students of the University of La Verne must register for and complete their major/concentration senior seminar or major-designated culminating course in residence at the University of La Verne.

Minimum Number of Semester Hours

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

Degree Completion Date

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

Commencement Participation Policy

The University of La Verne holds commencement ceremonies in spring term. A candidate may be cleared for spring commencement upon successful completion of all degree and program requirements in the preceding fall term, or they have enrolled in final courses in January Intersession or spring term. A candidate may also qualify to participate upon showing proof of enrollment in final courses or requirements during the following summer term. Cleared candidates may only participate in one ceremony for each earned degree. Commencement participation does not constitute graduation. The University Registrar defines graduation as the completion of all degree requirements upon acceptance of passing grades and the posting of the degree completion date on the student academic record. Candidates who need proof of degree completion with an actual completion date may purchase an official transcript.

General Education Requirements – Bachelor's Degree Programs

Philosophy

General Education at the University of La Verne has two primary objectives:

1. to communicate the central values of the University as expressed in its Mission Statement, and
2. to expose students to the traditional liberal arts fields of study. It provides students with the knowledge, skills, and attitudes crucial to student success in the 21st century world and workplace.

For each General Education requirement, acceptable courses are marked with a GE attribute in the La Verne Course Catalog, located on MyLaVerne, and shown below in parenthesis. One "course" is defined as a minimum of two semester hours, and no course can be used to meet more than one General Education requirement. Students may take a maximum of two (2) courses in their major and a maximum of one (1) course in their minor to also fulfill their General Education requirement.

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

1. Critical Skills
 - a. Written Communication A (**LVWA**)¹ 1 course
 - b. Written Communication B (**LVWB**)¹ 1 course
 - c. Oral Communication (**LVOC**) 1 course
 - d. Quantitative Reasoning (**LVQR**) 1 course
 - e. Lifelong Wellness (**LVLW**) 1 course
2. Areas of Knowledge
 - a. Humanities (**LVHU**) 2 courses

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

Art History/Appreciation, Communications, English/Literature, History, 2nd Semester of College Level Foreign Language (required for selected majors), Music History/Appreciation, Philosophy/Religion, Theatre History/Appreciation, Humanities, General Studies
 - b. Social Sciences (**LVSS**) 2 courses

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

Anthropology, Economics, Geography, Political Science, Psychology, Sociology
 - c. The Natural World

Life Science (**LVLS**) 1 course
Physical Science (**LVPS**) 1 course
 - d. Creative Expression (**LVCE**) 1 course

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

Art, Music, Photography, Theatre, Creative Writing, Communication (Video)
3. The La Verne Experience: The La Verne Experience is centered on integrating the curriculum through learning communities, connecting classroom theory to real-world practices, and infusing Community Engagement throughout the educational experience. Students satisfy this requirement by taking:
 - a. Diversity, Equity, and Inclusion (**LVDI**) 1 course
 - b. University Values (**LVUV**) 1 course
 - c. Community Engagement (**LVCS**) 1 course
 - d. University Reflection (**LVUR**) 1 course

Some majors require foreign language as part of the Humanities requirement. Students meet this requirement by completing, transferring in, or testing out of second semester college-level foreign language as one of their two Humanities requirements.

¹ Minimum grade of C- fulfills the requirements for College Writing A and College Writing B.

The following majors require foreign language: Anthropology, Art History, Digital Media, Communications, Creative Writing, Criminology, French, History, International Business and Language, International Studies, Journalism, Liberal Arts, Philosophy, Political Science, Religion, Religion and Philosophy, Social Science, Sociology, Spanish, Rhetoric and Communication Studies, and Studio Art. Students whose first language is not English and who successfully pass (C- or better) RCS 109 Academic Writing for Multilingual Students Intro to Expository Writing, RCS 110

College Writing A, or RCS 111 College Writing and Research will have their Foreign Language requirement waived.

The following general education areas can be fulfilled through certification:

certification: Written Communication, Quantitative Reasoning, Foreign Language, Creative and Artistic Expression, Community Service, and Lifelong Wellness. Certifications do not carry course credit. However, students certified in Written Communication or Community Service have the option of paying the course challenge fee and receiving course credit. Students who wish to meet a requirement through certification should contact the appropriate department for information.

Writing Requirement for Undergraduate International Students: An International student who has been accepted into an undergraduate program by demonstrating English competency as described in the Admissions section of this catalog, but who has not passed a transferable course in written composition equivalent to RCS 110 College Writing A, Written Communication A, must have scores on file in the Admissions Office from one of the following proficiency tests before registration for his or her first semester at La Verne: the iBT (TOEFL), the SAT, the IELTS or ELS Language Centers level 112. This includes students who are transferring from other institutions in the United States. If the test scores indicate that the student is below RCS 110 College Writing A level, they will be placed into RCS 109 Academic Writing for Multilingual Students with Studio during the first semester at the University of La Verne and continue instruction in RCS 110 College Writing A and RCS 111 College Writing and Research in the following semesters. Fall admitted freshmen are expected to register in Written Communication A (RCS 110 College Writing A) as part of FLEX Learning Communities; spring admitted freshmen should register in Written Communication A (RCS 110 College Writing A) based on placement. Advanced Placement or International Baccalaureate scores will earn elective credit. Advanced Freshmen who transfer a college course that earns Written Communication credit should consult with the Office of Academic Advising for appropriate placement.

The Bachelor's Degree Major

Students may choose an established departmental or interdepartmental major, or they may design a major of their own with faculty advisement and approval. A major consists of not less than 40 semester hours of which at least 24 must be upper division. No more than 16 semester hours may be required beyond this as prerequisites. The Adult Learner student must select a structured major and can only choose from those offered at a regional campus. A concentration in a major is available in selected departments. A concentration requires a student to complete a minimum of 12 upper division semester hours or greater, none of which may be used to fulfill requirements in other concentrations or majors. Available concentrations are listed in the Programs section of this catalog. Concentrations are noted on the transcript.

Freshmen are strongly encouraged to declare a major at point of entry, but must declare a major prior to enrollment in their junior year. Transfer students with junior standing at point of entry must declare a major. All students who reach junior status may not change their declared major to undeclared major. Undeclared students with junior standing will not be allowed to register for classes or make changes to their course schedules until they declare a major. All students are encouraged to discuss and explore their proposed declaration of major with an academic advisor and Career Services. All major declarations must be made at the advising office of the student's campus.

No course, whether a prerequisite, core requirement, elective or culminating requirement can be applied toward a major unless a grade

of C- or better was earned. A course in which CRD was received cannot be applied. Some seniors are required to pass a set of comprehensive examinations in their major(s) and/or complete a senior project/seminar.

Bachelor's Degree Double Majors

The University of La Verne permits students to pursue a double major. Students who desire to double major should make this decision early and meet with the advisors of both majors. The minimum requirements for graduation with two majors are as follows:

1. Completion of all the requirements in both majors.
2. In cases where there is no duplication of major requirements, completion of a minimum of 80 semester hours in the two fields (40 semester hours in each major), of which 48 semester hours (24 semester hours in each) must be at the upper division level.
3. In cases where there are overlapping upper division major requirements (not including prerequisite requirements), completion of additional upper division electives in the fields equal to the number of overlapped courses.

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

Second Bachelor's Degree

A student already holding a bachelor's degree may earn an additional bachelor's degree by satisfying the requirements of that degree in residence, general education, and upper division course work. To satisfy the residency requirement for the second bachelor's degree, a student must complete a minimum of 44 additional semester hours at the University of La Verne of which 16 must be upper division. The major, general education, and upper division requirements in effect at the time of matriculation for the second bachelor's degree must also be completed, but courses taken for the first degree may be applied to the second. Students who desire to earn a second bachelor's degree must apply through the traditional undergraduate program or through the CAPA program.

Bachelor's Degree Minors

Students may declare a minor in a second field upon the approval of the appropriate academic department, if the student has completed 20 semester hours of upper division work in the minor, or 24 semester hours in the minor of which 16 are upper division, or 30 semester hours in the minor of which 12 are upper division. Students who declare a minor must have at least 16 semester hours of coursework completed in the minor at the University of La Verne. Individual departments may require specific courses and/or additional work for the minor as specified in the Undergraduate Programs section of this catalog. Courses declared as part of the major (not including prerequisite requirements) cannot be applied toward the minor. No course can be applied toward a minor unless a grade of C- or better was received. A course in which a grade of CRD was received cannot be applied to a minor.

Adding a Major/Minor/Concentration after Degree Posting

Students can add a major, minor, or concentration after their degree has been officially posted to their transcript. Students must contact the appropriate Program Chair/Department Chair to declare their intent to add the major/minor/concentration following the current catalog requirements. Once the student has the approval of the Program Chair/Advisor, he/she must also complete an Application for Graduation in

the Office of the Registrar. This will allow the Office of the Registrar to monitor completion of the added major/minor/concentration, and update the student record to allow registration. A fee will not be charged for this application. Upon completion, the Program Chair/Department Chair must notify the Office of the Registrar, at which time the added major/minor/concentration will be noted on the student's official transcript along with the completion date. The additional program will be indicated as an event separate from the original degree. The diploma will not be revised.

Associate of Arts Degree in General Studies Program

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

Posthumous Awards

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

Adult Learner Undergraduate Students

Baccalaureate Goals

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

Every student from the University of La Verne will graduate with:

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

Baccalaureate Degree Requirements

General Requirements

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

meet with their academic advisors each semester or term in preparation for registration. Students are encouraged to develop academic course plans in consultation with their academic advisors to make satisfactory and timely degree completion. Students are encouraged to consult with academic advisors to jointly design plans and track progress that balance completion of general education and major courses.

General Education Requirements

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

Residency Requirement

Students must enroll in and successfully complete 44 semester hours of course work at the University of La Verne. At least 16 semester hours of the residency hours must be at the upper division level in the major. Students who declare a minor must have at least 16 semester hours of coursework completed in the minor at the University of La Verne.

Active-duty service members and their adult family members (spouse and college-age children) who enroll and petition for graduation at the University of La Verne under the SOC agreements, the University will limit academic residency to twenty-five percent or less of the degree requirements. There is no "final year" or "final semester" residency requirement for these students under this agreement. Academic residency can be completed at any time while active-duty service members and their family members (spouse and college-age children) are enrolled at the University of La Verne. Reservists and National Guardsmen who enroll at the University of La Verne under the SOC agreements and who are on active-duty are also covered in the same manner.

Upper Division Requirement

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

GPA Requirements

To qualify for graduation, the student must have a minimum La Verne GPA and a cumulative GPA of 2.00 or better, in the major, minor (if declared), and overall. The Programs section of this catalog lists any additional departmental GPA requirements. Refer to Academic Information to find information in regards to graduating with Honors.

Course Grade Requirements

For the purpose of fulfilling elective requirements and general education requirements other than Written Communication, a course in which a D or D+ was received will be counted only if the course was taken at

the University of La Verne. A grade of C- or better is required to fulfill the Written Communication general education requirement, to count toward an academic major or minor. The grade of C- is also the minimum acceptable grade for prerequisites for undergraduate courses as well as for undergraduate prerequisite courses in the major. All major courses must be taken for a letter grade.

Senior Seminar/Culminating Activity Requirement

All students of the University of La Verne must register for and complete their major/concentration senior seminar, or culminating activity at the University of La Verne.

Minimum Number of Semester Hours

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

Degree Completion Date

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

General Education Requirements for the Adult Learner

Philosophy

General Education at the University of La Verne has two primary objectives:

1. to communicate the central values of the University as expressed in its Mission Statement, and
2. to expose students to the traditional liberal arts fields of study.

It provides students with the knowledge, skills, and attitudes crucial to student success in the 21st century world and workplace.

For each General Education requirement, acceptable courses are marked with a GE attribute in the La Verne Course Catalog, on MyLaVerne, and shown below in parenthesis. **One "course" is defined as a minimum of 2 semester hours, and no course can be used to meet more than one General Education requirement.** Students may take a maximum of two courses in their major and a maximum of one course in their minor to fulfill their General Education requirement. The University of La Verne is dedicated to broad integrated knowledge and appreciation of the liberal arts. Students satisfy this requirement by taking:

1. Critical Skills
 - a. Written Communication A (**LVWA**)¹ 1 course
 - b. Written Communication B (**LVWB**)¹ 1 course
 - c. Oral Communication (**LVOC**) 1 course
 - d. Quantitative Reasoning (**LVQR**) 1 course
2. Areas of Knowledge

a. Humanities and/or Creative Expression (**LVHU and/or LVCE**) 3 courses

Students may take any combination of 3 Humanities and/or Creative Expression courses to fulfill this requirement.

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

Art History/Appreciation, Communications, English/Literature, History, 2nd Semester of College Level Foreign Language (Required for selected majors), Music History/Appreciation, Philosophy/Religion, Theatre History/Appreciation, Humanities, General Studies

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

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

b. Social Sciences (**LVSS**) 2 courses

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

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

c. The Natural World

Life Science (**LVLS**) and/or Physical Science (**LVPS**) 2 courses

Students may take any combination of 2 Life and/or Physical Science courses to fulfill this requirement.

d. Elective (**LVEL**) 1 course

The elective can be any course from Critical Skills or the Areas of Knowledge, an interdisciplinary course (INTD) or a course from the College of Business and Public Management, the LaFetra College of Education or the Legal Studies or Computer Science programs, provided the course is not used to fulfill a requirement in the student's declared major(s). Additionally, the elective excludes: remedial, prerequisite and supplemental courses for the student's declared major; baccalaureate-level vocational course-work, first-semester foreign language, AP, IB, CLEP, Dantes, and any other competency examination. Electives can be any course that comes from regionally accredited institutions that are baccalaureate level, and where students earn a C- or better grade.

3. The La Verne Experience

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

1. Diversity, Equity, and Inclusion (**LVDI**) 1 course
2. University Values (**LVUV**) 1 course
3. Community Engagement (**LVCS**) 1 course
4. University Reflection (**LVUR**) 1 course

Some majors require foreign language as part of the Humanities requirement. Students meet this requirement by completing, transferring in, or testing out of second semester college-level foreign language as one of their two Humanities requirements.

¹ Minimum grade of C- fulfills the requirements for College Writing A and College Writing B.

The following majors require foreign language: Anthropology, Art History, Communications, Creative Writing, Criminology, Digital Media, French, History, International Business and Language, International Studies, Journalism, Liberal Arts, Philosophy, Political Science, Religion, Religion and Philosophy, Social Science, Sociology, Spanish, Rhetoric and Communication Studies, and Studio Art. Students whose first language is not English and who successfully pass (C- or better) RCS 109 Academic Writing for Multilingual Students Intro to Expository Writing, RCS 110 College Writing A, or RCS 111 College Writing and Research will have their Foreign Language requirement waived.

The following general education areas can be fulfilled through certification: Written Communication, Quantitative Reasoning, Foreign Language, Creative and Artistic Expression, Community Service, and Lifelong Wellness. Certifications do not carry course credit. However, students certified in Written Communication or Community Service have the option of paying the course challenge fee and receiving course credit. Students who wish to meet a requirement through certification should contact the appropriate department for information.

The Bachelor's Degree Major

A major consists of not less than 40 semester hours of which at least 24 must be upper division. No more than 16 semester hours may be required beyond this as prerequisites. The adult learner student must select a structured major and can only choose from those offered at his/her Regional Campus. A concentration in a major is available in selected departments. A concentration requires a student to complete a minimum of 12 upper division semester hours or greater, none of which may be used to fulfill requirements in other concentrations or majors. Available concentrations are listed in the Programs section of this catalog. Concentrations are noted on the transcript.

No course, whether a prerequisite, core requirement, elective or culminating requirement can be applied toward a major unless a grade of C- or better was received. A course in which CRD was received cannot be applied. Most seniors are required to pass a set of comprehensive examinations in their major(s) and/or complete a senior project/seminar.

Bachelor's Degree Double Majors

The University of La Verne permits students to pursue a double major. Students who desire to double major should make this decision early and meet with the advisors of both majors. The minimum requirements for graduation with two majors are as follows:

1. Completion of all the requirements in both majors.
2. In cases where there is no duplication of major requirements, completion of a minimum of 80 semester hours in the two fields (40 semester hours in each major), of which 48 semester hours (24 semester hours in each) must be at the upper division level.
3. In cases where there are overlapping upper division major requirements (not including prerequisite requirements), completion of additional upper division electives in the fields equal to the number of overlapped courses.

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

Second Bachelor's Degree

A student already holding a bachelor's degree may earn an additional bachelor's degree by satisfying the requirements of that degree in residence, general education, and upper division course work. To satisfy

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

Bachelor's Degree Minors

Students may declare a minor in a second field upon the approval of the appropriate academic department, if the student has completed 20 semester hours of upper division work in the minor, or 24 semester hours in the minor of which 16 are upper division, or 30 semester hours in the minor of which 12 are upper division. Individual departments may require specific courses and/or additional work for the minor as specified in the Undergraduate Programs section of this catalog. Courses declared as part of the major (not including prerequisite requirements) cannot be applied toward the minor. No course can be applied toward a minor unless a grade of C- or better was received. A course in which a grade of CRD was received cannot be applied to a minor.

Adding a Major/Minor/Concentration after Degree Posting

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

Associate of Arts Degree in General Studies Program

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

Posthumous Awards

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

Associate Degree for Transfer (ADT)

Students, who earn an Associate in Arts for Transfer (AA-T) or an Associate in Science for Transfer (AS-T) degree from a California Community College, can transfer their degree in total to the University of La Verne. Students will automatically be credited as meeting the University of La Verne General Education requirements with the exception of the La Verne Experience requirement of Diversity, Equity, and Inclusivity LVE 100, University Values LVE 200 (or an approved course), Community Engagement LVE 305 (or an approved course), and University Reflection LVE 400 in residence. Lower division major requirements will be credited if the transfer degree program is deemed similar to a corresponding major program at the University of La Verne. Students must remain in the corresponding major program for the bachelor's degree. Students who transfer the ADT should be able to graduate in 2 years. This assumes a student follows the degree pathway plan created for the student at the time of advising.

Fulfilling La Verne General Education via Transfer Work

In order to earn a bachelor's degree from the University of La Verne, all students must complete La Verne's General Education requirements. General Education is comprised of three components: Critical Skills, Areas of Knowledge and the La Verne Experience. Students may transfer course work to fulfill requirements/courses in the Critical Skills and Areas of Knowledge; however, all students are required to complete the La Verne Experience requirement of of Diversity, Equity, and Inclusivity LVE 100, University Values LVE 200 (or an approved course), Community Engagement LVE 305 (or an approved course), and University Reflection LVE 400 (or an approved course) in residence.

La Verne Experience

The **La Verne Experience (LVE)** is a holistic approach designed to introduce students to the University of La Verne (ULV) core values. In addition, LVE integrates curricular, co-curricular, and community engagement activities that promote best practices in higher education. All students are expected to complete the Bachelor's Degree within four years.

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

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

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

LVE 305 Learning Through Community Service: Learning through Community Service furthers student mastery of the university values of lifelong learning and community engagement. This course is typically taken during the third-year and may be satisfied by completing a stand-

alone LVE 305 or passing a major-specific course designated with the LVE 305 (LVCS) attribute. All stand-alone LVE 305 courses are 2-unit courses with the exception of specially approved January Term and Summer Service LVE 305 courses. Please note that even 1-unit LVE 305 courses still have the same 20 hours of unpaid community service requirement.

LVE 400 Senior GE Capstone: LVE 400 Senior GE Capstone furthers student mastery of the university values of ethical reasoning as well as diversity and inclusivity. This course is typically taken during the fourth-year and may be satisfied by completing a stand-alone LVE 400 Senior GE Capstone or by passing a major-specific course designated with the LVE 400 Senior GE Capstone (University Reflection) attribute.

CATALOG A-Z INDEX

FACULTY INDEX

A

Dr. Paul Abbondante

College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Dr. Ahmad Abu Shanab

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Natural Science Division, Computer Science

Dr. Ray Ahmadnia

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Natural Science Division, Computer Science

Dr. Jacquelyn Allen

LaFetra College of Education
LaFetra College of Education, Educational Counseling, MS, School Psychology, MS

Thomas Allison

College of Arts and Sciences
Academic Advisors, Legal Studies

Dr. Paul Alvarez

College of Health and Community Well-Being
Academic Advisors, College of Health and Community Well-Being, Kinesiology, BS, University Management Council

Dr. Gitty Amini

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, History and Political Science, International Studies Institute

Dr. Leticia Arellano

College of Health and Community Well-Being
Academic Advisors, College of Health and Community Well-Being, Marriage and Family Therapy, MFT, Psychology, BS, La Verne Academy

Joanne Ashcroft

Emeriti

Michele Assael-Shafia

College of Law, Lewis Center for Entrepreneurship Advisory Board

Nicholas Athey

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Sociology and Anthropology

Jermond Awkward

College of Health and Community Well-Being
College of Health and Community Well-Being, Physician Assistant Practice, MS

B

Dr. Kent Badger

College of Business and Public Management

College of Business and Public Management, Public and Health Administration

Aaron Baker

College of Health and Community Well-Being
Academic Advisors, College of Health and Community Well-Being, Psychology, BS

Robert Barrett Esq.

College of Business and Public Management
College of Business and Public Management, Marketing and Law

Dr. John Bartelt III

LaFetra College of Education
LaFetra College of Education, Educational Studies, BA

Dr. Jane Beal

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, English

Dr. Felicia Beardsley

College of Arts and Sciences
Academic Advisors, La Verne Academy, College of Arts and Sciences, Sociology and Anthropology, Cultural and Natural History Collections

Dr. William Bearley

Emeriti

Devin Beasley

LaFetra College of Education, Single Subject Credential, Teacher Education, MA

Ms. Jean Beaulieu

Emeriti

Dr. Suzanne Beaumaster

College of Business and Public Management
College of Business and Public Management, Public Administration, Public and Health Administration

Karen Beavers

Wilson Library

Dr. Amber Bechard

LaFetra College of Education
LaFetra College of Education, Center for Neurodiversity, Learning, and Wellness, Inclusive Education Mild-Moderate Education Specialist Credential, Teacher Education, MA

Dr. Mehdi Beheshtian-Ardakani

College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Ms. Juline Behrens

Emeriti

Ms. Carolyn Bekhor

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Legal Studies

Ms. Valerie Beltran

LaFetra College of Education
LaFetra College of Education, Multiple Subject Credential, Special Emphasis, MEd, Teacher Education, MA

Shannon Benine

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Photography

Ms. Donna Bentley

Wilson Library
Wilson Library

Mr. Sean Bernard

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Modern Languages, Creative Writing, Spanish, Writing Program, La Verne Academy

Dr. Jean Bjerke

Emeriti

Amy Blandford

LaFetra College of Education
LaFetra College of Education, Child Development, BS

Daniel Bonilla

College of Health and Community Well-Being
Kinesiology, BS, College of Health and Community Well-Being

Dr. Christian Bracho

LaFetra College of Education
LaFetra College of Education, Single Subject Credential, Special Emphasis, MEd, Teacher Education, MA, Teaching, MA

Allyson Brantley

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, History and Political Science

Dr. Roswitha Brooks

Emeriti

Dr. Christine Broussard

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Natural Science Division, Biology

Holly Buckley

LaFetra College of Education
Child Development, BS, Educational Studies, BA, LaFetra College of Education

Dr. Ngoc Bui

College of Arts and Sciences
Academic Advisors, La Verne Academy, College of Arts and Sciences, Office of the Dean (College of Arts and Sciences), Psychology, BS, University Management Council

Dr. Jeffery Burkhart

College of Arts and Sciences, Emeriti, College of Arts and Sciences, Natural Science Division, Biology, Emeriti

Dr. C.Robert Burns

Emeriti

Kristine Butterly

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Rhetoric and Communication Studies

C**Dr. Joseph Cabrera**

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Sociology and Anthropology

Jennifer Cady

Wilson Library

Dr. Daniel Campana

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Religion and Philosophy

Dr. Yingxia Cao

College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Dr. Elena Capraroiu

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Gender and Sexuality Studies, Modern Languages, Spanish

Micaela Castillo

College of Health and Community Well-Being
Kinesiology, BS, College of Health and Community Well-Being

Dr. David Chappell

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Natural Science Division, Physics, Mathematics, Physics and Computer Science

Amtul Chaudry

College of Arts and Sciences
College of Arts and Sciences, Natural Science Division, Physics, Mathematics, Physics and Computer Science

Dr. Adham Chehab

College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Caroline Chizever Esq.

College of Business and Public Management
College of Business and Public Management, Marketing and Law, Regional and Online Campuses, Regional Campus - Burbank

Yeri Cho

College of Business and Public Management
College of Business and Public Management, Management and Leadership

Dr. Douglas Chun

College of Business and Public Management
College of Business and Public Management, Management and Leadership

Dr. Alfred Clark

College of Arts and Sciences
Arts and Humanities Division, University Management Council, International Studies Institute, College of Arts and Sciences

Dr. Brian Clocksin

College of Arts and Sciences
 Academic Advisors, College of Arts and Sciences, Kinesiology, BS,
 University Management Council

Dr. William Cook
 Emeriti

Dr. Margaret Courtney
 College of Arts and Sciences
 Academic Advisors, College of Arts and Sciences, Sociology and
 Anthropology

Valerie Cummings
 College of Arts and Sciences
 Academic Advisors, College of Arts and Sciences, Communications

D

Dr. Yousef Daneshbod
 College of Arts and Sciences
 Academic Advisors, College of Arts and Sciences, Natural Science
 Division, Mathematics, Mathematics, Physics and Computer Science

Dr. Stacey Darling-Novak
 College of Arts and Sciences
 Academic Advisors, Biology, College of Arts and Sciences

Mr. Christopher Davis Jr.
 College of Law

Dr. Sharon Davis
 College of Arts and Sciences
 Academic Advisors, College of Arts and Sciences, Sociology and
 Anthropology

Yvonne Davis
 Emeriti

Dr. Jessica Decker
 LaFetra College of Education
 LaFetra College of Education, Multiple Subject Credential, Special
 Emphasis, MEd, Teaching, MA, Teacher Education, MA

Sheila DeGraw
 Emeriti

Ali Dehghan
 College of Business and Public Management
 College of Business and Public Management, Data Analytics

Dr. Amy Demyan
 College of Health and Community Well-Being
 College of Health and Community Well-Being, Marriage and Family
 Therapy, MFT

Dr. Janis Dietz
 Emeriti

Mr. Sean Dillon
 College of Arts and Sciences
 Academic Advisors, College of Arts and Sciences, Theatre Arts

Charles Doskow Esq.
 College of Law
 Law Emeriti, La Verne Academy, University Management Council

Ms. Lisa Drewry
 LaFetra College of Education
 Regional Campus - Bakersfield, Regional Campus - Burbank, LaFetra
 College of Education

Dr. Kathleen Duncan
 College of Business and Public Management
 College of Business and Public Management, University Management
 Council, Management and Leadership

Mrs. Norma Durian
 Wilson Library

Dr. Loren Dyck
 College of Business and Public Management
 College of Business and Public Management, Management and
 Leadership

E

Paul Egly
 Emeriti

Nicole Elliott
 LaFetra College of Education
 LaFetra College of Education, Inclusive Education Mild-Moderate
 Education Specialist Credential, Teacher Education, MA, Center for
 Neurodiversity, Learning, and Wellness

Veronica Escoffery-Runnels
 LaFetra College of Education
 LaFetra College of Education, Educational Counseling, MS, School
 Psychology, MS, University Management Council

Mario Esquivel
 College of Health and Community Well-Being
 Physician Assistant Practice, MS, College of Health and Community Well-
 Being

F

Kimberly Farina
 College of Law, Center for Academic and Bar Readiness

Charles Feesago
 College of Arts and Sciences
 College of Arts and Sciences, Art and Art History

Frank Fialho
 College of Business and Public Management
 College of Business and Public Management, Marketing and Law

Dr. David Flaten
 Emeriti

Dr. Anita Flemington
 LaFetra College of Education
 LaFetra College of Education, Single Subject Credential, Teaching, MA,
 Teacher Education, MA

Dr. Shari Fox
 LaFetra College of Education
 LaFetra College of Education, Organizational Leadership, EdD

Dr. Michael Frantz
 College of Arts and Sciences

College of Arts and Sciences, Emeriti; College of Arts and Sciences, Natural Science Division, Mathematics, Emeriti

Dr. Omid Furutan

College of Business and Public Management
College of Business and Public Management, Management and Leadership

G

Jemima Galan

College of Law
Center for Academic and Bar Readiness

Dr. Glenn Gamst

College of Health and Community Well-Being
Academic Advisors, College of Health and Community Well-Being, Psychology, BS, Clinical Psychology, PsyD, La Verne Academy

Dr. Jerome Garcia

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Natural Science Division, Biology

Dr. Richard Gelm

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, History and Political Science

Gyasmine George-Williams

LaFetra College of Education
LaFetra College of Education, Educational Counseling, MS

Dr. Issam Ghazzawi

College of Business and Public Management
College of Business and Public Management, La Verne Academy, Lewis Center for Entrepreneurship Advisory Board, Management and Leadership

Dr. Cynthia Giaimo-Ballard

LaFetra College of Education
LaFetra College of Education, Child Development, BS

Dr. John Gingrich

Emeriti

Dr. Kanya Godde Chrisco

College of Arts and Sciences
Sociology and Anthropology

Dr. Marcia Godwin

College of Business and Public Management
College of Business and Public Management, La Verne Academy, Public and Health Administration, Public Administration

Dr. Jozef Goetz

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Natural Science Division, Computer Science

Ezra Goldschlager

College of Law
College of Law

Placido Gomez

College of Law

College of Law, Office of the Dean (College of Law), University Management Council

Dr. Arthur Gonchar

College of Health and Community Well-Being
Academic Advisors, College of Health and Community Well-Being, Psychology, BS

Dr. Fengmei Gong

College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management, Data Analytics

Dr. Harvey Good

College of Arts and Sciences, Emeriti, College of Arts and Sciences, Natural Science Division, Biology, Emeriti

Dr. Glenn Goodwin

College of Arts and Sciences
College of Arts and Sciences, Emeriti, College of Arts and Sciences

Ms. Linda Gordon

Wilson Library

Dr. Megan Granquist

College of Health and Community Well-Being
Academic Advisors, College of Health and Community Well-Being, Athletic Training, MS, Kinesiology, BS

Dr. Reed Gratz

College of Arts and Sciences
Academic Advisors, La Verne Academy, College of Arts and Sciences, International Studies Institute, Music

H

Dr. Ronald Hallett

LaFetra College of Education
LaFetra College of Education, Organizational Leadership, EdD, Lewis Center for Entrepreneurship Advisory Board

Dr. Robert Hansen

Emeriti

Dr. Thomas Harvey

LaFetra College of Education
Emeriti, LFCE Emeriti

Rick Hasse

College of Business and Public Management
College of Business and Public Management, Accounting, Finance

Philip Hawkey

Emeriti

Dr. Ibrahim Helou

College of Business and Public Management
College of Business and Public Management, Applied Business Sciences and Economics Department

Catherine Henley-Erickson

Emeriti

Dr. Ann Hills

College of Arts and Sciences

Spanish, Academic Advisors, Gender and Sexuality Studies, College of Arts and Sciences, Modern Languages

Dr. William Hippler III

College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Mr. Philip Hofer

Emeriti

Dr. Judy Holiday

College of Arts and Sciences
College of Arts and Sciences, Gender and Sexuality Studies, Rhetoric and Communication Studies, Writing Program

Yan Hu

College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Mr. Rex Huigens

Emeriti

John Hultman Esq.

Emeriti

Jonathan Ibanez

College of Law
College of Law, Center for Academic and Bar Readiness

Laura Ibarra

LaFetra College of Education
LaFetra College of Education, Educational Counseling, MS

Jessica Irwin

College of Health and Community Well-Being
College of Health and Community Well-Being, Psychology, BS

Dr. Therese Irwin

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, English, Gender and Sexuality Studies

Dr. Ahmed Ispahani

College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Mr. Frank Ives

College of Arts and Sciences
College of Arts and Sciences, Natural Science Division, Mathematics

J

Ms. Christine Jagannathan

College of Business and Public Management
College of Business and Public Management, Marketing and Law

Dr. John Jang

Emeriti

Jennifer Jared

College of Arts and Sciences

College of Arts and Sciences, Rhetoric and Communication Studies, Writing Program

Nancy Jarman-Dunn

LaFetra College of Education
LaFetra College of Education

Dr. Benjamin Jenkins

College of Arts and Sciences, History and Political Science, Wilson Library

Joshua Jensen

College of Arts and Sciences
College of Arts and Sciences, Rhetoric and Communication Studies, Writing Program

Jodi Jewell

College of Law
College of Law

Shan Jiang

Wilson Library

Catherine Johnson

Wilson Library

Mr. Dion Johnson

College of Arts and Sciences
Art and Art History, College of Arts and Sciences

Dr. Jay Jones

College of Arts and Sciences
Academic Advisors, Emeriti, College of Arts and Sciences

Dr. Valerie Jordan

Emeriti

K

Dr. Jeffrey Kahan

College of Arts and Sciences
Academic Advisors, La Verne Academy, College of Arts and Sciences, English, Theatre Arts

Aaron Kan

College of Health and Community Well-Being
Physician Assistant Practice, MS, College of Health and Community Well-Being

Dr. Astrid Keel

College of Business and Public Management
College of Business and Public Management, Marketing and Law, Data Analytics

Dr. George Keeler

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Communications

Dr. Louise Kelly

College of Business and Public Management
College of Business and Public Management, Management and Leadership

Dr. Lawrence Kemper

Emeriti

Dr. Jerry Kernes

College of Health and Community Well-Being
 Clinical Psychology, PsyD, College of Health and Community Well-Being

Dr. Yesim Keskin
 College of Arts and Sciences
 College of Health and Community Well-Being, Psychology, BS

Dr. Jennifer Killham
 LaFetra College of Education
 LaFetra College of Education, Center for Learning Innovation, Child and Adolescent Development, MS

Dr. Si Hyun Kim
 College of Business and Public Management
 College of Business and Public Management, Management and Leadership

Dr. Dinko Kranjac
 College of Health and Community Well-Being
 Academic Advisors, College of Health and Community Well-Being, Psychology, BS

Allison Krich
 College of Arts and Sciences
 Office of the Provost, Randall Lewis Center for Well-Being and Research

Dr. David Kung
 College of Business and Public Management
 Applied Business Sciences and Economics, Data Analytics, College of Business and Public Management

Dr. Roy Kwon
 College of Arts and Sciences
 Academic Advisors, College of Arts and Sciences, Sociology and Anthropology, University Management Council

L

Dr. Andrea Labinger
 Emeriti

Dr. Giacomo Laffranchini
 College of Business and Public Management
 College of Business and Public Management, Management and Leadership

Dr. Kathleen Lamkin
 Emeriti

Mr. Michael Laponis
 College of Arts and Sciences
 Academic Advisors, College of Arts and Sciences, Communications

Dr. Yvette Latunde
 LaFetra College of Education
 LaFetra College of Education, Center for Educational Equity and Intercultural Research, Organizational Leadership, EdD, Lewis Center for Entrepreneurship Advisory Board

Dr. Gerard Lavatori
 College of Arts and Sciences
 Academic Advisors, College of Arts and Sciences, Modern Languages, Spanish, University Management Council

Mary Lawler
 College of Health and Community Well-Being

Kinesiology, BS, College of Health and Community Well-Being

Dr. Jon Leaver
 College of Arts and Sciences
 Academic Advisors, College of Arts and Sciences, Art and Art History

Byungku Lee
 College of Business and Public Management
 College of Business and Public Management, Management and Leadership Department, Management and Leadership

Jonathan Lee
 College of Business and Public Management
 College of Business and Public Management, Marketing and Law, Data Analytics

Ryan Lee
 College of Business and Public Management
 College of Business and Public Management, Applied Business Sciences and Economics Department, Economics

Dr. Soomi Lee
 College of Business and Public Management
 College of Business and Public Management, Public and Health Administration, Public Administration

Dr. Stephen Lesniak
 Emeriti

Alexander Lev-Da-Silva
 College of Arts and Sciences
 College of Arts and Sciences, Modern Languages

Ashley Lipson Esq.
 College of Law
 College of Law

Prof. Ian Lising
 College of Arts and Sciences
 Academic Advisors, College of Arts and Sciences, International Studies Institute, Rhetoric and Communication Studies, Rhetoric and Communication Studies

Dr. Jeanny Liu
 College of Business and Public Management
 College of Business and Public Management, Marketing and Law

Dr. Lu Liu
 LaFetra College of Education
 LaFetra College of Education, Organizational Leadership, EdD

Dr. Xiaoyan Liu
 College of Arts and Sciences
 Academic Advisors, College of Arts and Sciences, International Studies Institute, Natural Science Division, Mathematics

Dr. Akida Long
 LaFetra College of Education
 LaFetra College of Education

Mr. Keith Lord
 College of Arts and Sciences
 Academic Advisors, Art and Art History, College of Arts and Sciences

Dr. Todd Lorenz
 College of Arts and Sciences

Academic Advisors, College of Arts and Sciences, Natural Science Division, Biology

William Luse
College of Business and Public Management
Business Management, Lewis Center for Entrepreneurship Advisory Board

M

Sylvia Mac
LaFetra College of Education
LaFetra College of Education, Center for Learning Innovation, Inclusive Education Mild-Moderate Education Specialist Credential, Teacher Education, MA

Dr. Lawrence Machi
Emeriti

Ms. Marga Madhuri
LaFetra College of Education
LaFetra College of Education, Center for Neurodiversity, Learning, and Wellness, Multiple Subject Credential, Teacher Education, MA

Dr. Nicole Mahrer
College of Health and Community Well-Being
Academic Advisors, College of Health and Community Well-Being, Psychology, BS, Clinical Psychology, PsyD

Dr. Kenneth Marcus
College of Arts and Sciences
Academic Advisors, La Verne Academy, College of Arts and Sciences, History and Political Science, International Studies Institute

Dr. Kevin Marshall
College of Law
College of Law, Office of the Dean (College of Law), La Verne Academy, University Management Council

Dr. Luci Martin
College of Health and Community Well-Being
Academic Advisors, College of Health and Community Well-Being, Psychology, BS

Teresa Martinelli
College of Business and Public Management
College of Business and Public Management, Management and Leadership

Alma Martinez
College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Theatre Arts, Terrence Deal Leadership Institute

Shana Matamala
LaFetra College of Education
LaFetra College of Education, Inclusive Education Mild-Moderate Education Specialist Credential, Multiple Subject Credential, Single Subject Credential, Teacher Education, MA, Teaching, MA

Dr. Mark Matzaganian
LaFetra College of Education
LaFetra College of Education, Teacher Education, MA

Liberty McCoy
Wilson Library

Dr. John McElwee Jr.
Emeriti

Dr. Thomas McGuire
Emeriti

Dr. Sheridan Merritt
College of Arts and Sciences, Emeriti, College of Arts and Sciences, Natural Science Division, Biology, Emeriti

Mrs. Nancy Miles
Emeriti

Ms. Renee Miller
College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Andrea Minkoff
LaFetra College of Education
LaFetra College of Education, Child and Adolescent Development, MS

Julio Minoves-Triquell
College of Arts and Sciences
Academic Advisors, Lewis Center for Entrepreneurship Advisory Board, College of Arts and Sciences, History and Political Science, International Studies Institute

Kimberly Mitchell
LaFetra College of Education
LaFetra College of Education, Multiple Subject Credential, Teacher Education, MA

Adonay Montes
LaFetra College of Education
LaFetra College of Education, Educational Counseling, MS

Dr. Carol Morecki-Oberg
Emeriti

Dr. Stephen Morgan
Emeriti

Mrs. Judith Morris
Emeriti

Ron Morrow

Dr. Yehia Mortagy
College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Dr. Russell Muir
College of Health and Community Well-Being
Kinesiology, BS, College of Health and Community Well-Being

Mr. Claudio Munoz
College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Dr. Nixon Mwebi
College of Arts and Sciences

Academic Advisors, College of Arts and Sciences, Natural Science Division, Chemistry

N

Paul Naccachian

College of Law
College of Law

Dr. Robert Neher

College of Arts and Sciences, Emeriti, College of Arts and Sciences, Natural Science Division, Biology, Emeriti

Dr. Jason Neidleman

College of Arts and Sciences
Academic Advisors, La Verne Academy, College of Arts and Sciences, History and Political Science

Dr. Barbara Nicoll

Emeriti

Dr. Jeffrey Nonemaker

Emeriti

O

Prof. Marilyn Oliver

College of Arts and Sciences
College of Arts and Sciences, Emeriti, College of Arts and Sciences

Dr. Deborah Olson

College of Business and Public Management
College of Business and Public Management, Management and Leadership

Thomas Ontiveros

College of Arts and Sciences
College of Arts and Sciences, Theatre Arts

P

Dr. Elaine Padilla

College of Arts and Sciences
College of Arts and Sciences, Religion and Philosophy

Dr. Gonyung Park

College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Mr. Jimmy Paschal

Emeriti

Dr. David Perry

LaFetra College of Education
LaFetra College of Education, Educational Studies, BA, Teaching, MA

Dr. Barbara Peterson

Emeriti

Dr. Janice Pilgreen

Emeriti

Dr. Barbara Poling

Emeriti

Mr. Donald Pollock

College of Arts and Sciences
Emeriti, College of Arts and Sciences

Dr. Kristina Post

College of Health and Community Well-Being
College of Health and Community Well-Being, Psychology, BS, Clinical Psychology, PsyD

Dr. Vanessa Preisler

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Natural Science Division, Physics, Mathematics, Physics and Computer Science

Dr. Raúl Pérez Ph.D.

College of Arts and Sciences
Academic Advisors, Lewis Center for Entrepreneurship Advisory Board, College of Arts and Sciences, Sociology and Anthropology

R

Dr. Donna Redman

LaFetra College of Education
Academic Advisors, LaFetra College of Education, Educational Studies, BA

Dr. Margaret Redman

Emeriti, Gender and Sexuality Studies

Dr. Jonathan Reed

College of Arts and Sciences
Religion and Philosophy, La Verne Academy

Dr. Andrew Rice

College of Arts and Sciences
College of Arts and Sciences, Natural Science Division, Chemistry

Esmeralda Rodriguez

LaFetra College of Education
LaFetra College of Education, Educational Counseling, MS

Krystal Rodriguez-Campos

College of Law
College of Law

Dr. Richard Rose

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Religion and Philosophy

Dr. John Roseman

Emeriti

Dr. Constance Rossum

College of Business and Public Management
College of Business and Public Management, Marketing and Law

Dr. H.Randall Rubin

College of Law
College of Law

Mr. Michael Ryan

College of Arts and Sciences
College of Arts and Sciences, Music

S**Jendayi Saada**

College of Law
College of Law, Center for Academic and Bar Readiness, Office of the Dean (College of Law)

Dr. Justiniano Saldana

LaFetra College of Education
LaFetra College of Education, Multiple Subject Credential, Teacher Education, MA, Teaching, MA

Anwar Salimi

College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Morgan Sandler

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Communications

Dr. Carol Sawyer

Emeriti

Dr. Stephen Sayles

Emeriti

Matthew Sazma

College of Health and Community Well-Being
College of Health and Community Well-Being, Psychology, BS

Dr. Kenneth Scambray

Emeriti

Matthew Schaupp

College of Arts and Sciences
College of Arts and Sciences, Rhetoric and Communication Studies

Prof. Keith Schildt

College of Business and Public Management
College of Business and Public Management, Public and Health Administration, Public Administration, Lewis Center for Entrepreneurship Advisory Board

Ms. Ann Schultz

College of Health and Community Well-Being
Physician Assistant Practice, MS, College of Health and Community Well-Being

Kevin Sherrill

College of Law
College of Law, Law Faculty

Dr. Rick Simon

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Natural Science Division, Mathematics

Dr. Yvonne Smith

College of Business and Public Management
College of Business and Public Management, Management and Leadership

Joy Springer

LaFetra College of Education

Regional Campus - Oxnard, Multiple Subject Credential, Teacher Education, MA, Teaching, MA, LaFetra College of Education

Mrs. Bettye Stachowiak

LaFetra College of Education
Regional Campus - Bakersfield, Inclusive Education Mild-Moderate Education Specialist Credential, Teacher Education, MA, LaFetra College of Education

Dr. Andrew Steck

LaFetra College of Education
Academic Advisors, Educational Studies, BA, Teacher Education, MA, LaFetra College of Education

T**Dr. Gail Tang**

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Natural Science Division, Mathematics, Mathematics, Physics and Computer Science

Dr. Tatiana Tatarinova

Academic Advisors, College of Arts and Sciences, Natural Science Division, Biology

Dr. An Tran

College of Business and Public Management
Marketing and Law, Data Analytics

U**Hou Ung**

Natural Science Division, Chemistry

Shelley Urbizagastegui

Wilson Library

V**Jose Valdovinos**

Accounting

Dr. Adrian Velazquez Vazquez

College of Business and Public Management
College of Business and Public Management, Public Administration, Lewis Center for Entrepreneurship Advisory Board, Public and Health Administration

Dr. Kristan Venegas

LaFetra College of Education
LaFetra College of Education, Lewis Center for Entrepreneurship Advisory Board, University Management Council

W**Doug Waite**

Emeriti

Deborah Walden

Emeriti

Dr. Nancy Walker

LaFetra College of Education
LaFetra College of Education, Multiple Subject Credential, Teacher Education, MA, Teaching, MA

Mr. Pablo Weaver

College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Natural Science Division, Biology

Dr. Michael Welch
Emeriti

Dr. Seta Whitby
College of Arts and Sciences
Academic Advisors, Computer Science

Dr. Rich Whitney
LaFetra College of Education
LaFetra College of Education, Educational Leadership, MEd,
Organizational Leadership, EdD

Dr. Ann Wichman
Emeriti

Mr. Pat Widolff
College of Health and Community Well-Being
Academic Advisors, College of Health and Community Well-Being,
Kinesiology, BS

Daniel Williams
College of Health and Community Well-Being
Academic Advisors, College of Health and Community Well-Being,
Physician Assistant Practice, MS

Dr. Matthew Witt
College of Business and Public Management
College of Business and Public Management, Public Administration,
University Management Council, La Verne Academy, Public and Health Administration

Dr. Owen Wright
Emeriti

X

Dr. Yibo Xiao
College of Business and Public Management
Applied Business Sciences and Economics, College of Business and Public Management

Y
Kelly Yokum
College of Business and Public Management
College of Business and Public Management, Public and Health Administration

Ms. Leslie Young
LaFetra College of Education
Child Life, MS, College of Health and Community Well-Being

Dr. Janat Yousof
College of Business and Public Management
College of Business and Public Management, Management and Leadership

Z
Dr. Tong Zeng
College of Business and Public Management

Applied Business Sciences and Economics, College of Business and Public Management

Zhen Zhang
College of Business and Public Management
College of Business and Public Management, Management and Leadership

Dr. Grace Xia Zhao
College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Music

Ms. Elizabeth Zwerling
College of Arts and Sciences
Academic Advisors, College of Arts and Sciences, Communications

INDEX

A

Academic Calendars 2022-2023	6	Catalog A-Z Index	378
Academic Definitions	8	Catalog Contents	31
Academic Information	11	Chemistry (BA/BS)	53
Accounting (ACCT)	118	Chemistry (CHEM)	144
Accounting (BA)	85	Chemistry Department	53
Accounting (BS)	85	Chemistry Minor	54
Accounting Certificate	365	Child & Adolescent Development (MS)	314
Accounting (MS)	73	Child and Family Professional Programs	314
Admissions Information	23	Child Development – Integrated B.S.+ M.S.	316
Adv. Studies in Human Devel. (ASHD)	120	Child Development – Integrated (BS) + (MS) (La Verne Campus Traditional Students Only)	337
Advanced Studies in Child Dev. (ASCD)	120	Child Development (BS)	334
Advanced Studies in Child Life (ASCL)	121	Child Development Minor	336
American Law Minor	48	Child Life (MS)	97
Anthropology (ANTH)	122	College of Arts and Sciences	35
Anthropology (BS)	65	College of Business and Public Management	72
Anthropology (BS) With a Concentration in Forensic Investigation & Identification	66	College of Health and Community Well-Being	95
Anthropology Minor	66	College of Law	90
Anthropology Program	65	Communications (B.A.)	37
Art and Art History Department	35	Communications Department	37
Art (ART)	126	Computer Coding Certificate	368
Art History (B.A.)	35	Computer Engineering (CMPPN)	146
Art History Minor	36	Computer Science and Computer Engineering Department	54
Associate of Arts Degree in General Studies Program	37	Computer Science (BS)	54
Athletic Training (AT)	128	Computer Science (CMPS)	147
Athletic Training (MS)	95	Course Descriptions	117
		Create Your Own Major (BA/BS)	44
		Creative Writing (BA)	49
		Creative Writing (CWRT)	150

B

Biology	52	Creative Writing Minor	49
Biology (BIOL)	130	Criminal Justice & Criminology (BS)	67
Biology Department	52	Criminology (BS)	68
Biology Minor	53	Criminology Minor	68
Black Studies Minor	43	Cybersecurity Certificate	368
Board of Trustees, Administration and Faculty	29		
Business Administration (BA)	86	D	
Business Administration (BS)	86	Data Analytics (MDA)	151
Business Administration Minor	83	Data Analytics (MS)	73
Business (BUS)	133	Digital Media (B.A.)	38
Business Management Minor	84	Doctor of Business Administration (DBA)	82
Business Minors	83	Doctor of Education In Organizational Leadership (Ed.D.)	321
		Doctor of Public Administration (DPA)	81

E

E-Commerce (BS)	56	Graduate Certificates	365
Early Childhood Special Education Added Authorization	365	Graduate Programs	312
Early Childhood Special Education: Added Authorization	323	Graduate Studies	304
H		H	
Economics (BS)	88	Health Administration (BS)	98
Economics (ECON)	152	Health Administration (BS)	98
Economics Minor	84	Health Services Certificates	366
Education (EDUC)	154	Health Services Management (HSM)	178
Education Leadership Program	316	History and Political Science Department	40
Education (Special Emphasis) (M.Ed.)	323	History (BA)	40
Educational Counseling & School Psychology Programs	317	History (HSTY)	182
Educational Counseling (MS)	317	History Minor	41
Educational Leadership (EDLD)	170	Home	5
Educational Leadership (M.Ed.)	316	Honors and Pre-Law Programs	42
Educational Studies (BA)	338	Honors (HONR)	185
Educational Studies Minor	338	Honors Program	42
Educational Technology (EDTC)	172	Honors Program Participation Certificate	368
English (BA)	39	Human Resource Management Certificate	367
English Department	39	Humanities (HUM)	187
English (ENG)	173	I	
English Minor	40	Information Science Minor	57
Ethnic Studies Minor	68	Information Technology (BS)	57
F		Integrated Teacher Preparation Program – (BA) Educational Studies + Credential	338
Faculty Index	379	Interdisciplinary (INTD)	187
Finance (FIN)	176	Interdisciplinary Programs	43
Finance (MS)	74	Interfaith Studies Minor	61
Financial Aid Policy	285	International Business and Language (BS)	45
Financial Information	290	International Studies (BA)	41
First-year Rhetoric and Writing Program	64	International Studies Minor	41
Forensic Investigation and Identification Minor	66	Internet Programming Minor	57
French (BA)	49	J	
French (FREN)	176	Japanese (JAPN)	187
French Minor	50	Japanese Minor	50
G		Journalism (B.A.)	38
Gender Studies (GSS)	178	Journalism (JOUR)	188
Gender Studies Minor	44	K	
General Information	297	Kinesiology (BS)	99
General Studies (GNST)	178	Kinesiology Department	98
Geography (GEOG)	178	Kinesiology (KINE)	190
German (GERM)	178	Kinesiology Minor	99
Graduate	72		
Graduate	314		

L

La Verne Experience (LVE)	199	Organizational Leadership (ORGL)	227
---------------------------------	-----	--	-----

LaFetra College of Education	314	Organizational Management (BS)	88
------------------------------------	-----	--------------------------------------	----

Latinx & Latin America Studies (LLAS)	200	Paralegal Studies Certificate	369
---	-----	-------------------------------------	-----

Latinx & Latin American Studies Minor	45	Philosophy (BA)	61
---	----	-----------------------	----

Law (LAW)	200	Philosophy Minor	62
-----------------	-----	------------------------	----

Leadership and Management (MS)	75	Philosophy (PHIL)	230
--------------------------------------	----	-------------------------	-----

Leadership Programs	321	Photography (BA)	60
---------------------------	-----	------------------------	----

Legal Studies (BS)	48	Photography Department	60
--------------------------	----	------------------------------	----

Legal Studies Department	47	Photography Minor	60
--------------------------------	----	-------------------------	----

Legal Studies (LS)	212	Photography (PHOT)	231
--------------------------	-----	--------------------------	-----

Liberal Arts (BA)	46	Physician Assistant (PA)	233
-------------------------	----	--------------------------------	-----

Liberal Arts (LA)	214	Physician Assistant Program (MS)	106
-------------------------	-----	--	-----

Literature (LIT)	214	Physics (BA/BS)	59
------------------------	-----	-----------------------	----

M

Management (MGMT)	215	Physics Minor	59
-------------------------	-----	---------------------	----

Marketing Minor	84	Physics (PHYS)	235
-----------------------	----	----------------------	-----

Marriage and Family Therapy (MS)	100	Political Science (BA)	41
--	-----	------------------------------	----

Master of Arts in Teaching with SS/MS Credential	329	Political Science Minor	41
--	-----	-------------------------------	----

Master of Business Administration for Experienced Professionals (MBAX)	77	Political Science (PLSC)	237
--	----	--------------------------------	-----

Master of Business Administration (MBA)	76	Prelaw Program	43
---	----	----------------------	----

Master of Education Program	323	President's Message	340
-----------------------------------	-----	---------------------------	-----

Master of Health Administration (MHA)	103	Psychology (BS)	115
---	-----	-----------------------	-----

Masters of Art in Teaching: Inclusive Education	324	Psychology Minor	116
---	-----	------------------------	-----

Mathematics and Physics Department	58	Psychology (PSY)	239
--	----	------------------------	-----

Mathematics (BA/BS)	58	PsyD in Clinical Psychology	109
---------------------------	----	-----------------------------------	-----

Mathematics (MATH)	219	Public Administration (BS)	89
--------------------------	-----	----------------------------------	----

Mathematics Minor	58	Public Administration (MPA)	79
-------------------------	----	-----------------------------------	----

Mild/Moderate Education Specialist Preliminary Credential	326	Public Administration (PADM)	247
---	-----	------------------------------------	-----

Modern Languages Department	48	Public Administration Programs	79
-----------------------------------	----	--------------------------------------	----

Music (BA)	51	Public History Minor	42
------------------	----	----------------------------	----

Music Department	51	Publishing Certificate	369
------------------------	----	------------------------------	-----

Music Minor	51	Pupil Personnel Services (PPS)	252
-------------------	----	--------------------------------------	-----

Music (MUS)	221	R	
-------------------	-----	----------	--

N		Radio (RDIO)	257
---	--	--------------------	-----

Natural Science Division	52	Regional Campuses (Including CAPA) Undergraduate Business Programs	89
--------------------------------	----	--	----

Natural Science (NASC)	226	Religion & Philosophy Department	61
------------------------------	-----	--	----

Nonprofit Management Certificate	366	Religion (BA)	62
--	-----	---------------------	----

Nursing- RN to BSN	104	Religion Minor	63
--------------------------	-----	----------------------	----

O		Religion (REL)	259
---	--	----------------------	-----

Organizational Leadership Certificate	367	Religion/Philosophy (B.A.)	63
---	-----	----------------------------------	----

		Rhetoric and Communication Studies Department	64
--	--	---	----

Rhetoric Communication Studies (RCS)	261	Undergraduate Graduation Requirements	371
Rights and Responsibilities	341		
S		W	
School Psychology (MS)	320	Website and Internet Applications Development Certificate	370
School Psychology (SPSY)	263		
Search Courses	361		
Social Justice Higher Educ. (SJHE)	269		
Social Science (BA)	42		
Sociology (BS)	69		
Sociology Minor	70		
Sociology (SOC)	270		
Sociology/Anthropology Department	65		
Sociology/Criminology Program	67		
Software Minor	58		
Spanish (BA)	50		
Spanish Bilingual Bicultural Counseling Certificate	367		
Spanish Minor	51		
Spanish (SPAN)	273		
Special Education Programs	323		
Special Education (SPED)	275		
Student Services and Athletics	362		
Studio Art (B.A.)	36		
Studio Art Minor	37		
Sustainability Minor	47		
Systems Engineering Certificate	369		
T			
Teacher Credential Programs	328		
Teacher Leadership Certificate	367		
Television (TV)	279		
Theatre Arts (BA)	70		
Theatre Arts Department	70		
Theatre Arts Minor	71		
Theatre Arts (THAR)	281		
Transitional Kindergarten Certificate (TK)	367		
Transitional Kindergarten Certificate (TK)	367		
U			
Undergraduate	35		
Undergraduate	83		
Undergraduate	334		
Undergraduate & Graduate Certificates	365		
Undergraduate Business Programs	84		
Undergraduate Certificates	368		