



University of La Verne

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Central Coast Campus	(805) 542-9690	(805) 542-9735
College of Arts and Sciences	(909) 593-3511	(909) 392-2745
College of Law	(909) 640-2000	(909) 640-2081
Inland Empire Campus	(909) 484-3858	(909) 484-9469
Kern County Center	(661) 328-1430	(661) 328-1378
Orange County Campus	(714) 534-4860	(714) 534-4865
Point Mugu Center	(805) 986-1783	(805) 986-1785
San Fernando Valley Campus	(818) 846-4008	(818) 566-1047
College of Business and Public Management	(909) 593-3511	(909) 392-2704
School of Continuing Education	(800) 695-4858	(909) 981-8695
College of Education & Organizational Leadership	(909) 593-3511	(909) 392-2710
Vandenberg Center	(805) 734-1306	(805) 734-1158
Ventura County Campus	(805) 981-8030	(805) 981-8033

Changes in Policy, Tuition, and Fees. The information provided in this catalog reflects an accurate picture of the University of La Verne at the time of publication in June 2003. However, the University reserves the right to make necessary changes in policies, requirements, tuition, fees, and calendars contained in this catalog at any time without prior written notice.

Catalog Effective Dates. This catalog is in effect from September 1, 2003 through August 31, 2004.

Photographs: *Campus Times* staff

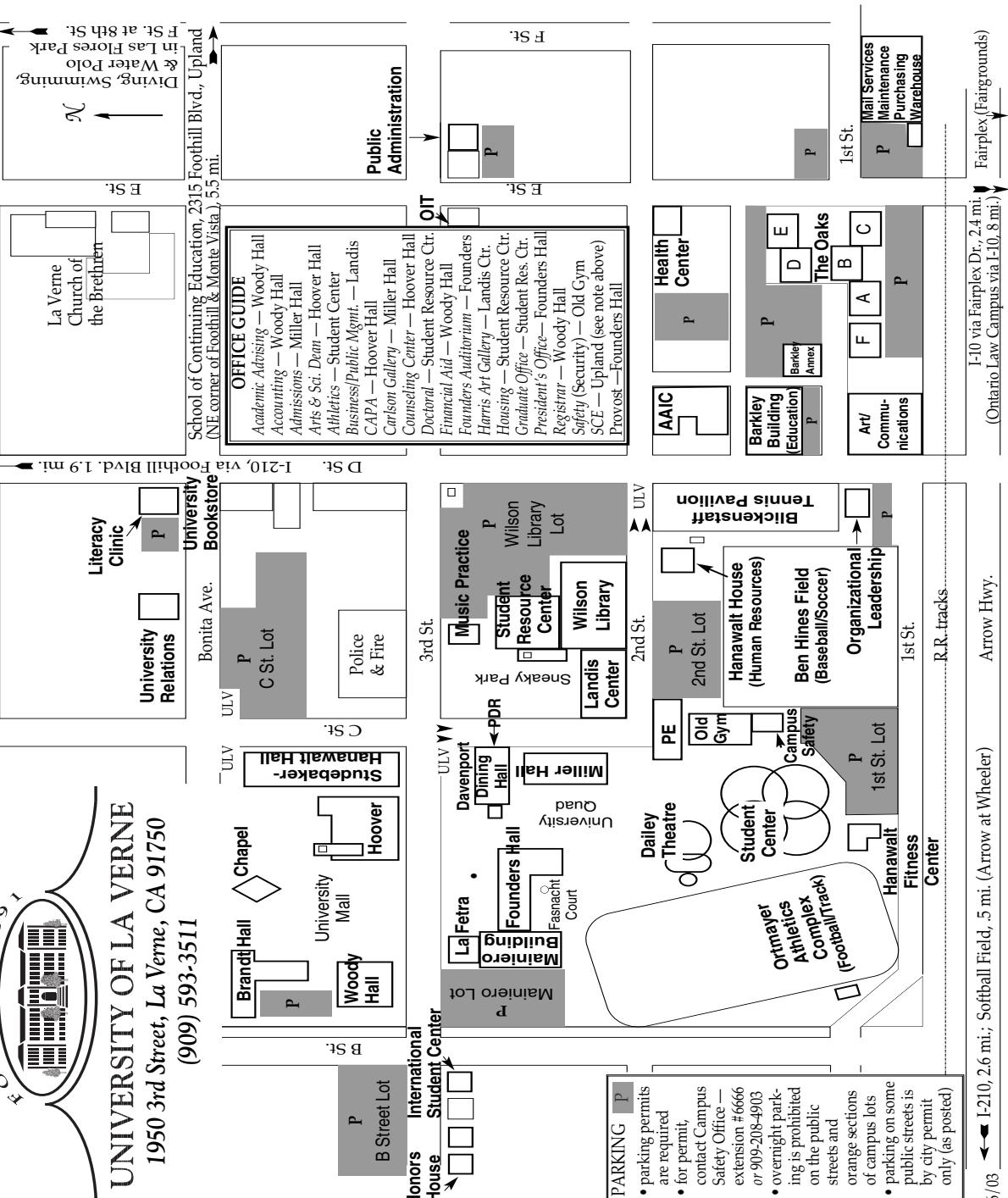
Campus Times Photography Advisor: Gary Colby

Campus Times Photography Coordinator: Kevin Holland

Front Cover: Woody Hall with a backdrop of the San Gabriel Mountains (*Photo:* David Gautreau)

Back Cover: Main Reading Room, Wilson Library.

Erratum: (page 138) Child Development, B.S.: add EDUC 350, Child Psychology and Development, to the Core Requirements,





Benjamin Harris, Chairman, Board of Trustees

Stephen Morgan, President

Education is the foundation on which the future is built. Since 1891, the University of La Verne's mission to provide a people-centered, values-based, quality education has remained unchanged. Our graduates enter society equipped with the ability to think critically and to pursue their dreams, endowed with the highest principles and instilled with a sense of responsibility to give back to the community as leaders in their chosen fields.

This is an exciting time in our university's history as we seize opportunities to insure La Verne's legacy of excellence throughout the 21st century.

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

Stephen Morgan, President
University of La Verne

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Central Campus Map	Inside Back Cover



Brandon Tedrow, All American in Track and Field, SCIAC (Southern California Intercollegiate Athletic Conference) Athlete of the Year, and SCIAC Scholar Athlete. Photo: *Liz Lucsko*

UNIVERSITY OF LA VERNE CALENDARS 2003-2004

CENTRAL CAMPUS

Fall Semester 2003: September 1 - December 21, 2003

September 2, Tuesday	Classes begin at 7:30 a.m.
September 8, Monday	Last day to register or change classes meeting 2-7 days/week
September 15, Monday	Last day to register or change classes meeting 1 day/week
October 31, Friday	Last day for Seniors to apply for graduation in May 2004
November 1, Saturday	Last day to change grade options or withdraw
Nov. 26-30, Wednesday-Sunday	CAPA and graduate "special course" registration ends
December 15-20, Monday-Saturday	Thanksgiving Recess — academic holiday
December 21, Sunday	Final examinations
December 22, 2003 - January 2, 2004	Fall Semester ends
	Winter Break — academic holidays

January Interterm 2004: January 5-31, 2004

January 5, Monday	Classes begin at 7:30 a.m.
January 8, Thursday	Registration and add/drop period ends
January 16, Friday	Last day to change grade options or withdraw
January 19, Monday	CAPA and graduate "special course" registration ends
January 29-30, Thursday-Friday	King Birthday — academic holiday
January 31, Saturday	Final examinations
	January Interterm ends

Spring Semester 2004: February 4 - May 30, 2004

February 4, Wednesday	Classes begin at 7:30 a.m.
February 10, Tuesday	Last day to register or change classes meeting 2-7 days/week
February 17, Tuesday	Last day to register or change classes meeting 1 day/week
February 16, Monday	Presidents Day — academic holiday
April 5-9, Monday-Friday	Spring Break — academic holiday
April 17, Saturday	Last day to change grade options or withdraw
May 24-29, Monday-Saturday	CAPA and graduate "special course" registration ends
May 29-30, Saturday-Sunday	Final examinations
May 30, Sunday	Commencement
	Spring Semester ends

Summer Terms 2004

June 7 - July 4	Summer Session I
July 12 - August 8	Summer Session II*
June 7 - August 15	Summer Session III*
July 5, Monday	Independence Day — academic holiday

*Summer Session I and Summer Session II are not eligible for financial aid.

Calendars

ALASKA RESIDENCE CENTER

September 1 - November 16, 2003	Fall Term 2003
December 1, 2003 - February 29, 2004	Winter Term 2003 - 2004
December 22, 2003 - January 4, 2004	Christmas Recess
March 1 - May 16, 2004	Spring Term 2004
June 7 - August 22, 2004	Summer Term 2004

AMERICAN BAPTIST THEOLOGICAL CENTER and ECUMENICAL CENTER FOR BLACK CHURCH STUDIES

August 25 - December 21, 2003	Fall Term 2003
August 31 - September 2	Labor Day Recess
November 27-29	Thanksgiving Recess
January 13 - May 30, 2004	Spring Term 2004
April 5-9	Spring Recess
June 7 - July 31, 2004	Summer Term 2004

ATHENS, GREECE

September 22 - December 13, 2003	Fall Term 2003
October 28	Ohi Day — holiday
January 7 - March 27, 2004	Winter Term 2004
February 23	Clean Monday — holiday
March 25	Greek Independence Day — holiday
April 13 - June 25, 2004	Spring Term 2004
May 31	Pentecost — holiday
June 28 - July 31, 2004	Summer Session 2004

EDUCATION — MASTER'S DEGREES, CREDENTIAL PROGRAMS, and TEACHER EDUCATION, OFF CAMPUS

September 8 - November 23, 2003	Fall Term 2003
January 5 - March 21, 2004	Winter Term 2004
March 22 - June 6, 2004	Spring Term 2004
June 7 - August 15, 2004	Summer Term 2004

Ed.D., ORGANIZATIONAL LEADERSHIP

September 1, 2003 - December 21, 2003	Fall Term 2003
January 17-24	Winter Seminar 2004
February 4 - May 30, 2004	Spring Term 2004
June 26 - July 23	Summer Seminar 2004

EPIC PROGRAM

September 1 - December 14, 2003	Fall Term 2003
January 5 - April 25, 2004	Spring Term 2004
May 10 - August 22, 2004	Summer 2004

Calendars

COLLEGE OF LAW

August 25 - December 21, 2003

September 1

November 27-28

January 13 - May 30, 2004

January 19

February 16

April 5-9

May 30

June 7 - July 31, 2004

July 5

Fall Semester 2003

Labor Day — holiday

Thanksgiving — holiday

Spring Semester 2004

King Birthday — holiday

Presidents' Day — holiday

Spring Break

Commencement

Summer Semester 2004

Independence Day — holiday



Kenneth Marcus, Assistant Professor of History, author of *Musical Metropolis: Los Angeles and the Creation of a Musical Culture*.

Photo: Bailey Porter

Calendars

CENTRAL CAMPUS Master of Business Administration (M.B.A.); Master of Health Administration (M.H.A.); M.S., Gerontology; M.S., Leadership and Management; CENTRAL COAST, INLAND EMPIRE, KERN COUNTY, ORANGE COUNTY, SAN FERNANDO VALLEY, and VENTURA COUNTY CAMPUSES; DISTANCE LEARNING, POINT MUGU, AND VANDENBERG CENTERS

October 6 - December 21, 2003
November 24-29
January 5, 2004 - March 21, 2004
February 16
March 22 - May 30, 2004
June 7 - August 15, 2004
August 16 - September 26, 2004
September 6

Fall Term 2003
Thanksgiving — holiday
Winter Term 2004
Presidents' Day — holiday
Spring Term 2004
Summer Term I 2004
Summer Term II 2004
Labor Day — holiday

PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL

September 1 - November 16, 2003
December 1, 2003 - February 29, 2004
March 1 - May 16, 2004
June 7 - August 22, 2004

Fall Term 2003
Winter Term 2004
Spring Term 2004
Summer Term 2004

Psy.D. — DOCTOR OF PSYCHOLOGY

September 1 - December 21, 2003
January 5-31, 2004
February 4 - May 30, 2004
May 31 - August 7, 2004

Fall Semester 2003
January Interterm 2004
Spring Semester 2004
Summer Session 2004

PUBLIC ADMINISTRATION — D.P.A.

September 1 - December 21, 2003
September 12-14, 2003
October 24-26, 2003
December 13-14, 2003
February 4 - May 30, 2004
February 13-15, 2004
March 19-21, 2004
May 14-16, 2004

Fall Semester 2003
Opening Intensive (Theme Orientation)
Mid-Term Intensive
Final Intensive
Spring Semester 2004
Opening Intensive (Theme Orientation)
Mid-Term Intensive
Final Intensive

PUBLIC ADMINISTRATION — M.P.A.

October 6 - December 21, 2003
January 5 - March 21, 2004
March 22 - May 30, 2004
June 7 - August 15, 2004

Fall Term 2003
Winter Term 2004
Spring Term 2004
Summer Term 2004

Calendars

WEEKEND COLLEGE

Fall 2003 (August 25, 2003 - January 11, 2004)

Cycle I *

August 29-30
September 12-13; 26-27
October 10-11; 24-25

Cycle II *

September 5-6; 19-20
October 3-4; 17-18
Oct. 31-Nov. 1

Cycle III*

November 7-8; 21-22
December 5-6; 19-20
January 9-10, 2004

Accelerated Sunday Courses

November 9, 16, 23, 30
December 7, 14, 21
January 11

Accelerated Evening Courses

October 6 - December 21, 2003

Spring 2004 (January 23 - June 6, 2004)

Cycle I*

January 23-24
February 6-7; 20-21
March 5-6; 19-20

Cycle II*

January 30-31
February 13-14; 27-28
March 12-13; 26-27

Cycle III*

April 2-3; 16-17; 30-May 1
May 14-15; 21-22

Accelerated Sunday Courses

March 28
April 4, 18, 25
May 2, 9, 16, 23

Accelerated Evening Courses

March 22 - May 30, 2004

Summer 2004 (June 7 - August 15, 2004)

Summer Cycle 2004*

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

Accelerated Sunday Courses

June 13, 20, 27
July 11, 18, 25
August 1, 8

Accelerated Evening Courses

June 7 - August 15, 2004

*There will be a required orientation session in each course on the Friday before the start of each cycle at 5:30 p.m.

UNIVERSITY OF LA VERNE

History

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

In 1969 La Verne began offering degree programs off campus, and the following year it opened its College of Law. Reflecting these profound changes in size and scope, the College reorganized in 1977 as the University of La Verne. In 1981 ULV founded its Orange County Campus and in 1983 a campus in the San Fernando Valley. A decade later it created campuses in Ventura County and San Bernardino/Riverside Counties and in 2000 it created a law campus in Ontario, California. Continuing the trend of improving services to students, it developed campuses in Kern County and San Luis Obispo as well as online programs as the 21st century opened.

Accreditation

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

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

Memberships

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

Nondiscrimination Policy

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

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

Mission Statement

The Nature of the University

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

The Mission of the University

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

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

1. A Values Orientation

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

2. Community and Diversity

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

3. Lifelong Learning

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

4. Community Service

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



Latino Student Forum's Annual Bienvenida Dinner.

Photo: *Jennifer Contreras*

ACADEMIC ORGANIZATION

The University of La Verne is a comprehensive university offering bachelor's, master's, and doctoral degrees to approximately 8,500 students. It consists of the College of Arts and Sciences, the School of Business and Global Studies, the School of Education and Organizational Leadership, the College of Law, and the School of Continuing Education. Organization of the University is formulated and controlled through a management team at the central campus in La Verne, California. Major units of the University are located throughout California, in Alaska, and in Greece. All programs are designed, monitored, and controlled through the appropriate departments and colleges at the central campus.

La Verne College of Arts and Sciences

Aghop Der-Karabetian, Associate Dean

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

Professors at La Verne are known for their ability to provide personalized attention at the same time that they challenge students academically. Small classes are the norm at ULV.

Personal counseling and academic advising are available to each student. The college's extensive co-curricular activities are available to students for important learning experiences outside the classroom.

School of Business and Global Studies

Gordon J. Badovick, Dean

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

The School of Business and Global Studies offers undergraduate business majors in Accounting, Business Administration, Marketing, and Economics, with numerous concentrations and minors, as well as undergraduate majors in Health Administration, Organizational Management, and Public Administration. A joint major in International Business and Language is also available.

At the graduate level, the School offers the Master of Business Administration (M.B.A.) with several concentrations. It also offers a Master of Health Administration (M.H.A.), a Master of Public Administration (M.P.A.), an M.S. in Gerontology, and a Doctor of Public Administra-

Academic Organization

tion (D.P.A.). A joint M.B.A./J.D. program is offered with the School of Law.

School of Education and Organizational Leadership

Leonard Pellicer, Dean

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

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

College of Law

Donald J. Dunn, Dean
H. Randall Rubin, Associate Dean
Alexis Boles, Assistant Dean of Admissions

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

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

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

The College of Law is located on a nine-acre site within the Ontario Civic Center Plaza complex.

Academic Organization

School of Continuing Education

James C. Manolis, Dean

Ray E. Johnson, Associate Dean

Stephen Lesniak, Assistant Dean for Academic and Student Services

Heather Russell, Assistant Dean of Marketing

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

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

School of Continuing Education

1950 Third Street

La Verne, CA 91750

Telephone: 1-800-695-4858

FAX: (909) 981-8695

Dean: James Manolis, Ed.D.

E-mail: manoljs@ulv.edu

More information: www.ulv.edu/sce

REGIONAL CAMPUSES

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

CAPA Professional Development Center

University of La Verne

Hoover Building, Suite 120

1950 3rd Street, La Verne, CA 91750-9984

Telephone: (909) 593-3511, ext. 4151 or
(909) 392-2718

FAX: (909) 392-2701

Director: Patricia Noreen

E-mail: noreenp@ulv.edu

More information: www.ulv.edu/sce

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

ULV Central Coast Campus

3211 Broad Street, Suite 113

San Luis Obispo, CA 93401

Telephone: (805) 542-9690

FAX: (805) 542-9735

Director: Kitt Vincent

E-mail: vincentk@ulv.edu

More information: www.ulv.edu/sce

School of Continuing Education (SCE)

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

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

The Inland Empire Campus also provides support for a satellite center serving ULV students in Kern County. Degree programs offered are B.A., Business Administration; B.S., Child Development; B.A., Liberal Studies; B.S., Organizational Management; M.B.A. for Experienced Professionals; and M.S., Leadership and Management.

ULV Kern County Campus
1600 Truxton Ave., Suite 100
P.O. Box 153
Bakersfield, CA 93302
Telephone: (661) 328-1430
FAX: (661) 328-1378
Director: Chesni Dixon-Meske
E-mail: meskec@ulv.edu
More information: www.ulv.edu/sce

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

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

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

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

School of Continuing Education (SCE)

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

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

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

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

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

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

Point Mugu, California:
Degree programs offered are B.A., Business Administration; B.S., Criminology; B.S. Organizational Management; B.S., Psychology; and M.S., Business Organizational Management.

P.O. Box 42264
Port Hueneme, CA 93044
Telephone: (805) 986-1783
FAX: (805) 986-1785
E-mail: dempseyj@ulv.edu
Director: Jamie Dempsey

Vandenberg, California:
Degree programs offered are B.A., Business Administration; B.S. Organizational Management; and M.B.A.

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

Eielson AFB/Elmendorf AFB/Ft. Richardson, Alaska:
Degree programs offered are M.S., Business Organizational Management; and M.S., Counseling

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

School of Continuing Education (SCE)

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

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

DISTANCE LEARNING CENTER (ULV Online). School of Continuing Education students may take ULV courses through the Internet in pursuit of degrees, degree credit or professional advancement. For a complete list of degrees, courses, and faculty as well as instructions for registration, visit www.ulv.edu/distancelearning

Distance Learning Center (ULV Online)
University of La Verne
1950 3rd St.
La Verne, CA 91750-9984
Telephone: (800) 695-4858, ext. 5301
FAX: (909) 985-1434
E-mail: dlc@ulv.edu
Director: Steve Lesniak, Ed.D.
Registrar: Alene Harrison

University of La Verne, Athens, Greece Campus

Craig Sexson, President
Jeff Nonemaker, Dean

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

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

La Verne College of Athens
P.O. Box 51105
Kifissia, 145 10, Athens, Greece
Telephone: 011-30210-620-6188
FAX: 011-30210-620-5929
E-mail: admis@laverne.edu.gr
Web: <http://www.laverne.edu.gr>
Liaison in the US: Ray E. Johnson, Ph.D.
US Liaison Telephone: (909) 985-0944

Special Programs

Study Abroad Programs. The University encourages its students to study abroad and offers numerous opportunities to do so, including semester- and year-long programs as well as short term programs. ULV's primary affiliation is with the Brethren Colleges Abroad (BCA). In addition, ULV works with the Council of International Educational Exchange (CIEE), Guildford School of Acting, and the Oxford Study Abroad Program. ULV students can study in more than 30 countries.

Religion Programs. As a service to African-American and Latino communities in and around the Los Angeles area, ULV offers off-campus courses leading to B.A. degrees in Religion, Philosophy, Religion/Philosophy, and Psychology. The purpose of this program is to prepare nontraditional-age students for graduate schools, seminaries, and leadership roles in their churches and communities. Instruction takes place at the American Baptist Theological Center in Pasadena and the Ecumenical Center for Black Church Studies in Los Angeles on Saturdays and evenings. Information and application for admission can be obtained from the program director, Dr. Dan Campana, at (909) 593-3511, ext. 4354; e-mail, campanad@ulv.edu.

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

Professional Development Courses for Educators. A program for elementary and secondary teachers that offers professional development, non-degree courses via the Web and through independent study. Information and a course listing can be obtained by calling (800) 793-6533 as well as at <http://pdcourses.net>.

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



Associated Student Forum Commissioner of Activities Dana McJunkin in the 2002 University of La Verne Spirit Booth.

Photo: Jennifer Contreras

STUDENT SERVICES

Loretta Rahmani, Dean of Student Affairs

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

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

Transitions Program. The Transitions Program is a four-year supportive effort to guide students through their collegiate transitions. Programs and seminars assist and support students experiencing transition issues from freshman year adjustments to college life through senior year adjustments beyond the university setting. For more information visit www.ulv.edu/transitions.

Leadership Education and Development (LEAD) Program. LEAD is a comprehensive, multi-part leadership development program for traditional-age undergraduates. It includes the LEADership Seminar Series, the Emerging Leader Program (ELP), the Landis Leadership Scholars (LLS), Campus Wide Leadership initiatives, and the Leadership Center. For more information visit www.ulv.edu/lead.

Residence Halls. Undergraduate students at the central campus have the opportunity to live on campus in one of La Verne's residence halls. Living with others in a residential community is a central aspect of the student's total education and development through close association with classmates and participation in residence hall functions. Chats with faculty and administrators, guest speakers, seminars on current topics of interest, social activities, and other programs enrich student life in the residence hall.

Each residence hall is staffed by professional and paraprofessional staff members. Their role is to provide leadership, informal counseling and referrals, judicial education, and serve as role models. La Verne offers three types of housing: single-gender floors in Brandt and Studebaker-Hanawalt Residence Halls, coed floors in The Oaks Residence Halls, and off campus housing at the Sheraton Suites Fairplex. All styles provide a community-based living environment.

Bed spaces in the residence halls are rented by the academic year; however, students may apply for Spring Semester. All housing applicants are charged a \$200 Housing Reservation/Security Deposit (HRSD) and a \$40 activity fee. Refer to the application and license agreement for HRSD refund policies.

Residence Halls are open during all school holidays except Thanksgiving, Winter Break, and Spring Break. The Oaks Residence Halls and the Sheraton Suites Fairplex remain open during all University holiday breaks for any pre-approved student. After occupancy has begun, no refund is allowed for absences. Refer to the license agreement for cancellation policy.

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

Student Services

Dining Hall. Davenport Dining Hall, located on the central campus, is open during the regular academic year except Thanksgiving, Winter Break, and Spring Break. Students living in the residence halls and suites are required to purchase meal plans. Students not residing in the residence halls are encouraged to dine in any of the campus restaurants, and to participate in a variety of meal plan options.

The Spot, a restaurant located in the Student Center, serves a variety of freshly made food, drinks, and snacks. The Book and Bean Bistro, located in the ULV Bookstore, offers freshly brewed espresso drinks, gourmet sandwiches, salads, and ice cream.

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

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

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

The clinic is open from 8 a.m. to 3 p.m. Monday - Thursday and from 8 a.m. to noon on Friday. A medical doctor or physician assistant is available several hours a day by appointment. The service includes visits for illness, injuries, counseling, some prescription and/or over the counter medications, laboratory testing, and referrals when indicated.

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

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

International Student Services. The International and Study Abroad Center (ISAC) provides information to and support for international students at ULV and all students interested in study abroad through ULV-affiliated programs. Services to international students include information on issues related to immigration, academic requirements, and American culture as well as information about the rights and responsibilities of international students while in the U.S. Support for stu-

Student Services

dents interested in study abroad includes information on programs and how to apply for study abroad, orientation prior to departure, and debriefing after the study abroad experience. The ISAC supports ULV programs, departments and schools by facilitating the adjustment of international students and enabling ULV students to study abroad.

Multicultural Affairs and Social Justice Advocacy.

ULV promotes an atmosphere of mutual respect among people of all cultures. The Institute for Multicultural Research and Campus Diversity (IMRCD) works toward creating a "learning community" on issues of diversity and multiculturalism through dialogue and educational programming. The Institute (ext. 4036) supports awareness and understanding of living in a diverse community through programs and services and by conducting research. IMRCD's services include human relation training/consultation, advocacy and counseling, instructing on issues of social justice, and advising on first generation college student success.

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

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

At the central campus Protestant and Catholic campus ministers coordinate a varied program of activities including Protestant and Catholic gatherings, ecumenical activities, pastoral counseling, personal consultation, contemplative prayer, fellowship and worship opportunities, seminars, service

projects, and regular contact with off-campus resources. Campus ministers' offices are in the chapel, exts. 4320 and 4322.

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

Summer Service. The Summer Service Program (ext. 4320) provides an opportunity for central campus undergraduate students to learn through service. In this program the student has the opportunity to spend ten weeks of the summer assisting in a church, a camp, or other service agency. Supported financially by the Christian Leadership Endowment Fund, the student receives a scholarship for this service.

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

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

Child Development Center. The Child Development Center, which functions as a training site for

Student Services

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

Student Center. The Student Center, located in the distinctive "supertents," is the focal point of central campus student activities. The "tents" house the offices of Campus Activities and Commuter Programs, Leadership and Transition Programs, Athletics, Movement and Sports Science, Athletic Training, and student government. The Student Center is the hub of athletic and intramural events, from volleyball and basketball in the gymnasium to recreation opportunities in the game area. The Student Center also contains the "Spot" Snack Bar and the Student Mail Center. Student Life at ULV is more completely described at <http://www.ulv.edu/stuaffrs/live.shtml>.

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

Social and Cultural Events. Student government, residence halls, clubs, fraternities and sororities, academic departments, and others plan social, educational, and cultural events for

the central campus. Activities include music, drama, guest speakers, dances, intramural sports, dinners, parties, and a wide range of club-sponsored events. Highlights include ASF Winter Formal, Spirit Week, Homecoming Week, Commuter Days, International Festival, and awards banquets. Several dramatic and musical productions are presented each semester, and students may contribute to the campus newspaper, yearbook, magazines, theatre playbill, literary magazine, and departmental publications. School of Continuing Education students may participate in most central campus social and cultural events. Events are also sponsored from time to time at several of the residence centers.

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

Mail Services. ULV maintains a full-service post office (with the exception of C.O.D. and money orders) for the use of students and staff. Located at 1st and E Streets, it is open 8 a.m.-5 p.m., Monday through Friday. Additional mail services are provided in the Student Mail Center located in the Student Center. All full-time traditional undergraduate students must have a ULV-issued mailbox in the Student Mail Center.

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

Athletics

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

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

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

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

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

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



Violinist Paul Stein and Pianist Timothy Durkovic perform a faculty recital in
Founders Auditorium.

Photo: Bailey Porter

ADMISSIONS INFORMATION

UNDERGRADUATE ADMISSIONS

Matriculation Policy. In order to be governed by this catalog, students who apply for admission must enroll in courses within twelve months of their acceptance date.

Central Campus Admissions

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

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

Honors at Entrance. Students who have earned a cumulative high school academic GPA of 3.5 or above in college preparatory classes with SAT I scores of at least 1100 (or ACT scores of at least 25) may be accepted with Honors at Entrance. Such students are considered for Honors scholar-

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

First-Year Resource Program. The Admissions Committee may choose to grant admission through the First-Year Resource Program (FRP). The First-Year Resource Program is described in the "Student Acceptance through the First-Year Resource Program (FRP)" section of this catalog.

Application Procedures. 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. ULV subscribes to the National Candidate's Reply Date of May 1 (for Fall semester), and does not require advance payment or confirmation of intent to enroll prior to this date.

Central Campus Undergraduate Admissions.

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

1. **Formal Application for Admission.** Upon receipt of the completed and signed application form, the essay, and the non-refundable \$50 application fee, the Office of Admissions will notify the applicant of any missing documents necessary to complete the application process.

2. **High School Transcripts.** Applicants must request that their high school transcripts be sent directly to the ULV Office of Admissions. A tran-

Central Campus Undergraduate Admissions

script is not considered official if sent or delivered by the student.

3. SAT I or ACT Scores. The applicant must have an official SAT I or ACT score report sent from the appropriate testing agency or a score reported on the official transcript.

4. Two letters of recommendation from school officials where the applicant is currently enrolled or has most recently attended. Recommendation forms are included with the application. Upon admission to the University, recommendation forms are destroyed and are not a part of the student's permanent record.

Transfer Students

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

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

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

First-Year Resource Program. The Admissions Committee may choose to grant admission through the First-Year Resource Program (FRP)

to transfer students. The First-Year Resource Program is described in the "Student Acceptance through the First-Year Resource Program (FRP)" section of this catalog.

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

1. Application for Admission. Upon receipt of the completed and signed application form, the essay, and the non-refundable \$50 application fee, the Office of Admissions will notify the applicant of any missing documents necessary to complete the application process.

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

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

4. Two letters of recommendation from school officials where the applicant is currently enrolled or has most recently attended. Recommendation forms are included with the application. Upon admission to the University, recommendation forms are destroyed and are not a part of the student's permanent record.

International Students

The University of La Verne welcomes applications from students living in countries throughout the world. Sufficient evidence must be provided to insure that a student is able to depend upon his/her own financial resources. International students must not plan on earnings from employment in the United States, financial assistance, or scholarship grants. The estimated yearly cost for an international student to attend ULV is approxi-

Central Campus Undergraduate Admissions

mately \$34,600. This includes tuition, fees, room/board, books, and personal expenses (summer school tuition and transportation are NOT included). ULV is authorized to issue the I-20 when international applicants have been accepted and have submitted the \$200 advance deposit. In order to allow time for obtaining visas, it is important for international applicants to provide all required documents a minimum of two months before the beginning of the semester. *Students holding F-1 and J-1 visas may attend only the central campus and are not eligible for the CAPA program.* To be considered for admission, international students must provide the following documents to the Office of Admissions. *All application materials become the property of the University upon receipt.*

1. **Application for Admission.** Upon receipt of the completed and signed application form, the essay, and the non-refundable \$50 application fee, the Office of Admissions will notify the applicant of any missing documents necessary to complete the application process.

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

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

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

b. A SAT verbal score of 480 or above.

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

d. 32 semester hours or more of transferable credit, including the equivalent of ENG 110.

4. **Two letters of recommendation** from school officials where the applicant is currently

enrolled or has most recently attended. Recommendation forms are provided with the application. Upon admission to the University, recommendation forms are destroyed and are not a part of the student's permanent record.

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

Additional Admissions Information

Interviews and Tours. Interested students, parents and friends are invited to visit the University of La Verne. Interviews are held on campus by appointment. Tours and visits to classes are all scheduled by appointment. The Office of Admission is open from 8:00 am to 5:00 pm on weekdays and is open on selected Saturdays during the Spring Semester. Please call the Office of Admissions at (909) 392-2800 for more information or to schedule a visit.

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

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

Central Campus Undergraduate Admissions

Residence Hall Reservations. Admitted students will be sent a Residence Hall Application and License Agreement. Students must return the application and license agreement, along with a \$200 housing reservation/security deposit and a \$40 activity fee to the Office of Residential Life. Residence Hall lodging will be reserved for students on a space available basis.

Student Acceptance through the First-Year Resource Program (FRP). This program is designed to assist selected students as they begin their careers at the University of La Verne. FRP students may enroll in a maximum of 15 semester hours during their first semester and are assigned an advisor in the Learning Enhancement Center. Additionally, they must enroll in a one-unit Learning Enhancement Seminar, register for an appropriate English class, and make normal academic progress as defined in the Normal Academic Progress section of this catalog.

Leave of Absence. A student who finds it necessary to interrupt his or her studies at the University of La Verne and desires to return may apply to the Registrar for a leave of absence prior to leaving the University. With a leave of absence, a student may be absent from ULV for no more than two semesters without reapplying for admission. Among the acceptable reasons for granting a leave of absence are financial or medical problems and military duties. Students are required to keep the University informed about plans for return; otherwise, they will be considered withdrawn. A leave of absence will not be granted for the purpose of transferring to another institution.

Withdrawal from the University. A student who wishes to withdraw in good standing must obtain

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

Returning Student Readmission. Central campus undergraduates who have attended ULV as matriculated students but who have not been in attendance for two consecutive semesters must reapply by filing a Readmission Application for Admission. Readmission will be based on the current admissions policies, and the student will be required to meet current graduation requirements. Official transcripts of all academic work taken during the period of absence must be provided.

Readmission of Academically Disqualified Students. The readmission of a previously disqualified student is by special approval of the appropriate Dean. ULV will consider an application for reinstatement only after the student has remained absent for a minimum of one year following disqualification and has fulfilled all conditions of reenrollment. In every instance, readmission action is based on evidence, including transcripts of courses completed elsewhere after disqualification, that warrants such action. If readmitted, the student is placed on academic probation.

School of Continuing Education Undergraduate Admissions

Admission to School of Continuing Education Undergraduate Programs

The School of Continuing Education (SCE) provides educational opportunities for mature adults with varied educational backgrounds. Applicants will be considered for admission based on several factors: applicant's age (CAPA and other programs may require applicants to be of 25 years of age or older), number of college-level semester hours completed, cumulative college GPA, work experience, and the degree program being pursued. Applicants academically disqualified from another college may be considered for admission by appeal only if the disqualification occurred more than 12 months prior to application.

Students are eligible to enroll in a cumulative total of no more than 8 semester hours in a term-based system or 12 semester hours in a semester-based system prior to official admission. For additional degree program requirements and enrollment policies, please refer to School of Continuing Education Program brochures.

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

The following documents must be submitted:

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

2. Official Transcripts and Certificates of Prior Work. Official transcripts from *all* colleges and universities previously attended must be submitted to ULV. All previous college work must be evaluated for transfer. Any transcripts of course-

work completed prior to admission that are not submitted will not be considered for transfer credit after admission has been granted. In addition, failure to list this coursework could result in academic dismissal.

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

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

3. International Students. International students on F or J visas may attend ULV's central campus and the ULV College of Law. They are not eligible for the CAPA program. Applicants who do not hold a US high school degree and who have completed less than 32 semester hours of transfer credit, or who have not completed the equivalent to ENG 110, College Writing A, must submit a score of 550 or above on the Test of English as a Foreign Language (TOEFL) or a minimum score of 5 on ULV's English Proficiency Test (EPT) to qualify for admission. Foreign nationals serving in the US Armed Forces are exempt from this policy.

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

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

School of Continuing Education Undergraduate Admissions

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

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

2. Students who do not complete their degrees within seven years of the date of their admission letter must reapply for admission and fulfill the graduation requirements in effect at the time of their readmission. Students who leave due to academic disqualification may reapply for admission after one calendar year.

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

Matriculated students who have not been enrolled at ULV for more than one year will be classified as Inactive and will not be eligible to register via the web. Inactive students who wish to register should contact their academic advisor to change their student status.

Admission to EPIC

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

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

2. Official transcripts of prior college work, if applicable. All previous college work must be evaluated for transfer.

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

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

Transfer Credit for Undergraduate Students

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

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

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

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

Undergraduate Transfer Credit

General Education Transfer Policy—Area Requirements.

California Associate Degree. At the time of matriculation, students who have earned an associate degree at a regionally accredited California college with general education requirements acceptable to the University of California or included in the California State University General Education Breadth Certification or found in the Intersegmental General Education Transfer Curriculum (IGETC) will be credited with fulfilling all of ULV's General Education AREA Requirements. Students who have been certified as meeting the lower division general education requirements in one of these three ways must provide a copy of the certification form obtainable from the transfer center at the community college that the student attended. This certification needs to be provided when the final transcript showing the associate degree is sent to ULV.

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

1. Students certified as having met all area requirements at the University of California or in the California State University General Education Breadth Certification or in the Intersegmental General Education Transfer Curriculum (IGETC) with a C- or better will be credited with fulfilling all of ULV's General Education AREA requirements. A copy of the certification form obtainable from the transfer center at the community college that the student attended needs to be provided when the community college transcript is sent to ULV.

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

3. Course work completed at regionally accredited public colleges and universities outside the state of California which meets bachelor's level general education requirements at the state college or university within the same state, and is so documented in the college catalog, will be articulated to fulfill like general education requirements at ULV.

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

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

General Education Transfer Policy—Core Requirements.

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

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

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

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

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

Other Transfer Credit. La Verne accepts credit earned at other regionally accredited colleges and universities on a course-by-course basis. Except in the case of courses included in associate degrees from California colleges, courses will not be considered for transfer unless a C- or better was received. ULV may accept up to 21 semester hours of vocational/technical credit (including community college certificate programs, military courses, and courses offered by noncollegiate institutions) into an associate degree program and up to 44 semester hours of vocational/technical

Undergraduate Transfer Credit

credit into a bachelor's degree program. No more than 30 semester hours of credit by assessment will be accepted in transfer. ULV will not accept transfer credit by exam (excluding standardized exams such as CLEP), if a student was not matriculated at the college where the credit was granted. ULV students interested in taking credit for transfer at other institutions should obtain prior approval through the Registrar. The University is not obligated to accept coursework that has not received prior approval.

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

Military Credits. Courses taken through the military may be transferred under the guidelines established by the American Council on Education (ACE) *Guide to the Evaluation of Educational Experiences in the Armed Services* and according to ULV policy. Acceptance of credit is limited by the vocational/technical credit policy listed in the Other Transfer Credit section above.

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

Refusal of Transfer Credit. The University of La Verne reserves the right to refuse transfer credit or limit the credits accepted toward any of its degree programs from accredited institutions, including those accredited by regional accreditation associations, if these credits are attributed to courses that do not meet the University of La Verne's academic standards.

GRADUATE ADMISSIONS

Central Campus and School of Continuing Education

Admissions Policy. In order to pursue a graduate degree, a specialized credential, or a graduate certificate program at the University of La Verne, students must be formally admitted by the appropriate graduate department. Candidates are evaluated on the strength of their GPA, Statement of Purpose, letters of recommendation, and standardized test scores (where applicable). 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. The general guidelines for all graduate programs follows:

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

2. A preferred GPA of 2.5 or above for the last 60 semester hours of undergraduate study, and a GPA of 3.0 for any graduate work.
3. Letters of recommendation attesting to academic/professional competency.
4. Demonstrated ability to write at an acceptable level for graduate study.

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

Application Materials. All application materials are processed by the Graduate Office or SCE, as appropriate, and forwarded to departments. *All materials submitted become the property of the University and will not be returned to the applicant, copied for another use, or forwarded to another institution.* Before departments take any action regarding possible admission to a graduate program, the student must submit the following:

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

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

3. **Official transcripts** showing academic degrees, all coursework completed in the last two years of undergraduate study (i.e., the last 60 semester hours or the last 90 quarter hours), and all graduate coursework. All transcripts must be sent by the degree granting institution directly to ULV. Applicants to central campus programs should have the transcripts sent "Attention: Graduate Office." Applicants to School of Continuing Education programs will be provided with forms which indicate the proper return address.

4. **Two or three letters of recommendation**, as specified by the department. Upon admission to the University, all letters of recommendation will be destroyed and are not a part of the student's permanent record.

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

6. Applicants without a degree from an English-speaking institution where English is the primary language of instruction and of the geographic area must establish minimal proficiency in English by submitting one of the following:

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

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

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

Note: These scores are minimum admissions requirements only.

International Students. ULV is authorized to issue an I-20 only after international applicants have been accepted for admission and have submitted the \$200 nonrefundable tuition deposit. *International students with F-1 or J-1 visas may apply to and attend only the central campus.* To apply for admission, international applicants must submit all of the application materials listed above as well as a notarized original statement indicating how the student will meet the financial obligations for graduate study at La Verne.

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

1. Grant admission to students who satisfy all requirements.

2. Grant admission to students 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.

3. Hold the application pending specified additional requirements.

Graduate Admissions

4. Deny admission because documents appear to indicate applicant would be unsuccessful in this graduate program.

Credential Only Admission. Students seeking advanced credentials in the areas of Administration, Counseling, Reading, and Special Education must follow the regular procedure for graduate admission. Students seeking the Multiple Subject or Single Subject Credentials need to file an application in ULV's Education Department Office or through the School of Continuing Education. Admission requirements are described in the Programs section of this catalog.

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

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

1. A new application form and application fee.
2. A statement which addresses the absence from the program and reasons for returning.
3. Transcripts for course work completed since leaving ULV and other documents as required by the department, if applicable.

Readmission will be based on the current ad-

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

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

Transfer Credit. Students should request transfer credit for courses previously completed at another college or university at the time of application. Students receiving Veterans Administration (VA) funding are eligible to receive transfer credit for previously completed courses only if they make their request during the semester/term of their admission. The following conditions must exist for transfer credit to be approved:

1. The course must have been taken within the last five years at an accredited university or college and after the student had received a bachelor's degree.
2. The course must be acceptable into an appropriate graduate degree program at the institution where it was taken.
3. A grade of B or better must have been earned in the course. (A grade of B- is not acceptable.)
4. The course must be sufficiently related to the student's degree program at ULV as determined by the Program Chairperson.
5. There is a limit of six semester hours which may be transferred into 30-35 semester hour degree programs. A total of 12 semester hours may be transferred into a program requiring 36 or more semester hours. (A quarter hour counts as two-thirds of a semester hour.)
6. Courses taken through the military may be transferred into a University of La Verne graduate program, consistent with the guidelines above. The number of graduate transfer credits allowed is subject to the guidelines established by the American Council on Education (ACE) *Guide to*

Graduate Admissions

the Evaluation of Educational Experiences in the Armed Services.

7. Only courses which are accepted for transfer into a degree program are added to the student's ULV transcript.

8. The University of La Verne reserves the right to refuse transfer credit or limit the credits accepted toward any of its degree programs from accredited institutions, including those accredited by regional accreditation associations, if these credits are attributed to courses that do not meet the University of La Verne's academic standards.

Graduate students matriculated into a certificate program may transfer up to six semester hours of elective credit toward completion of the certificate. Requests to have transfer credit applied to the certificate must be submitted to the Department/Program Chair through the student's advisor in SCE. The Department/Program Chair will evaluate the transfer credit using the same criteria for accepting transfer credits into a degree program and notify the Graduate Office or SCE to post the approved transfer credit to the student's transcript.

Second La Verne Master's Degree. Students who have completed a master's degree at ULV and wish to earn a second master's degree at the University must apply for the second degree by submitting an application with a statement of purpose and all supporting documents required for admission by the second degree program. For

courses to count toward both degrees, they must be common to both approved programs. A maximum of 21 semester hours approved by the Program Chairperson 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 to a student's transcript after a ULV master's degree has been granted, subject to the program chairperson's approval. The concentration that is to be added must be listed in the current ULV catalog as being an approved concentration for the degree previously granted to the student.

A formal *Application for the Addition of a Concentration to a Completed ULV Master's Degree* must be submitted to add a concentration after a degree has been granted. ULV course work completed within five years preceding the date of application may be applied to the concentration. A student has three years from the date of application to complete all concentration requirements. A grade of B or better is required for each course applied to the concentration with a minimum cumulative concentration GPA of 3.0. Financial aid funds are not available to students pursuing a concentration after a degree has been posted.



The 2002 ULV Homecoming Court.

Photo: Amy Babin

FINANCIAL INFORMATION

TUITION AND FEES

Financial Arrangements

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

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

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

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

a. *Semester-based programs, including the College of Law and Traditional-Age Undergraduate Students:* Please contact the Students Accounts Department for available deferred payment plan options.

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

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

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

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

Semester Based Programs	\$75
Term Based Programs	\$50
Company Reimbursed students.....	\$25
Doctoral Programs (6 installments).....	\$75
SCE Education Programs (24-36 installments)	\$150
Selected Masters Programs (12-18 installments).....	\$75-\$100

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

Tuition and Fees

Central Campus Undergraduate Programs

Tuition

Full-time students (12-17 semester hours per semester and 1-5 semester hours in the January Interterm), per semester.....	\$10,250
Part-time students, approved academic overloads, Directed Study, and Independent Study, per semester hour	\$585
Auditing, per semester hour	\$295
Summer Sessions, per semester hour	\$470
B.S., Public Admin., online, per sem. hour	\$375
Legal Studies, per semester hour	\$245
Religion Program (off-campus), per course ..	\$460

Fees

Application.....	\$50
Written Composition (will be applied toward challenge if passed)	\$50
Registration (part-time students), per term or session.....	\$35
Late Registration/Change of Program.....	\$50
Student Tuition Deposit	\$200
Laboratory Fee, per course	\$100
Chemistry breakage deposit, per course (refundable)	\$100
Photography Laboratory Fee.....	\$125
Television Laboratory Fee	\$50-\$100
Journalism/Radio Laboratory Fee	\$25
Course Challenge, per course.....	\$585
Make-up Examination.....	\$40
Music Lessons, per semester hour	\$150
Parking, per semester	\$10
Student Teaching	\$125
Lost ID card.....	\$5
Lost meal ticket	\$5
Lost Parking Permit.....	\$5
Graduation.....	\$110
Transcripts, per copy	\$6
Transcripts (24-hour turnaround).....	\$20
Returned Check Fee	\$25
Legal Studies Certificate Fee	\$35
Legal Studies Association Fee (one time charge)	\$25

Residence Hall Charges

Housing (double occupancy), on campus, per semester.....	\$1,975
Housing, off campus, per semester	\$2,960
Housing (triple occupancy), on campus, per semester.....	\$1,620
Housing Reservation/Security Deposit— first time students	\$200
Returning resident housing application fee	\$25
Residence Halls student activities fee	\$40

Board

10 meals per week (off-campus residents only), per semester	\$1,750
12 meals per week, per semester	\$1,825
14 meals per week, per semester	\$1,900
Gold Meal Plan, unlimited access to dining facilities, per semester	\$2,075

Study Abroad Programs. The costs listed below include tuition, room, and board. These must be paid before departure. Travel costs are the responsibility of the student.

per semester	\$14,260
per year	\$28,520

Graduate Programs

M.B.A., per semester hour	\$455
M.H.A., per semester hour	\$425
M.P.A., per semester hour	\$465
M.S., L.M., per semester hour	\$455
Prelim. Adm. Servs. Credential, per sem. hr.	\$465
Prof. Admin. Servs. Credential, per sem. hr.	\$455
GERO courses, per semester hour	\$425
Education Credential, Bakersfield, per semester hour	\$425
M.Ed., Bakersfield, per semester hour	\$425
All other Masters progs., per semester hour ..	\$465
D.P.A.....	\$700
Ed.D.....	\$630
Psy.D.....	\$575

Graduate Fees

Application, master's	\$50
Application, Prof. Admin. Services Cred.	\$50
Application, doctoral	\$75
International Student Tuition Deposit	\$200

Tuition and Fees

College of Law

Tuition

Students entering in Fall 2002:

Full time, per semester	\$10,800
Part time, per semester	\$7,200
Returning students, per semester hour.....	\$720

Fees

Law Application Fee	\$55
Law multipurpose Fee (Fall/Spring).....	\$210
Law multipurpose Fee (Summer)	\$105
Law Change of Program Fee	\$50
Law Late Registration Fee	\$100
Student Bar Association Fee, per semester	\$40
Law Library Fee (Fall/Spring)	\$110
Law Library Fee (Summer).....	\$50
Graduation Fee	\$210
Parking, per semester	\$10
Returned Check Fee	\$25
Transcripts, per copy	\$6
Transcripts (24-hour turnaround).....	\$20

School of Continuing Education

Tuition (per semester hour)*

<i>Program</i>	<i>Undergraduate</i>	<i>Graduate</i>
California PDC programs	\$365	\$455
M.H.A. at California PDC's		\$425
Military rate, California PDC's		\$265
Corporate rate, Calif. PDC's	\$340	\$430
Education Program		\$350-425
Military base programs	\$230	\$265
Graduate Alaska Programs		\$265

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

Fees

Application	\$50
Late Registration/Change of Program Fee.....	\$50
Academic Services Fee, per course.....	\$15
Course Challengeone semester hour of tuition	
Laboratory	\$15-\$30
Graduation.....	\$110
Reading Clinic	\$150
Returned Check Fee	\$25
School Counseling	\$50
Transcripts, per copy	\$6
Transcripts (24-hour turnaround)	\$20

CAPA Professional Development Center

Tuition, per semester hour.....	\$395
Application Fee.....	\$50
Registration Fee, per semester	\$35
Late Registration/Change of Program Fee.....	\$50
Course Challenge Fee, per course	\$395
Graduation Fee	\$110
Medical Services Fee (optional), per semester	\$200
Health Center Fee (mandatory for all who purchase Accident and Health Insurance), per semester	\$70
Parking, per semester	\$10
Returned Check Fee	\$25
Transcripts, per copy	\$6
Transcripts (24-hour turnaround).....	\$20

REFUND/TUITION CREDIT POLICIES

It is the student's responsibility to officially notify the Registrar, or the regional campus or center where the student is enrolled, if he or she withdraws from classes at any point during the semester or term. Failure to attend class or informing the instructor does not constitute official withdrawal from a course. 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 Withdrawal from the University, Withdrawal from ULV by Financial Aid Recipients, and Withdrawal (W) sections of this catalog.

Room and Board Refunds. Refunds for the residence halls will be made according to the terms and conditions outlined on the Residence Hall License Agreement. The amount of refund will be determined by the Housing Office. Board refunds during the Fall and Spring semesters will be calculated on a prorated basis. There will be no refunds for January Interterm.

Tuition Credits/Refunds. To be eligible for tuition credits, a student must complete a Program Change Form before the tuition credit deadlines of the semester or term. The date of withdrawal for purposes of tuition credit shall be the date on which the Office of the Registrar (or the office of the student's regional campus or center) receives the official Program Change Form. Tuition credits will only be granted for students who officially drop or withdraw in writing before the deadline.

Tuition Refund/Credit Policy

Withdrawal during 1st week of classes	Enrollment Period		
	Semester	Term	Other
1st week of classes	100%	100%	100%
2nd week of classes	75%	75%	75%
3rd week of classes	50%	50%	0%

Students who receive federal financial aid are subject to a pro-rata return of federal funds through the 60% period of each term or semester as described in the Withdrawal from ULV by Financial Aid Recipients section of this catalog. The 60% period is calculated by dividing the number of days enrolled in the term by the total number of days within the term. The amount of funds that must be returned is determined by dividing the number of days in the term or semester that the student was not enrolled by the total number of days in the term or semester. The Financial Aid office will calculate the amount of the refund to the financial aid programs.

If a student drops classes after the tuition credit period, but before the 60% period of a term, the student will be charged for the entire amount of tuition, but a prorated portion of the financial aid will be returned to the Title IV Program.

Petitions to the stated policy, for medical reasons or reasons beyond the control of the student, should be in writing and addressed to the Dean of the program in which the student is enrolled. Any exceptions to the policy should also be approved by the Director of Student Accounts.

Fees are not refundable.

Delinquent Payment of Tuition

ULV reserves the right to refuse a diploma or a transcript to any student or former student who is delinquent in the payment of any promissory note given in payment of any tuition, costs, or fees. Financial holds are placed on the transcripts of students with delinquent accounts, and no transcripts or diplomas will be issued for such students.

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until the holds have been removed. Students who have not met their financial obligations at the completion of a semester of enrollment will be withdrawn automatically from all courses in that semester and will have financial holds placed on their transcripts. Such students will be reinstated, receive their grades, and see the financial holds removed only when their bills have been paid.

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

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

FINANCIAL AID

Financial Assistance to Students. The University of La Verne makes financial assistance available through a variety of programs. These include ULV grants and scholarships as well as Federal and State grant, loan, and work programs. All students admitted to a certificate/degree program may apply. All programs are subject to funding levels. Forms and requirements are subject to change. Financial aid is not available to students admitted to the Athens campus or the EPIC program.

Depending on the program a student is admitted to, a financial aid award may include a combination of gift aid (e.g., grants and scholarships) and self help (e.g., loans and student employment). Offers of financial aid assistance are based on financial need and, in some cases, academic achievement. All offers of financial aid assistance, including loans, cannot exceed the total cost of attendance (COA). The cost of attendance is the average amount a student at ULV must pay to attend school for one academic year, including tuition, books and supplies, transportation, room and board and personal expenses. There are a variety of Federal, State and University programs available to assist students with their educational expenses at ULV.

To apply for Federal and State student financial aid, the student must apply by completing the Free Application for Federal Student Aid (FAFSA) (see page 47.) A student's financial need is determined by the Federal Government methodology using the information the student provides on the FAFSA.

For consumer information about financial assistance and the University, contact the Financial Aid Office. For additional information about financial aid, see the ULV Financial Aid website at <http://www.ulv.edu/fao/>

Financial Aid

Federal Student Aid Programs

Federal Pell Grants. Federal Pell Grants are awarded to undergraduate students on the basis of financial need. During the 2002-2003 academic year, Pell Grant awards ranged from \$400 to \$3,750. Post-Baccalaureate students admitted to the Teacher Credential program may also qualify for a Pell Grant if the student is attending ULV at least half time.

Campus-Based Federal Aid. ULV participates in the Federal Campus-based Financial Aid programs. The Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan and Federal Work-Study are awarded on the basis of financial need. Traditional undergraduate students must be attending ULV full-time to qualify for these awards.

Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to students with exceptional financial need. During the 2002-2003 academic year, FSEOG awards ranged from \$500 to \$1,500. This award is gift aid, and it does not have to be repaid.

Federal Perkins Loan is a low-interest loan free of origination fees. The Federal Government pays the interest on this loan while the student is attending school at least half time. When this loan goes into repayment, the interest rate will be set at 5%, and the student may be allowed up to 10 years to repay the loan in full. During 2002-2003 academic year, Federal Perkins Loan awards ranged from \$400 to \$800.

Federal Work-Study (FWS) is a paid work opportunity to eligible applicants, allowing students to earn money to pay for educational expenses. Employment may not exceed 20 hours a week during the Fall and Spring semesters. Every effort is made to place students in work related to their studies, career plans, or community service. Placement is on a first-come, first-served basis, beginning in July 2003.

Federal Student and Parent Loan Programs

Federal Stafford Loans. Federal Stafford loans come in two forms: subsidized and unsubsidized. *Subsidized* loans are based on need, and interest on this loan is paid by the government while the student is in school. *Unsubsidized* loans are not based on need and the student is required to pay the interest while in school. The Federal student loan is awarded to eligible undergraduate, graduate, and law school students. The Stafford Loan has a variable interest rate that can not exceed 8.25%, and a 3% origination fee.

Undergraduates may borrow up to \$23,000 (\$2,625 during the freshman year, \$3,500 during the sophomore year, and \$5,500 during the third, fourth, and fifth years) and graduate students up to \$65,500 including any undergraduate Stafford loans (\$8,500 per year). These limits are for subsidized and unsubsidized loans combined. The difference between the subsidized loan amount and the limit may be borrowed by the student as an unsubsidized loan.

Higher unsubsidized Stafford loan limits are available to independent students, dependent students whose parents were unable to obtain a PLUS Loan, and graduate/law school students. Undergraduates may borrow up to \$46,000 (\$6,625 during the freshman year, \$7,500 during the sophomore year, and \$10,500 during each subsequent year) and graduate students up to \$138,500 including any undergraduate Stafford loans (\$18,500 per year). These limits are for subsidized and unsubsidized loans combined. The amounts of any subsidized loans are still subject to the lower limits.

Repayment on these loans begins 6 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 information about these topics may be obtained from the ULV Financial Aid Office.

Applicants who have accepted a student loan offer will be required to complete a Master Promissory Note (MPN) and participate in a Student Loan Entrance Interview. Details regard-

ing these requirements are provided to the student in the financial aid award package.

Each semester or term Stafford loan proceeds are forwarded to ULV either in the form of a paper check or Electronic Funds Transfer (EFT). Loan proceeds are disbursed after the add/drop period, based on the number of units in which the student is enrolled. The net proceeds (minus loan origination fees) are forwarded to Student Accounts each term after both the student's enrollment and satisfactory academic progress have been verified.

Federal PLUS Loans. PLUS (Parent Loan for Undergraduate Students) is a loan offered to the Parent or Stepparent of a student who meets the federal definition of a "dependent student." Parent borrowers in this program may borrow up to the total cost of attendance minus other financial aid offered. PLUS loan origination fees are 3%, and the interest rate on the funds borrowed is variable and will not exceed 9%. A parent borrower's credit record will be checked prior to the lender's approval of the loan, and credit-worthy applicants will be required to complete a PLUS loan application. Repayment of this loan begins 60 days after the last disbursement. A dependent applicant whose parents are ineligible to participate in this program may be eligible for an additional unsubsidized student loan. Please contact the Financial Aid Office regarding details.

Each semester PLUS loan proceeds are forwarded to ULV either in the form of a paper check or Electronic Funds Transfer (EFT). Loan proceeds are disbursed to the student's account after the add/drop period. The net proceeds (minus loan fees) are forwarded to Student Accounts each term after enrollment and satisfactory academic progress have been verified.

State Grant Programs

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

Cal Grants A or B. Each year the California Student Aid Commission (CSAC) awards grants to California residents. ULV undergraduates, as well as applicants for undergraduate admission who are California residents, must apply for these grants. ULV students who previously received Cal Grants may be eligible to receive up to \$9,708 per academic year. All other students applying for these awards compete on the basis of financial need, family educational history, and GPA. The maximum Cal Grant award that a student may be eligible to receive for the 2003-2004 academic year is \$8,832. *FAFSA and CSAC Grade Point Average (GPA) Verification forms must be submitted by March 2 of each year in order to be considered for an award for the following academic year. GPA Verification forms are available at the ULV Registrar and Financial Aid Offices.*

Cal Grant T is a grant program that provides tuition grants of up to \$9,708 to qualified students who have a baccalaureate degree and are enrolled in a teacher credential program only. Students enrolled in master's level courses are ineligible. Awards are to be used only for tuition and fees for a maximum of one academic year of full-time attendance. As a condition of receiving a Cal Grant T, a recipient must teach for one year at a designated public school for each \$2,000 of award money received, for a maximum period of four years. Any recipient who does not meet the teaching obligation will be required to repay the award. The FAFSA, Cal Grant T Enrollment, and Grade Point Average Verification Form must be submitted by June 1 for the following academic year.

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State Specialized Programs

Assumption Program of Loans for Education (APLE) assumes up to \$19,000 in student loan debt in return for teaching service at a designated school or in a designated subject.

Federal Teacher Loan Forgiveness program forgives up to \$5,000 of Federal Stafford Student Loan debt in return for five years of teaching service at a designated K-12 school.

Governor's Teacher Fellowship Program provides \$20,000 for college costs to students enrolled full time in a teaching credential program in exchange for teaching service at a low performing school.

The Child Development Grant Program is designed for students who are attending California two-year or four-year, post-secondary educational institutions, and pursuing a permit to teach or supervise in the field of child care and development. Selected recipients attending a four-year university are eligible to receive up to \$2,000 each academic year. The grant may be renewed for a maximum of one additional year if the recipient maintains satisfactory academic progress, financial need, and intent to pursue the approved course of study leading to a Child Development Permit issued by the California Commission on Teacher Credentialing. Grant recipients must agree to provide one full year of service in a licensed childcare center for every year they receive.

University of La Verne Programs

ULV Grant. To be eligible for consideration for ULV grants, a student must be enrolled full time in the higher cost undergraduate degree program at the central campus. CAPA students do not qualify for ULV grants. ULV Grants are awarded based on financial need as determined by the FAFSA.

ULV Academic Scholarships. To be eligible for consideration for ULV academic scholarships, a student must be enrolled full time in the higher cost undergraduate degree program at the central campus. CAPA students do not qualify for ULV scholarships. Academic scholarships are not need based and are annually renewable based on full-time enrollment and satisfactory academic progress. ULV academic scholarships are awarded to first-time college students based on high school grades in college preparatory coursework only and SAT 1 scores at the time of admission. ULV academic scholarships are awarded to transfer students based on college GPA at the time of admission. Scholarship eligibility requirements are listed at <http://www.ulv.edu/admissions/>

ULV Performance Scholarships. To be eligible for these awards, students must be majoring in music, theatre, art, or forensics. CAPA students do not qualify for ULV Performance Scholarships. Audition or some other work may be required based on departmental direction. A student who receives a performance award as well as a ULV Academic Scholarship must choose one or the other.

International Student Scholastic Awards. To be eligible for consideration for an International Student Scholastic Award, an international student must be enrolled full time in an undergraduate degree program at the central campus. CAPA students do not qualify for International Student Scholastic Awards. ULV International Student Scholastic Awards are awarded to first-time college students at the point of admission to ULV or to transfer students at the point of admission to ULV. Award requirements are available through the Office of Undergraduate Admissions.

ULV Loans. To be eligible for consideration for a ULV Loan, a student must be enrolled full time in the higher cost undergraduate degree program at the central campus. CAPA students do not qualify for ULV Loans. ULV Loans are interest free during the student's enrollment. Recipients must

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have a minimum 2.5 GPA and have graduated from a California high school. Repayment begins after graduation or withdrawal from ULV.

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

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

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

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

ULV Named Scholarships & Grants Available to Returning and Entering ULV Students. To be eligible for consideration for ULV Named Scholarships and Grants, a student must be enrolled full time in the higher cost undergraduate program at the central campus. CAPA students do not qualify for ULV Named Scholarships and Grants. Over 125 Named Scholarships and Grants are available to undergraduates who meet the qualifications specified by the donors. A few graduate scholarships are also available. Most Named Scholarships and Grants are need based and merit based. Consideration is given to students meeting the FAFSA priority filing date of March 2 and who have at least a 3.3 cumulative

ULV GPA. Students are also required to complete a ULV scholarship application by April 15. Some scholarships and grants are awarded on the basis of departmental recommendation, academic performance, and school and/or outside involvement.

How to Apply for Financial Aid

Applying for financial aid at the University of La Verne is a five-step process:

- 1. Complete a FAFSA.** After January 1 the student must complete a FAFSA and submit it to the Federal processor. To meet the Cal Grant and priority deadlines for ULV funds, the FAFSA must be submitted by March 2. If the student submits the FAFSA after March 2, he or she may still be eligible for Pell Grants and Federal Student Loans. After the FAFSA is processed, the student should receive a Student Aid Report (SAR) in the mail. The SAR will summarize the information the student included in their FAFSA. The SAR will also indicate to the Financial Aid Office at ULV the amount of Pell Grant eligibility the students has, if any, and the Expected Family Contribution (EFC). The EFC is the amount the family is expected to contribute to the student's educational expenses. There are four ways to complete the FAFSA:

Electronic FAFSA: A new FAFSA may be completed on the web at www.fafsa.ed.gov. A signature page must be printed, signed, AND mailed to the Federal processor at the same time. The student will receive the SAR within 10 days. The student should keep a copy of the SAR for his or her records.

Electronic Renewal Application: Students with a Personal Identification Number (PIN) from the US Department of Education may apply online. Students without a PIN may request one at www.fafsa.ed.gov. Using this PIN the FAFSA can be updated online. The student will receive the SAR within 10 days.

Paper FAFSA: Paper FAFSA's are available at the ULV Financial Aid Office. Students should use paper FAFSA's only when Internet access is

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not available. The Student Aid Report (SAR) will arrive in 4-6 weeks.

Paper Renewal Application: Students who receive a renewal application may update the information and mail it as directly to the Federal processor. The student will receive the SAR within 4-6 weeks.

2. Grade Point Average Verification Form.

Required of California residents applying for financial aid by March 2. High school seniors must request that their high school counselor complete a California Student Aid Commission (CSAC) GPA form and mail it to CSAC by March 2. Prospective transfer students who have completed less than 23 semester hours of college coursework must request that their high school counselor complete a CSAC GPA Form and mail it to CSAC by March 2. If the transfer student has completed more than 23 semester hours of college coursework, the CSAC GPA Form must be completed and signed by an official at the current college of attendance. Current ULV students must request that the ULV Registrar complete a CSAC GPA form and mail it to CSAC by March 2. *It is the student's responsibility to follow up and ensure that the GPA form is mailed to CSAC by March 2.* (Students who are not California Residents and/or are applying for financial aid after the March 2 deadline may skip this step.)

3. Submit any requested documents to ULV's Financial Aid Office. If selected by the Federal processor for verification, the student will be notified on the SAR. Students who are selected for the Federal verification process must submit additional documentation to the Financial Aid Office by the required deadline. These documents include a Verification Worksheet, copies of signed and dated Federal Tax Returns, and other requested documents. The student's file is not complete until all required documents are submitted. Requests for additional documentation from the ULV Financial Aid Office include deadlines that students must meet. *Students who do not meet the deadline for turning in these documents may lose priority for financial aid and may not receive funds that they may otherwise have been eligible to receive.*

4. Obtain official admission to ULV.

5. Submit other documentation if requested by the Financial Aid Office. Additional documentation may be requested by the Financial Aid Office. For example, the US Department of Education may require documentation of citizenship or eligible non-citizen status, selective service registration, a cured defaulted federal student loan, and/or a photocopy of the student's social security card. *Failure to turn these additional documents into the Financial Aid Office by the deadline included with the request may result in the loss of financial aid that the student may otherwise have been eligible to receive.*

Additional Information

Priority Dates and Deadlines. Many sources of financial aid are limited, and are consequently awarded on a priority basis. To be considered for maximum funding students *must* file the FAFSA by *March 2 of each year*. Failure to meet this deadline may result in the loss of financial aid funds that a student may otherwise be eligible to receive. Applicants filing for the Cal Grant A or B must file both a FAFSA and a Grade Point Average (GPA) Verification Form by the *March 2* deadline. The FAFSA is mailed to the federal processor and the GPA Verification form is mailed to the California Student Aid Commission. Instructions for completing each form, and the address for each agency, are included on the respective application/form.

Financial Aid Award Packets are available to the student beginning in late Spring. The packet contains documents that must be completed and returned to the Financial Aid Office. Included in the award packet are an award letter, a loan confirmation form, instructions regarding a student's rights and responsibilities, and information regarding the promissory note for student loans. The Loan Confirmation Form allows a student to accept, decline, or reduce any loans that have been offered. A student requesting financial aid for the first time at ULV is required to select a Lender and complete a Loan Entrance Interview (which may be completed at www.ulv.edu/finan-

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cialaid). The student will receive a Master Promissory Note (MPN) directly from their Lender. All necessary instructions for completing required paperwork are enclosed in the award packet. *Deadlines for returning requested documents are also included in the packet. Failure to meet the deadline(s) may result in loss of financial aid funds that a student may otherwise be eligible to receive.*

Satisfactory Academic Progress Policy. The federal government requires that universities develop and enforce an internal system to monitor the academic progress of aid recipients and mandates that aid recipients be making satisfactory academic progress in order to maintain financial aid eligibility. The full text on Satisfactory Academic Progress is available on the ULV Financial Aid Website, www.ulv.edu/financial_aid/ or through the ULV Office of Financial Aid, Woody Hall, 1950 3rd Street, La Verne, CA 91750. The policy includes specific procedures under which a student may appeal a determination that the student is not making satisfactory progress, and specific procedures to re-establish that he or she is maintaining satisfactory progress.

Selection Criteria and Determination of Awards. Eligibility for Financial Aid is the difference between the Cost of Attendance (COA) and the Expected Family Contribution (EFC):

$$\text{COA} - \text{EFC} = \text{Eligibility for Financial Aid}$$

The COA is the cost to a student to attend ULV for the academic year. It includes allowances for tuition and fees, room and board, transportation, books, and personal expenses. The EFC is determined using the Federal Methodology and the information provided on the FAFSA by the student and his or her family. The EFC is the dollar amount the government has determined that a student and his or her family will contribute toward educational costs for the academic year.

Disbursement Schedule. The total amount of financial aid for the academic year is divided equally among semesters or terms of enrollment. Funds are distributed in a minimum of two disbursements. Federal, State, ULV, and private

grants will be credited directly to the student's account at the beginning of each term. Loan disbursements are made available in multiple disbursements after the Loan Confirmation Form is processed, a student has completed an Entrance Interview, the lender has received the student's MPN, and a student's enrollment and units for the term have been verified.

Federal Stafford Loan proceeds are disbursed either by electronic fund transfer (EFT) or by check. Loan proceeds disbursed by EFT are posted to the student's account, and a notification letter is sent to the student. If a student does not enroll, loan funds are not disbursed and are returned to the lender. The student is only responsible for the repayment of disbursed loan funds. If a student's loan proceeds are disbursed by check, the student will be notified by mail when the check arrives at ULV. Checks that are not negotiated within 45 days must be returned to the lender.

Financial Aid Renewal for Returning Students. Although some financial aid funds are renewable, *all students must re-apply for financial aid annually.* Renewable aid is conditional based on a student's maintaining academic and financial eligibility. To be considered for maximum funding a student *must file the FAFSA by March 2 of each year.* Failure to meet this deadline may result in the loss of financial aid funds that a student may otherwise be eligible to receive.

Veterans Administration Benefits. Students who meet the definition of a "veteran" may be eligible for Veterans Administration (VA) benefits. Students wishing to receive VA benefits should contact the Registrar or the local ULV campus director at or before the time of registration in order to complete the necessary paperwork.

The Veterans Administration requires all entering veterans to be formally admitted to the University before being 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 a student has been admitted and evaluated, he/she must

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notify the certifying official at their program each term/semester of enrollment.

To maintain eligibility, a veteran must successfully complete all units enrolled. Withdrawal, F, and NCR are considered punitive grades. Veterans who fail to maintain satisfactory progress for two semesters will be disqualified and will have their benefits terminated.

Withdrawal from ULV by Financial Aid Recipients. A student receiving Federal Pell Grants, Federal Perkins Loans, Federal Stafford Loans, and/or Federal Supplemental Educational Opportunity Grants (SEOG) who withdraws from ULV is

subject to the Return of Federal Funds provision included in the regulations governing the administration of Federal Student Aid Funds. The determination of the amount to be returned is given on the chart below. Any amount established by the Return to Federal Funds provision will be returned to the Federal programs in the following order: *Federal Unsubsidized Stafford Loan, Federal Subsidized Stafford loan, Federal PLUS Loan, Federal Perkins Loan, Federal Pell Grant, and Federal Supplemental Educational Opportunity Grant.*

Total Withdrawal from School — Return of Federal Funds		
<i>Regulation</i>	<i>Requirement</i>	<i>Options</i>
All students receiving federal financial aid who completely withdraw within the first 60% of a term or semester are subject to the Return of Federal Funds provision. <ul style="list-style-type: none">• The responsibility to repay unearned aid is shared by ULV and the student.• During the first 60% of the term/semester, the student "earns" federal aid in direct proportion to the length of time he or she remains enrolled.• A percentage is calculated by dividing the number of days completed in the term by the number of calendar days in the term.• The percentage is applied to the amount of aid the student is eligible to receive for that term.	The student shares in repayment of Title IV Funds awarded that are unearned. The student's share is the difference between the total unearned amount and ULV's share of unearned aid. The student must repay his/her share of the unearned funds within 45 days after being billed by ULV or set up a repayment schedule with the US Department of Education.	The Student must either repay the funds in full within 45 days of notification or set up repayment schedule with the US Department of Education.

Note 1: Any amount established by the Return to Federal Funds provision will be returned to the Federal programs in the following order: Federal Unsubsidized Stafford Loan, Federal Subsidized Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, and Federal Supplemental Educational Opportunity Grant.

Note 2: If a student drops classes after the tuition refund period but before the 60% period of a term, the student will be charged for, and will owe to ULV, the entire amount of tuition; however, ULV will prorate and return a portion of the student's financial aid to the Title IV Program(s).

ACADEMIC INFORMATION

Academic Advising

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

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

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

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

Registration

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

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

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

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

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

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

Cross-Enrollment Policy. Students are admitted into programs either with semester schedules or with term schedules. Students may not cross-enroll in both term and semester courses.

Academic Resources

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

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

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

The Law Library, located on the first floor of the new College of Law building in Ontario, has a collection of approximately 150,000 volumes and volume equivalents, primarily in print or microformat. Students may access additional resources elec-

tronically through online services, such as Lexis and Westlaw, in the library's 30-seat computer lab or via their own laptops anywhere in the College of Law through the wireless network. The expanding collection includes over 16,000 titles, consisting of a wide range of practice aids, law reviews, statutes and case law from all fifty states and the federal level, encyclopedias, digests, citators, treatises and other research materials. The Law Library is open daily, except holidays. During exam periods extended hours are observed.

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

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

Instructional Technology and Research Support. This department (ITC) oversees ULV's Distance Learning Center, provides instructional support through the IT Center and Multimedia Services, and supports the University's research

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programs. Services include assistance with course development, multimedia preparations, technology-ready classroom design, and instructional seminars, workshops, and tutorials.

Office of Information Technology. This Office (OIT) provides support for the University's technology infrastructure. This support includes Applications Support, Desktop/User Support, Systems Support and Network Support. In addition, OIT provides the technical support for the campus microcomputer laboratories, which are open to students during the day, in the evening, and on the weekend.

Academic Progress

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

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

For undergraduate students enrolled in accelerated 10-, 11-, and 12-week semesters, eight semester hours constitute full-time status; four

semester hours constitute half-time status. For undergraduate students enrolled in a five week term, four semester hours constitute full-time status. Students requesting to enroll in more than the number of semester hours specified for full-time enrollment must have approval by the Director of their Regional Campus two weeks prior to registration week. Approvals are based on extenuating circumstances. Students wishing to enroll in courses at other institutions should obtain the approval of their academic advisor before enrolling.

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

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

For graduate students enrolled in accelerated 10-, 11-, and 12-week semesters, six semester hours constitute full-time status; three semester hours constitute half-time status. For graduate students enrolled in a five week term, three semester hours constitute full-time status. 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.

To be considered full time when enrolled in fewer than the required number of semester hours, a student must be "currently enrolled" in all courses necessary to complete his/her degree and be making normal academic progress as

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defined below. However, this may not qualify the student for financial aid eligibility.

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

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

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

Normal Academic Progress—Undergraduate. A full-time undergraduate student will be considered making normal academic progress when completing 24 semester hours per year while maintaining a 2.0 cumulative GPA; a part-time student, when completing 12 semester hours per year while maintaining a 2.0 cumulative GPA. Student class level is determined by the number of semester hours completed as follows: 0-27, freshman; 28-59, sophomore; 60-91, junior; 92 and above, senior. To maintain financial aid eligi-

bility, students must meet satisfactory academic progress standards as described under Satisfactory Academic Progress Policy in the Financial Aid section of this catalog. Students receiving veterans benefits who fail to maintain the 2.0 cumulative GPA required for graduation in three consecutive semesters will have their benefits interrupted, and the VA office will be notified.

Normal Academic Progress—Graduate. Graduate students are considered to be making normal academic progress when a cumulative GPA of 3.0 or higher is maintained. Full- and part-time graduate students making normal academic progress must complete their degrees within the limits specified under Time Limitation in the Graduation Requirements—Graduate Programs section of this catalog. To maintain financial aid eligibility, students may have to meet additional requirements as described in the Financial Aid section of this catalog. 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 carries a serious warning to the student that his/her scholastic record is unsatisfactory, and continued failure to improve this record will result in academic disqualification. Students on probation may also have restrictions imposed by the Deans regarding their programs of study. The following students will be placed on academic probation, with an appropriate notation made on the transcript:

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

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

Academic standing is determined after every term for SCE students and for graduate students.

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For all other programs academic standing is calculated after fall and spring terms only.

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

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

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

Academic Disqualification. Undergraduate students on academic probation who fail to earn a 2.0 ULV GPA in any term will be academically disqualified. Graduate students on academic probation who fail to earn a 3.0 ULV GPA in any term will be academically disqualified. Extenuating circumstances may be reviewed by the Dean of the student's college and, in the case of graduate students, reported to the Graduate Appeals Committee. Academic disqualification will be recorded on the transcript. If this status is removed, the date of reinstatement will also be recorded. 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.

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

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

Having met these conditions, a student may petition for removal of ULV degree work from the institution degree GPA by submitting a request to the appropriate Academic Dean. A student may request the maximum of one academic year (four terms, or two semesters, interterm, and a summer session, consecutively taken) to be removed from the degree calculation. The request for Academic Renewal will be considered with supporting statements providing evidence of the following:

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

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

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

Alternative Instructional Modes

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

Independent Study. An independent study course is a course initiated and written by a student following the guidelines contained in the "Independent Study Manual" (available from the Registrar), and deals with material not covered in any approved catalog course. The student works independently under the guidance of an instructor who must approve the student's comprehensive written plan and time line before the student can begin. The independent study form, included with the manual, must also be signed by the department chairperson prior to commencement of the study. Independent studies are available only to matriculated students in good standing at ULV.

Undergraduates may register for independent studies only during the normal registration period; CAPA and graduate students may register for them through the end of the "special course" registration period. Independent studies can be approved as 199, 299, 399, 599, or 699 courses for a maximum of four semester hours each.

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

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

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instruction. First-year language courses may not be challenged. With respect to these limitations placed on the challenging of language courses, CLEP examinations will be regarded as challenges.

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

Grades

Grading Policy—Undergraduate.

A 4.0 quality points per semester hour.

A- 3.7 quality points per semester hour.

Clearly stands out as excellent performance. Has unusually sharp insight into material; initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

B+ 3.3 quality points per semester hour.

B 3.0 quality points per semester hour.

B- 2.7 quality points per semester hour.

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

C+ 2.3 quality points per semester hour.

C 2.0 quality points per semester hour.

C- 1.7 quality points per semester hour.

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

all basic concepts.

D+ 1.3 quality points per semester hour.

D 1.0 quality points per semester hour.

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

F 0 quality points per semester hour.

Quality and quantity of work in and out of class are unacceptable.

WF 0 quality points per semester hour.

Designates an unofficial withdrawal from a course.

CRD Excluded from GPA (see below).

Equivalent to C- work or better.

NCR Excluded from GPA (see below).

Equivalent to D+ work or poorer.

INC Excluded from GPA (see below).

IP Excluded from GPA (see below).

NG Excluded from GPA (see below).

W Excluded from GPA (see below).

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

Grading Policy—Graduate. The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory 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 implies that the C- and D grades are unacceptable in graduate work; therefore, there are no C- or D grades for graduate students.

A 4.0 quality points per semester hour.

A- 3.7 quality points per semester hour.

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

B+ 3.3 quality points per semester hour.

B 3.0 quality points per semester hour.

B- 2.7 quality points per semester hour.

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

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

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

F 0 quality points per semester hour.
WF 0 quality points per semester hour.

Designates an unofficial withdrawal from a course.

CRD Excluded from GPA (see below).
Equivalent to B (3.0) work or better.

NCR Excluded from GPA (see below).
Equivalent to B- work or poorer.

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

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

Undergraduate students are encouraged to use this grade option to explore courses outside their majors. However, no undergraduate may take more than 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 ULV CRD grades toward a degree. Exceptions to these limitations are courses listed as "CRD/NCR only."

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

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

completed petition must be filed prior to the last day of the term. Petitions are available from the Registrar.

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

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

No Grade (NG). This is a temporary grade issued by the Registrar pending receipt of the official grade from the instructor. NG grades issued in a term that ends between September 1 and January 31 will become NCR or F grades, depending upon the grade option, unless the instructor submits an official grade by the following May 31. Similarly, NG grades issued in a term that ends between February 1 and April 30 will become NCR or F grades unless the instructor submits an official grade by the following August 31, and NG grades issued in a term that ends between May 1 and August 31 will become NCR or F grades unless the instructor submits an official grade by the following December 31.

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

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

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

A student who feels that an incorrect grade has been given must consult with the instructor first and must make this appeal within four weeks after the student grade reports were mailed. A central campus student dissatisfied with the instructor's response may consult with the department chairperson; an SCE student should contact the center or program director. Subsequently, appeal may be made to the appropriate Dean. Questions of subject matter will usually be handled by the department. Charges of injustice due to prejudice or capricious action may require the attention of the Dean.

A student may elect to repeat a ULV course for the purpose of improving a grade if repeated at

ULV. The student must enroll in the same ULV course and is expected to repeat it in its entirety. When a course is repeated, the original course, grade, and semester hours remain on the transcript, but are appropriately marked and are no longer part of the student's GPA or applicable toward credit for graduation. Only the grade and semester hours of the repeated course are counted.

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

Graduation and Honors

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

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

Application for Graduation. Undergraduate students should file an Application for Graduation and their major contract with the Registrar two

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

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

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

Undergraduate Honors. Honors at graduation are based on GPA according to the guidelines

below. A bachelor's degree student must have taken at least 84 semester hours for letter grades to be considered for honors.

Cum Laude. The student who completes 36 semester hours or more at ULV, and who earns a minimum GPA of 3.6 in courses taken at the University and a minimum GPA of 3.6 in all work applicable toward the bachelor's degree, will be considered for the honor of Cum Laude upon graduation.

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

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

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

RIGHTS & RESPONSIBILITIES

RIGHTS

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

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

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

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

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

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

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

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

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

nel within the limitations of their need to know.

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

Americans With Disabilities Act. University policies and procedures concerning students with disabilities are available through the Director of Services for Students with Disabilities in the main campus Student Health Center (ext. 4441).

Confidentiality and Institutional Research. ULV is committed to maintaining confidentiality. Data are reported only at the group level, never by individual.

Protection of Human Participants in Research. ULV complies with the mandates of Title 45, Code of Federal Regulations, Part 46 (Protection of Human Subjects), effective August 9, 1991, as amended. Violation of the University's policies and procedures to safeguard the rights and welfare of human participants in research projects, administered by the Institutional Review Board for the Protection of Human Participants Policies and Procedures, is equivalent to plagiarism and misconduct. For further information contact the University Research Coordinator.

RESPONSIBILITIES

University Catalog. It is the responsibility of the student to be familiar with the information presented in this catalog and to know and observe all policies and procedures related to the program he/she is pursuing. Regulations will not be waived nor exceptions granted because a student pleads ignorance of policies or procedures. While academic advisors will assist students in every

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way possible, the responsibility for following all policies and meeting all requirements and deadlines rests with the student. A student is expected to satisfy the requirements of the catalog in effect at the time he or she is admitted to, and begins course work in, a degree program. However, a student may elect to graduate under the catalog in force at the time of his or her graduation provided the student complies with all requirements of the later catalog. New catalogs take effect on September 1 of the year published.

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

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

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

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

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

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

When academic honesty is in question, the following may occur:

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

2. If a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Vice President for Academic Affairs (through the Center/Program Director for off-campus situations). Following due process an Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Vice President about whether academic honesty has been violated. The Vice President will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. In this process students may be asked to produce earlier drafts of their work and/or original notes and resources, other samples of writing, or documents deemed appropriate or necessary by the Board.

3. Grades of F or NCR received in courses due

Rights and Responsibilities

to academic dishonesty will be filed with appropriate documentation for future reference in the office of the Vice President for Academic Affairs by the Department Chair, Academic Dean, or Center/Program Director. Students receiving an F or NCR as a result of academic dishonesty will be sent a letter from the Vice President noting that a second offense will result in expulsion.

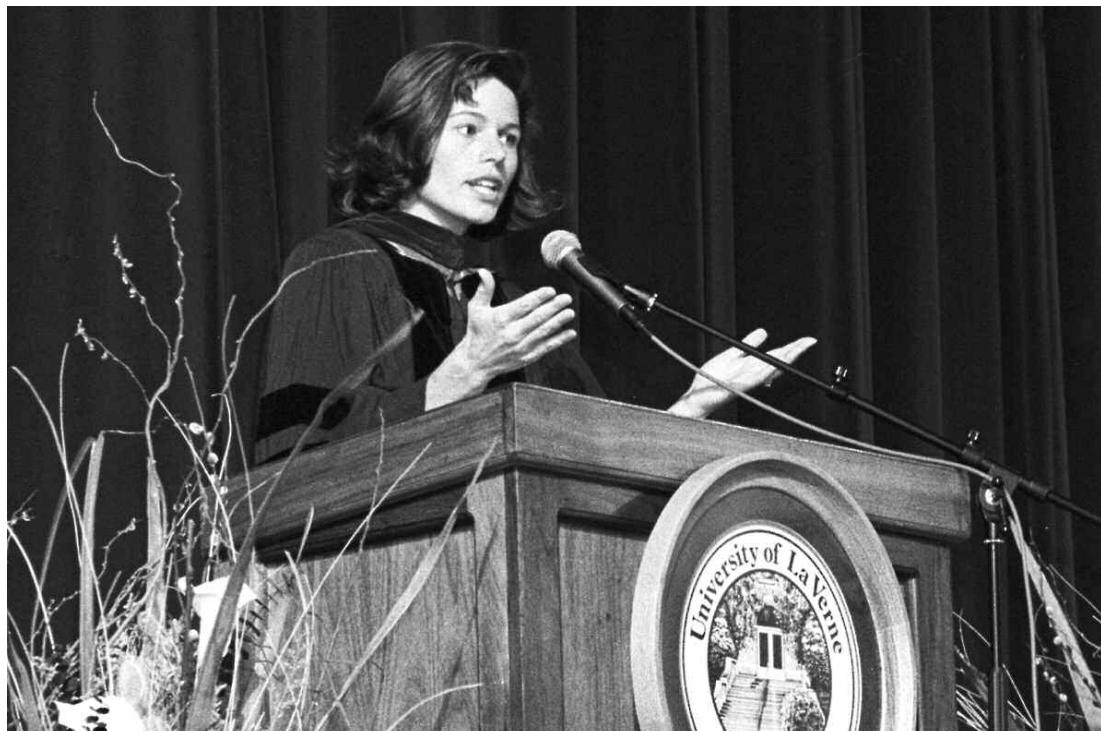
4. Expulsion for academic dishonesty will be noted on the student's transcript by the words "Expelled for Academic Dishonesty."

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

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. ULV's Demonstration Policy is as follows:

1. *Access to Building and Offices.* Participants may enter campus buildings for the purpose of conducting orderly and peaceful demonstrations. Exterior doorways and interior doorways that open into the office of administrative officials, faculty, or staff or into any other essential facility of building may not be blocked. Participants may



Dr. Jeanne Flora, Professor of Speech Communication, addresses the Fall 2002 Convocation on "With Great Power Comes Great Responsibility."

Photo: Jennifer Contreras

Rights and Responsibilities

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 so 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 to these structures 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 judgement 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.

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

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

The University's policies, procedures, and regulations are provided to give students general

Rights and Responsibilities

notice of prohibited conduct. These policies, procedures, and regulations can be read broadly and are not designed to define misconduct in exhaustive terms.

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

JUDICIAL PROCEDURES

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

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

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

Right to Judicial Review. A student who is

charged with a social policy violation has the right to a judicial review prior to any action being taken. The only exception to being granted a full judicial review prior to any action being taken occurs when a student may present a continuing danger to persons or to the property of others. In this case, the student may be separated from the University immediately and then be provided a judicial review at a later date. Otherwise, a student under disciplinary action has the right to be present on campus and to attend classes until suspended or expelled.

Structure of the Social Judicial Process.

Violations of the ULV social behavior standards or policies are normally handled through an administrative review process under Fundamentally Fairness procedures. Situations requiring such action include violations of ULV's drug, alcohol, and sexual behavior policies, as well as incidents of violence threatening the safety of an employee or other members of the campus community. The judicial process for social misconduct by traditional-age central campus students includes:

1. An Administrative Review with a judicial officer such as the Associate Dean of Student Affairs, the Director of Housing and Residential Life, the Dean of Student Affairs, or appropriate program administrator; and
2. A hearing by the Review Board or another appropriately sanctioned board appointed through the Dean of Student Affairs Office or Housing and Residential Life Office.

The appropriate review process for traditional-age residential and commuter students will be determined by the level of misconduct and seriousness of the violation. Sanctions applied to students found in violation of behavioral standards and policies range from a warning to suspension and expulsion. In most cases, the goal is to provide an educational learning opportunity for the student. In particular situations, students may be referred to the University Counseling Center and/or recommended for an on-campus mediation referral. Offenses or threats involving employees are usually handled by a separate administrative

Rights and Responsibilities

process. Student do have a right of appeal on several specific grounds for judicial decisions. The appeals process is not a “re-hearing” of the case. In most cases appeals must be submitted in writing within five working days after the hearing.

Information regarding social behavior standards and judicial procedures for traditional-age central campus students is available from ULV’s Judicial Officer, Ruby Montaño-Cordova (ext. 4858 or cordovar@ulv.edu), and in “The Disciplinary Process for Student Social Misconduct” (available online at: www.ulv.edu/stuaffrs/dp/index.shtml and in the Dean of Student Affairs Office).

Non-Traditional-Age and Graduate Programs.

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

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

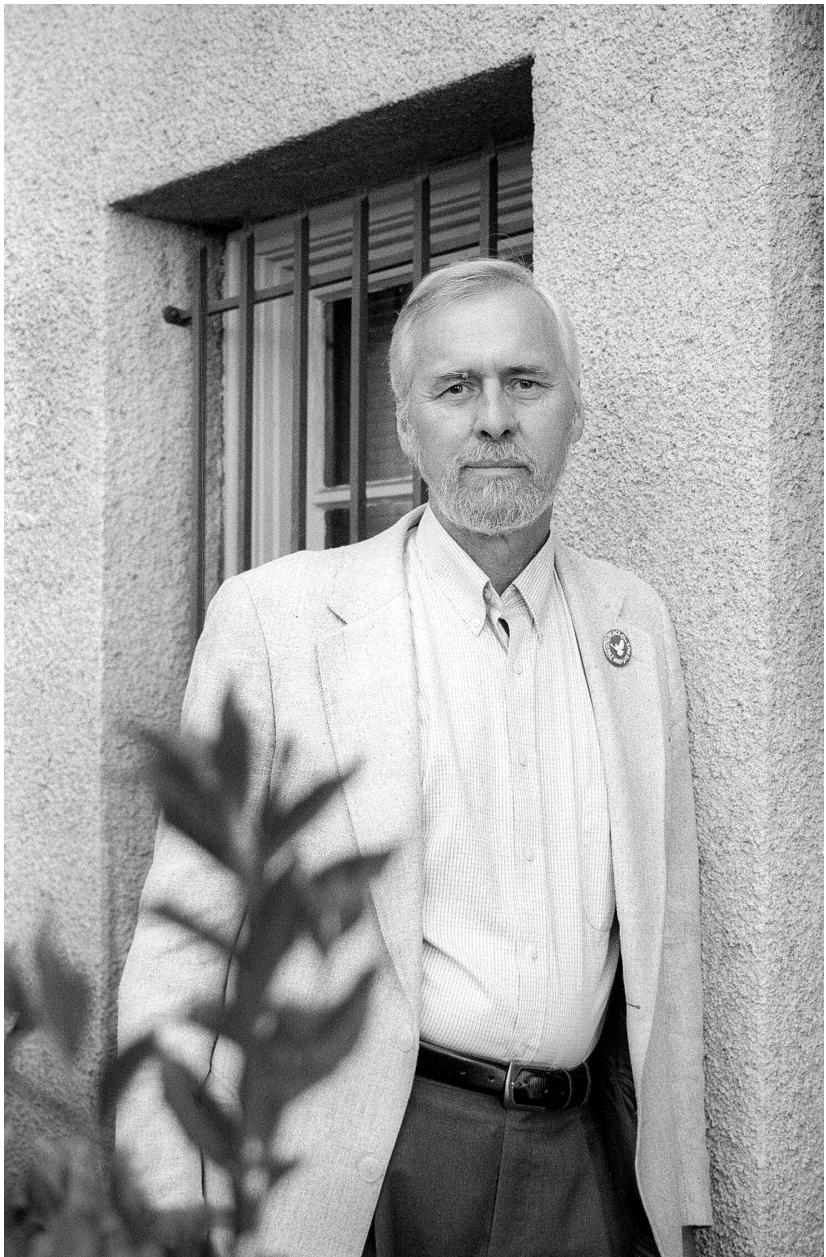
Appeals of decisions by these committees should be directed first to the Dean of SCE and then to the Vice President. Appeals on academic policy decisions must be made to the Undergraduate or Graduate Appeals Committee.

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

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

Appeals Procedures for Social Conduct Violations. Appeals of judicial decisions must be made in writing within five working days to the appropriate designated judicial officer, including the Director of Housing and Residential Life, the Associate Dean of Student Affairs, or the Dean of Student Affairs. Appeals of decisions made by SCE directors must be made in writing to the Dean of SCE within one month after the student was notified of the decision.

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



Peace advocate, Dan Merritt, Professor of Zoology and Environmental Science
Photo: *Jennifer Contreras*

GRADUATION REQUIREMENTS

UNDERGRADUATE PROGRAMS

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

Bachelor's Degree Programs

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

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

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

General Education Requirements —Bachelor's Degree Programs

Philosophy. General education at La Verne reflects the University's identity. Consequently, ULV's general education requirements aim at fulfilling two primary objectives: 1) to communicate the central values of the University as expressed in its Mission Statement, and 2) to expose students to the traditional liberal arts fields of study.

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

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

General Education Requirements

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

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

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

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

PROGRAM OF GENERAL EDUCATION

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

CORE REQUIREMENTS:

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

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

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

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

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

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

AREA REQUIREMENTS:

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

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

General Education Requirements

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

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

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

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

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

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

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

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

GENERAL EDUCATION REQUIREMENTS

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

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

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

General Education Requirements

CORE REQUIREMENTS

1. CORE 300 Values and Critical Thinking

2. International/Intercultural Core

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

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

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

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

c. CORE 310 International/Intercultural Experience

Note: SCE students are exempt from this requirement.

3. Interdisciplinary Core. Two courses.

- a. CORE 320 The Human Condition, and

- b. CORE 340 Toward a Sustainable Planet

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

4. CORE 305 Service Learning

Note: SCE students are exempt from this requirement.

AREA REQUIREMENTS

Humanities — Three courses from three different areas:

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

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

Fine Arts —

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

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

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

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

Social Sciences — Three courses from three different areas:

1. Behavioral Sciences:

ANTH 250 Issues in Anthropology, or
PSY 101 Principles of Psychology, or
SOC 250 Principles of Sociology

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

2. History and Political Science:

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

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

General Education Requirements

3. Economics:

ECBU 220 Economic Analysis I

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

4. Interdisciplinary Social Science course

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

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

Natural Sciences: Two courses.

1. One course in life science, and

2. One course in physical science.

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

Mathematics:

MATH 104 College Algebra, or

MATH 170 Mathematics in Society

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

English Language Skills: Three courses:

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

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

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

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

Movement and Sports Science:

MSS 001 Fitness for Life

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

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

The Bachelor's Degree Major. Students may choose an established departmental or interdepartmental major, or they may design a major of their own with faculty advisement and approval. A major consists of not less than 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. One exception is the Liberal Studies major. Students in SCE must select a structured major and can only choose from those offered at a particular site. Concentration in a major is available in selected departments. A concentration requires a student to complete 20 semester hours of upper division work, or 24 semester hours of which 16 are upper division in the emphasis area, as specified by the department. Selected concentrations are listed under the program requirements. Concentrations are noted on the transcript.

No course—whether a prerequisite, core requirement, elective, or culminating requirement—can be applied toward a major unless a grade of C- or better was received. A course in which CRD was received cannot be applied to the major. Most central campus seniors are required

General Education Requirements

to pass a set of comprehensive examinations in their major(s) and/or complete a senior project/seminar.

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

1. Completion of all the requirements in both majors.
2. In cases where there is no duplication of major requirements, completion of a minimum of 64 semester hours in the two fields (32 semester hours in each major), of which 48 semester hours (24 semester hours in each) must be at the upper-division level.
3. In cases where there are overlapping upper-division major requirements, completion of additional upper-division electives in the fields equal to the number of overlapped courses.

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

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

tional work for the minor as specified in the Undergraduate Programs section of this catalog. Courses declared as part of the major cannot be applied toward the minor. These are ULV requirements only; for credential minor requirements, contact the Education Department.

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

Associate Degree Programs

An associate degree program is offered in EPIC. To receive an associate degree from ULV, a student must complete the following:

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

GRADUATE PROGRAMS

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

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

Advanced Standing—Master's Degree Programs. Master's degree candidates must receive Advanced Standing to be eligible to enroll in the culminating activity. To obtain Advanced Standing, candidates must have completed a minimum of 21 semester hours, or have completed 18 semester hours and currently be enrolled in 6 semester hours (30 semester hours in a 39-50 semester-hour program), as well as all prerequi-

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

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

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



Gordon Badovick, Dean of the College of Business and Public Management
and Professor of Marketing

Photo: Amy Babin

PROGRAMS

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

UNDERGRADUATE PROGRAMS

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

Behavioral Sciences:

- Anthropology — B.S. 105
- Behavioral Sciences — B.S. 80
- Criminology — B.S. 106
- Ethnic Studies — minor 81
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COLLEGE of ARTS and SCIENCES

Associate Dean: Aghop Der-Karabetian

ART AND ART HISTORY DEPARTMENT

Chairperson: Ruth Trotter

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

¹Off-campus faculty

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

Art — B.A.

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

Core Requirements:

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

Design Concentration:

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

Photography Concentration:

PHOT 310	Photoshop	(3)
PHOT 350	Color Photography	(4)
PHOT 355	Web Design with HTML	(3)
PHOT 450A	Studio Photography I	(4)
PHOT 450B	Studio Photography II	(4)
History of photography course(s)		(3)

Studio Art Concentration:

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

Art Minor

Requirements:

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

Art History — B.A.

Program Chair: Andrés Zervigón

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

Core Requirements:

ART 210	Art History Foundation: Ancient through Early Renaissance	(3)
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Programs — Art History and Behavioral Sciences

ART 211	Art History Foundation: Renaissance through Contemporary	(3)
ART 390	Art History Topics	(20)
ART 499	Senior Project/Seminar	(4)

Electives: 6 semester hours of studio art courses or related courses approved by the program chair.

Art History Minor

Requirements:

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

BEHAVIORAL SCIENCES DIVISION

Division Coordinators: Sharon Davis and Arthur Gonchar

Regular Faculty: Leticia Arellano, Demetrios Carmocalias,¹ Eugenia Dallas,¹ Sharon Davis, Hector Delgado, Aghop Der-Karabetian, Michael Fakinos,¹ Glenn Gamst, Arthur Gonchar, Daphne Halkias,¹ Valerie Jordan, Kimberly Martin, Errol Moultrie, Mary Prieto-Bayard, Richard Rogers, Roger Russell, Raymond Scott, Ernie Thomson, Ann Wichman.

Adjunct Faculty: Jean Albaum, David Armstrong, Barbara Bishop,¹ Susan Carter, Richard Dana, Edward Daube,¹ Wayne Henkleman, Robert Lewis, Myrna McDonald,¹ Henry McGrath,¹ Adrian Novotny,¹ James Thompson¹

¹Off-campus faculty

The Behavioral Sciences Division consists of the Sociology/Anthropology Department, the Psychology Department, and the Behavioral Sciences Program. Its mission is to promote an understanding of human behavior as a dynamic process of personal integration and social and global interdependence; to study behavior scientifically through interdisciplinary, theoretical, empirical, and applied approaches in the fields of Sociology, Psychology, and Anthropology; and to

develop the capacity for informed and critical processing of information and the ability to live and work effectively.

Behavioral Sciences — B.S.

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

Core Requirements:

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

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

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

Electives: 12 upper-division semester hours from PSY, SOC, and/or ANTH approved by the advisor.

Ethnic Studies Concentration: This concentration permits students to study contemporary multi-ethnic society in the United States:

BHV 320	Ethnic Relations	(4)
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Three of the following:

BHV 325	African-American Experience	(4)
BHV 326	Latino Experience	(4)
BHV 327	Asian-American Experience	(4)
BHV 328	Native American Experience	(4)
BHV 400	Theory & Research in Ethnic Studies	(4)

Electives: A minimum of four semester hours of upper-division units in any course approved by the advisor.

Behavioral Sciences Minor

Core Requirements:

ANTH 250	Principles of Anthropology,* or	
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Programs — Behavioral Sciences and Biology

PSY 250 Principles of Psychology,* or SOC 250 Principles of Sociology*	(3)	BIOL 312 Environmental Biology	(4)
ANTH 330 Cultural Anthropology	(4)	BIOL 313 Developmental Biology	(4)
PSY 400 History of Psychology, or SOC 400 Sociological Theory, or		BIOL 316 Molecular Biotechnology or	
ANTH 400 Anthropological Theory	(4)	BIOL 314 Biochemistry	(4-5)
PSY 309 Personality Theory and Research	(4)	BIOL 378 Evolution/Systematics	(2)
SOC 324 Social Problems	(4)	BIOL 379 Research Methods and Biostatistics	(2)
ANTH, BHV, PSY, or SOC 300-400-level Elective	(4)	BIOL 499 Senior Project/Science Seminar	(2-4)
Senior Comprehensive Exam			(0)

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

Ethnic Studies Minor

Core Requirements:

BHV 320 Ethnic Relations	(4)
Two of the following:	
BHV 325 African-American Experience	(4)
BHV 326 Latino Experience	(4)
BHV 327 Asian-American Experience	(4)
BHV 328 Native American Experience	(4)
BHV 400 Theory and Research in Ethnic Studies	(4)
Two approved 300-400-level electives	(4,4)

BIOLOGY DEPARTMENT

Chairperson: Jeffery Burkhart

Regular Faculty: Christine Broussard, Jeffery Burkhart, Jerome Garcia, Harvey Good, Jay Jones, Dan Merritt, Robert Neher, Stacy Novak.

Adjunct Faculty: Fredda Fox, Hayden Williams¹

¹Off-campus faculty

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

Biology — B.A./B.S.

Core Requirements: 42-47 semester hours

BIOL 203 Principles of Biology	(4)
BIOL 204 Plant Science	(4)
BIOL 205 Animal Science	(4)
BIOL 310 Cell Biology	(3)
BIOL 311 Genetics	(3)

BIOL 312 Environmental Biology	(4)
BIOL 313 Developmental Biology	(4)
BIOL 316 Molecular Biotechnology or	
BIOL 314 Biochemistry	(4-5)
BIOL 378 Evolution/Systematics	(2)
BIOL 379 Research Methods and Biostatistics	(2)
BIOL 499 Senior Project/Science Seminar	(2-4)
Senior Comprehensive Exam	

Electives: Two BIOL courses (6-8)

Supportive Requirements:

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

Environmental Biology — B.A.

Program Chairperson: Harvey Good

Core Requirements: 41-43 semester hours

BIOL 203 Principles of Biology	(4)
BIOL 204 Plant Science	(4)
BIOL 205 Animal Science	(4)
BIOL 302 Microbiology	(4)
BIOL 311 Genetics	(3)
BIOL 312 Environmental Biology	(4)
BIOL 378 Evolution/Systematics	(2)
BIOL 379 Research Methods and Biostatistics	(2)
NASC 201 General Geology	(4)
CHEM 420 Environmental Chemistry	(4)
One BIOL extended field course	(4)
BIOL 499 Senior Project/Science Seminar	(2-4)
Senior Comprehensive Exam	

Electives: Three of the following:

BIOL 322 Aquatic Biology	(4)
BIOL 325 Field Biology	(2)
BIOL 327 Mountain and Desert Biology	(4)
BIOL 328 Environmental Management	(4)
BIOL 376 Human & Environmental Toxicology	(4)

Supportive Requirements:

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

Programs — Biology and Chemistry

Environmental Management — B.A.

Program Chairperson: Dan Merritt

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

Recommended Core Courses:

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

Recommended General Education:

ECBU 172	Mathematical Methods for Business and Economics	(4)
ECBU 220 or 221	Economic Analysis I or II	(4)
ECBU 343	Foundations of Business Ethics	(4)

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

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

Natural History — B.A.

Program Chairperson: Robert Neher

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

CHEMISTRY DEPARTMENT

Chairperson: Iraj Parchamazad

Regular Faculty: Jay Jones, Iraj Parchamazad, Namphol Sinkaset. **Adjunct Faculty:** Ernest Ikenberry, Nick Vardafskos¹

¹Off-campus faculty

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

Chemistry — B.A./B.S.

Core Requirements:

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

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

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

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

Culminating Requirements:

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

Certificate Programs in Chemistry

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

CHEM 400	Fundamentals of Electronics, Optics, and Computers	(4)
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Programs — Chemistry and Communications

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

Program requirements are as follows:

Solar Photochemistry and Technology

Requirements: CHEM 400, 401, 403, 405
Electives: One of the remaining four courses.

Environmental Chemistry

Requirements: CHEM 401, 402, 404, 407
Electives: One of the remaining four courses.

Analytical Instrumentation

Requirements: CHEM 400, 401, 404, 405
Electives: One of the remaining four courses.

RDIO/TV 400	Designing the Media Message	(4)
RDIO/TV 460	Law and the Mass Media	(4)
RDIO/TV 467	Ethics of Mass Media—Printed and Electronic	(4)

Radio Emphasis: The following courses plus up to three additional semester hours in upper-division electives (depending upon the number of semester hours taken in the internship) are necessary to meet upper-division requirements in the major.

RDIO 220B	Radio Production II	(4)
RDIO 426A,B	Radio Station Operation I, II	(2,2)
RDIO 497	Internship	(1-4)
RDIO 499	Senior Seminar	(4)

Television Emphasis:

TV 220B	Intermediate Video Production	(4)
TV 320A	Advanced Video Production I	(2)
TV 325	Multi-Camera TV Production	(2)
TV 330	Television Editing	(4)
TV 497	Internship	(1-4)
TV 499	Senior Seminar	(4)

Communications — B.A.

The Communications Major allows the student to design a program in the mass media to fulfill individual needs. For the major students complete the core requirements and the concentration of their choice. Not all classes are offered every semester.

Core Requirements:

JOUR 100	News Reporting	(4)
JOUR 166	Introduction to Mass Media	(4)
JOUR 460	Law and the Mass Media, or	
JOUR 467	Ethics of Mass Media—Printed and Electronic	(4)
JOUR 499	Senior Seminar	(4)
PHOT 210	Elementary Photography	(3)
RDIO 220A	Radio Production I	(4)
TV 220A	Fundamentals of Video Production	(4)

Multimedia Concentration:

JOUR 317	Graphic Production Processes and Design for Publications	(4)
JOUR 318	Survey of Multi-Media	(4)
JOUR 319	Designing Multi-Media Web Pages	(4)
JOUR 460	Law and the Mass Media	(4)
JOUR 467	Ethics of Mass Media—Printed and Electronic	(4)
JOUR 497	Internship	(1-4)

Programs — Communications and English

PHOT 310 Photoshop	(4)	JOUR 499 Senior Seminar	(4)
TV 340 Television Graphics	(4)	PHOT 210 Elementary Photography	(3)
Public Affairs/Information Concentration:			
JOUR 220A Newspaper Production I	(2)	PHOT 310 Photoshop	(4)
JOUR 317 Graphic Production Processes and Design for Publications	(4)	Journalism Emphasis:	
JOUR 318 Survey of Multi-Media	(4)	Program Chairperson: George Keeler	
JOUR 319 Designing Multi-Media Web Pages	(4)	JOUR 220A,B Newspaper Production I,II	(2,2)
JOUR 325A Magazine Production I	(2)	JOUR 300 Advanced News Reporting	(4)
JOUR 328 Media Sales	(4)	JOUR 313 Feature Writing	(2)
JOUR 330 Theory and Principles of Public Relations	(4)	JOUR 325A,B Magazine Production I, II	(2,2)
JOUR 430 Public Relations Practices	(4)	JOUR 497 Internship	(1-4)
JOUR 497 Internship	(1-4)	Photojournalism Concentration:	
PHOT 310 Photoshop	(4)	Program Chairperson: Gary Colby	
Broadcast Journalism Concentration:			
JOUR 220A Newspaper Production I	(2)	PHOT 327A,B Staff Photography I, II	(2,2)
JOUR 315 Syntax and Grammar for the Professional Writer	(4)	PHOT 350 Color Photography	(4)
JOUR 497 Internship	(1-4)	PHOT 355 Web Design with HTML	(3)
RDIO/TV 305 Radio and TV Newswriting and Editing	(4)	PHOT 450A Studio Photography I	(4)
RDIO 306A Radio Station Newswriting and Editing	(2)	PHOT 497 Internship	(1-4)
TV 220B Intermediate Video Production	(4)	<i>Supportive Electives:</i>	
TV 320A Advanced Video Production I	(2)	PHOT 327C,D Staff Photography III, IV	(2,2)
TV 330 Television Editing	(4)		
300-400 level JOUR/RDIO/TV electives	(4)		

Journalism — B.A.

The journalism program prepares students for careers in the news media. By following the journalism emphasis or the photojournalism concentration, students prepare for positions on newspapers and magazines as reporters, photographers, columnists, and editorial writers, or for positions in public relations. The major includes the core requirements and one concentration.

Core Requirements:

JOUR 100 News Reporting	(4)
JOUR 115 News Editing	(2)
JOUR 315 Syntax and Grammar for the Professional Writer	(4)
JOUR 317 Graphic Production Processes and Design for Publications	(4)
JOUR 460 Law and the Mass Media	(4)
JOUR 467 Ethics of Mass Media—Printed and Electronic	(4)

ENGLISH DEPARTMENT

Chairperson: David Werner

Regular Faculty: Bill Cook, Athanassis Douvris,¹ Jeffrey Kahan, Adriane Kalfopoulou,¹ Kenneth Scambray, Don Schofield,¹ David Werner, Dorena Wright. **Adjunct Faculty:** Daniel Davis, Dennis Dirks.

¹Off-campus faculty

English — B.A.

Program Chairperson: David Werner

English studies help students sharpen their understanding, enhance their enjoyment, and heighten their awareness of themselves and their changing multi-cultural world. Designed for a variety of students, including those who are seeking personal enrichment, English studies are appropriate as preparation for careers in education, law, business, or human relations, and for graduate study in literature. The approach is through a close study of language and literature as a discourse upon and communication of human concerns and values, with emphasis as well on the distinctive imaginative and aesthetic qualities of literary texts.

Programs — English

To complete an English major a student must demonstrate the ability to read and analyze critically the major genres, to write clearly and coherently, to understand and use basic linguistic concepts, to employ intelligently the vocabulary of literary study, and to be able to relate major events in literary history to the world at large.

The English major requires 51 units; the Single Subject Waiver (with the addition of EDUC 412 and ENG 497 Field Experience for the Single Subject Waiver in English) requires 59 units.

Core Requirements:

ENG 270 Introduction to Language	(4)
ENG 275 Advanced Writing for the English Major	(4)
ENG 350 A,B,C,D Survey of English Literature (3 required)	(4,4,4)
ENG 353, 354, 355 American Literature (2 required)	(4,4)
One course in Shakespeare	(4)
ENG 499 Senior Thesis/Exam	(4)

Electives: A minimum of 15 semester hours in upper-division ENG literature courses.

English Minor

Requirements:

One survey of American Literature	(4)
One survey of English Literature	(4)
One course in Shakespeare	(4)
One additional 400-level ENG course	(4)
Two ENG electives	(3,3)

English Single Subject Waiver

Core Requirements:

ENG 270 Introduction to Language	(4)
ENG 275 Advanced Writing for the English Major	(4)
ENG 350 A,B,C,D Survey of English Literature (3 required)	(4,4,4)
ENG 353, 354, 355 American Literature (2 required)	(4,4)
One course in Shakespeare	(4)
ENG 497 Field Experience for the Single Subject Waiver in English	(2-4)
ENG 499 Senior Thesis and Exam	(4)

Breadth and Perspective Requirements: A minimum of 15 semester hours from the following two areas:

I—Social, Cultural, and Ethnic Diversity

ENG 336 Literature of Incarceration	(3)
ENG 360 Jewish Literature	(3)
ENG 362 North American Italian Literature	(3)
ENG 380 World War II Holocaust Literature	(3)
ENG 383 Myth in Literature	(3)
ENG 385 Special Studies in American Literature	(3)

II—Modes & Methods of Imaginative Expression

ENG 283 Film and Society	(3)
ENG 312 Creative Writing	(3)
ENG 344 Drama on Page and Stage	(3)
ENG 440 American Stage: Mirror of Society	(3)
ENG 441 Drama: Comedy and Tragedy	(3)
ENG 449 Study Trip to Ashland, Oregon Shakespeare Festival	(3)
JOUR 100 News Reporting	(4)
JOUR 220 A-C Newspaper Production I-III	(2,2,2)
JOUR 300 Advanced News Reporting	(4)
JOUR 307 Editorial Writing	(4)
THAR 120 Introduction to Stagecraft	(2)
THAR 360 Playwriting and Screenwriting I	(3-4)
THAR 460 Playwriting and Screenwriting II	(3-4)

Comparative Literature — B.A.

Program Chairpersons: Gerard Lavatori and Dorena Wright

Core Requirements:

One upper-division literature course in French, German, or Spanish	(4)
CMPL 390 Critical Theory: Approaches to Literature	(4)
CMPL 498 Senior Seminar—Comparative Literature	(4)
ENG 385 Special Studies in American Literature	(4)
One survey of English Literature	(4)
One survey of American Literature	(4)
One course in Shakespeare	(4)
One genre course	(4)

Electives: A minimum of 16 semester hours of upper-division ENG, FREN, GERM, and SPAN courses involving comparative literature.

Programs — Fine Arts, History, and Honors

FINE ARTS DEPARTMENTS

Faculty Representative: David Flaten

The University of La Verne's Fine Arts Program consists of the Departments of Art, Music, Photography, and Theatre Arts. For a complete listing of faculty and offerings, see the separate departmental and program listings in this catalog.

HISTORY AND POLITICAL SCIENCE DEPARTMENT

Chairperson: Richard Gelm

Regular Faculty: Gitty Amini, Paul Angelides,¹ Richard Gelm, Ray Johnson, Kenneth Marcus, Blanca Munoz-Ananiadis,¹ Jason Neidleman, Stephen Sayles, Kamol Somvichian. **Adjunct Faculty:** Phillip Castruita,¹ Richard McDowell, Angelo Montante,¹ John Murphy,¹ George Peppas,¹ Stephen Slakey.

¹Off-campus faculty

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

History — B.A.

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

Core Requirements:

HIST 311, 312	Development of American Democracy I, II	(4,4)
HIST 333	Early Modern Europe	(4)
HIST 337	Nineteenth Century Europe, or Hist 439	Modern Europe, 1900 to Present (4)
HIST 464	Modern China and Japan, or PLSC 301	American Government and Politics, or PLSC 378
PLSC 301	American Political Thought (3-4)	American Government and Politics, or PLSC 378
HIST 389	Approaches to History	(4)
HIST 499	Senior Seminar	(2)

Electives: A minimum of 16 semester hours in the upper-division courses in the student's area(s) of emphasis.

History Minor

Core Requirements:

HIST 311, 312	Development of American Democracy I, II	(4,4)
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Electives: A minimum of 12 semester hours in upper-division non-US History courses.

Political Science — B.A.

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

Core Requirements:

PLSC 301	American Government and Politics	(3)
PLSC 351	International Relations	(4)
PLSC 371	Classical Political Philosophies, or	
PLSC 373	Modern Political Theory	(4)
PLSC 389	Study of Politics	(4)
PLSC 452	Comparative Government & Politics	(4)
PLSC 499	Senior Seminar	(2)

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

Political Science Minor

Core Requirements:

PLSC 301	American Government and Politics	(3)
PLSC 351	International Relations, or	
PLSC 452	Comparative Government & Politics	(4)
PLSC 371	Classical Political Philosophies, or	
PLSC 373	Modern Political Theory	(4)

Electives: A minimum of 13 semester hours in upper-division Political Science courses.

HONORS PROGRAM

Program Chairperson: Andrea Labinger

For students who have demonstrated exceptional academic achievement and motivation, the ULV Honors Program offers increased opportunities for intellectual and personal growth. Participants in the Honors Program can enrich their undergraduate experience through a special Honors curriculum that emphasizes critical thinking skills and the integration of knowledge from various disciplines, through individualized attention from faculty mentors, and through community outreach activities and cultural programs.

Programs — Honors, General Studies, and International Business & Language

All eligible undergraduate students, regardless of major, are invited to apply, but participation in the program is completely voluntary. Students who complete the entire program receive the designation "Honors Program Graduate" on their diplomas and transcripts. Students who complete a minimum of two Interdisciplinary Seminars and a total of at least 10 units in Honors receive the designation "Honors Program Participant" on their transcripts. Besides these benefits, students in the program also receive specialized academic advising, greater opportunities for original research and study, and additional enrichment activities, including guest lectures. They may also be eligible for Honors Scholarships. The Honors Center, available to Honors Program students, offers a study lounge, computer laboratory, and a seminar room.

Eligibility Requirements: Entering freshmen must have a minimum high school GPA of 3.5, minimum combined SAT scores of 1100, and the recommendations of two high school instructors. Currently enrolled students and transfer students must have a minimum GPA of 3.3 and the recommendation of two instructors. Interested students who do not meet these criteria are welcome to apply. All applications are considered on an individual basis; final acceptance is determined by the Honors Program Committee.

Core Requirements:

HONR 300	Interdisciplinary Seminar I	(4)
HONR 310	Interdisciplinary Seminar II	(4)
HONR 320	Interdisciplinary Seminar III	(4)
HONR 330	Interdisciplinary Seminar IV	(4)
HONR 370	Honors Colloquium (3 semesters minimum)	(3-8)
HONR 499	Interdisciplinary Senior Seminar	(1-4)

Written and Spoken English (Public Speaking Optional) (Acceptable courses are marked GEWE1, GEWE2, and GESE below.)

Fine Arts

Humanities (Literature, Philosophy, Religion)

Natural Science

Social Science

International Business and Language — B.S.

Program Chairpersons: Jack McElwee and Andrea Labinger

The goals of this program are to increase students' ability to communicate with people of other cultures in a business context, to provide language students with career opportunities in international business, to enable business students to function more efficiently in a cross-cultural environment, and to make students more competent as professionals and more productive as citizens of the world. French, German, or Spanish may be chosen as the language.

Prerequisites:

Two years of college-level French, German, or Spanish, or a passing ULV test score	(3,3,3,3)
ECBU 201 Fundamentals of Accounting I	(4)
ECBU 220 Economic Analysis I	(3)

Core Requirements:

Commercial French, German, or Spanish	(4)
300-level FREN, GERM, or SPAN course	(4)
ECBU 324 Comparative Economic Systems	(4)
ECBU 325 International Economics	(4)
ECBU 350 Principles of Management	(4)
ECBU 360 Principles of Marketing	(4)
ECBU 466 International Marketing	(4)
ECBU 451 International Management	(4)
REL 305 World Religions: East, or	
REL 370 History of Christianity	(3-4)
PLSC 351 International Relations	(4)
PLSC 301 American Government and Politics (<i>international students only</i>), or	
PLSC 452 Comparative Government and Politics (<i>US students only</i>)	(3-4)
ECBU 496 Senior Seminar, or	
FREN or GERM or SPAN 499 Senior Project	(3-4)

Electives: A minimum of 12 semester hours chosen with the approval of a program chairperson.

INTERDISCIPLINARY PROGRAMS

General Studies — A.A.

(Available only at selected locations.)

Core Requirements: A minimum of six semester hours in each of the following areas (courses used for general education requirements may also be used in the major):

Programs — Latin American Studies, Liberal Arts, Peace Studies, and Social Science

Latin American Studies Minor

Program Chairperson: Andrea Labinger

Core Requirements:

ENG 362 Contemporary Latin American Literature in Translation	(4)
HIST 351 History of Latin America	(4)

Electives: A minimum of 12 semester hours if all upper division, 16 if not, selected from the following or others with permission of the chairperson:

ART 317 Latin American Art	(4)
BHV 326 Latino Experience	(4)
PLSC 363 Politics of Developing Nations	(4)
REL 242 Contemporary Issues in the Catholic Faith	(3)
SPAN 321 Hispanic Civilization and Culture II	(4)

Liberal Arts — B.A.

Program Coordinator: Zandra Wagoner

This major gives students the opportunity to design an individualized, interdisciplinary major centered around a focus, theme, or issue area of the student's choosing. It is ideal for students planning to pursue graduate work in disciplines which require a broad-based bachelor's degree. To view a list of courses which can be selected for core requirements, see the program coordinator.

Core Requirements: These courses need to be a part of the student's theme or issue area:

300-400-level Languages/Literatures course	(3-4)
300-400-level REL or PHIL course	(3-4)
300-400-level JOUR, RDIO, or TV course	(4)
300-400-level ART, MUS, or THAR course	(3-4)
300-400-level ANTH, PSY, or SOC course	(4)
300-400-level HIST or PLSC course	(3-4)
300-400-level Economics course	(4)
300-400-level BIOL or CHEM course	(3-4)

LA 390 Research Methods	(3)
LA 499 Senior Seminar/Project	(2-4)

Concentration: The concentration consists of 20 semester hours, focusing on the student's theme or issue area, chosen by the student in consultation with an academic advisor.

Peace Studies Minor

Program Coordinator: Deborah Roberts

The Peace Studies interdisciplinary minor examines the process of engagement between the individual and the human and natural environments in a context that affirms mutual welfare and cooperative security.

Core Requirements:

HUM 110 Introduction to Peace Studies	(3)
HUM 302 Conflict Resolution and Non-Violence	(3)
HUM 310 Peace Studies Colloquium	(1,1,1)
HUM 410 Peace Studies Seminar	(3)

Electives: A minimum of 12 semester hours approved by a Peace Studies advisor and taken concurrently with Peace Studies Colloquium.

Social Science — B.A.

Program Chairperson: Stephen Sayles

Lower-Division Requirements: A minimum of 12 semester hours of courses selected from at least three of the following fields:

Anthropology	History
Political Science	Psychology
Economics	Sociology
Geography	

Upper-Division Requirements: 42-44 semester hours from the above fields approved by the departments and distributed as follows:

16 semester hours in one of the fields	(16)
12 semester hours in a second field	(12)
8 semester hours in a third field	(8)
4 additional semester hours in one of the three fields	(4)
Senior Seminar/Project in the field with 16 semester hours (#1 above)	(2-4)

Programs — International Studies, Languages and Literatures, and Legal Studies

INTERNATIONAL STUDIES

International Studies — B.A.

Program Chairperson: Gitti Amini

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

Prerequisite: Two years of a foreign language

Core Requirements:

ECBU 325	International Economics	(4)
HIST 101	World Civilizations I, or	
HIST 102	World Civilizations II	(3)
PLSC 351	International Relations	(4)
PLSC 452	Comparative Government and Politics	(4)
PLSC 499	Senior Seminar	(2)

Electives: A minimum of 24 semester hours in upper-division courses in the student's area(s) of emphasis.

European Studies Concentration (Athens campus only): This concentration examines the events, ideas, traditions, and changes that have shaped Europe from 1945 to the present. A minimum of two terms of study in a European country other than Greece in an approved program is required. An internship relevant to the student's area of emphasis is highly recommended. Internships require approval of the program chair in Athens and may be taken for up to 8 semester hours of credit.

Students in this concentration must complete the prerequisites and core requirements of the major with the exception of REL 300/305, which is not required. Instead of the electives, students must take the following:

HIST 439	Modern Europe, 1900 to Present	(4)
PLSC 453	European Government and Politics	(4)
PLSC 454	European Union Institutions	(4)
ECBU 444	The Economics of the European Union	(4)
Approved electives (including internship and study abroad)		(8)

LANGUAGES AND LITERATURES DIVISION

Chairperson: Andrea Labinger

The University of La Verne's Languages and Literatures Division consists of the English Department, the Modern Languages Department, the Writing Program, and the ESL Program. For a complete listing of faculty and offerings, see the separate department and program listings in this catalog.

LEGAL STUDIES DEPARTMENT

Program Chairperson: Vitorio San Juan

Regular Faculty: Patricia Adongo.

Adjunct Faculty: Nancy Golden, Vitorio San Juan, Anthony Sgherzi

This program, approved by the American Bar Association, prepares individuals for careers as paralegals or for positions where organizational and analytical skills as well as knowledge of the law and legal procedures are necessary. Paralegals, or legal assistants, work under the supervision of an attorney or perform work for which an attorney is responsible. This program does not prepare students to practice law. Persons interested in the Certificate in Paralegal Studies should contact the Legal Studies Program; those interested in the bachelor's degree may contact the Office of Admissions, CAPA, or the Legal Studies Program. In both programs LS 301 must be taken first; LS 304, second. They may be taken concurrently and with other courses. A grade of C or better in each is required for the student to continue. Writing is an integral part of each paralegal course.

Legal Studies — B.S.

Transfer courses are accepted into this program, but majors must take a minimum of 24 semester hours of upper-division LS courses from ULV. Students should complete ENG 110 and six additional semester hours of general education prior to taking LS courses. At least 18 semester hours of general education must meet the Legal Studies Program's approval.

Programs — Legal Studies and Mathematics

Core Requirements:

LS 301	American Legal Studies	(3)
LS 304	Legal Research and Writing	(4)
LS 307	Legal Ethics and Investigation Skills	(3)
LS 311	Law Office Computer Applications	(3)
LS 365	Litigation I	(4)
LS 368	Litigation II	(4)
LS 380	Torts	(3)
LS 390	Contracts	(3)
LS 499	Senior Project	(3)

Electives: Five of the following:

LS 321	Family Law	(3)
LS 328	Property & Real Estate Transactions	(3)
LS 330	Business Organizations	(3)
LS 331	Bankruptcy	(3)
LS 340	Selected Topics	(3)
LS 350	Wills, Trusts, and Probate	(3)
LS 370	Criminal Law and Procedures	(3)
LS 498	Paralegal Internship	(3)

Certificate in Paralegal Studies

Prerequisites: A bachelor's degree or 60 semester hours (including a minimum of 18 in general education) from a regionally accredited college. The general education must include at least three semester hours in college-level English composition and 15 units from at least three of the following academic areas: social and behavioral science; English composition and literature; foreign language; mathematics; humanities; natural science; appreciation or history of the arts.

Core Requirements:

Same as the Core Requirements for the B.S., Legal Studies. The certificate requires a total of 33 semester hours, including electives.

Electives: A minimum of three semester hours in other LS courses.

MATHEMATICS/PHYSICS/ COMPUTER SCIENCE DEPARTMENT

Chairperson: Michael Frantz

Mathematics — B.A./B.S.

Regular Faculty: Michael Frantz, Xiaoyan Liu, Nicholas Papageorgiou,¹ Rick Simon. **Adjunct Faculty:** Rom Morrow, Ann Raymond, Gary Westfahl,¹ Rex Winters¹

¹Off-campus faculty

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

Core Requirements:

MATH 201, 202, 311	Calculus I, II, III	(4,4,4)
MATH 305	Transition to Advanced Mathematics	(4)
MATH 320	Linear Algebra	(4)
CMPS 367	Object Oriented Programming Using C++	(4)

Supporting Requirements:

PHYS 203, 204	Engineering Physics I, II	(5,5)
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Additional Core Requirements for B.A.:

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

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

Additional Core Requirements for B.S.:

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

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

Culminating Requirement:

MATH 499	Senior Project	(1-4)
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Programs — Physics and Computer Science/Computer Engineering

Comprehensive examination (consisting of a departmental exam and the GRE Mathematics Subject Exam) (0)

Physics — B.A./B.S.

Program Chairperson: Sarah Johnson

Regular Faculty: David Chappell, Sarah Johnson, Chris Koutsogeorgis.¹ **Adjunct Faculty:** Robert Ferguson

¹Off-campus faculty

The physics program prepares students for teaching, industry-related occupations, and graduate study. For stronger preparation, students should consider combining a physics major with a major or minor in mathematics and/or chemistry.

Core Requirements:

PHYS 203, 204	Engineering Physics I, II	(5,5)
PHYS 322	Electricity and Magnetism	(4)
PHYS 342	Analytical Mechanics	(4)
PHYS 360	Atomic and Nuclear Physics	(4)
PHYS 368	Quantum Mechanics	(4)
NASC 370	Science Seminar (4 sem.)	(1,1,1,1)

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

Supportive Requirements:

CHEM 201	General Chemistry I	(5)
MATH 201, 202, 311	Calculus I, II, III	(4,4,4)

Culminating Requirement:

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

Computer Science and Computer Engineering — B.S.

Program Chairperson: Seta Whitby

Regular Faculty: Ray Ahmadnia, Gregory Antonopoulos, Nicholas Harkiolakis,¹ Seta Whitby.

Adjunct Faculty: Sissag Boghikian

This major requires a minimum of 48 semester hours of computer engineering, information science, software, and web computing courses. Students are required to complete the core requirements, one concentration, and a minimum of two elective courses, as well as satisfying the supportive requirements.

Core Requirements:

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

Engineering Concentration:

CMPN 150	Principles of Electronics and Computer Engineering	(4)
CMPN 202	Electronic Devices and Circuits	(4)
CMPN 220	Digital Logic Systems	(4)
CMPN 330	Microprocessor Systems	(4)
CMPN 480	Advanced Computer Architecture	(4)
CMPN 499	Senior Project	(1-4)

Information Science Concentration:

CMPN 220	Digital Logic Systems	(4)
CMPS 369	Local Area Networks	(4)
CMPS 375	Systems Analysis and Design	(4)
CMPS 410	Management Information Systems	(4)
CMPS 490	Database Management Systems	(4)
CMPS 499	Senior Project	(1-4)

Software Concentration:

CMPN 220	Digital Logic Systems	(4)
CMPS 454	Automata Theory	(4)
CMPS 455	Compiler Design	(4)
CMPS 460	Operating Systems	(4)
CMPS 490	Database Management Systems	(4)
CMPS 499	Senior Project	(1-4)

Web Computing Concentration:

CMPS 375	Systems Analysis and Design	(4)
CMPS 379	Java	(4)
CMPS 463	Computer Graphics	(4)
CMPS 480	Distributed and Web Based Computing	(4)
CMPS 490	Database Management Systems	(4)
CMPS 499	Senior Project	(1-4)

Electives: A minimum of two courses from the following or from a concentration outside the chosen one:

CMPN 303	Integrated Electronics	(4)
CMPS 279	Java for E-Commerce	(4)
CMPS 318	Publishing on the Web	(4)
CMPS 362	Numerical Algorithms	(4)
CMPS 371	Assembly Language	(4)
CMPS 376	Small Talk	(4)
CMPS 377	Visual Basic	(4)

Programs — Computer Science/Engineering, E-Commerce, and Modern Languages

CMPS 380	ADA Programming Language	(4)	ECBU 350	Principles of Management	(4)
CMPS 392	Project Management	(4)	ECBU 360	Principles of Marketing	(4)
CMPS 400	Analysis of Algorithms	(4)	ECBU 370	Business Statistics	(4)
CMPS 451	Artificial Intelligence	(4)	ECBU 416	Electronic Commerce	(4)
CMPS 465	Programming Languages	(4)	CMPS 390	Information Systems in Organizations, or	
CMPS 475	Systems Design Process	(4)	ECBU 410	Management Information Systems	(4)
CMPS 495	Information Systems Project	(4)	CMPS 490	Database Management Systems, or	
			ECBU 412	Database Management Systems	(4)
			CMPS 499	Senior Project, or	
			ECBU 499	Senior Project	(4)
Supportive Requirements:					
CMPS 301	Programming Concepts	(4)	CMPS 369	Local Area Networks	(4)
MATH 201	Calculus I	(4)	ECBU 464	Marketing Research	(4)
MATH 327	Discrete Mathematics	(4)			
<i>Additional for Engineering Concentration:</i>					
CHEM 201	General Chemistry I	(5)			
MATH 202	Calculus II	(4)			
PHYS 201, 202	General Physics I, II	(5,5)			
<i>Additional for Information Science Concentration:</i>					
ECBU 201	Fundamentals of Accounting I	(4)			
ECBU 221	Economic Analysis II	(4)			
ECBU 350	Principles of Management	(4)			
PHYS 201	General Physics I	(5)			
<i>Additional for Software Concentration:</i>					
MATH 202	Calculus II	(4)			
PHYS 201, 202	General Physics I, II	(5,5)			
<i>Additional for Web Computing Concentration:</i>					
MATH 351	Probability	(4)			
MATH 362	Numerical Algorithms	(4)			
PHYS 202	General Physics II	(5)			

E-Commerce — B.S.

Program Chairpersons: Seta Whitby and
Yehia Mortagy

This interdisciplinary program is jointly offered by the Department of Mathematics, Physics, and Computer Science and by the School of Business and Global Studies to prepare students for careers in electronic commerce.

Prerequisites:

CMPS 100	Introduction to Personal Computing	(4)
CMPS 110	Introduction to Computer Science and Engineering	(4)
ECBU 203	Financial & Managerial Accounting	(4)
ECBU 328	Economic Theories and Issues	(4)

Core Requirements:

CMPS 279	Java for E-Commerce	(4)
CMPS 318	Publishing on the Web I	(4)
CMPS 368	Principles of Computer Networks	(4)
CMPS 375	Systems Analysis and Design	(4)
CMPS 392	Project Management	(4)

MODERN LANGUAGES DEPARTMENT

Chairperson: Andrea Labinger

Regular Faculty: Roswitha Brooks, Elaine Drandaki,¹ Eric Grekowicz, Ann Hills, Janice Johnson, Patricia Kraras-Tsitoura,¹ Anna Krinis,¹ Andrea Labinger, Gerard Lavatori, Linda Manney,¹ Don Schofield,¹ Karen Simopoulos,¹ Mary Skondras.¹ **Adjunct Faculty:** Diane Ayers,¹ Kristan Cavina, Lucy Corsi,¹ Sung-Won Ko, Alberta Craggett,¹ William Csellak,¹ Becky Sakellariou¹, Patricia Wangler

¹Off-campus faculty

The foreign language and literature majors in French, German, and Spanish and the courses in Japanese aim to familiarize students with the cultural richness and diversity of the world through the intensive study of the linguistic, literary, and cultural expression of other nations. Since cultural values are best understood experientially, the study abroad program (in Ecuador, France, Germany, Japan, Mexico, and Spain) is a central component of the ULV foreign language major.

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

Programs — French, German, Spanish, and Writing Program

Honors students in Spanish are eligible for election to Sigma Delta Pi, the National Spanish Honor Society.

French — B.A.

Program Chairperson: Gerard Lavatori

Core Requirements:

ANTH 340 Language and Culture, or	
ENG 270 Introduction to Language	(4)
FREN 210, 211 Intermediate French I, II	(3,3)
FREN 320, 321 French Civilization and Culture I, II	(4,4)
FREN 330 Second Language Teaching	(3)
FREN 430, 431 French Literature I, II	(4,4)
FREN 499 Senior Project	(1-4)

Electives: Additional upper-division French courses to complete 40 semester hours in French. Many of these may be taken abroad.

Study Abroad Requirement: French Majors must complete a year of study in France and select a curriculum which includes at least one course in French Phonetics, Linguistics, or Advanced Syntax.

Comprehensive Examination: The senior comprehensive examination tests language proficiency and reading skills.

German — B.A.

Program Chairperson: Roswitha Brooks

Prerequisites: A minimum of three years of high school German or the following:

GERM 100, 101 Elementary German I, II	(3,3)
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Core Requirements:

ANTH 340 Language and Culture, or	
ENG 270 Introduction to Language	(4)
GERM 210, 211 Intermediate German I, II	(3,3)
GERM 320, 321 Advanced German, I, II	(4,4)
GERM 330 Second Language Teaching	(3)
GERM 430, 431 German Literature I, II	(4,4)
GERM 499 Senior Project	(1-4)

Electives: Additional upper-division German courses to complete 40 semester hours in German. Many of these may be taken abroad.

Study Abroad Requirement: German majors must complete a year of study in Germany at the university level.

Comprehensive Examination: The senior comprehensive examination tests language proficiency and reading skills.

Spanish — B.A.

Program Chairperson: Andrea Labinger

Core Requirements:

ANTH 340 Language and Culture, or	
ENG 270 Introduction to Language	(4)
SPAN 210, 211 Intermediate Spanish I, II	(3,3)
SPAN 320, 321 Hispanic Civilization and Culture I, II	(3,3)
SPAN 330 Second Language Teaching	(3)

Two of the following four:

SPAN 430, 431, 432, 433 Hispanic Readings	(4,4)
SPAN 499 Senior Project	(1-4)

Electives: Additional upper-division Spanish courses to complete 40 semester hours in Spanish. Many of these may be taken abroad.

Study Abroad Requirement: Spanish Majors must supplement their ULV language course with study in a Spanish-speaking country.

Writing Program

Director: Eric Grekowicz

The Writing Program is designed to ensure that clear, informed, correct writing is a viable and important cornerstone of the lifelong learning that is part of ULV's mission. The Writing Program intends to instill confidence in and appreciation of the tools of written communication, whether that communication takes the form of television scripts, novels, newspaper editorials, or e-mail.

Based on entering placement scores, students are assigned to one of three levels of writing courses: ENG 106, Communications Skills; ENG 110, College Writing A; or ENG 111, College Writing B. Students are expected to complete all assigned writing courses in sequence, enrolling in the appropriate course each semester until the writing requirement is completed. Course challenges are available for ENG 110 and ENG 111. Assistance in writing is available at the central campus through the Learning Enhancement Center; computers are available there and in the computer labs.

Other course offerings in writing include ENG 309, Writing Workshop; ENG 311, Composing in

Programs — Writing Program, ESL Program, and Movement and Sports Science

Digital Environments; and ENG 312, Creative Writing. Central campus students interested in writing also have the opportunity to participate in *PRISM*, ULV's creative arts magazine, *La Vernácula*, the creative arts magazine in Spanish, the *Campus Times* newspaper and *La Verne Magazine*, journalism student publications, and *Entr'Acte* magazine, a theatre arts publication.

Creative Writing Minor

Core Requirements:

ENG 300	Writing for the Visual Arts or	
ENG 309	Writing Workshop	(3)
ENG 312	Creative Writing	(3)
ENG 313	Advanced Creative Writing	(3)
ENG 413	Grammar Workshop or	
JOUR 315	Syntax and Grammar for the Professional Writer	(4)
A minimum of 7 semester hours of approved ENG electives		(7)

English as a Second Language Program

Director: Janice Johnson

The English as a Second Language Program is designed to assist international students in gaining the English skills necessary to successfully complete a degree at ULV. It is a part-time program for students who have been admitted into regular academic work, but who still need to improve their skills. ESL courses carry college credit and can be used to fulfill the foreign language general education requirement. While the TOEFL score grants admission, students must enroll in ESL/English courses each semester, until all courses are successfully completed. At the central campus placement criteria are as follows:
TOEFL of 475-500 or EPT of 2-2.9: ESL101/101P
TOEFL of 501-525 or EPT of 3-3.9: ESL103/103P
TOEFL of 526-550 or EPT of 4-4.9: ESL 105/105P
TOEFL of 551+ or EPT of 5.0+: ENG 110/111

Students enrolled in ESL courses may also take up to six semester hours per term of other course work with their advisor's approval.

MOVEMENT AND SPORTS SCIENCE DEPARTMENT

Chairperson: Rex Huigens

Regular Faculty: Paul Alvarez, Terry Boesel, Rex Huigens, Julie Kline, Marilyn Oliver, Deborah Parsons, Jim Paschal, Pat Widolff, Scott Winterburn, Wendy Zwissler. **Adjunct Faculty:** Dwight Hanawalt

The Movement and Sports Science (MSS) Department offers three tracks of study within two majors. The MSS Major with an emphasis in Teaching prepares students to teach Physical Education in the State of California public school system. The Athletic Training Major prepares students to become Certified Athletic Trainers by addressing the educational and clinical competencies required to pass the National Athletic Trainers Association Board of Certification (NATABOC) exam. Students may be able to utilize the Athletic Training Major and additional special electives in partial fulfillment of prerequisites for many graduate programs in physical therapy. The MSS Major with an emphasis in General Studies is for those students not planning to enter either the teaching or the athletic training field. The department chairperson designs the General Studies emphasis to meet the needs of the student's alternate career choice. Each major will prepare a student for graduate study in the Movement and Sports Science field.

Movement and Sports Science — B.S.

I. Teaching Track

Prerequisite for MSS 455 and 456:

BIOL 343	Human Anatomy	(4)
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Core Requirements:

MSS 038	Contemporary Social Dance, or	
MSS 045	Country and Social Dance	(1)
MSS 151	Health and Physical Fitness Strategies	(3)
MSS 230	Field Work and Foundations of Movement and Sports Science	(3)
MSS 250	Introduction to Adapted Physical Education	(3)
MSS 323	Scientific Principles of Movement	(3)

Programs — Movement and Sports Science and Athletic Training

MSS 333	Curriculum and Organization in Physical Education	(3)	MSS 373	Methods and Practice of Teaching Gymnastics and Dance	(3)
MSS 345	Methods of Research, Assessment, and Evaluation	(3)	Electives or Prescribed Courses:	A minimum of 9-18 semester hours in MSS courses.	
MSS 370	Methods and Practice of Teaching Dual Sports and Aquatics	(3)			
MSS 371	Methods and Practice of Teaching Individual Sports and Outdoor Education	(3)			
MSS 372	Methods and Practice of Teaching Team Sports and Games	(3)			
MSS 373	Methods and Practice of Teaching Gymnastics and Dance	(2)			
MSS 380	Motor Development	(3)			
MSS 455	Kinesiology	(4)			
MSS 456	Physiology of Exercise	(4)			
MSS 460	Philosophy of Physical Education and Athletics	(3)			
MSS 499	Senior Seminar	(4)			
	First Aid and CPR Certification				

Electives: A minimum of 4 semester hours in MSS courses.

II. General Studies Track

Program Chairperson: Rex Huigens

Prerequisite for MSS 455 and 456:

BIOL 343	Human Anatomy	(4)
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Core Requirements:

MSS 151	Health and Physical Fitness Strategies	(3)
MSS 230	Field Work and Foundations of Movement and Sports Science, or	(3)
MSS 235	Introduction to Athletic Training	(3)
MSS 323	Scientific Principles of Movement	(3)
MSS 345	Methods of Research, Assessment, and Evaluation	(3)
MSS 380	Motor Development	(3)
MSS 455	Kinesiology, or	
MSS 456	Physiology of Exercise	(4)
MSS 499	Senior Seminar	(4)

Four semester hours from the following:

MSS 002-049	Instructional Activity Courses	
MSS 370	Methods and Practice of Teaching Dual Sports and Aquatics	(3)
MSS 371	Methods and Practice of Teaching Individual Sports and Outdoor Education	(3)
MSS 372	Methods and Practice of Teaching Team Sports and Games	(3)

Athletic Training — B.S.

Director: Marilyn Oliver

The Athletic Training Major is currently in candidacy for accreditation by the the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The ULV Athletic Training Education Program (ATEP) was founded in 1989 and designed to prepare and qualify students for the NATABOC (National Athletic Trainers Association Board of Certification) exam through the internship route. Both the internship and the curriculum routes to NATABOC certification have been eliminated, effective January 1, 2004, and the sole route to certification will be through CAAHEP-accredited programs. The ATEP curriculum has been revised to reflect the new accreditation standards.

Although candidacy status has been attained, the Athletic Training Major is not yet CAAHEP-accredited. Accreditation is anticipated during the 2003 calendar year. However, if accreditation is not achieved prior to 2004, graduating students will not be eligible to sit for the NATABOC exam post-bachelor degree, but would need to complete an accredited entry-level master's degree program. It is, therefore, vital that all students interested in pursuing the Athletic Training Major be advised, at entrance, by a faculty advisor in the Athletic Training Education Program and must communicate with that advisor on a regular basis.

Admission Requirements. Admission into the Athletic Training Major is competitive and highly selective. Applicants meeting the minimum requirements listed below are not guaranteed admission into the major. Applications for fall semester ATEP admission are due by March 31 each year. Selections are made pending final spring semester grades. The following are the minimum requirements for admission. (Transfer students must be accepted to ULV prior to applying to the major):

1. Completion of 28 semester hours with a minimum overall GPA of 2.5.

Programs — Athletic Training and Music

2. Completion of MSS 235 and MSS 237, and BIOL 101 or BIOL 201 with a combined minimum GPA of 2.5.
3. 75 athletic training observation hours and a performance evaluation.
4. A physical examination by an M.D. with verification of ability to perform ergonomic tasks and compliance with program's Technical Standards (listed in ULV's "ATEP Policies and Procedures Manual").¹
5. Verification of current immunizations, including Hepatitis B, MMR, tetanus, polio, and a negative TB test.
6. Three letters of recommendation.
7. Current First Aid/CPR certification.
8. A completed ATEP Application Form.
9. A written essay.
10. An interview.

The scoring rubric for the ATEP selection process is included in the "ATEP Policies and Procedures Manual," available in downloadable form at www.ulv.edu/athletictraining

Athletic Training Core Requirements:

MSS 235	Introduction to Athletic Training	(3)
MSS 237	Techniques and Observation in Athletic Training	(2)
MSS 324	Evaluation & Assessment of Athletic Injuries — Lower Extremities	(3)
MSS 325	Athletic Training Practicum I	(2)
MSS 326	Evaluation & Assessment of Athletic Injuries — Upper Extremities	(3)
MSS 327	Athletic Training Practicum II	(2)
MSS 328	Assessment and Evaluation of Head and Spinal Injuries	(4)
MSS 400	Athletic Training/Team Rotations	(2)
MSS 410	Exercise and Rehabilitation	(3)
MSS 411	Athletic Training Practicum III	(2)
MSS 412	Therapeutic Modalities	(3)
MSS 415	Management and Administration in Athletic Training	(3)
MSS 418	Special Topics in Athletic Training	(3)
MSS 454	Athletic Training –Team Management	(2)
One MSS elective		

¹ATEP is a rigorous and intense program. The Technical Standards establish the essential qualities considered necessary for students admitted to ATEP to achieve the knowledge, skills, and competencies of an entry-level athletic trainer and meet the expectations of CAAHEP. All students must meet the Technical Standards to be admitted to and continue in ATEP. 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 ATEP.

Sports Sciences Core Requirements:

BIOL 343	Human Anatomy	(4)
BIOL 344	Human Physiology	(4)
MSS 151	Health and Fitness Strategies	(3)
MSS 323	Scientific Principles of Movement	(3)
MSS 345	Methods of Research, Assessment, and Evaluation	(3)

MSS 455	Kinesiology	(4)
MSS 456	Physiology of Exercise	(4)
MSS 499	Senior Seminar	(4)

Athletic Training students are required to take PSY 101, Principles of Psychology, as part of their general education requirements.

GPA requirement for Program retention and graduating with the B.S. in Athletic Training is 2.5 overall. The ULV GPA requirement for most other majors is 2.0 overall.

Movement and Sports Science Minor

Prerequisite for MSS 455 and 456:

BIOL 343	Human Anatomy	(4)
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Core Requirements:

MSS 151	Health & Physical Fitness Strategies	(2)
MSS 230	Field Work and Foundations of Movement and Sports Science	(3)
MSS 323	Scientific Principles of Movement	(3)
MSS 455	Kinesiology, or	
MSS 456	Physiology of Exercise	(4)

Electives: A minimum of 6 semester hours from
MSS 370-373 Methods and Practice of Teaching
courses (3,3)

MUSIC DEPARTMENT

Chairperson: Scott Farthing

Regular Faculty: Scott Farthing, Reed Gratz, Kathleen Lamkin. **Adjunct Faculty:** Karen Clark, Robert Dominguez, Anita Hanawalt, Jonathan Rothe, Michael Ryan

Artist in Residence: Timothy Durkovic

The mission of the Music Department is to provide students opportunities to experience a broad spectrum of music from the Western fine art tradition, the many genres of American music, and the music of other cultures. Through the courses and performances offered by the department, students

Programs — Music, Natural Science, Photography, and Prehealth Science

will develop an 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.

The department has a unique relationship with the total educational experience in that students majoring in other areas are invited and encouraged to participate in all classes, ensembles, and applied lessons. Students are given the opportunity to initiate and/or continue development of their musical interests and talents.

Music — B.A.

Core Requirements:

MUS 230, 232 Theory I, II	(4,4)
MUS 330, 332 Theory III, IV	(4,4)
MUS 351, 352, 353 History and Literature of Music	(4,4,4)
Theory, History, or Conducting (300-400 level)	(8)
Applied music	(8)
Ensemble	(6)
Piano proficiency	(0)
Concert attendance	(0)
MUS 499 Senior Project/Recital	(1-4)

Music Minor

Core Requirements:

MUS 230, 232 Theory I, II	(4,4)
MUS 352, 353 History & Literature of Music	(4,4)
Theory, History, or Conducting (330-400 level)	(4)
Applied music	(4)
Ensemble	(6)
Concert attendance	(0)

NATURAL SCIENCE DIVISION

Chairperson: Robert Neher

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

PHOTOGRAPHY DEPARTMENT

Chairperson: Gary Colby

The mission of the Photography Department is to offer study in and of the chemical and digital photographic craft as it applies to personal expression and the documentary tradition in the academic disciplines. Students may choose the Photography Minor or photography Concentrations in the Art Department or Communications Department (see those departments for concentration listings). In addition, students seeking elective credit and serving avocation interests are welcome in any photography class.

Photography Minor

Core Requirements: The minor in Photography requires a total of 3 semester hours of lower-division and 21 semester hours of upper-division courses. The ART 390 section must be either History of Photography or Contemporary Art.	
PHOT 210 Elementary Photography	(3)
PHOT 310 Photoshop	(4)
PHOT 327A-C Staff Photography I-III	(2,2,2)
PHOT 350 Color Photography	(4)
PHOT 450A Studio Photography I	(4)
ART 390 Art History Selected Topics	(4)

PREHEALTH SCIENCE PROGRAMS

Program Chairperson: Robert Neher

Premedical and Predental Programs. The pre-health science program meets the requirements for admission to all accredited dental and medical schools. The high school program should include biology, chemistry, physics, trigonometry, and a foreign language, such as French, German, or Russian. New prehealth science students should register with the premedical and predental committee to receive counseling during the total program and for periodic program evaluations.

The health science student is entering a difficult and demanding program, and there are many steps to take to prepare for graduate study. To begin with, a broad, well-balanced, general edu-

Programs — Prehealth Science and Prelaw

cation background is essential. Although a premedical or predental student may select any college major, he/she must complete the prescribed courses in biology, chemistry, math, physics, and English. These courses are required by most medical and dental schools, and they are essential preparation for the MCAT or DAT qualifying exams.

Competition for dental and medical school is increasingly keen, with the average GPA of those accepted at about 3.5. Other important factors in determining admission include interviews, admission test results, letters of recommendation, grade trends, extracurricular activities, intensity of the academic programs, and work experience.

Suggested Prehealth Science Program:

Freshman year:

BIOL 203 Principles of Biology	(4)
BIOL 204 Plant Science	(4)
CHEM 201, 202 General Chemistry I, II	(5,5)
English and Speech	(4,4,2)

Three electives (general education requirements)

Sophomore year:

BIOL 205 Animal Science	(4)
BIOL 311 Genetics	(4)
BIOL 312 Environmental Biology	(4)
CHEM 311, 312 Organic Chemistry I, II	(5,5)
MATH 201, 202 Calculus I, II	(4,4)

Two electives (including general education requirements)

Junior year:

BIOL 313 Developmental Biology	(4)
BIOL 314 Biochemistry	(5)
PHYS 201, 202 General Physics I, II	(5,5)

Four electives (including general education requirements)

Senior year:

Fall: MCAT or DAT examination

Completion of major requirements including senior project/thesis.

Completion of general education requirements.

GRE major subject examination.

Prenursing Program. Requirements for admission into specific nursing programs are diverse, and specific schools should be contacted for their requirements. A recommended prenursing course includes a broad general education background, plus emphasis in the following areas:

general chemistry, general biology, anatomy and physiology, microbiology, and psychology.

Other Preprofessional Programs. Many other preprofessional programs are available, such as prepharmacy, preoptometry, prepodiatry, preventerinary, premedtech, and prephysical therapy. Since these graduate areas have specific requirements for entrance, students are urged to contact and work directly with their advisor and the graduate school of their choice.

Seven-Year Baccalaureate/Doctor of Osteopathy Program. ULV has developed a premedical ladder program with Western University of Health Sciences in Pomona, California. After three years of study at ULV, selected students may be accepted by Western University and complete their bachelor's and medical degrees simultaneously, thus earning the two degrees in seven years rather than eight.

PRELAW PROGRAM

Prelaw Advisor: Jason Neidleman

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

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

Programs — Psychology and Master's Counseling Programs

PSYCHOLOGY DEPARTMENT

Chairperson: Aghop Der-Karabetian

Regular Faculty: Leticia Arellano, Ngoc Bui, Eugenia Dallas,¹ Aghop Der-Karabetian, Michael Fakinos,¹ Glenn Gamst, Arthur Gonchar, Daphne Halkias,¹ Valerie Jordan, Errol Moultrie, John Pagan,¹ Mary Prieto-Bayard, Ronald Rein,¹ Richard Rogers, Roger Russell, Raymond Scott.

Adjunct Faculty: Todd Blickenstaff, Joleen Lara

¹Off-campus faculty

The Psychology Department offers bachelor's, master's, and doctoral programs in psychology and counseling, and oversees the ULV Counseling Center. Psychology students have the opportunity to join Psi Chi, the national honor society in Psychology.

Psychology — B.S.

Program Chairperson: Arthur Gonchar

This major prepares students for careers in psychology and related fields. It is also offered at selected residence centers where, with advisor approval, other courses may be substituted for courses in the area of emphasis.

Courses for declaration of major:

Students may declare a major in the B.S. Psychology Program after successfully completing these courses:

PSY 101 Principles of Psychology	(3)
PSY 305 Statistics	(4)
PSY 395 Computer Data Analysis	(2)

Core Requirements:

PSY 390 Research Methods	(4)
PSY 400 History of Psychology	(3)
PSY 497 Internship	(4)
PSY 499 Senior Project	(4)

Area of Emphasis:

PSY 312 Abnormal Psychology	(3)
PSY 405 Brain and Behavior	(3)
PSY 407 Life-Span Development	(3)
PSY 409 Multicultural Psychology	(3)

Two of the following laboratory courses:

PSY 303 Learning and Behavior Change	(4)
PSY 304 Experimental Psychology	(4)
PSY 306 Cognitive Psychology	(4)
PSY 308 Social Psychology	(4)

Electives:

A minimum of 2 of the following, one of which may be an upper division BHV course:

PSY 215 Personality Theory and Research	(3)
PSY 310 Culture and Personality	(4)
PSY 315 Psychological Testing	(3)
PSY 327 Health Psychology	(3)
PSY 375 Community Psychology	(3)
PSY 408 Adolescent Psychology	(3)
PSY 422 Substance Abuse	(3)
PSY 429 Counseling and Interviewing Skills	(3)
PSY 439 Industrial-Organizational Psychology	(3)
PSY 450 Selected Topics	(3)

Psychology Minor

Core Requirements:

PSY 101 Principles of Psychology	(3)
PSY 303 Learning and Behavior Change	(4)
PSY 307 Child Psychology and Development or PSY 407 Life-Span Development	(3)
PSY 215 Personality Theory and Research or PSY 400 History of Psychology	(3)
PSY 327 Health Psychology or PSY 458 Stress Management	(3)
PSY 308 Social Psychology or Upper division BHV course	(4)

MASTER'S COUNSELING PROGRAMS

Program Chairperson: Errol Moultrie

The Psychology Department offers two graduate counseling programs: Marriage, Family, and Child Therapy (MFCT) at the central campus, and Counseling (with concentrations) at the central campus, the Athens Campus, and in Alaska at the Elmendorf/Fort Richardson Residence Center. The admission requirements and program policies vary for both counseling programs.

Admission requirements: Some program tracks may have additional requirements:

1. Marriage, Family, and Child Therapy Program: A bachelor's degree with the following five courses: general psychology, life-span human development, abnormal psychology, research methods/experimental psychology or statistics, and one other psychology theory course.

2. Counseling (concentration in General

Programs — Master's Counseling Programs

Counseling or Higher Education Counseling): A bachelor's degree with 18 semester hours of coursework in or distributed across psychology, sociology, social work, behavioral sciences, or education that relate to counseling. The coursework must include courses in general psychology and research methods or statistics.

3. The undergraduate course work will be evaluated on an individual basis for its recency and appropriateness to the selected graduate program.

4. An overall undergraduate GPA of 3.0. Applicants with GPA under 3.0 may be considered with additional requirements.

5. Applicants are strongly encouraged to have at least one year of volunteer or paid experience working with families, children, or couples.

6. Completion of a 5-7 page Statement of Purpose and Autobiography.

7. An interview with at least two Behavioral Science faculty members.

8. Completion of a psychological inventory.

9. Three letters of recommendation from professors and colleagues who are familiar with the applicant's academic and professional abilities, potential, and appropriateness for the counseling profession. At least one letter should be from a professor.

10. A copy of a current résumé.

A student is eligible to enroll in no more than six semester hours prior to being admitted into a Counseling program.

Program Candidacy: All counseling students are admitted into the program under a precandidacy status. After the completion of 12 semester hours, all students become eligible for candidacy status and are evaluated by the following criteria: GPA of 3.0 or above, a passing score on the Competency Examination (PSY 595), and demonstrated personal suitability for the counseling profession. Occasionally, students may receive a provisional candidacy status in which certain conditions must be completed before they can receive candidacy status. In some instances, students may be denied candidacy and be discontinued from the program. All students must receive candidacy status in order to complete the program.

During their coursework in the program, students continue to be evaluated for demonstrated suitability to the program and the counseling pro-

fession. Occasionally, discontinuation of a student from the program may occur, even after the conferring of candidacy status, if the student's personal or professional behavior does not continue to meet minimum professional and/or academic standards.

Personal Psychotherapy: The department believes that students entering the counseling profession benefit professionally, personally, and academically from experiencing personal psychotherapy, and believes that psychotherapy is a necessary training experience for counseling professionals. Therefore, after admission, all students enrolled in the MFCT program are required to complete a minimum of 30 hours of personal psychotherapy over a six-month period or longer in order to complete the program. Likewise, after admission, all students enrolled in the M.S., Counseling program are required to complete at least 20 hours of personal psychotherapy spread over at least six months in order to complete the program. The therapy may include individual, couple, family, or group therapy, depending on the individual student's issues and preferences. In consultation with the program chair, each student designs a psychotherapy treatment plan for department approval no later than the time of evaluation for candidacy. Students enrolled in the MFCT program may apply their psychotherapy hours towards the optional hours of experience category for California MFT licensure. Any exceptions to this policy must be approved by the department.

Competency Exam: This written exam, a part of the evaluation for candidacy, is based on PSY 510 or 512, 516, 517, and 527, and requires students to integrate and apply counseling theories, techniques, diagnosis, and ethical and legal issues.

Marriage, Family, and Child Therapy — M.S.

(Central Campus only)

Program Chairperson: Errol Moultrie

The MFCT program trains students to become therapists to meet the psychological needs of families, couples, and children in a changing society. It combines theoretical training with practical experiences to prepare students for both profes-

Programs — Master's Counseling Programs

sional counseling careers as well as possible doctoral study. General systems theory provides the theoretical foundation for the MFCT program, and students are exposed to a range of theoretical orientations that reflect a systems perspective. In California, completion of this program fulfills all of the academic requirements of the Board of Behavioral Science for licensure in California as a Marriage and Family Therapist, as well as the academic requirements for California community college counseling and instructor positions.

Total Program: 50 semester hours

Core Courses: 20 semester hours

PSY 502	Research Methods in Counseling	(3)
PSY 507	Human Development	(3)
PSY 516	Counseling Theories & Techniques	(3)
PSY 517	Counseling Skills & Process	(3)
PSY 522	Group Counseling	(3)
PSY 523	Multicultural Counseling	(3)
PSY 527	Professionalism, Ethics, and Law in Counseling	(2)
PSY 595	Competency Exam	(0)

MFCT Specialization: 25 semester hours

PSY 506	Human Sexuality	(1)
PSY 509	Psychological Testing	(2)
PSY 512	Clinical Psychopathology	(3)
PSY 518	Family Therapy	(3)
PSY 519	Couples Therapy	(2)
PSY 521	Child Therapy	(2)
PSY 528	Substance Abuse Counseling	(2)
PSY 530	Violence & Abuse in Family Systems	(2)
PSY 534	Psychopharmacology	(2)
PSY 580, 581	Supervised Fieldwork in Marriage, Family, & Child Therapy I, II	(3,3)

Electives: 3 semester hours

PSY 590	Selected Topics	(1-2)
Other elective with program chair approval		

Culminating Activity: 2 semester hours

PSY 594	Thesis, or	
PSY 596	Graduate Seminar	(2)

Counseling (Concentration) — M.S.

Program Chairperson: Errol Moultrie

Athens Coordinator: Daphne Halkias

Alaska Coordinator: John Pagan

This program is designed for students who are pursuing training in two professional areas of counseling: Higher Education Counseling and General Counseling. These concentrations will prepare students for career opportunities in human services, community colleges, universities, and other settings involving counseling expertise. In California completion of this program does not fulfill the educational requirements for licensure as a Marriage and Family Therapist. Only the General Counseling concentration is available at the Athens Campus and the Alaska centers. At the Alaska centers the option to complete the educational requirements for the Psychological Associate license is available with the coordinator's approval. This option extends the degree program to 48 semester hours.

Program Totals:

Higher Education Counseling: 40 semester hours

General Counseling: 33 semester hours

Core Courses: 20 semester hours

PSY 502	Research Methods in Counseling	(3)
PSY 507	Human Development	(3)
PSY 516	Counseling Theories & Techniques	(3)
PSY 517	Counseling Skills & Process	(3)
PSY 522	Group Counseling	(3)
PSY 523	Multicultural Counseling	(3)
PSY 527	Professionalism, Ethics, and Law in Counseling	(2)
PSY 595	Competency Exam	(0)

Higher Education Counseling Concentration:

14-15 semester hours (including electives)

PSY 505	Educational Assessment or	
PSY 509	Psychological Testing	(2-3)
PSY 510	Applied Personality Theory	(2)
PSY 514	Career Development	(3)
PSY 515	Higher Education Counseling	(2)
PSY 528	Substance Abuse Counseling	(2)
PSY 582	Supervised Fieldwork in Counseling	(3)
3-4 semester hours of the following electives:		
PSY 590	Selected Topics	(1-2)

General Counseling Concentration:

9-10 semester hours (including electives)

PSY 509	Psychological Testing	(3)
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Programs — Master's Counseling Programs and Psy.D.

PSY 510	Applied Personality Theory or	
PSY 512	Clinical Psychopathology	(2-3)
PSY 528	Substance Abuse Counseling	(2)
PSY 582	Supervised Fieldwork in Counseling (3)	
<i>1-2 semester hours of the following electives:</i>		
PSY 590	Selected Topics in Counseling	(1-2)

Culminating Activity: 2 semester hours

PSY 594	Thesis, or	
PSY 596	Graduate Seminar	(2)

Doctor of Psychology — Psy.D.

Clinical–Community Psychology

Program Chairperson: Valerie B. Jordan

Director of Clinical Training: Raymond Scott

This doctoral program builds upon ULV's well-established tradition of community service and prepares its graduates to function competently and responsibly in a multicultural and pluralistic society. It is anchored in a clinical-community-ecological perspective emphasizing that human behavior is understood best within the context of interactional systems that are multi-level, multi-dimensional, and multi-directional. Its core mission is to train clinician-scholars who will think critically, apply their knowledge diligently, and practice ethically and compassionately, not only reactively as providers of traditional clinical services but also proactively as agents of social change.

The program is secular in orientation and is designed to be completed in five years of full-time study, at least four of which must be in residence. It develops competence in the scientific foundations of psychology, clinical-community professional areas of practice, research methods, and data analysis. It includes an empirical dissertation as well as clinical training, the latter of which consists of clinical practica and an internship. The practica occur during Years 2 and 3 of the program, and consist of a total of 900 hours of training at two different sites. The dissertation proposal is designed during Year 3 and completed during Year 4, prior to the clinical internship. The clinical internship in Year 5 consists of 1500 clinical hours and can be completed either during one year of full-time training or in two years of half-time training. The internship meets the predoctoral licensure requirements in California. The program is designed to meet the criteria for pursuing

eventual accreditation by the American Psychological Association.

Admission Requirements. Applicants are admitted with a bachelor's or master's degree. All applicants must submit the following:

1. **Academic preparation.** Official transcripts documenting receipt of a bachelor's degree from a regionally-accredited institution of higher learning with a minimum GPA of 3.25. Although an undergraduate major in psychology is not required, all applicants must have completed at least 18 hours of psychology distributed across the following core areas: introductory psychology, statistics, experimental psychology or research methods, physiological psychology, and abnormal psychology. In addition, one course from among the following is required: history and systems, social psychology, human development, theories of personality, and clinical or community psychology. Applicants with graduate degrees must submit transcripts showing these degrees and documenting a minimum graduate GPA of 3.5.

2. **Three letters of recommendation** from individuals who are sufficiently familiar with the applicant's academic and/or clinical or field work to provide a valid and objective assessment of the applicant's potential to function competently as a professional psychologist.

3. **A statement of purpose**, not to exceed 500 words, addressing the applicant's reasons for pursuing doctoral work in clinical-community psychology.

4. **An autobiographical statement**, not to exceed 1000 words, addressing ways in which life experiences have influenced the decision to pursue doctoral studies in professional psychology.

5. **A current curriculum vitae.**

Transfer Credit. Individuals with graduate-level coursework may petition for a maximum of 30 transfer credits. *Transfer credit will not be awarded for prior clinical experience or practicum work.*

Program Progress, Doctoral Candidacy, and the Clinical Competency Examination. Individuals are admitted into the program as pre-candidates. To be eligible to apply for doctoral candidacy, precandidates must *at a minimum* (a) complete 58 semester hours of course work in the program, (b) complete 300 clinical practicum

Programs — Psy.D.

hours, and (c) pass the Year 2 Comprehensive Examination. Evaluation for candidacy normally occurs in the fall of the third year of the program.

To apply for an internship, a candidate must pass the Year 3 Clinical-Community Competency Examination. All students must earn candidacy status and pass the Year 3 Clinical-Community Competency Examination in order to complete the program. Dismissal of a student may occur even after the conferring of candidacy and passing the Clinical-Community Competency Examination if the student's personal or professional behavior do not continue to meet required standards for the profession.

M.S. in Psychology. An M.S. in Psychology will be awarded at the completion of the second year of the Psy.D. program (58 semester hours for students entering the program with a bachelor's degree; at least 45 semester hours for students entering with transfer credit) to students in academic good standing who have successfully completed PSY 635, PSY 636, and the Year 2 Comprehensive Examination (taken in the summer of the second year of the program). This degree is intended only as an en route degree toward the completion of the Psy.D., not as a terminal master's degree.

Personal Psychotherapy Requirement. The capacity for objective self-awareness and an appreciation of the psychotherapeutic process are important aspects of an individual's development as a clinician. The Psy.D. program encourages this process by requiring that all students complete a minimum of 40 hours of personal psychotherapy during the course of their enrollment. Although the Psychology Department maintains a referral network of practitioners who are willing to work with students at reduced fees, it is the responsibility of the individual student to meet the cost of his or her personal psychotherapy.

Licensure. Courses in the Psy.D. curriculum are consistent with the educational requirements for licensure in the State of California. However, because licensure requirements vary among states, students interested in practicing outside of California are encouraged to consult the licensing boards in the states where they intend to practice.

Total Program: 120 semester hours

I. Scientific Foundations of Psychology:

34 semester hours

A. <i>Biological Bases of Behavior</i>		
PSY 604 Biological Bases of Behavior	(2)	
PSY 634 Psychopharmacology	(2)	
B. <i>Cognitive/Affective Bases of Behavior</i>		
PSY 638 Advanced Learning and Memory	(2)	
C. <i>Social Basis of Behavior</i>		
PSY 601 Current Social Issues	(2)	
PSY 639 Advanced Social Psychology	(2)	
D. <i>Individual Differences</i>		
PSY 607 Advanced Human Development	(2)	
PSY 609 Personality Theory and Research	(2)	
E. <i>History and Systems</i>		
PSY 637 Advanced History and Systems	(2)	
F. <i>Research Methods</i>		
PSY 603 Introduction to Dissertation Research	(1)	
PSY 605, 606 Advanced Statistics I, II	(3,3)	
PSY 640 Research Methods in Clinical-Community Psychology	(3)	
PSY 641 Advanced Qualitative Research	(1)	
PSY 642 Dissertation Seminar: Proposal	(1)	
PSY 663, 664 Dissertation I, II	(3,3)	

II. Clinical-Community Specialization:

71 semester hours

A. <i>Theoretical Foundations</i>		
PSY 600 Community Psychology I: Theory	(3)	
PSY 602 Community Psychology II: Interventions	(3)	
PSY 612 Advanced Psychopathology	(3)	
PSY 617 Professional Issues and Ethics	(2)	
PSY 623 Multicultural Competency I: Theory and Research	(2)	
B. <i>Psychological Assessment</i>		
PSY 608A,B Cognitive and Intellectual Assessment I, II	(2,2)	
PSY 628, 629 Personality Assessment I,II	(3,3)	
PSY 649 Full Battery Assessment	(3)	
C. <i>Clinical Interventions</i>		
PSY 614 Clinical Skills and Interviewing Techniques	(2)	
PSY 615 Fundamentals of Psychotherapy	(3)	
PSY 624 Multicultural Competency II: Clinical Applications	(2)	
PSY 645, 646 Advanced Psychotherapy I,II	(3,3)	
PSY 647 Advanced Group Psychotherapy	(3)	
PSY 648 Psychological Disorders of Children and Adolescents	(2)	

Programs — Psy.D., Religion, and Philosophy

PSY 650 Advanced Family Psychology	(2)
PSY 651 Substance Abuse: Detection and Treatment(1)	
PSY 652 Child Abuse: Detection and Treatment	(1)
PSY 653 Advanced Human Sexuality D. <i>Supervised Clinical Experience</i>	(1)
PSY 635, 636, 655, 656 Clinical-Community Practicum I,II,III,IV	(2,2,2,2)
PSY 670, 671 Advanced Supervision Skills I, II	(1,1)
PSY 672, 673 Advanced Consultation Skills I, II E. <i>Clinical Internship</i>	(1,1)
PSY 680A,B or 681A,B Clinical-Community Internship I, II	(5,5)
III. Electives: 15 semester hours	
PSY 690 Selected Topics in Clinical-Community Psychology	(1-3)

mation see the "Special Programs" section of this catalog.

Religion — B.A.

Prerequisite:

REL 100 Introduction to Religion (3)

Core Requirements:

REL 220 Survey of Old Testament/Hebrew Scriptures, or	
REL 323 Old Testament/Hebrew Scriptures in Historical Context	(3-4)
REL 230 Survey of the New Testament, or	
REL 332 New Testament in Historical Context	(3-4)
REL 305 World Religions: East	(4)
REL 348 Formative Thinkers of 20th Century Theologies, or	
REL 349 Contemporary Themes in Christian Thought	(4)
REL 370 History of Christianity	(4)
PHIL 351 Philosophy of Religion	(4)
<i>One of the following two:</i>	
a. REL 490 Senior Seminar	(3)
REL 499 Senior Project	(4)
b. REL 445 Seminar in Western Theology and African-American World View	(4)

Electives: A minimum of 8 semester hours in upper-division REL and PHIL courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

Philosophy — B.A.

Prerequisites:

PHIL 110 Introduction to Philosophy	(3)
CORE 300 Values and Critical Thinking	(3)

Core Requirements:

PHIL 230 Introduction to Ethics	(3)
PHIL 321 History of Ancient and Medieval Philosophy	(4)
PHIL 322 History of Modern and Contemporary Philosophy	(4)
PHIL 351 Philosophy of Religion	(4)
PHIL 399 Independent Study on a Selected Major Philosopher	(4)
PHIL 490 Senior Seminar	(3)
PHIL 499 Senior Project	(4)
REL 305 World Religions: East	(4)

Programs — Religion, Philosophy, and Anthropology

Electives: A minimum of 8 semester hours in upper-division REL and PHIL courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

Religion/Philosophy — B.A.

Prerequisites:

PHIL 110 Introduction to Philosophy, or
REL 100 Introduction to Religion
REL 305 World Religions: East

(3)
(4)

Core Requirements:

CORE 300 Values and Critical Thinking
PHIL 321 History of Ancient and Medieval Philosophy
PHIL 322 History of Modern and Contemporary Philosophy
PHIL 351 Philosophy of Religion
REL 220 Survey of the Old Testament/ Hebrew Scriptures
REL 230 Survey of the New Testament
REL 370 History of Christianity
REL 348 Formative Thinkers of 20th Century Theologies, or
REL 349 Contemporary Themes in Christian Thought
PHIL 490 or REL 490 Senior Seminar
PHIL 499 or REL 499 Senior Project

(3)
(4)
(4)
(4)
(4)
(3)
(3)
(4)
(4)
(3)
(3)
(4)

Electives: A minimum of 8 semester hours in upper-division REL and PHIL courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

Religion Minor

Core Requirements:

REL 100 Introduction to Religion
REL 220 Survey of the Old Testament/ Hebrew Scriptures, or
REL 230 Survey of the New Testament

(3)
(3)
(3)

Electives: A minimum of 18 semester hours of upper-division REL courses. PHIL 351 may be substituted for one of these courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

Philosophy Minor

Core Requirements:

PHIL 110 Introduction to Philosophy
CORE 300 Values and Critical Thinking

(3)
(3)

Electives: A minimum of 18 semester hours of upper-division PHIL courses. REL 305 may be substituted for one of these courses. Any CORE 320 or 340 that includes Religion or Philosophy as a discipline can be applied here.

SOCIOLOGY/ANTHROPOLOGY DEPARTMENT

Chairperson: Sharon Davis

Regular Faculty: Demetrios Carmocalias,¹ Sharon Davis, Hector Delgado, Kimberly Martin, Ernie Thomson **Adjunct Faculty:** Robert Lewis

¹Off-campus faculty

The mission of the department is to provide education in the fields of sociology, criminology, and anthropology consonant with the mission of the University. The department is committed to providing a liberal arts education with high standards of excellence using a humanistic, interdisciplinary approach which integrates theory, research, and practice. Majors may join Alpha Kappa Delta (Sociology) or Lambda Alpha (Anthropology) national honor societies.

Anthropology — B.S.

Core Requirements:

One SOC course	(3-4)
BHV 305 Statistics	(4)
BHV 390 Research Methods	(4)
BHV 395 Computer Data Analysis	(2)
BHV 497 Internship	(4)
BHV 499 Senior Seminar/Project, or	
BHV 499A-B Senior Seminar	(4 or 2,2)
ANTH 400 Anthropological Theory	(4)

Area of Emphasis:

ANTH 330 Cultural Anthropology	(4)
ANTH 340 Language and Culture	(4)
ANTH 350 Human Adaptation	(4)
ANTH 350L Human Adaptation Lab	(1)
ANTH 360 Anthropological Archeology	(4)
ANTH 360L Anthropological Archeology Lab	(1)

Elective: One course approved by the academic advisor (3-4)

Programs — Anthropology, Criminology, and Sociology

Anthropology Minor

ANTH 330 Cultural Anthropology	(4)
ANTH 400 Anthropological Theory	(4)
One approved 300-400-level ANTH elective	(4)
<i>Two of the following:</i>	
ANTH 340 Language and Culture	(4)
ANTH 350 Human Adaptation and	
ANTH 350L Human Adaptation Lab	(4,1)
ANTH 360 Anthropological Archeology and	
ANTH 360L Anthropological Archeology Lab	(4,1)

Criminology — B.S.

This major is designed for students planning careers in law or criminal justice, or working with troubled youth. It is also offered at selected residence centers where, with advisor approval, other courses may be substituted for those in the Area of Emphasis.

Core Requirements:

One ANTH course	(3-4)
BHV 305 Statistics	(4)
BHV 390 Research Methods	(4)
BHV 395 Computer Data Analysis	(2)
BHV 497 Internship	(4)
BHV 499 Senior Seminar/Project, or	
BHV 499A-B Senior Seminar	(4 or 2,2)
SOC 250 Principles of Sociology	(3)

Area of Emphasis:

SOC 321 Juvenile Delinquency	(4)
SOC 322 Introduction to Criminology	(4)
SOC 326 Criminal Justice System	(4)
<i>One of the following:</i>	
SOC 329 Correctional Systems	(4)
SOC 360 The Death Penalty	(4)
SOC 409 Selected Topics in Sociology	(4)

Elective: One course approved by the academic advisor (3-4)

Criminology Minor

Prerequisites:

SOC 250 Principles of Sociology	(3)
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Core Requirements:

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

Sociology — B.S.

This major is designed for students planning careers working with people and groups, their social creations and issues. It is also offered at selected residence centers where other courses may be substituted, with advisor approval, for those in the area of emphasis.

Core Requirements:

One ANTH course	(3-4)
BHV 305 Statistics	(4)
BHV 390 Research Methods	(4)
BHV 395 Computer Data Analysis	(2)
BHV 497 Internship	(4)
BHV 499 Senior Seminar/Project, or	
BHV 499A-B Senior Seminar/Project	(4 or 2,2)
SOC 250 Principles of Sociology	(3)
SOC 400 Sociological Theory	(4)

Area of Emphasis: Three of the following:

SOC 320 Sociology of Deviance	(4)
SOC 324 Social Issues	(4)
SOC 330 Social Class and Inequality	(4)
SOC 340 Social Psychology	(4)

Elective: One course approved by the academic advisor (3-4)

Sociology Minor

Prerequisites:

SOC 250 Principles of Sociology	(3)
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Core Requirements:

SOC 320 Sociology of Deviance	(4)
SOC 324 Social Issues	(4)
SOC 330 Social Class and Inequality	(4)
SOC 400 Sociological Theory	(4)
One approved 300-400-level elective	(4)

SPEECH COMMUNICATION DEPARTMENT

Chairperson: Jeanne Flora

Regular Faculty: Jeanne Flora, Ian Lising.

The mission of the Speech Communication Department is to help students explore how and why people communicate, and the effects of communication on individuals, groups, organizations,

Programs — Speech Communication and Theatre

and societies. The departmental curriculum examines communication theory, encourages practice and improvement of communication skills in a variety of contexts, and explores communication from a multicultural perspective. The department also sponsors the ULV forensics team, which competes nationally and internationally. The team is open to students of all majors.

Speech Communication — B.A.

The Speech Communication major prepares students for careers that demand good communication skills and theoretical understanding, such as social and human services, business, and law. It emphasizes basic communication theory and basic research methods as well as context-specific training. Supportive electives outside the department allow students to explore areas closely related to the field, such as public relations and business communication.

Core Requirements:

BHV 305	Statistics	(4)
SPCM 100	Fundamentals of Public Speaking	(2)
SPCM 110	Introduction to Speech Communication Theory and Practice	(2)
SPCM 499	Senior Project	(2-4)

A minimum of three of the following four:

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

One of the following three:

BHV 390	Research Methods	(4)
SPCM 410	Advanced Interpersonal Theory and Practice	(4)
SPCM 452	Rhetorical Criticism	(4)

Electives:

8 semester hours from the following four:

SPCM 332	Interviewing Principles & Practices	(4)
SPCM 350A-D	Argumentation & Debate	(1-8)
SPCM 410	Advanced Interpersonal Theory and Practice	(4)
SPCM 452	Rhetorical Criticism	(4)

8 unduplicated semester hours selected from the four courses above or from the following :

ANTH 340	Language and Culture	(4)
BHV 320	Ethnic Relations	(4)
ECBU 354	Communications in Organizations	(4)

ECBU 366	Professional Selling Skills	(4)
ECBU 368	Promotional Management	(4)
HUM 302	Conflict Resolution & Nonviolence	(3)
HUM 310	Peace Studies Colloquium	(1)
JOUR 330	Theory and Practice of Public Relations	(4)
JOUR 430	Public Relations Methods	(4)

Speech Communication Minor

Core Requirements:

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

A minimum of one of the following four:

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

Plus 16 semester hours from the list of B.A., Speech Communication Electives above with the restrictions as stated.

THEATRE ARTS DEPARTMENT

Chairperson: David Flaten

Regular Faculty: Jane Dibbell, David Flaten, Steven Kent. **Adjunct Faculty:** Georgij Paro, Elizabeth Pietrzak

The mission of the Theatre Arts Department is to create a learning community that embraces progressive social consciousness, spirituality, parity, diversity and personal development. Viewing theatre as a discipline that embraces many other fields, the goal is to empower students to become highly skilled, self-motivated, socially aware theatre artists and engaged citizens.

The Theatre Arts program is designed for majors and non-major participants. It is an experiential, production-oriented program. Along with providing a thorough background in dramatic literature and world theatre history, the program encourages students to develop an emphasis in one or more special areas, such as performance, directing, design, playwriting, literary criticism, musical theatre, children's theatre, and stage management, through electives and directed study courses

Programs — Theatre

Theatre — B.A.

Prerequisites:

THAR 200 Theatre, Acting and Performance (4)
THAR 215 Rehearsal and Performance (1,1)
THAR 233 Introduction to Stage Design & Craft(4)

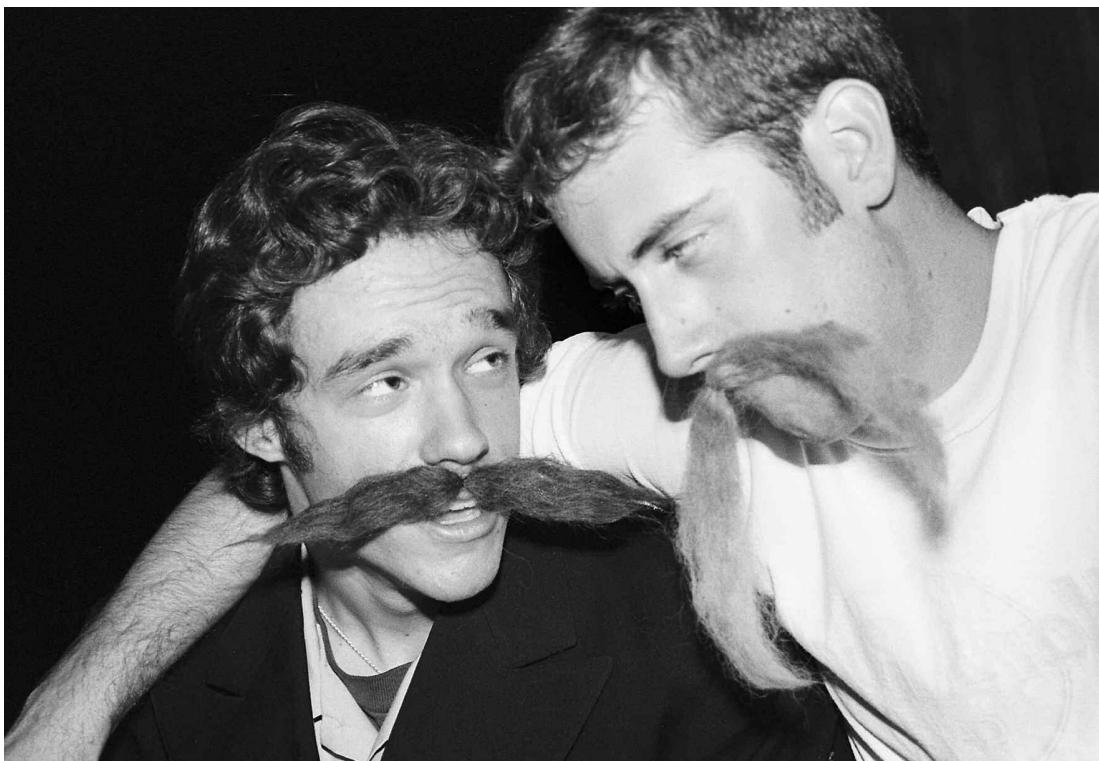
Core Requirements: A minimum of 45 semester hours:

THAR 210 Acting Studio II (3)
THAR 355 Directing Studio I (4)
THAR 380 Theatre Seminar (1,1)
THAR 445 Masters of the Drama (2 sems.) (4,4)
THAR 480, 481 Theatre History I, II (4,4)
Electives approved by advisor (11)
Dramatic Lit. (THAR 340 recommended) (4)
THAR 499 Senior Project/Exam (1-4)

Theatre Arts Minor

Core Requirements: A minimum of 28 semester hours:

THAR 210	Acting Studio II	(3)
THAR 355	Directing Studio I	(4)
THAR 380	Theatre Seminar	(1,1)
THAR 445	Masters of the Drama	(4)
THAR 480	Theatre History I or	
THAR 481	Theatre History II	(4)
Electives approved by advisor		(8)
THAR 499	Senior Project/Exam	(1-4)



A scene from ULV's production of *The Police*, Slawomir Mrozek's satire on the criminal justice system.

Photo: Jennifer Contreras

COLLEGE of BUSINESS & PUBLIC MANAGEMENT

Dean: Gordon Badovick

Associate Dean: Abe Helou

BUSINESS PROGRAMS

Regular Faculty: Spyridon Athanassiadis,¹ Mehdi Beheshtian, Robert Brody,¹ Janis Dietz, Demetrius Gasparis,¹ Abe Helou, Eileen Hoesly,¹ Anthony Ioannidis, Ahmed Ispahani, Demetrios Kakanis,¹ David Kung, Panos Lorentziades,¹ Alkis Magdalinos,¹ Jack McElwee, Renee Miller, Mohsen Modarres, Yehia Mortagy, Claudio Muñoz, Jesse Overall, Gonyung Park, Rizk Rizkala,¹ Richard Simpson, Rita Thakur, Iacovos Tsalicoglou,¹ Stylianos Vournas,¹ Julius Walecki.

Adjunct Faculty: Keith Ball,¹ Edward Barker, Tim Bettner,¹ Edwin Boyd,¹ James Callahan,¹ Sybil, Daly, Linda Dell'Osso, Linda DeLong, Harold Dyck, Diane Ervin,¹ David Faul,¹ Charles Fishburn,¹ Victor Fontaine,¹ Roger Fritch,¹ Roy Goines,¹ Luther Guynes,¹ Ken Haff,¹ Kathleen Harbottle,¹ Wayne Hill,¹ Robert Joyce,¹ Nelly Kazman,¹ James Kirgan,¹ William Lieberman,¹ Jack Martin,¹ Neville Marzwell, William McKee,¹ William McTomney,¹ James Mimikos,¹ Richard Okada,¹ James Quigle,¹ Victor Ritter, Elizabeth Rowan,¹ Mark Sabet, Jerome Scanlon,¹ Robert Schenck,¹ Lewis Sears,¹ Richard Sherman,¹ Kendall Simmonds,¹ Alan Smith,¹ Reginald Sobczak,¹ Patrick Stluka, John Stupar,¹ John Timko,¹ Robert Trodella,¹ Kent Troxel,¹ Della Welch, John Zawoysky¹

¹Off-campus faculty

The mission of the Business Programs is to provide students an educational experience that exposes them to a body of theory, research, and application that will develop conceptual abilities and application skills to meet the needs of the current and future business and environment.

In support of this, Business is committed to providing a curriculum to our students that:

- is relevant to today's multicultured, transnational business environment;
- focuses on the development of ethics and values that leads to actions that enrich the human condition;

- integrates information technology and concepts as decision tools of a modern organization and enhances the student's capability to succeed in a changing future environment through lifelong learning.

Business offers undergraduate majors in Accounting, Business Administration, Economics, E-Commerce, and Marketing, with concentrations in Business Economics, Business Finance, Business Management, Information Technology, International Business, and Marketing. Minors in Business Administration, Economics, Human Resources Management, and Marketing are available for non-business majors. At the graduate level, Business offers the Master of Business Administration (M.B.A.), Master of Business Information Technology, and a Master of Science in Business Organizational Management. Concentrations in Accounting, Finance, Health Services Management, Information Technology, International Business, Management and Leadership, Managed Care, Management, Marketing, Supply Chain Management, and Telecommunications are available. Graduate academic certificates are available in the areas of concentration.

Business students are advised to participate in co-curricular activities related to business or other student governance and leadership groups. Students may choose to augment on-campus education through job experience in work-study and internship programs. Business students also are strongly encouraged to study abroad to broaden their horizons while earning degree credit.

CENTRAL CAMPUS & ATHENS UNDERGRADUATE PROGRAMS

Undergraduate students at the central campus and in Athens may choose to major in Accounting, Business Administration, Marketing, or Economics. Those majoring in Business Administration may chose from concentrations in Business Economics, Business Management, Information Technology, Inter-national Business, or Marketing. Not all concentrations are available in Athens. Central campus students may also select the interdepartmental majors, International Business and Language and E-Commerce.

Programs — Undergraduate Business Programs

Students not majoring in business programs may choose to minor in Business Administration, Economics, Human Resources Management, or Marketing. All students are expected to be proficient in word processing, spreadsheets, electronic communications, and information retrieval on the Internet.

Accounting — B.S.

Program Chairpersons: Renee Miller and Claudio Muñoz

The Accounting Program develops an understanding of the enterprise's primary information system. It builds on the conceptual, analytical and communication skills necessary to succeed in the business world. It prepares students for careers in all areas of accounting, including the necessary preparations and qualifications for professional examination.

Prerequisites: The following must be completed before enrolling in 300- or 400-level ECBU courses in all majors except International Business and Language:

ECBU 201	Fundamentals of Accounting I	(4)
ECBU 202	Fundamentals of Accounting II	(4)
ECBU 220, 221	Economic Analysis I, II	(3,3)
ECBU 370	Business Statistics	(4)
ENG 111	College Writing B	(3)
MATH 172	Mathematical Methods for Business and Economics	(4)

Core Business Requirements:

ECBU 330	Business Finance	(4)
ECBU 347	Legal Environment of Business	(4)
ECBU 350	Principles of Management	(4)
ECBU 360	Principles of Marketing	(4)
ECBU 410	Management Information Systems	(4)
ECBU 456	Operations Management	(4)
ECBU 496	Business Seminar	(4)

Core Accounting Requirements:

ECBU 301, 302	Intermediate Accounting I, II	(4,4)
ECBU 307	Cost Accounting	(4)
ECBU 308	Federal Taxation I	(4)
ECBU 401	Auditing	(4)
ECBU 402	Advanced Accounting	(4)

Concentrations: Accounting students may pursue a concentration listed under the B.S., Business Administration by satisfying all the requirements of the B.S., Accounting and of the concentration.

Business Administration — B.S.

Program Chairperson: Rita Thakur

This major's objective is to prepare students for successful careers in business enterprise. It looks closely at creating and maintaining desirable internal environments and the relationship between them and the external environment in successful business enterprises. The philosophy and ethics of business as well as human values are stressed.

Prerequisites: Same as for Accounting — B.S.

Core Requirements:

ECBU 330	Business Finance	(4)
ECBU 347	The Legal Environment of Business	(4)
ECBU 350	Principles of Management	(4)
ECBU 360	Principles of Marketing	(4)
ECBU 370	Business Statistics	(4)
ECBU 410	Management Information Systems	(4)
ECBU 456	Operations Management	(4)
ECBU 496	Business Seminar	(4)

Athens only:

ECBU 455	Human Resources Management	(4)
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Electives or Concentration:

Four 300-400-level ECBU courses (4,4,4,4) or one of the following concentrations:

Business Economics Concentration: This concentration focuses on economic theories and their applications in the business world. It requires ECBU 220, ECBU 221, and a minimum of 18 semester hours from the following:

ECBU 320	Intermediate Macroeconomics	(4)
ECBU 321	Intermediate Microeconomics	(4)
ECBU 322	Current Economic Problems and Opportunities	(4)
ECBU 323	Money and Banking	(4)
ECBU 324	Comparative Economic Systems	(4)
ECBU 325	International Economics	(4)
ECBU 327	Public Finance and Fiscal Policy	(4)
ECBU 345	Personal Finance	(3)

Business Management Concentration: This concentration studies theoretical foundations for understanding how an organization is affected by its environment, how employees are motivated to accomplish organizational goals, practical skills necessary for attracting, encouraging, and retaining human resources, and successful interpersonal skills. It requires the following courses:

Programs — Undergraduate Business Programs

ECBU 350	Principles of Management	(4)
ECBU 355	Organizational Behavior in Business	(4)
ECBU 356	Introduction to Organizational Theory	(4)
ECBU 455	Human Resources Management	(4)
<i>One of the following:</i>		
ECBU 353	Culture and Gender Issues in Management	(4)
ECBU 440	Entrepreneurship	(4)
ECBU 451	International Management	(4)

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

ECBU 410	Management Information Systems	(4)
ECBU 411	Management Support Systems, or	
CMPS 475	Systems Design Process	(4)
ECBU 412	Database Management Systems, or	
CMPS 490	Database Management Systems	(4)
ECBU 413	Business Telecommunications, or	
CMPS 368	Principles of Computer Networks, or	
CMPS 369	Local Area Networks	(4)
ECBU 416	Electronic Commerce	(4)
(programming recommended)		

International Business Concentration: This concentration studies how international business practices and customs differ from those in the US. It requires the following courses:

ECBU 325	International Economics	(4)
ECBU 350	Principles of Management	(4)
ECBU 366	International Marketing	(4)
ECBU 436	International Finance	(4)
ECBU 451	International Management	(4)

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

ECBU 360	Principles of Marketing	(4)
ECBU 365	Consumer Behavior or	
ECBU 368	Promotional Management	(4)
ECBU 461	Marketing Management	(4)
ECBU 466	International Marketing	(4)
300-400-level ECBU course in Marketing		(4)

Economics — B.S.

Program Chairperson: Ahmed Ispahani

Economics examines the difficult choices that society, business enterprises, public sector, and individuals must make to distribute resources. It also deals with explaining and forecasting how an economy will perform, and it provides analytical tools for determining the attractiveness of industries and markets and behaviors that will maximize profits.

Prerequisites:

ECBU 220, 221 Economic Analysis I, II (3,3)

Main Campus students must also complete the following before enrolling in 300- or 400-level ECBU courses:

ECBU 201	Fundamentals of Accounting I	(4)
ECBU 202	Fundamentals of Accounting II	(4)
ENG 111	College Writing B	(3)
MATH 172	Mathematical Methods for Business and Economics	(4)

Core Requirements:

ECBU 320	Intermediate Macroeconomics	(4)
ECBU 321	Intermediate Microeconomics	(4)
ECBU 323	Money and Banking	(4)
ECBU 370	Business Statistics	(4)
ECBU 456	Operations Management	(4)
ECBU 499	Senior Project	(4)

Additional Requirements for Main Campus students:

ECBU 325	International Economics	(4)
ECBU 327	Public Finance and Fiscal Policy	(4)
ECBU 410	Management Information Systems	(4)

12 additional semester hours in ECBU courses

Additional Requirements for Athens students:

ECBU 371	Econometrics	(4)
ECBU 390	Research Methods for Business and Economics	(4)

Two of the following:

ECBU 325	International Economics	(4)
ECBU 326	Development of Economic Thought	(4)
ECBU 327	Public Finance and Fiscal Policy	(4)
ECBU 329	Theories in Economic Development	(4)

Two of the following:

ECBU 322	Current Economic Problems	(4)
ECBU 324	Comparative Economic Systems	(4)
ECBU 443	The European Union: Institutions and Policies	(4)

Programs — Undergraduate Business Programs

ECBU 444	The Economics of the European Union	(4)	ECBU 368	Promotional Management	(4)
<i>12 semester hours from the following:</i>					
ECBU 330	Business Finance	(4)	ECBU 461	Marketing Management	(4)
ECBU 420	Analysis of Contemporary Economics	(4)	ECBU 466	International Marketing	(4)
ECBU 431	Investments: Security Analysis and Portfolio Management	(4)	Electives: A minimum of 8 upper-division semester hours in marketing.		
ECBU 432	Financial Institutions	(4)			
ECBU 436	International Finance	(4)			
ECBU 498	Internship in Economics and Business	(4)			

E-Commerce — B.S.

Program Chairpersons: Seta Whitby and Yehia Mortagy

This interdisciplinary program is jointly offered with the Department of Mathematics, Physics, and Computer Science. The program is described in that department's catalog section.

Marketing — B.S.

(Available only at the Athens Campus.)

Program Chairperson: Janis Dietz

Marketing is the process of developing products and services for consumers and industrial users and delivering them in an efficient manner beneficial to both the producer and the user. This process must be conducted from a global perspective, including consideration of both customer and competitor. This program covers all aspects of marketing, from product and service development to delivery to the customer and post-purchase relations.

Prerequisites: Same as for Accounting — B.S.

Core Business Requirements:

ECBU 330	Business Finance	(4)
ECBU 347	The Legal Environment of Business	(4)
ECBU 350	Principles of Management	(4)
ECBU 360	Principles of Marketing	(4)
ECBU 370	Business Statistics	(4)
ECBU 410	Management Information Systems	(4)
ECBU 456	Operations Management	(4)
ECBU 496	Business Seminar	(4)

Marketing Requirements:

ECBU 464	Marketing Research	(4)
<i>Three of the following:</i>		
ECBU 365	Consumer Behavior	(4)

SCHOOL OF CONTINUING EDUCATION (including CAPA) UNDERGRADUATE PROGRAMS

Undergraduate students enrolled through the School of Continuing Education (SCE) should inquire about program offerings at their location. Some programs offered at specific locations are described below. All students are expected to be proficient, in word processing, spreadsheets, electronic communications, and information retrieval on the Internet.

Accounting — B.A.

Program Chairpersons: Renee Miller and Claudio Muñoz

Prerequisites:

ECBU 201	Fundamentals of Accounting I	(4)
ECBU 202	Fundamentals of Accounting II	(4)
ECBU 328	Economic Theories and Issues	(4)

Core Business Requirements:

ECBU 330	Business Finance	(4)
ECBU 347	The Legal Environment of Business	(4)
ECBU 350	Principles of Management	(4)
ECBU 360	Principles of Marketing	(4)
ECBU 370	Business Statistics	(4)
ECBU 374	Applied Quantitative Analysis	(4)
ECBU 410	Management Information Systems	(4)
ECBU 496	Business Seminar	(4)

Core Accounting Requirements:

ECBU 301, 302	Intermediate Accounting I, II	(4,4)
ECBU 307	Cost Accounting	(4)
ECBU 308	Federal Taxation I	(4)
ECBU 401	Auditing	(4)
ECBU 402	Advanced Accounting	(4)

Programs — Undergraduate Business Programs

Business Administration — B.A.

(Available only at selected SCE centers.)

Program Chairperson: Rita Thakur

Prerequisites:

ECBU 203 Financial & Managerial Accounting	(4)
ECBU 328 Economic Theories and Issues	(4)

Core Business Requirements:

ECBU 330 Business Finance	(4)
ECBU 347 The Legal Environment of Business	(4)
ECBU 350 Principles of Management	(4)
ECBU 360 Principles of Marketing	(4)
ECBU 370 Business Statistics	(4)
ECBU 374 Applied Quantitative Analysis	(4)
ECBU 410 Management Information Systems	(4)
ECBU 496 Business Seminar	(4)

Electives: A minimum of 12 semester hours of upper-division ECBU courses.

Concentrations: All concentrations listed under the B.S., Business Administration at the central campus are available through CAPA.

MINORS

Minors are suitable for students planning careers in any field where a knowledge of business would enhance their career opportunities, such as journalism, behavioral science, law, and government. A minimum of 24 units is required. Minors are not available to students majoring undergraduate business programs.

Business Administration Minor

This minor is designed to give the student a broad based introduction to all the major functions of a business enterprise (i.e., accounting, economics, finance, management, and marketing).

Prerequisites: Proficiency in computer spreadsheets before ECBU 201 and proficiency in descriptive statistics before ECBU 330.

Required Business Courses:

ECBU 203 Financial & Managerial Accounting	(4)
ECBU 220 Economics I, or	
ECBU 328 Economic Theories and Issues	(3,4)
ECBU 330 Business Finance	(4)
ECBU 350 Principles of Management	(4)
ECBU 360 Principles of Marketing	(4)
300-400-level elective in Business Admin.	(4)

Economics Minor

The Economics minor is designed to provide students with a broad-based introduction to the methods and techniques of economic analysis.

Required Business Courses:

ECBU 220, 221 Economics Analysis I, II	(3,3)
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Four of the following:

ECBU 320 Intermediate Macroeconomics	(4)
ECBU 321 Intermediate Microeconomics	(4)
ECBU 322 Current Economic Problems and Opportunities	(4)
ECBU 323 Money and Banking	(4)
ECBU 324 Comparative Economic Systems	(4)
ECBU 325 International Economics	(4)
ECBU 327 Public Finance and Fiscal Policy	(4)
ECBU 341 International Business	(4)

Human Resources Management Minor

This minor provides an overall view of the role and function of human resources management and its importance to the success of business enterprise.

Required Business Courses:

ECBU 350 Principles of Management	(4)
ECBU 355 Organizational Behavior in Business	(4)

ECBU 455 Human Resources Management	(4)
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Two of the following:

ECBU 341 International Business	(4)
ECBU 353 Culture and Gender Issues in Management	(4)

ECBU 354 Communications in Organizations	(4)
ECBU 356 Introduction to Organizational Theory	(4)

ECBU 358 Small Business Administration	(4)
ECBU 451 International Management	(4)

Marketing Minor

This minor provides a broad-based introduction to the role and function of marketing in business.

Required Business Courses:

ECBU 360 Principles of Marketing	(4)
16 semester hours of marketing courses	(4,4,4,4)

Programs — Graduate Business Programs

GRADUATE PROGRAMS IN BUSINESS

Graduate business programs at ULV are designed for individuals with proven academic background and work experience along with high probability of success in graduate study and in subsequent teaching, research, or professional careers. All applications are reviewed carefully, based on the following criteria:

1. A bachelor's degree from a regionally accredited college or university.
2. A preferred GPA of 3.0 in the last 60 semester hours of undergraduate work including no lower than a C grade in all prerequisite courses. Applicants with lower GPA's may be required to submit GMAT scores. The GRE may be substituted for the GMAT.
3. Two positive letters of recommendation, especially from business instructors or employers.
4. A current résumé and personal statement of purpose.

Students without a degree from an English-speaking institution, where English is the primary language of instruction and of the geographic area, must establish minimal proficiency in English by accomplishing *one* of the following: TOEFL score of 550 or more, 400 verbal GRE, satisfactory completion of ULV's English proficiency test, or satisfactory completion of prerequisite courses at ULV as indicated by a placement examination.

All students are expected to be proficient, in word processing, spreadsheets, electronic communications, and information retrieval on the Internet.

M.B.A. Preparatory Program

Program Chairperson: Abe Helou

This program provides coursework tailored to the needs of students who do not meet the entrance requirements for full admission to the M.B.A. program. For further information contact the program chairperson.

Master of Business Administration

Program Chairperson: Abe Helou

The M.B.A. provides a strong foundation in the traditional areas of business administration, the interrelationships among the various functional business disciplines, and a broad exposure to the contemporary skills of management. Emphasis is on the development of skills necessary to manage in a critical, rational, and effective manner within the complex global environment. The program does not require work experience or an undergraduate degree in business administration.

Students with professional experience and/or an undergraduate degree in business are also eligible.

Prerequisites: 0-18 semester hours

Prerequisite knowledge in the areas of the courses listed below (ECBU 500 A-F) is required to enter this program. The determination of needed prerequisite knowledge is based on a review of each student's undergraduate coursework and professional work experience. The foundation courses (ECBU 500 A-F) provide any prerequisite knowledge and tools needed to study business at the graduate level. If needed, they should be among the first courses completed.

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

Total Program: 36 semester hours

Core Courses: 24 semester hours

ECBU 503	Accounting Information for Decision-Making	(3)
ECBU 510	Management of Information Technology	(3)
ECBU 525	Economics of the Firm	(3)
ECBU 530	Financial Management	(3)
ECBU 551	Seminar in Organization Theory and Behavior	(3)
ECBU 560	Seminar in Marketing Management	(3)
ECBU 575	Analysis of Business Operations	(3)
ECBU 581	Managing in a Global Economy	(3)

Concentrations/Electives: 9 semester hours

Students may complete one of the concentrations

Programs — M.B.A.

listed after the M.B.A., Experienced Professionals, or they may select 9 semester hours of electives from a selection of 500-level ECBU courses.

Culminating Activity: 3 semester hours
ECBU 596 Graduate Business Seminar (3)

Master of Business Administration for Experienced Professionals

Program Chairperson: Abe Helou

The Master of Business Administration for Experienced Professionals is designed to develop effective future business leaders. The program is designed primarily for adult professionals with a minimum of three years of full time professional experience with or without undergraduate business degrees. The curriculum integrates management theory with real-world applications.

Prerequisite: A minimum of three years full-time professional experience.

Program Expectations: Entering students are expected to be able to utilize word processing, spreadsheet, electronic communications, and information retrieval on Internet; to have access to a personal computer; to be able to apply mathematical skills for solving basic economic and business problems; and to possess good oral and written communication skills. The University offers courses to assist students in obtaining the necessary competencies.

Total Program: 33 semester hours

Foundation Courses: 0-15 semester hours

ECBU 500A Accounting Fundamentals (3)

ECBU 500B Economics for Decision Making (3)

ECBU 500C Quantitative and Statistical Analysis (3)

ECBU 500D Business Finance (3)

ECBU 500F Business Marketing (3)

Foundation courses can be waived, if the following equivalent undergraduate courses were completed at a regionally accredited college or university with a grade of C or higher within the past seven years: Financial Accounting and Managerial Accounting for ECBU 500A; Microeconomics and Macroeconomics for ECBU 500B; Business Statistics for ECBU 500C; Principles of Finance for ECBU 500D, and Principles of Marketing for ECBU 500F.

Core Courses: 18 semester hours

ECBU 615 Managing Technology (3)

ECBU 635 Managing Financial Resources (3)

ECBU 655 Designing Effective Organizations (3)

ECBU 665 Strategic Marketing Management (3)

ECBU 675 Management of Business

Operations (3)

ECBU 685 Global Business Management (3)

Electives and Concentrations:

12 semester hours

Each student can select a set of courses that addresses his or her career needs. Courses can be selected from a list of preapproved 500-level ECBU courses (other than foundation courses). Concentrations require a minimum of four courses (12 semester hours) that may include required core courses in the same discipline.

Culminating Activity: 3 semester hours

ECBU 695 Strategic Management (3)

Concentrations for the M.B.A. and M.B.A., Experienced Professionals:

Accounting Concentration:

ECBU 501, 502 Corporate Accounting and Reporting I, II (3,3)

A minimum of two of the following:

ECBU 503 Accounting Information for Decision-Making (3)

ECBU 505 Accounting for Specialized Accounting Entities (3)

ECBU 506 Auditing Standards and Practices (3)

ECBU 507 Government and Nonprofit Accounting (3)

ECBU 508 Federal Taxation Concepts and Practices (3)

Finance Concentration:

ECBU 530 Financial Management, or

ECBU 535 Financial Analysis, or (3)

ECBU 635 Managing Financial Resources (3)

A minimum of three of the following:

ECBU 531 Investment and Portfolio Analysis (3)

ECBU 532 Management of Financial Institutions (3)

ECBU 533 Investment Banking (3)

ECBU 534 Entrepreneurial Finance (3)

ECBU 536 International Financial Management (3)

Programs — M.B.A.

ECBU 537	International Financial Markets and Institutions	(3)	<i>One of the following:</i>
ECBU 538	Financial Strategy and Policy	(3)	HSM 501 Recent Trends and Issues in Health Services (3)
Health Services Management Concentration			
HSM 501	Recent Trends and Issues in Health Services	(3)	HSM 533 Mergers and Acquisitions (3)
HSM 580	Economics of Managed Care	(3)	HSM 571 Management of Clinical and Financial Information (3)
<i>Two of the following:</i>			
HSM 520	Strategic and Tactical Planning in HSOs	(3)	HSM 584 Globalization of Managed Care (3)
HSM 533	Mergers and Acquisitions	(3)	HSM 585 Complementary Medicine in Managed Care (3)
HSM 540	Legal Issues in Health Services Organizations	(3)	HSM 598 Fieldwork/Internship (3)
HSM 555	Ethical Issues in Health Services	(3)	Management and Leadership Concentration:
HSM 571	Management of Clinical and Financial Information	(3)	ECBU 586 Leadership for the Future (3)
HSM 581	Managing Managed Care	(3)	ECBU 551 Seminar in Organization Theory and Behavior, or
HSM 583	Marketing & Business Development	(3)	ECBU 655 Designing Effective Organizations (3)
HSM 598	Field Work/Internship	(3)	ECBU 581 Managing in a Global Economy, or
Information Technology Concentration:			ECBU 685 Global Business Management (3)
ECBU 510	Management of Information Technology, or	(3)	<i>One of the following:</i>
ECBU 615	Managing Technology	(3)	ECBU 540 Innovation and Entrepreneurship (3)
<i>A minimum of three of the following:</i>			ECBU 543 Ethics in Organizations and Society (3)
ECBU 511	Management Support Systems	(3)	ECBU 584 Managerial Negotiations (3)
ECBU 512	Integrated Data Management	(3)	ECBU 585 Strategies in Change Management (3)
ECBU 513	Information Networks	(3)	ECBU 588 Power and Politics in Organizations (3)
ECBU 515	Systems Planning and Implementation	(3)	Marketing Concentration:
ECBU 516	E-Business	(3)	ECBU 560 Seminar in Marketing Management, or
ECBU 517	Law and Technology	(3)	ECBU 565 Marketing in a Global Economy, or
International Business Concentration:			ECBU 665 Strategic Marketing Management (3)
ECBU 581	Managing in a Global Economy, or	(3)	<i>A minimum of three of the following:</i>
ECBU 685	Global Business Management	(3)	ECBU 561 Seminar in Consumer Behavior (3)
<i>A minimum of three of the following:</i>			ECBU 563 Marketing Channels/Distribution (3)
ECBU 516	E-Business	(3)	ECBU 564 Marketing Intelligence (3)
ECBU 536	International Financial Management	(3)	ECBU 566 International Marketing Management (3)
ECBU 556	Comparative International Management	(3)	ECBU 567 Service Sector Marketing (3)
ECBU 566	International Marketing Management	(3)	ECBU 568 Marketing Communications (3)
Managed Care Concentration			
HSM 580	Economics of Managed Care	(3)	Supply Chain Management Concentration:
HSM 581	Managing Managed Care	(3)	ECBU 575 Analysis of Business Operations, or
HSM 582	Policy Issues in Managed Care, or	(3)	ECBU 675 Management of Business Operations (3)
HSM 583	Marketing and Business Development	(3)	ECBU 576 Supply Chain Management and Strategy (3)
			ECBU 577 Compliance Issues in Supply Chains (3)
			ECBU 510 Management of Information Technology, or
			ECBU 516 E-Business (3)

Programs — Graduate Business Programs

Master of Business Administration for Experienced Professionals With a Concentration in Telecommunications

(Available only at the Athens Campus.)

With the convergence of telecommunications, computing, and consumer electronics, the classic telecommunications market has become ever more multidimensional and dynamic. This M.B.A. examines this ongoing complex transformation.

Total Program: 36 semester hours

Core Courses: 15 semester hours

ECBU 503	Accounting Information for Decision-Making	(3)
ECBU 530	Financial Management	(3)
ECBU 551	Seminar in Organization Theory and Behavior	(3)
ECBU 560	Seminar in Marketing Management	(3)
ECBU 575	Business Analysis	(3)

Concentration: 18 semester hours

ECBU 515	Systems Planning and Implementation	(3)
ECBU 516	E-Business	(3)
ECBU 538	Financial Strategy and Policy	(3)
ECBU 557	Production and Operations Management	(3)
ECBU 593	Variable Topics: Emerging Communications Technologies	(3)
ECBU 593	Variable Topics: Applied Research in Telecommunications	(3)

Culminating Activity: 3 semester hours

ECBU 596	Graduate Business Seminar	(3)
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Master of Business Information Technology (M.B.I.T.)

Program Chairperson: Abe Helou

This degree provides a practical, career oriented education for graduates of business and other disciplines who wish to move into the Information Technology (IT) industry. It caters to professionals who wish to enhance their knowledge and skills in the design of information systems.

Total Program: 36 semester hours

Foundation Courses: Same as for M.B.A.

Core Courses: 30 semester hours

ECBU 503	Accounting Information for Decision-Making	(3)
ECBU 510	Management of Information Technology	(3)
ECBU 512	Integrated Data Management	(3)
ECBU 513	Information Networks	(3)
ECBU 515	Systems Planning and Implementation	(3)
ECBU 516	E-Business	(3)
ECBU 555	Current Issues in Management Practice, or	
ECBU 581	Managing in a Global Economy	(3)
ECBU 560	Seminar in Marketing Management, or	
ECBU 565	Marketing in a Global Economy	(3)
ECBU 575	Analysis of Business Operations	(3)
ECBU 593	Variable Topics [C++]	(3)

Electives: 3 semester hours

Information technology elective	(3)
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Culminating Activity: 3 semester hours

ECBU 596I	Graduate IT Seminar	(3)
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Business Organizational Management — M.S.

(Available only at selected Residence Centers)

Program Chairperson: Abe Helou

This program is designed for working professionals seeking a management career in for-profit or not-for-profit organizations. It focuses on organizational dynamics and the human element in business management. Students will develop an understanding of the role of professional managers in their organizations, including the interdependence of the firm, society, and the global economy.

MBOM courses are available only to students admitted to or applying for the M.S. in Business Organizational Management. MBOM courses are not interchangeable with ECBU courses.

Prerequisites: Applicants must have a minimum of three years of work experience in a responsible position within an organization. Entering students are expected to be able to utilize word processing, spreadsheet, electronic communications, and information retrieval on Internet; to have access to

Programs — Graduate Business Programs

a personal computer; to be able to apply algebra and other mathematical skills for solving economic and business problems; and to possess good oral and written communication skills.

Total Program: 36 semester hours

Core Courses: 12 semester hours

MBOM 501 Accounting for Managers	(3)
MBOM 502 Budgeting & Financial Management	(3)
MBOM 503 Theories & Issues in Economics	(3)
MBOM 504 Organization Theory & Analysis	(3)

Electives or Concentration: 21 semester hours

A minimum of seven MBOM courses, four of which can be used to satisfy the requirements for a concentration.

Culminating Activity: 3 semester hours

MBOM 596 Graduate Business Seminar	(3)
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Human Resource Management and Development Concentration: This concentration focuses

on employee management and development. It provides the student with a broad background in the theory and application of methods for maximizing employee productivity and fostering employee personal and professional growth. This concentration is appropriate for students pursuing a managerial role in human resource management or development and for managers whose responsibilities are primarily related to the management of people.

MBOM 530 Managing the Human Resource	(3)
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MBOM 534 Training and Human Resource Development	(3)
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Two of the following:

MBOM 532 Managing Cultural Diversity	(3)
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MBOM 535 Employment Law and Practices	(3)
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MBOM 536 Employee Compensation	(3)
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MBOM 550 Seminar in Organizational Behavior	(3)
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MBOM 552 Human Behavior and Motivation	(3)
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MBOM 569 Managing Change in a Dynamic Environment	(3)
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MBOM 546 Managerial Negotiations	(3)
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Information Technology Concentration.

A minimum of four of the following:

MBOM 510 Information Systems for Managers	(3)
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MBOM 511 Management Support Systems	(3)
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MBOM 512 Integrated Data Management	(3)
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MBOM 513 Information Networks	(3)
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MBOM 515 Systems Planning and Implementation	(3)
MBOM 516 Electronic Commerce	(3)
MBOM 517 Law and Technology	(3)

Business Organizational Management with Concentration in Health Services Management — M.S.

Program Chairperson: Abe Helou

The elective courses in this concentration focus on the key roles which health services managers play in cost containment, continuous quality improvement, and the expanded access to services in integrated health systems. Candidates for this program should possess a minimum of three years of current experience in the health services field.

Total Program: 39 semester hours

Core Courses: 12 semester hours

Same as in the M.S., Business Organizational Management.

HSM Requirements: 15 semester hours

HSM 501 Recent Trends and Issues in Health Services	(3)
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HSM 580 Economics of Managed Care	(3)
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Three of the following:

HSM 520 Strategic and Tactical Planning in HSOs	(3)
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HSM 523 Management of Organizational Innovation	(3)
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HSM 590 Mergers and Acquisitions	(3)
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HSM 534 Program Evaluation	(3)
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HSM 540 Legal Issues in HSOs	(3)
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HSM 555 Ethical Issues in Health Services	(3)
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HSM 583 Marketing and Business Development	(3)
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HSM 590 Selected Topics	(3)
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HSM 598 Fieldwork/Internship	(3)
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General Electives: 9 semester hours

A minimum of 9 semester hours selected from MBOM courses.

Culminating Activity: 3 semester hours

MBOM 596 Graduate Business Seminar	(3)
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Programs — Health Administration

HEALTH SERVICES MANAGEMENT and GERONTOLOGY DEPARTMENT

Chairperson: Joan Branin

Regular Faculty: Kent Badger, Joan Branin.
Adjunct Faculty: Anthony Armada,¹ Lois Blackmore,¹ LaDonna Butler,¹ Marilyn Ditty, Terrell Ford,¹ William Giwertz,¹ Deborah Hagar,¹ Richard Harder,¹ Jack Lazarre,¹ Ray Lombardo.¹

¹Off-campus faculty

The curriculum in health services management is designed to prepare healthcare professionals for positions of increased responsibility in health and health-related organizations. In the programs offered, students will learn to (1) analyze problems with a greater critical awareness, (2) apply sound methods of statistical and financial control, and (3) utilize management techniques and manage contracts.

Health Administration — B.S.

Program Chairperson: Kent Badger

Core Requirements: HSM 403 must be taken prior to HSM 430.

HSM 401	Principles of Leadership and Management in Health Services	(4)
HSM 403	Accounting in HSOs	(4)
HSM 410	Quantitative and Qualitative Decision-Making in HSOs	(4)
HSM 430	Financial Management in HSOs	(4)
HSM 435	Economics of Health Services	(4)
HSM 471	Statistics	(4)
HSM 480	Communications in Management	(4)
HSM 496	Senior Seminar: Culminating Program Summary	(4)

Electives: A minimum of 12 semester hours from the following:

HSM 302	Sociology of Medicine	(4)
HSM 340	Legal Issues in HSO Management	(4)
HSM 355	Ethics in Health Services Management	(4)
HSM 365	Human Resources Management	(4)
HSM 368	Culture and Gender Issues in Management	(4)
HSM 369	Managing Change in HSOs	(4)

HSM 376	Planning and Marketing of Health Services	(4)
HSM 381	Introduction to Managed Care	(4)

Master of Health Administration — M.H.A.

Program Chairperson: Joan Branin

The Masters in Health Administration (MHA) is designed to provide the key competencies and specialized knowledge required of health services professionals to manage effectively. Key competencies are developed in the core courses; specialized knowledge and understanding are developed in the concentrations.

Prerequisites: Experience in health services and a bachelor's degree in business, science, or liberal arts. One course in statistics is required prior to 595; one course in accounting, prior to 502, 532, or 533. HSM 593 and HSM 594 fulfill the accounting and statistics prerequisites.

HSM 593 Accounting for Healthcare Decision-Making (3)

HSM 594 Statistical Decision-Making in HSOs (3)

Total program: 36 semester hours

Core Requirements: 24 semester hours

HSM 500 Managing and Leading in Health Services Organizations (3)

HSM 501 Recent Trends and Issues in Health Services (3)

HSM 502 Financial and Cost Analysis (3)

HSM 503 Healthcare Economics or (3)

HSM 580 Economics of Managed Care (3)

HSM 504 Organizational Communications (3)

HSM 595 Organizational Research Methods (3)

HSM 596 Graduate Seminar (3)

HSM 597 MHA Professional Seminar (3)

Financial Management Concentration:

12 semester hours from the following:

HSM 510 Management of Information Systems (3)

HSM 520 Strategic and Tactical Planning in HSOs (3)

HSM 532 Budgeting and Cost Control (3)

HSM 533 Mergers and Acquisitions (3)

HSM 540 Legal Issues in HSOs (3)

HSM 581 Managing Managed Care (3)

HSM 590 Selected Topics (1-3)

HSM 598 Fieldwork/Internship (3)

Programs — Health Administration

Health Information Management

Concentration: 12 semester hours from the following:

HSM 570	Theories of Information Management	(3)
HSM 571	Management of Clinical and Financial Information	(3)
HSM 572	Management of Decision Support Systems and Networks	(3)
HSM 573	Program Development	(3)
HSM 574	Legal and Ethical Issues in Information Management	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship	(3)

Human Resource Management Concentration:

12 semester hours from the following:

HSM 531	Organizational Theory and Development	(3)
HSM 533	Mergers and Acquisitions	(3)
HSM 540	Legal Issues in HSOs	(3)
HSM 555	Ethical Issues in Health Services	(3)
HSM 562	Human Resource Management in HSOs	(3)
HSM 569	Managing Change and Conflict	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship	(3)

Management and Leadership Concentration:

12 semester hours from the following:

HSM 510	Management of Information Systems	(3)
HSM 520	Strategic and Tactical Planning in HSOs	(3)
HSM 523	Management of Organizational Innovation	(3)
HSM 531	Organization Theory & Development	(3)
HSM 533	Mergers and Acquisitions	(3)
HSM 540	Legal Issues in HSOs	(3)
HSM 555	Ethical Issues in Health Services	(3)
HSM 562	Human Resource Management in HSOs	(3)
HSM 569	Managing Change and Conflict	(3)
HSM 583	Marketing & Business Development	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship	(3)

Marketing and Business Development Concentration:

12 semester hours from the following:

HSM 520	Strategic and Tactical Planning in HSOs	(3)
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HSM 523	Management of Organizational Innovation	(3)
HSM 532	Budgeting and Cost Control	(3)
HSM 534	Program Evaluation	(3)
HSM 540	Legal Issues in HSOs	(3)
HSM 583	Marketing and Business Development	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship	(3)

Certificate in Health Services Management

Requirements: 18 semester hours

HSM 500	Managing and Leading in Health Services Organizations	(3)
HSM 501	Recent Trends and Issues in Health Services	(3)
HSM 502	Financial and Cost Analysis	(3)
HSM 520	Strategic and Tactical Planning in HSOs	(3)
HSM 580	Economics of Managed Care	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship or any other HSM course	(3)

Certificate in Human Resources Management

Requirements: 18 semester hours

HSM 500	Managing and Leading in Health Services Organizations	(3)
HSM 501	Recent Trends and Issues in Health Services	(3)
HSM 533	Mergers and Acquisitions	(3)
HSM 562	Human Resource Management in HSOs	(3)
HSM 569	Managing Change and Conflict	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship or any other HSM course	(3)

Certificate in Health Services Marketing & Business Development

Requirements: 18 semester hours

HSM 501	Recent Trends and Issues in Health Services	(3)
HSM 520	Strategic and Tactical Planning in HSOs	(3)

Programs — Graduate Programs in Health Administration

HSM 523 Management of Organizational Innovation	(3)	HSM 580 Economics of Managed Care (3)
HSM 532 Budgeting and Cost Control	(3)	HSM 581 Managing Managed Care (3)
HSM 590 Selected Topics	(1-3)	HSM 582 Policy Issues in Managed Care (3)
HSM 598 Fieldwork/Internship or any other HSM course	(3)	HSM 583 Marketing & Business Development (3)
HSM 583 Marketing and Business Development	(3)	HSM 584 Globalization of Managed Care (3)
		HSM 585 Complementary Medicine in Managed Care (3)
		HSM 598 Fieldwork/Internship (3)

Certificate in Health Services Financial Management

Requirements: 18 semester hours

HSM 510 Management of Information Systems	(3)
HSM 520 Strategic and Tactical Planning in HSOS	(3)
HSM 532 Budgeting and Cost Control	(3)
HSM 533 Mergers and Acquisitions	(3)
HSM 590 Selected Topics	(1-3)
HSM 598 Fieldwork/Internship or any other HSM course	(3)
HSM 581 Managing Managed Care	(3)

GRADUATE PROGRAM IN MANAGED CARE

Program Chairperson: Joan Branin

Master of Health Administration—Concentration in Managed Care

This concentration is designed to provide health services professionals with the knowledge and skills to manage in today's managed care environment, particularly methods to negotiate and monitor contract compliance and quality indicators, financial and accounting principles to determine risk, rates and revenue optimization strategies, and communication tools for positive relationships among peers, providers, and management.

Prerequisites: Same as for Master of Health Administration.

Total Program: 36 semester hours

Core Requirements: 24 semester hours
Same as for Master of Health Administration.

Managed Care Concentration: 12 semester hours from the following:

HSM 580 Economics of Managed Care (3)
HSM 581 Managing Managed Care (3)
HSM 582 Policy Issues in Managed Care (3)
HSM 583 Marketing & Business Development (3)
HSM 584 Globalization of Managed Care (3)
HSM 585 Complementary Medicine in Managed Care (3)
HSM 598 Fieldwork/Internship (3)

Certificate in Managed Care

Requirements: 18 semester hours

HSM 501 Recent Trends and Issues in Health Services	(3)
HSM 580 Economics of Managed Care	(3)
HSM 581 Managing Managed Care	(3)
HSM 582 Policy Issues in Managed Care	(3)
HSM 583 Marketing and Business Development	(3)
<i>One of the following:</i>	
HSM 584 Globalization of Managed Care	(3)
HSM 585 Complementary Medicine in Managed Care	(3)
HSM 598 Fieldwork/Internship or any other HSM or MC course	(3)

GRADUATE PROGRAM IN HEALTH INFORMATION MANAGEMENT

Program Chairperson: Joan Branin

Master of Health Administration—Concentration in Health Information Management

This concentration is designed for health services professionals interested in gaining an understanding of information technology, the management of clinical and financial information, and the utilization of integrated decision support systems within and across the health care industry.

Prerequisites: Same as for Master of Health Administration

Total program: 36 semester hours

Core Courses: 24 semester hours
Same as for Master of Health Administration.

Health Information Management

Concentration: 12 semester hours from the following:

Programs — Graduate Programs in Health Administration and Gerontology

HSM 570	Theories of Information Management	(3)	imum cumulative GPA of 3.0 and one course in statistics prior to GERO 595. HSM 594 meets the statistics prerequisite requirement.
HSM 571	Management of Clinical and Financial Information	(3)	
HSM 572	Management of Decision Support Systems and Networks	(3)	
HSM 573	Program Development	(3)	
HSM 574	Legal and Ethical Issues in Information Management	(3)	
HSM 575	Systems Planning & Implementation	(3)	
HSM 590	Selected Topics	(1-3)	
HSM 598	Fieldwork/Internship	(3)	

Certificate in Health Information Management

Requirements: 18 semester hours

HSM 501	Recent Trends and Issues in Health Services	(3)
HSM 570	Theories of Information Management	(3)
HSM 571	Management of Clinical and Financial Information	(3)
HSM 572	Management of Decision Support Systems and Networks	(3)
HSM 574	Legal and Ethical Issues in Information Management	(3)
HSM 590	Selected Topics	(1-3)
HSM 598	Fieldwork/Internship or any other HSM course	(3)

GRADUATE PROGRAM IN GERONTOLOGY

Program Chairperson: Joan Brannin

The graduate program in Gerontology is multidisciplinary and views the training of gerontology specialists from an integrative and developmental perspective. The master's degree program requires 36 semester hours, with 12 semester hours in one of the following concentrations: Business Administration, Counseling, Gerontology Administration, Health Services Management, or Public Administration. The certificate program requires 18 semester hours: 12 are core courses in gerontology, and the remaining 6 are selected from any of the five concentrations. The prerequisites for all programs are a bachelor's degree from a regionally accredited institution, with a min-

Gerontology with Concentration in Gerontology Administration — M.S.

Total Program: 36 semester hours

Core Courses: 12 semester hours

GERO 500	Psychology of Aging	(3)
GERO 501	Professional Issues in Gerontology	(3)
GERO 502	Social/Cultural Aspects of Aging	(3)
GERO 503	Physiology of Aging	(3)

Concentration: 18 semester hours

GERO 595	Research Methods in Gerontology	(3)
GERO 598	Internship/Fieldwork	(3)

Four of the following:

GERO 504	Long-Term Care Administration	(3)
GERO 505	Fitness and Nutrition in Later Life	(3)
GERO 506	Housing Alternatives for the Elderly	(3)
GERO 507	Organization and Management of Older Adult Services	(3)
GERO 508	Economics of Aging	(3)
GERO 509	Geriatric Case Management	(3)
GERO 510	Marketing Services for the Elderly	(3)
GERO 511	Social Policy, Health, and Aging	(3)
GERO 512	Managing Senior Services	(3)
GERO 513	Legal and Financial Issues in Aging	(3)

Electives: 3 semester hours

Any of the required or elective courses in the other M.S. Gerontology concentrations.

Culminating Activity: 3 semester hours

GERO 596	Graduate Seminar	(3)
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Gerontology with Concentration in Business Administration — M.S.

The Business Administration concentration is designed for professionals and managers who want to combine a knowledge of gerontology with the skills of business and management to prepare for administrative, managerial, or entrepreneurial roles in public or private sector organizations which employ gerontology specialists.

Prerequisite: One statistics course prior to GERO 595. HSM 594 meets this requirement.

Programs — Graduate Programs in Gerontology

Concentration: 24 semester hours

ECBU 635	Managing Financial Resources	(3)
ECBU 655	Designing Effective Organizations	(3)
ECBU 665	Strategic Marketing Management	(3)
ECBU 685	Global Business Management	(3)
GERO 595	Research Methods in Gerontology	(3)
GERO 598	Internship/Fieldwork	(3)

Three semester hours from the following:

ECBU 540	Innovation and Entrepreneurship	(3)
ECBU 567	Service Sector Marketing	(3)
ECBU 585	Strategies in Change Management	(3)
GERO 570	Grant Writing	(1-3)
GERO 571	Cognitively Impaired Older Adults	(1-3)
GERO 572	Death, Dying, and Bereavement	(1-3)
GERO 573	Legal and End-of-Life Issues in Aging	(1-3)
GERO 576	Careers in Gerontology	(1-3)
GERO 577	Caregiving & Caregiver Resources	(1-3)
GERO 578	Spirituality and Aging	(1-3)
GERO 579	Aging and Biography	(1-3)
GERO 590	Selected Topics in Gerontology	(1-3)
GERO 599	Independent Study	(1-3)

Culminating Activity: 3 semester hours

GERO 596	Graduate Seminar	(3)
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Gerontology with Concentration in Counseling — M.S.

The Counseling concentration is designed for professionals who are direct providers of clinical services, case managers, counselors and administrators in mental health and human services agencies who work with older adults, their families, and caregivers.

Prerequisite: One statistics course prior to GERO 595. HSM 594 meets this requirement.

Total Program: 36 semester hours

Core Courses: Same as Gerontology, M.S., listed above

Concentration: 24 semester hours

GERO 595	Research Methods in Gerontology	(3)
GERO 598	Internship/Fieldwork	(3)
PSY 507	Human Development	(3)
PSY 512	Clinical Psychopathology	(3)
PSY 523	Multicultural Counseling	(3)
PSY 527	Professionalism, Ethics, & Law in Counseling	(2)

Three semester hours from the following:

PSY 522	Group Counseling	(3)
BHV 482	Family Violence and Abuse	(3)
PSY 590	Selected Topics in Counseling	(1-2)
GERO 570	Grant Writing	(1-3)
GERO 571	Cognitively Impaired Older Adults	(1-3)
GERO 572	Death, Dying, and Bereavement	(1-3)
GERO 573	Legal and End-of-Life Issues in Aging	(1-3)
GERO 576	Careers in Gerontology	(1-3)
GERO 577	Caregiving & Caregiver Resources	(1-3)
GERO 578	Spirituality and Aging	(1-3)
GERO 579	Aging and Biography	(1-3)
GERO 590	Selected Topics in Gerontology	(1-3)
GERO 599	Independent Study	(1-3)

Culminating Activity: 3 semester hours

GERO 596	Graduate Seminar	(3)
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Gerontology with Concentration in Health Services Management — M.S.

The Health Services Management concentration is designed for professionals and managers in hospitals, long-term care facilities, senior living facilities, home health agencies, hospices, and other health care providers who wish to develop the knowledge and skills necessary for effective management of health services organizations providing services for the elderly.

Prerequisite: One statistics course prior to GERO 595. (HSM 594 meets this requirement.)

Total Program: 36 semester hours

Core Courses: Same as Gerontology, M.S., listed above

Concentration: 24 semester hours

GERO 595	Research Methods in Gerontology	(3)
GERO 598	Internship/Fieldwork	(3)
HSM 500	Managing and Leading in Health Services Organizations, or	
HSM 501	Recent Trends and Issues in Health Services	(3)
HSM 502	Financial and Cost Analysis	(3)
HSM 503	Healthcare Economics	(3)
HSM 583	Marketing & Business Development	(3)

Programs — Gerontology and Management/Administration

Three semester hours from the following:

GERO 570 Grant Writing	(1-3)	GERO 573 Legal and End-of-Life Issues in Aging	(1-3)
GERO 571 Cognitively Impaired Older Adults	(1-3)	GERO 576 Careers in Gerontology	(1-3)
GERO 572 Death, Dying, and Bereavement	(1-3)	GERO 577 Caregiving & Caregiver Resources	(1-3)
GERO 573 Legal and End-of-Life Issues in Aging	(1-3)	GERO 578 Spirituality and Aging	(1-3)
GERO 576 Careers in Gerontology	(1-3)	GERO 579 Aging and Biography	(1-3)
GERO 577 Caregiving & Caregiver Resources	(1-3)	GERO 590 Selected Topics in Gerontology	(1-3)
GERO 578 Spirituality and Aging	(1-3)	GERO 599 Independent Study	(1-3)
GERO 579 Aging and Biography	(1-3)	PADM 501 Introduction to Public Administration	(3)
GERO 590 Selected Topics in Gerontology	(1-3)	PADM 583 Managing Groups and Coalitions	(3)
GERO 599 Independent Study	(1-3)	Culminating Activity: 3 semester hours	
HSM 504 Organizational Communications	(3)	GERO 596 Graduate Seminar	(3)
HSM 520 Strategic and Tactical Planning in HSOs	(3)		
HSM 540 Legal Issues in HSOs	(3)		
HSM 580 Economics of Managed Care	(3)		
Culminating Activity: 3 semester hours			
GERO 596 Graduate Seminar	(3)		

Gerontology with Concentration in Public Administration — M.S.

The Public Administration concentration is designed for professionals and managers employed by government and community-based agencies and public and nonprofit corporations who desire to develop management and leadership skills and knowledge in gerontology.

Prerequisite: One statistics course prior to GERO 595. (HSM 594 meets this requirement.)

Total Program: 36 semester hours

Core Courses: Same as Gerontology, M.S., listed above

Concentration: 24 semester hours

GERO 595 Research Methods in Gerontology	(3)
GERO 598 Internship/Field Work	(3)
PADM 530 Human Resource Management in Public Organizations	(3)
PADM 531 Organizational Theory	(3)
PADM 533 Policy Formation and Analysis	(3)
PADM 555 Ethics and Decision Making in Public Management	(3)

Three semester hours from the following:

GERO 570 Grant Writing	(1-3)
GERO 571 Cognitively Impaired Older Adults	(1-3)
GERO 572 Death, Dying, and Bereavement	(1-3)

GERO 573 Legal and End-of-Life Issues in Aging	(1-3)
GERO 576 Careers in Gerontology	(1-3)
GERO 577 Caregiving & Caregiver Resources	(1-3)
GERO 578 Spirituality and Aging	(1-3)
GERO 579 Aging and Biography	(1-3)
GERO 590 Selected Topics in Gerontology	(1-3)
GERO 599 Independent Study	(1-3)
PADM 501 Introduction to Public Administration	(3)
PADM 583 Managing Groups and Coalitions	(3)
Culminating Activity: 3 semester hours	
GERO 596 Graduate Seminar	(3)

Certificate in Gerontology

Program Chairperson: Joan Branin

This multidisciplinary, graduate-level certificate is designed for professionals who want to specialize or broaden their knowledge in gerontology. The admission requirements are the same as for M.S., Gerontology. The certificate program requires 18 semester hours: 12 are core courses in Gerontology, and the remaining 6 are selected from any of the five M.S., Gerontology Concentrations. Courses completed in the certificate with a grade of B or higher may be transferred to the M.S., Gerontology program with the approval of the program chair.

MANAGEMENT and ADMINISTRATION DEPARTMENT

Chairperson: Janat Yousof

The Management and Administration Department offers programs designed primarily for the working professional in the private, public, healthcare, and service sectors. The department's goal is to provide a strong academic foundation in theory, tools, and techniques that enhance student confidence and competence in leadership, management, and communication. Coursework combines theory with applications emphasizing relevancy and currency.

Programs — Organizational Management and Undergraduate Public Administration

Organizational Management — B.S.

Program Chairperson: Janat Yousof

Regular Faculty: Keeok Park, Matthew Witt, Janat Yousof

The mission of the BSOM program is to improve management, organizational, and interpersonal skills while earning a bachelor's degree. The program is constructed in two parts. The core requirements stress general management, organizational, and interpersonal skills critical in a constantly changing environment, with a focus on immediate application in the work setting, and include an opportunity for student research. The second part of the program is a wide range of electives from a variety of disciplines which allow the student great flexibility to choose those courses which best suit his or her career path.

Core Requirements:

MGMT 300	Management Practicum	(4)
MGMT 360	Financial Management and Budgeting	(4)
MGMT 368	Culture and Gender Issues in Management	(4)
MGMT 388	Statistics	(4)
MGMT 390	Research Methods	(4)
MGMT 439	Organizational Behavior: Theory and Application	(4)
MGMT 499	Senior Seminar/Project	(4)

Electives: Three additional courses for a total of 40 semester hours in the major. For breadth, one course from each area; for depth, a minimum of two from one of the areas.

Area 1: Interpersonal & Organizational Behavior

BHV 320	Ethnic Relations	(4)
ECBU 346	Business Communication, or	
MGMT 480	Communications in Management	(4)
ECBU 354	Communications in Organizations	(4)
MGMT 458	Stress Management	(4)
PSY 303	Learning and Behavior Change	(4)
PSY 407	Life-Span Development	(4)
SOC 340	Social Psychology	(4)

Area 2: Resource Management

ECBU 410	Management Information Systems	(4)
ECBU 411	Management Support Systems	(4)
ECBU 455	Human Resources Management, or	
MGMT 350	Managing Human Resources	(4)

MGMT 469	Management of Change & Conflict	(4)
PADM 436	Policy-Making Process	(4)

Area 3: Organizational Contexts

ECBU 328	Economic Theories and Issues	(4)
ECBU 343	Foundations of Business Ethics, or	
ECBU 347	The Legal Environment of Business	(4)
MGMT 313	Urban Environments: Living in a Global Society	(4)
MGMT 333	Ethics: Applications to Management and Administration	(4)
PADM 332	Public Administration	(4)
PLSC 301	American Government & Politics	(4)

Public Administration — B.S.

Program Chairperson: Matthew Witt

Regular Faculty: Keeok Park, Matthew Witt, Janat Yousof

The bachelor's degree in Public Administration is an academic and professional degree program offering basic coursework in the theories as well as the operations and procedures of public management. Students will be exposed to the theories and practices involved in program, resources, and political management. Experience in applying these skills will be gained through class participation, special projects, and applied research.

Core Requirements:

PADM 313	Urban Environments	(4)
PADM 332	Public Administration	(4)
PADM 333	Ethics: Applications to Management and Administration	(4)
PADM 334	Financial Management and Budgeting in Government	(4)
PADM 368	Culture and Gender Issues in Management	(4)
PADM 388	Statistics	(4)
PADM 436	Policy-Making Process	(4)
PADM 439	Organizational Behavior: Theory and Application	(4)
PADM 469	Management of Change and Conflict	(4)
PADM 489	Research Methodology in Government	(4)
PADM 499	Senior Seminar	(4)

Programs — M.P.A. and D.P.A.

GRADUATE DEPARTMENT of PUBLIC ADMINISTRATION

Chairperson: Jack W. Meek

The Graduate Department of Public Administration offers programs designed primarily for the working professional in the public, healthcare, and service sectors. The department's goal is to provide a strong academic foundation in theory, tools, and techniques that enhance student confidence and competence in leadership, management, and communication. Coursework combines theory with applications emphasizing relevancy and currency. Students in these programs have multidisciplinary and multicultural backgrounds enhancing inquiry and application.

Master of Public Administration

Program Chairperson: Keith Schildt

Regular Faculty: Kent Badger, Suzanne Beaumaster, Jack Meek, Jesse Overall, Keith Schildt.

As a professionally oriented program, the M.P.A. is designed to strengthen the competence of those currently serving in the field of public administration and to prepare students for public sector and non-profit careers. This mission is achieved by developing an advanced understanding of the public to be served; building a theoretical foundation for leadership in the public and non-profit sectors; understanding the ethical dimensions of the public sector; and strengthening analytic and decision-making capacity of public and non-profit administration.

Admission: Applicants are evaluated on undergraduate GPA; three letters of academic and/or professional recommendation; a current résumé; and a statement of purpose, which serves as a sample of the applicant's writing ability. In addition, the program may require an interview and other supporting material.

PADM 501 must be taken before the end of the second term of course work.

Total Program: 39 semester hours

Core Courses:

PADM 501	Introduction to Public Administration	(3)
PADM 530	Human Resource Management in Public Organizations	(3)

PADM 531	Organizational Theory	(3)
PADM 533	Policy Formation and Analysis	(3)
PADM 534	Management of Public Funds	(3)
PADM 537	Regionalization and Intergovernmental Relations	(3)
PADM 555	Ethics and Leadership in Public Management	(3)
PADM 561	Administrative Law	(3)
PADM 581	Comparative Public Administration	(3)
PADM 583	Managing Groups and Coalitions	(3)
PADM 588	Statistics	(3)
PADM 589	Research Methods	(3)
PADM 596	Graduate Seminar	(3)

Doctor of Public Administration

Program Chairperson: Jack Meek

Regular Faculty: Kent Badger, Suzanne Beaumaster, Jack Meek, Keith Schildt

Adjunct Faculty: Marilyn Ditty, Susan Lomeli, Bennett Monyé

The Doctor of Public Administration is designed to develop scholarly practitioners as leaders committed to improving the quality of life and environmental sustainability of the Southern California region. Students learn to consciously integrate and apply current theoretical, moral, and institutional perspectives that contribute to the disciplined analysis and professional resolution of administrative problems. Students take coursework in clusters offered near their places of work and in intensive seminars held on the central campus. They take a prescribed sequence of courses that are instructed and coordinated by a full-time department faculty member teamed with a practitioner adjunct faculty member. A special emphasis area is available to those who have an interest in health services management.

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 and must be working in an organization with permission and support from supervisors to conduct applied studies as required in their coursework. Students who are not employed may meet this requirement through a three-year internship (paid or unpaid) with organizations approved by the faculty.

Programs — D.P.A.

Admission: Applicants are evaluated on undergraduate GPA; graduate GPA; GRE (Aptitude Section), Miller Analogies Test, or GMAT scores; letters of recommendation; and a personal interview. The department balances all of these measures in making a decision on admission.

Total Program: 54 semester hours minimum
The program requires a minimum time commitment of three years with about nine semester hours each semester. In addition to participation in cluster sessions each semester, all students meet together in eight days of weekend seminars at the central campus. Students are required to produce a dissertation of publishable quality.

Theme courses: 36 semester hours

Fall Semester 2003

PADM 674 Organizational Change and Development (3)
PADM 682 Conflict Management (3)

Spring Semester 2004

PADM 620 Organizational Theory & Design (3)
PADM 622 Political Systems & Environments (3)

Fall Semester 2004

PADM 675 Executive Leadership (3)
PADM 677 Administrative Decision Making and Ethics (3)

Spring Semester 2005

PADM 650 Fiscal Administration (3)
PADM 651 Human Resource Management (3)

Fall Semester 2005

PADM 671 Program Evaluation (3)
PADM 672 Policy Analysis (3)

Spring Semester 2006

PADM 673 Strategic Management (3)
PADM 678 Information Resource Management (3)

Research Courses: 18 semester hours

Fall

PADM 690 Public Administration Foundations (3)
PADM 691 Research Methods (3)
PADM 692 Statistics (3)
PADM 695 Applied Research Methods (3)
PADM 696 Selected Topics (3)
PADM 697A Dissertation (3)

Spring

PADM 690 Public Administration Foundations (3)
PADM 691 Research Methods (3)
PADM 692 Statistics (3)
PADM 695 Applied Research Methods (3)
PADM 696 Selected Topics (3)
PADM 697B Dissertation (3)

Summer

PADM 692 Statistics (3)

SCHOOL of EDUCATION and ORGANIZATIONAL LEADERSHIP

Dean: Leonard Pellicer

EDUCATION DEPARTMENT

Chairperson: Thomas McGuire

Regular Faculty: Carolyn Banks, John Bartelt, Valerie Beltran, Robert Burns, Claire Coleman, Yvonne Davis, James Dunne, Anita Flemington, Robert Hansen, Marga Madhuri, Thomas McGuire, Carol Morecki-Oberg, Barbara Nicoll, Jan Pilgreen, Lisa Porter, Margaret Redman, John Roseman, Regina Schaefer, Laurel Schroeder, Emily Shoemaker, Lisette Sosa, Lynn Stanton-Riggs, Pat Taylor, Robert Wakeling, Nancy Walker, Leslie Young. **Adjunct Faculty:** Carolyn Angus,¹ Wayne Carter,¹ Nancy Dunn,¹ Thomas Gemma,¹ Gregory Giuliano,¹ Barbara Glazer,¹ William Hughes,¹ Jean Laub,¹ Matthew McCann, Ben Miles,¹ Karen Miller,¹ Norman Miller,¹ George Montgomery,¹ Mary Morris,¹ Lee Negri,¹ Sallie Phillips,¹ Ann Raymond, Miles Richmond,¹ Susan Sheldon,¹ Neil Stone,¹ Joel Tankenson,¹ Barry Turner¹, Irene Valos¹, Teresa Viles,¹ Loretta Whitson¹

¹Off-campus faculty

CHILD DEVELOPMENT PROGRAM

Child Development — B.S.

Program Chairperson: Barbara Nicoll

The Child Development Major is designed for students planning careers in early childhood education in public or private schools and/or social service agencies. The program focuses on studies of the growth and development of children in relation to the family, school, and community. The Child Development Major is designed as a complete four-year program at La Verne, but it also complements community college programs in Early Childhood Education. Community college students are encouraged to apply, as their coursework is fully transferable to our program. The

degree requires a minimum of 44 semester hours in the major of which at least 24 must be at the upper-division level.

Core Requirements:

EDUC 251	Curriculum Development for Early Childhood Education	(3)
EDUC 253	Child, Family, and Community	(3)
EDUC 354F	Child Observation Practicum	(4)
EDUC 454F	Early Childhood Teaching	(4)
EDUC 499	Senior Project	(4)

Elective Requirements: A minimum of 24 semester hours from the following:

EDUC 252	Early Childhood Environments	(3)
EDUC 417	Literature for Children and Adolescents	(3)
EDUC 444	Adolescent Development and Education	(1)
EDUC 445	Supervision and Communication in Early Childhood Education	(3)
EDUC 448	Math for Young Children	(4)
EDUC 449	Early Childhood Literacy	(4)
EDUC 451	Infant and Toddler Group Care and Curriculum	(3)
EDUC 452	Parenting for Early Childhood Educators	(3)
EDUC 453A	Supervision and Administration of Programs for Young Children	(3)
EDUC 453B	Advanced Supervision and Administration of Programs for Young Children	(4)
EDUC 470	Theories and Methods of Education for Linguistically Diverse Students	(4)
MATH 489	Developmental Mathematics	(4)
SPED 457	Introduction to Exceptional Individuals and Their Families	(3)

Child Development Minor

Total Program: 24 semester hours

Requirements:

EDUC 251	Curriculum Development for Early Childhood Education	(3)
EDUC 253	Child, Family, and Community	(3)
EDUC 350	Child Psychology & Development	(4)
EDUC 354F	Child Observation Practicum	(4)
EDUC 445	Supervision and Communication in Early Childhood Education	(3)
EDUC 453A	Supervision and Administration of Programs for Young Children	(3)
EDUC 454F	Early Childhood Teaching	(4)

Programs — Child Development and Child Life

Child Development — M.S.

Program Chairperson: Barbara Nicoll

This program is intended for those professionals and supervisors in the field of child development who wish to increase their understanding of the physical, intellectual, and emotional development of children. It emphasizes the study of children and the theories and issues concerned with growth and development. This degree will enable a student to qualify to teach in a California community college.

Prerequisites: A bachelor's degree from an accredited college or university that includes the following courses: Child Psychology, Early Childhood Curriculum, Practicum or Field Work, Identification and Remediation of the Exceptional Child, and courses in child development, nutrition, and human development.

Total Program: 33 semester hours

Core Courses: 9 semester hours

EDUC 501	Educational Assessment	(3)
EDUC 503	Educational Psychology	(3)
EDUC 504	Methods of Research	(3)

Area of Concentration: 15 semester hours

EDUC 518	Language, Reading, and Concept Development	(3)
EDUC 550	Human Development	(3)
EDUC 551	Studies in Attachment	(3)
EDUC 558	Cognition and Brain Development	(3)
EDUC 559	Developmental Curriculum	(3)

Electives: 6 semester hours of courses selected on the advice of the program chairperson.

Culminating Activity: 3 semester hours

EDUC 596	Graduate Seminar	(3)
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Child Life — M.S.

Program Chairperson: Leslie Young

This program prepares individuals for careers working with children, from birth through adolescence, who are hospitalized or placed in medical facilities because of illness, injury, or disabling handicaps. While working with other health care professionals charged with children's care, the child life specialist helps children minimize anxiety, maintain relationships with their families, and retain their independence and self-esteem. The

child life specialist is a clinical educator who provides interventions to help patients and families understand and cope with hospitalization.

Total Program: 36 semester hours

Core Courses: 24 semester hours

EDUC 530	Child Life Administration and Program Development	(3)
EDUC 530H	Effects of Disease and Injury on the Hospitalized Child, Part A	(3)
EDUC 530I	Effects of Disease and Injury on the Hospitalized Child, Part B	(3)
EDUC 530M	Helping Children Cope in the Health Care and Medical Setting	(3)
EDUC 530S	Developmental Process of Grieving	(3)
EDUC 530T	Pediatric Educational and Therapeutic Interventions	(3)
EDUC 553F	Child Life Internship I	(3)
EDUC 553P	Child Life Internship II	(3)

Electives: 6 semester hours of courses selected on the advice of the program chairperson.

EDUC 503	Educational Psychology	(3)
EDUC 530A	Parenting the Medically Fragile Child	(3)

EDUC 550	Human Development	(3)
EDUC 551	Studies in Attachment	(3)

EDUC 558	Cognition and Brain Development	(3)
EDUC 559	Developmental Curriculum	(3)

SPED 457	Introduction to Exceptional Individuals and Their Families	(3)
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Culminating Activity: 6 semester hours

EDUC 504	Methods of Research	(3)
EDUC 596	Graduate Seminar	(3)

Child Life Specialist — Certificate

This program prepares individuals for careers working with medically fragile and hospitalized children from birth through adolescence. The child life specialist helps children minimize anxiety while undergoing medical treatment through varied educational and therapeutic interventions. Students who complete the 24 semester hours of Core Courses for the M.S., Child Life are eligible for the certificate. Completion of the M.S., Child Life is not required to earn the certificate.

Programs —Educational Counseling

EDUCATIONAL COUNSELING PROGRAM

Program Chairperson: Robert Hansen

Educational Counseling — M.S.; Pupil Personnel Services Credential

This program prepares qualified students to become professional school counselors in grades K-12. It has been approved by the California Commission on Teacher Credentialing to recommend qualified candidates for the Pupil Personnel Services Credential in School Counseling, including the Intern Credential. The M.S. in Educational Counseling also qualifies candidates to serve as community college counselors.

Admission Requirements: ULV's graduate admission requirements and the following:

1. A bachelor's degree from a regionally accredited institution of higher learning with a preferred GPA of 2.75 or above in undergraduate work, and a cumulative GPA of 3.0 or above for any graduate work.

2. (a) An undergraduate major in one of the behavioral sciences, or (b) a valid teaching credential with a minimum of one year of full-time classroom teaching experience, or (c) successful coursework or experience demonstrating knowledge in the areas of general psychology, human learning and development, and human behavior.

3. A course and demonstrated competence in word processing, database management, computer presentation, and Internet skills, including downloading and e-mail. This prerequisite must be satisfied before advancement to candidacy.

4. A statement of purpose outlining reasons for seeking admission, together with an autobiography.

5. Applicants without prior teaching experience are strongly encouraged to have at least one year of experience working with children or adolescents. This experience should be described in the statement of purpose and autobiography.

6. Three letters of reference addressing the applicant's potential as a school counselor, including one from the immediate supervisor.

7. An interview with the program chair or designee.

8. Application for Certificate of Clearance or valid California Teaching Credential.

Additional Requirements:

1. For candidates seeking the Pupil Personnel Services Credential: CBEST score card upon application, and pass card prior to registration for EDUC 583B.

2. Demonstrated personal suitability for the education counseling profession before entering EDUC 583A.

3. A Certificate of Clearance or a valid California Teaching Credential before registering for EDUC 583A.

Total Program: 48 semester units for M.S. and credential; 47 semester units for M.S. only.

Core Courses: 45 semester units

EDUC 501	Educational Assessment	(3)
EDUC 503	Educational Psychology	(3)
EDUC 504	Methods of Research	(3)
EDUC 543	School Guidance Seminar	(3)
EDUC 546	Introduction to School Counseling	(3)
EDUC 549	School Counseling Theories	(3)
EDUC 550	Human Development	(3)
EDUC 564	Instruction and Achievement	(2)
EDUC 565	Career Development	(3)
EDUC 567	School Safety & Crisis Prevention	(2)
EDUC 571	Individual Counseling Skills	(3)
EDUC 572	Group Counseling Skills	(3)
EDUC 573	Counseling Diverse Populations	(3)
EDUC 574	Facilitating/Consultation Skills	(3)
EDUC 583A	Supervised Field Work—Level I	(1)
EDUC 583B	Supervised Field Work—Level II	(1)
EDMT 576	Organizational Management and School/Community Collaboration	(3)

Culminating Activity: 3 semester hours

EDUC 597	Graduate Seminar in School Counseling	(3)
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Programs — Education (Special Emphasis), Advanced Teaching, and Reading

MASTER OF EDUCATION PROGRAM

Program Chairperson: Thomas McGuire

Education (Special Emphasis) — M.Ed.

This program is designed for students wishing to develop their own programs to meet special needs. It is practical in nature and culminates in a project or paper structured to help teachers improve their instructional and leadership abilities.

Total Program: 33 semester hours

Core Courses: 9 semester hours

EDUC 501 Educational Assessment	(3)
EDUC 503 Educational Psychology	(3)
EDUC 504 Methods of Research	(3)

Area of Concentration: 21 semester hours selected from established courses and independent studies.

Culminating Activity: 3 semester hours

EDUC 594 Thesis, or	
EDUC 596 Graduate Seminar	(3)

Teaching Credential/Master of Education Program.

The Multiple Subject or Single Subject Teaching Credential may be earned as part of the M.Ed., Education (Special Emphasis). See the Education Department Chairperson for information.

Education: Advanced Teaching Skills — M.Ed.

This program is designed to provide classroom teachers the opportunity to develop greater understanding of student needs and characteristics, curriculum and instructional decision-making, and collaborative peer interaction.

Total Program: 33 semester hours

Core Courses: 9 semester hours

EDUC 501 Educational Assessment	(3)
EDUC 503 Educational Psychology	(3)
EDUC 504 Methods of Research	(3)

Area of Concentration: 21 semester hours

Seven of the following:

BHV 482 Family Violence and Abuse	(3)
EDUC 545 Dynamics of Human Interaction	(3)
EDUC 550 Human Development	(3)

EDUC 558 Behavior Intervention Strategies	(3)
EDUC 561 Cultural Diversity	(4)
EDUC 588 Curriculum Development and Instructional Technology	(3)
EDUC 590 Issues in Teaching	(3)
EDUC 599 Independent Study	(2-3)

Culminating Activity: 3 semester hours

EDUC 594 Thesis, or	
EDUC 596 Graduate Seminar	(3)

Reading — M.Ed.

Program Chairperson: Janice Pilgreen

This program is designed for professional educators who wish to increase their effectiveness in areas of reading, as classroom teachers, reading specialists, or administrators. The program may be taken concurrently with the California Commission-approved program leading to the Reading and Language Arts Specialist Credential.

Total Program: 36 semester hours

Core Courses: 33 semester hours

EDUC 501 Educational Assessment	(3)
EDUC 504 Methods of Research	(3)
RDG 510 Literacy Instruction & Methodology	(3)
RDG 514 Literacy Assessment & Diagnosis	(3)
RDG 516 Individualization of Literacy Instruction	(3)
RDG 517 Literature and Literacy	(3)
RDG 518 Concept Development and Language Acquisition	(3)
RDG 520 Advanced Methods and Materials	(3)
RDG 522 Literacy Instruction for Special Needs Learners	(3)
RDG 525 Reading Research, Theory, and Process	(3)
RDG 530 Reading Specialist Leadership	(3)

Culminating Activity: 3 semester hours

EDUC 596 Graduate Seminar	(3)
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Reading Certificate

Program Chairperson: Janice Pilgreen

This program may be taken separately or concurrently with a Reading and Language Arts Specialist Credential and/or M.Ed.

Prerequisites:

1. Completion of a California state-approved Teaching of Reading course.

Programs — Reading and Special Education

2. Possession of a preliminary or clear teaching credential (multiple or single subject) issued by the California Commission on Teacher Credentialing. (An Emergency Permit does not fulfill the requirement.)

3. Passing score on the CBEST.

Total Program: 15 semester hours

RDG 510 Literacy Instruction & Methodology	(3)
RDG 514 Literacy Assessment & Diagnosis	(3)
RDG 516 Individualization of Literacy Instruction	(3)
RDG 517 Literature and Literacy	(3)
RDG 518 Concept Development and Language Acquisition	(3)

Reading and Language Arts Specialist Credential

Program Chairperson: Janice Pilgreen

This program may be taken separately or concurrently with an M.Ed.

Prerequisites:

1. Completion of a California state-approved Teaching of Reading course.
2. Possession of a preliminary or clear teaching credential (multiple or single subject) issued by the California Commission on Teacher Credentialing. (An Emergency Permit does not fulfill the requirement.)
3. Passing score on the CBEST.

Other Program Requirements:

1. A passing score on the Reading and Language Arts Specialist Exam.
2. A minimum of three years of successful full-time teaching verified through documentation.

Total Program: 33 semester hours

EDUC 501 Educational Assessment	(3)
EDUC 504 Methods of Research	(3)
RDG 510 Literacy Instruction & Methodology	(3)
RDG 514 Literacy Assessment & Diagnosis	(3)
RDG 516 Individualization of Literacy Instruction	(3)
RDG 517 Literature and Literacy	(3)
RDG 518 Concept Development and Language Acquisition	(3)
RDG 520 Advanced Methods and Materials	(3)
RDG 522 Literacy Instruction for Special Needs Learners	(3)

RDG 525 Reading Research, Theory, and Process	(3)
RDG 530 Reading Specialist Leadership	(3)

SPECIAL EDUCATION PROGRAM

Program Chairperson: Patricia Taylor

Mild/Moderate Education Specialist Credential, Level 1

Program Chairperson: Patricia Taylor

This credential program is designed for those interested in teaching learners with mild/moderate special needs, in particular but not exclusive to students with learning disabilities, emotional/behavioral disorders, mental retardation, and other health impairments. Persons applying for this program need not possess any other credential, though with a number of additional courses, students may also complete a Multiple Subject or Single Subject Teaching Credential.

Mild/Moderate Education Specialist Credential candidates receive a complete range of instruction and support in instructing learners with mild/moderate disabilities within a continuum of service delivery options. The program may be completed in one calendar year. Candidates for this credential have five years after completing Level I to complete their Advanced Professional Level II credential. The Level II credential is embedded in an M.S. in special education. Level II is pending state approval for 2002-2003.

Admissions Requirements:

- Application and personal interview
- CBEST score card and pass card.
- Transcript(s) demonstrating completion of 90 semester hours or more toward a bachelor's degree at time of application
- Subject Matter Competence completed in a state approved program with a minimum GPA of 3.0 in the major* and 2.75 overall or by passing the appropriate state mandated exam(s):
 1. MSAT (Multiple Subjects Assessments for Test) for the Multiple Subject Credential

*Candidates with low undergraduate GPA's who have completed a subject matter competence program may appeal to waive the state mandated examination(s) if they maintain a 3.5 GPA in ULV's Teacher Preparation Program.

Programs — Special Education and Teacher Education

- 2. SSAT (Single Subject Assessments for Teaching) and Praxis tests for the Single Subject Credential
- US Constitution course or passing test score
- Speech course verification
- Writing competency sample
- Course in Child Psychology and Development (birth through adolescence) completed within the previous five years
- Internet access capability

Total Program: 38 semester hours

EDUC 408P	Directed Teaching—Practicum III	(1)
EDUC 462	Literacy Methodology (Teaching of Reading) for Multiple Subject Candidates	(3)
EDUC 464	Introduction of the Teaching of Reading for Multiple Subject Candidates	(3)
EDUC 470	Theories and Methods of Education for Linguistically Diverse Students	(4)
EDUC 472	Teaching Strategies	(3)
SPED 405	Diversity Issues in Special Education—Seminar	(2)
SPED 405P	Diversity Issues in Special Education—Practicum	(1)
SPED 406	Mild-Moderate Assessment and Curriculum Practice	(3)
SPED 406P	Mild-Moderate Assessment Practicum	(1)
SPED 407	Mild-Moderate Curriculum and Delivery	(3)
SPED 407P	Curriculum & Delivery—Practicum	(1)
SPED 409	Directed Teaching	(6)
SPED 457	Introduction to Exceptional Individuals and Their Families	(3)

ologies to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. This replaces the program formerly known as the CLAD credential.

Admission Requirements:

- Application and personal interview
- Verification of taking CBEST by submitting score report
- Transcript(s) indicating 90 semester hours or more toward B.A./B.S. at time of application
- Application for Certificate of Clearance or copy of Substitute Teaching Permit
- Writing competency sample
- Internet access

Core Requirements:

EDUC 460	Diversity, Interaction, and the Learning Process	(3)
EDUC 468	Introductory Supervised Teaching	(3)
EDUC 470	Theories and Methods of Education for Linguistically Diverse Students	(4)
EDUC 472	Teaching Strategies	(3)
EDUC 478	Advanced Supervised Teaching	(6)
SPED 457	Introduction to Exceptional Individuals and Their Families	(3)
<i>Multiple Subject Candidates only:</i>		
EDUC 462	Literacy Methodology for Multiple Subject Candidates	(3)
EDUC 464	Introduction to the Teaching of Reading for Multiple Subject Candidates	(3)
EDUC 474	Teaching in the Content Areas—Multiple Subject	(4)
<i>Single Subject Candidates only:</i>		
EDUC 466	Introduction to the Teaching of Reading for Single Subject Candidates	(4)
EDUC 476	Teaching in the Content Area for Single Subject Candidates	(4)

Student Teaching Program Prerequisites:

Student teaching candidates must complete an application and be accepted to the program with the following:

For Introductory Supervised Teaching, EDUC 468:

- Certificate of Clearance or equivalent fingerprint clearance
- Demonstration of personal characteristics necessary for teaching (as outlined by ULV's Department of Education)
- Passing score on the CBEST

TEACHER EDUCATION PROGRAM

Program Chairperson: Margaret Redman

Earning a multiple or single subject credential takes several steps. Following entry into ULV'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 method-

Programs — Teacher Education

- Acceptance by the Teacher Education faculty
- GPA of 3.0 or better in pre-student teaching courses
- A grade of B or better in each pre-student teaching course
- Health examination

For Advanced Supervised Teaching, EDUC 478:

- All prerequisites required for EDUC 468
- Passing the Reading Instruction Competency Assessment (RICA)
- Verification of subject Matter Competence completed in a state approved program with a minimum GPA of 3.0 in the major* and 2.75 overall or by passing the appropriate state mandated examination(s):
 1. CSET (California Subject Examinations for Teachers) for the Multiple Subject Credential
 2. CSET and/or SSAT/Praxis for the Single Subject Credential
- US Constitution course or passing test score
- Speech course or verification
- Level I Computers in Education Course or Level I CTAP training
- Health Education/Drug Prevention/Sexually Transmitted Diseases Course
- Completion of all core courses except for SPED 457, which may be taken concurrently

Intern Credential. If a student has successfully completed both EDUC 460 and subject matter competence and has a contract in a public school, he or she is eligible for an Intern Credential.

Preliminary Credential Application Requirements: To apply for a Preliminary or Level I Credential, candidates must have:

- Maintained a GPA of 3.0 or better in EDUC classes
- Received a B or better in EDUC 468 and EDUC 478
- Completed a bachelor's degree from a regionally accredited college or university
- Completed fieldwork or teaching experience with students from at least two age and ability levels during the program

*Candidates with low undergraduate GPA's who have completed subject matter competence programs may appeal to waive the state mandated examination(s) if they maintain a 3.5 GPA in ULV's Teacher Preparation Program.

- Completed an "Application for Credential" packet
- Completed CPR Certification for Adults, Infants, and Children
- Passed the RICA (Multiple Subject only)

Clear Credential Application Requirements:

To apply for a Professional Clear or Level II Credential, candidates must have completed the following within five years of the issuance date of their Preliminary Credential:

- a two-year induction program in a school district
- a Level II computer class

Professional Clear Credential Requirements for Ryan Credential Candidates: Candidates must apply for the Professional Clear Credential within five years after receiving the Preliminary Credential. The following work must be completed:

- A fifth year of study (including all post-baccalaureate teacher education courses) (28)
EDUC 420 Sex, Drugs, and Health Education (2)
EDUC 587 Advanced Computer Educational Applications (3)
SPED 457 Introduction to Exceptional Individuals and Their Families (3)
CPR course, B level (infant, child, and adult)

Bilingual Cross Cultural, Language, and Academic Development (BCLAD) Emphasis (Spanish).

Program Chairperson: Anita Flemington

The requirements of the single or multiple subject BCLAD Emphasis teaching credential are the same as for the CLAD Emphasis teaching credential except that, in the BCLAD, Spanish language proficiency equivalent to or higher than test six for BCLAD and EDUC 413 must be completed prior to student teaching.

- EDUC 413 Methodology for Primary Language Instruction in a Bilingual Environment (Spanish) (4)

Teaching Credential/Master of Education Program. The Multiple Subject or Single Subject Teaching Credential may be earned as part of the M.Ed., Education (Special Emphasis). See the Education Department Chairperson for information.

Programs — CLAD and Liberal Studies

Cross-Cultural, Language, and Academic Development (CLAD) Certificate

This program is designed for credentialed teachers who wish to acquire the Cross-Cultural, Language, and Academic Development (CLAD) certificate. Applicants must possess a valid California Teaching Credential.

Required courses: 12 semester hours

EDUC 419	Language and Literacy Development in English Language Learners	(4)
EDUC 470	Theories and Methods of Education for Linguistically Diverse Students	(4)
EDUC 561	Cultural Diversity	(4)

Liberal Studies — B.A.

Program Director: Lisa Porter

The Liberal Studies major is a state approved program that provides students with content knowledge needed for the Multiple Subject Teaching Credential. Students are required to complete the core requirements and a subject area emphasis. The only emphasis available to students not studying on the main campus in La Verne is the Social Science Emphasis. The coursework listed below has been approved under the SB 2042 guidelines by the California Commission on Teacher Credentialing.

General Education Courses That Meet Major Requirements:

ART/MUS/THAR 207	The History of Visual and Performing Arts	(3)
BIOL 101/101L	Life Science: The Human Environment, or	
BIOL 203	Principles of Biology (Required for Science Emphasis)	(4)
ENG 110, 111	College Writing A, B	(4,4)
GEOG 201	Introduction to Geography	(3)
HIST 101	World Civilization and Cultures I	(3)
HIST 102	World Civilization and Cultures II	(3)
HIST 110	United States History and Cultures	(3)
HIST 316	California History	(4)
MSS 038	Contemporary and Social Dance	(1)
MSS 151	Health and Fitness Strategies	(3)

NASC 102/102L	Physical Science I: Foundations of Physical Science	(3,1)
NASC 104/104L	Physical Science II: Natural Systems	(3,1)

One of the following:

ENG 250	Introduction to Literature	(3)
ENG 350 A,B,C, or D	Survey of English Literature I,II,III, or IV	(3)
ENG 353, 354, or 355	American Literature I, II, or III	(4)
ENG 383	Myth in Literature	(3)
ENG 385	Special Studies in American Literature	(3)
LIT 361	Mexican Literature in Translation	(4)
LIT 365	French Literature in English Translation	(4)
LIT 386	Chicano Literature	(4)

One of the following:

ECBU 354	Communications in Organizations	(4)
SPCM 100	Fundamentals of Public Speaking	(2)
THAR 311	Oral Communication	(2)

One of the following:

MATH 104	College Algebra	(4)
MATH 105	Pre-Calculus	(4)
<i>One of the following:</i>		
ANTH 330	Cultural Anthropology	(4)
BHV 320	Ethnic Relations	(4)
PSY 409	Multicultural Psychology	(3)
SOC 250	Principles of Sociology	(3)
SOC 324	Social Issues	(4)

Core Requirements:

EDUC 210	Foundations of Education	(3)
EDUC 407	Computers in Education	(3)
EDUC 336	The Power of Language, or	
ENG 413	Language Structure for Teachers	(3-4)
EDUC 349	Visual and Performing Arts for the Elementary Teacher	(3)
EDUC 417	Literature for Children and Adolescents	(3)
EDUC 462	Literacy Methodology for Multiple Subject Candidates	(3)
EDUC 470	Theories/Methods of Education for Linguistically Diverse Students	(4)
EDUC 499D	Culminating Experience for Liberal Studies Majors	(3-4)
MATH 489	Developmental Mathematics	(4)
MSS 330	PE for Elementary School Teachers	(4)
PSY 307	Child Psychology & Development, or	
PSY 407	Life-Span Development	(3)

Programs — Liberal Studies

Fine Arts Emphasis:

A minimum of 12 semester hours from at least two of the following areas:

Art:

ART 140	Drawing Techniques and Materials	(3)
ART 150	Sculpture I	(3)
ART 210	Art History Foundation: Ancient through Early Renaissance	(3)
ART 211	Art History Foundation: Renaissance through Contemporary	(3)
ART 260	Painting	(4)
ART 390	Art History Selected Topics	(4)

Music:

MUS 352	History and Literature of Music (1750-1900)	(3)
MUS 355	Jazz History	(3)
MUS 358	American Music	(3)
MUS 359	World Music	(3)
MUS 362	Music of Latin America	(3)
MUS 363	American Folk Music	(3)

Theatre:

THAR 200	Theater, Acting & Performance	(3)
THAR 233	Introduction to Stage Design & Craft	(4)
THAR 370	Children's Theater	(4)
THAR 410	Conscious Acting: The Power of Story	(4)

Languages and Literatures Emphasis:

A minimum of 12 semester hours from at least two of the following areas:

Literature:

ENG 336	Literature of Incarceration	(4)
ENG 383	Myth in Literature	(3)
ENG 385	Special Studies in American Literature	(3)

Modern Languages:

FREN 320	French Civilization and Culture I	(4)
FREN 321	French Civilization and Culture II	(4)
FREN 365	French Literature in English Translation	(4)

GERM 363	Contemporary German Literature in English Translation	(4)
SPAN 320	Civilization and Culture I	(4)

SPAN 321	Civilization and Culture II	(4)
SPAN 361	Mexican Literature in Translation	(4)
SPAN 386	Chicano Literature	(4)

Writing:

ENG 311	Composing in Digital Environments	(3)
ENG 312	Creative Writing	(3)

Mathematics Emphasis:

MATH 170	Mathematics in Society	(4)
MATH 201	Calculus I	(4)
<i>One of the following:</i>		
MATH 327	Discrete Mathematics	(4)
MATH 330	Foundations of Geometry	(4)
MATH 482	History of Mathematics	(4)

Movement and Sports Science Emphasis:

MSS 323	Scientific Principles of Movement	(3)
MSS 372	Methods/Practice Teaching Team Sports and Games	(3)
MSS 373	Method/Practice Teaching Gymnastics	(2)
MSS 380	Motor Development	(3)
MSS 399	Independent Study Research Project	(1)

Science Emphasis:

A minimum of 12 semester hours from at least two of the following areas:

Biology:

BIOL 204	Plant Science	(4)
BIOL 205	Animal Sciences	(4)
BIOL 312	Environmental Biology	(4)
BIOL 322	Aquatic Biology	(4)
BIOL 327	Mountain and Desert Biology	(4)
BIOL 343	Human Anatomy	(4)

Chemistry:

CHEM 201	General Chemistry I	(5)
CHEM 202	General Chemistry II	(5)
CHEM 280	Topics in Modern Chemistry	(5)
CHEM 303	Energy Issues	(4)

Physics:

PHYS 201	General Physics I	(5)
PHYS 202	General Physics II	(5)
PHYS 230	Astronomy	(4)
NASC 201	General Geology	(4)

Social Science Emphasis:

A minimum of 12 semester hours from at least two of the following areas:

Behavioral Science:

ANTH 330	Cultural Anthropology	(4)
BHV 320	Ethnic Relations	(4)
PSY 327	Health Psychology	(3)
PSY 409	Multicultural Psychology	(3)
SOC 307	Sociology of the Family	(4)
SOC 324	Social Issues	(3)

History:

HIST 311, 312	Development of American Democracy I, II	(4,4)
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Programs — Educational Management and Professional Administrative Services Credential

HIST 333 Early Modern Europe	(4)	Administrative Services Credential program and meet University and CTC Administrative Internship Credential requirements prior to being recommended for the Internship Credential.
HIST 351 History of Latin America	(4)	
HIST 377 History of Africa	(4)	
<i>Political Science:</i>		
PLSC 351 International Relations	(4)	
PLSC 452 Comparative Government & Politics	(4)	
PLSC 301 American Government & Politics	(3-4)	
PLSC 320 Political Behavior	(4)	
PLSC 410 Congress and the Presidency	(4)	
PLSC 373 Modern Political Theory	(4)	

ORGANIZATIONAL LEADERSHIP DEPARTMENT

Chairperson: Barbara Poling

Educational Management — M.Ed.; Preliminary Administrative Services Credential

Program Chairperson: Barbara Poling

Regular Faculty: Robert Hansen. **Adjunct Faculty:** Juline Behrens,¹ William Brod, Jack Lazarre,¹ Richard Tauer¹

¹Off-campus faculty

The California Commission on Teacher Credentialing has approved this program for granting administrative credentials. Students who successfully complete the program requirements will obtain a Master of Education (M.Ed.) in Educational Management and the Preliminary Administrative Services Credential. This credential is the first level of a two-tiered credential enacted into law in 1982. The second level, the Professional Services Credential, is obtained with additional specialized course work and administrative experience.

Students have two options in the program:

1. To obtain both the M.Ed. and the Preliminary Administrative Services Credential (33 semester hours total), or
2. To obtain the Preliminary Administrative Services Credential only (24 semester hours total).

An Administrative Internship credential is available with permission of the program chair. The candidate must be fully matriculated in the Preliminary

Administrative Services Credential program and meet University and CTC Administrative Internship Credential requirements prior to being recommended for the Internship Credential.

Admission Requirements: In addition to University admission requirements, the following are required:

1. A minimum of two years of full-time experience in one or more of the following areas: teaching, pupil personnel services, health or librarian services. (Three years full-time experience is needed for credential application.)
2. Possession of a valid California credential in the areas listed above.
3. Verification of having taken the CBEST if working toward the credential.

Total Program: 33 semester hours

Core Courses: 6 semester hours

EDUC 501 Educational Assessment	(3)
EDUC 504 Methods of Research	(3)

Area of Concentration: 24 semester hours

EDMT 570 Curriculum, Instruction, and Assessment	(3)
EDMT 571 Human Resource Administration	(3)
EDMT 572 Educational Leadership	(3)
EDMT 573 Contemporary Issues in California Schools	(3)
EDMT 574 Field Experience	(3)
EDMT 576 Organizational Management and School/Community Collaboration	(3)
EDMT 577 Fiscal Resource Management and Policy Development	(3)
EDMT 578 School Law	(3)

Culminating Activity: 3 semester hours

EDUC 596 Graduate Seminar	(3)
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Professional Administrative Services Credential

Program Chairperson: Barbara Poling

Adjunct Faculty: Janeane Dimpel

The Professional Administrative Services Credential is the second level of the two-tiered credential requirements enacted into law in 1982. This credential may be taken in conjunction with the Ed.D. program in Organizational Leadership, or it may be pursued as a separate program. The

Programs — Professional Administrative Services Credential and Ed.D.

courses in the credential program relate directly to the five thematic principles established by the Credentialing Commission: organizational and cultural environment; dynamics of strategic issues management; ethical and reflective leadership; evaluation, analysis, and development of public policy; and management of information systems and human and fiscal resources. The California Commission on Teacher Credentialing has approved this program for granting the administrative credential.

Admission Requirements: In addition to the University requirements, the following are required:

1. A valid Preliminary Administrative Services Credential (Tier 1).
2. Employment in a full-time public or private school administrative position.

Total Program: 24 semester hours

Induction: 2 semester hours

EDMT 659 Organizational Induction (2)

Direct Instruction Courses: 12 semester hours

EDMT 660 Social and Political Dynamics (3)

EDMT 661 Development and Assessment of Curriculum Programs and Instructional Practices (3)

EDMT 662 Management of Human and Material Resources (3)

EDMT 663 Organizational Theory, Planning, and Management (3)

Field Experience: 8 semester hours minimum

EDMT 660F Field Experience in Social and Political Dynamics (2)

EDMT 661F Field Experience in Development & Assessment of Curriculum, Programs, & Instructional Practices (2)

EDMT 662F Field Experience in Management of Human & Material Resources (2)

EDMT 663F Field Experience in Organizational Theory, Planning & Management (2)

Assessment: 2 semester hours

EDMT 664 Professional Assessment (2)

Electives: A maximum of 8 semester hours of activities that have been approved by the California Commission on Teacher Credentialing may be substituted for field experiences.

Organizational Leadership — Ed.D.

Program Chairperson: Barbara Poling

Regular Faculty: William Bearley, Elaine Collins, Thomas Harvey, Larry Kemper, Larry Machi, Cheryl Magee, Patricia Novotney, Barbara Peterson, Barbara Poling, Carol Roberts.

Adjunct Faculty: Patricia Clark White, Don Hays, Keith Larick, Steve Morgan, Loretta Rahmani

This program is designed for the practicing administrator who wishes to pursue advanced study while continuing a professional career. Its primary focus is the application of management theory to the processes and practices of leadership and administration. The day-to-day and long-range problems facing administrators serve as case studies for individual and group activities. Theory is tested in the field by students, thereby validating both theoretical and practical competencies.

Prerequisites: Applicants must possess an earned master's degree or equivalent and have maintained a GPA of 3.0 or better in all work leading to the degree. They must also possess the following characteristics:

1. Academic capability to complete the requirements of doctoral studies.
2. Demonstrated ability as an educational manager or manager in their field of business.
3. Opportunity to apply theory on the job.
4. Potential of making significant contributions to the field of education as a practicing administrator or as a manager in a private or public organization.

Admission: Applicants will be evaluated by the departmental admissions committee using the following measures: undergraduate performance, graduate performance, performance on the GRE (Aptitude Section) or the Miller Analogies Test, and letters of recommendation. A personal interview with the departmental admissions committee may be required. The department seeks a profile of the total student and will balance all of these measures.

Total Program: 54 semester hours

The program requires a minimum time commitment of three years with at least nine semester hours each semester. In addition to participation in geographic clusters each semester, candidates

Programs — Ed.D. and Leadership and Management

meet in eight-day seminars each January and July at the central campus.

Management Theme Courses: 36 semester hours

Fall Semester 2003

EDMT 681	Communication Theory	(3)
EDMT 682	Conflict Management	(3)

Spring Semester 2004

EDMT 680	Organizational Theory	(3)
EDMT 683	Organizational Development	(3)

Fall Semester 2004

EDMT 675	Executive Leadership	(3)
EDMT 677	Decision Making	(3)

Spring Semester 2005

EDMT 678	Human Resource Development	(3)
EDMT 694	Resource Management	(3)

Fall Semester 2006

EDMT 674	Change	(3)
EDMT 679	Planning and Futures	(3)

Spring Semester 2007

EDMT 695	Innovation	(3)
EDMT 696	Evaluation	(3)

Research Courses: (18 semester hours)

<i>Fall Semester (every year)</i>		
EDMT 684	Applied Research Methods	(3)
EDMT 687	Introduction to Dissertation Research I	(3)

EDMT 698A	Dissertation in Organizational Leadership I	(3)
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<i>Spring Semester (every year)</i>		
EDMT 686	Inferential Statistics	(3)
EDMT 688	Introduction to Dissertation Research II	(3)
EDMT 698B	Dissertation in Organizational Leadership II	(3)

Leadership and Management — M.S.

Program Chairperson: Carol Sawyer

Regular Faculty: Tom Harvey, Paul Nelson, Carol Sawyer. **Adjunct Faculty:** Bennett Monyé

This program emphasizes the human dimensions of management. It is applicable where skills in change management, leadership, and group dynamics are demanded for professional effectiveness. The core classes develop an essential managerial knowledge base; students customize

the balance of the coursework with either a focused concentration of four electives or a more generalized program of study, selecting from 15 different electives. The capstone course, built upon three required research courses, results in the research, writing, and presentation of either a thesis or an applied research project. The MSLM program is a networked and mutually supportive community of learners. New students are required to participate in an orientation and are expected to develop mastery of Internet research. Applicants must interview with the program chairperson.

Total Program: 36 semester hours

Core Courses: 15 semester hours

MGMT 500	Management: Theory and Practice	(3)
MGMT 520	Leadership: Theory and Practice	(3)
MGMT 521	Ethics and Decision-Making	(3)
MGMT 522	Human Resource Management	(3)
MGMT 570	Career and Self Assessment	(1)
MGMT 571	Innovation in Organizations	(1)
MGMT 572	Information Technology	(1)

Research Sequence: 7 semester hours

MGMT 581	Research Seminar	(1)
MGMT 585	Organizational Research I (Methods)	(3)
MGMT 588	Organizational Research II (Statistics)	(3)

Electives or Concentrations: 12 semester hours

Four courses selected from the following and those included in the concentrations, or completion of one of the concentrations.

MGMT 590	Selected Topics in Leadership and Management	(3)
MGMT 598	Organizational Internship	(3)
MGMT 599	Graduate Independent Study	(3)

Human Resource Management Concentration:

MGMT 525	Management of Diversity	(3)
MGMT 526	Training and Development	(3)
MGMT 554	Negotiations and Collective Bargaining	(3)
MGMT 558	Resource Management in the Social Sector	(3)
MGMT 580	Principles of Effective Communication	(3)

Programs — Leadership/Management, Nonprofit Management, and Governance Leadership

Nonprofit Management Concentration:

MGMT 524	Strategic Planning and Resource Management	(3)
MGMT 556	Building Partnerships; Creating Coalitions	(3)
MGMT 557	Program Planning and Evaluation	(3)
MGMT 558	Resource Management in the Social Sector	(3)
MGMT 563	Strategic Marketing	(3)

MGMT 524	Strategic Planning and Resource Management	(3)
MGMT 525	Management of Diversity	(3)
MGMT 590	Selected Topics	(3)

Organizational Development Concentration:

MGMT 523	Organizational Theory and Development	(3)
MGMT 525	Management of Diversity	(3)
MGMT 556	Building Partnerships; Creating Coalitions	(3)
MGMT 569	Conflict Management and Organizational Change	(3)
MGMT 582	Managing Groups and Teams	(3)

Certificate in Nonprofit Management

This program emphasizes the human dimensions associated with leading and managing nonprofit organizations. All courses in this program can apply to the M.S. program, if so desired. The admissions requirements for the certificate are identical to those for the M.S. program.

Requirements: 18 semester hours

MGMT 500	Management: Theory and Practice	(3)
MGMT 520	Leadership: Theory and Practice	(3)
MGMT 556	Building Partnerships; Creating Coalitions	(3)
MGMT 557	Program Planning and Evaluation	(3)
MGMT 558	Resource Management in the Social Sector	(3)

One of the following:

MGMT 524	Strategic Planning and Resource Management	(3)
MGMT 563	Strategic Marketing	(3)

Strategic Management Concentration:

MGMT 524	Strategic Planning and Resource Management	(3)
MGMT 557	Program Planning and Evaluation	(3)
MGMT 563	Strategic Marketing	(3)
MGMT 569	Conflict Management and Organizational Change	(3)
MGMT 580	Principles of Effective Communication	(3)

Governance Leadership—M.A.

Program Chairperson: Carol Sawyer

Regular Faculty: William Bearley, Barbara Peterson, Barbara Poling, Carol Roberts, Carol Sawyer, Emanuel Scrofani. **Adjunct Faculty:** Loretta Rahmani

This program serves the needs of governance team members who develop and determine policy and provide leadership for public institutions. It focuses on strengthening the governance practices of elected officials in public education and government. The program provides a theoretical base in governance for practical application through field experience. The program was developed and is delivered in cooperation with the California School Boards Association.

Total Program: 34 semester hours

Core Courses: 9 semester hours

MAGL 500	Structure of Board Governance	(3)
MAGL 501	Principles and Practices of Governance	(3)

Culminating Activity: 2 semester hours

MGMT 594	Thesis, or
MGMT 596	Graduate Seminar

Certificate in Organizational Leadership

All courses in this program can apply to the M.S. program, if so desired. The admissions requirements for the certificate are identical to those for the M.S. program.

Requirements: 18 semester hours

MGMT 520	Leadership: Theory and Practice	(3)
MGMT 521	Ethics and Decision-Making	(3)
MGMT 569	Conflict Management and Organizational Change	(3)
MGMT 580	Principles of Effective Communication	(3)
MGMT 582	Managing Groups and Teams	(3)

One of the following:

MGMT 500	Management: Theory and Practice	(3)
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Programs — Governance Leadership

MAGL 555	Decision Making	(3)	MAGL 525	Field Experience in Intercultural Communication	(2)
Electives: 20 semester hours					
<i>Direct Instruction:</i> Four of the following taken concurrently with the related Field Experience:					
MAGL 505	Learning, Achievement, & Progress Toward Established Goals	(3)	MAGL 533	Field Experience in Policy Formation and Analysis	(2)
MAGL 525	Intercultural Communication	(3)	MAGL 554	Field Experience in Collective Bargaining in the Public Sector	(2)
MAGL 533	Policy Formation and Analysis	(3)	MAGL 560	Field Experience in Social and Political Dynamics	(2)
MAGL 554	Collective Bargaining in the Public Sector	(3)	MAGL 569	Field Experience in Conflict Management	(2)
MAGL 560	Social and Political Dynamics	(3)	MAGL 574	Field Experience in Creating Coalitions; Building Partnerships	(2)
MAGL 569	Conflict Management	(3)	MAGL 578	Field Experience in School Law	(2)
MAGL 574	Creating Coalitions; Building Partnerships	(3)	MAGL 580	Field Experience in Principles of Effective Communication	(2)
MAGL 578	School Law	(3)			
MAGL 580	Principles of Effective Communication	(3)	MAGL 585	Methods of Organizational Analysis	(3)
<i>Field Experience:</i>					
MAGL 505	Field Experience in Learning, Achievement, & Progress Toward Established Goals	(2)	MAGL 596	Graduate Governance Seminar	(2)



Dr. Ngoc Bui, Assistant Professor of Psychology.

Photo: Ami Babin

COURSES

GENERAL INFORMATION ON COURSES

Course Numbering System:

001	Precollege
002-099	Activity and survey courses — lower division
100-199	Elementary and survey courses — lower division
200-299	Intermediate courses and courses introductory to a discipline
300-399	Advanced level, upper-division courses applicable to bachelor's degree programs
400-499	Advanced level, upper-division courses applicable to bachelor's degree programs and introductory graduate-level courses
500-699	Graduate level courses applicable to advanced degree programs and credential programs
700-799	In-service courses, graduate level, not to be used for degree credit

ULV courses can be designated by three digits or by three digits and a letter. The common letters used in course designations are A,B,C,D with sequences, F with field work, G with selected graduate courses, L with laboratories, P with practicums, S with seminars, and W with workshops. Other letters have been used as needed to provide course numbers and do not have significance in defining the courses. Most 700-level courses are described in program brochures and are not found in this catalog.

Course Value. The semester hour value of each course is listed in parenthesis after the course title. The standard value for undergraduate courses is 4 semester hours; for general education and for graduate courses, 3 semester hours. Certain undergraduate courses are offered for 3 semester hours at selected sites and for 4 semester hours at others. These courses cover the same material, demand the same prerequisites, and fulfill the same requirements as the courses with the same titles offered for 4 or 5 semester hours of credit. The value for such courses is listed as (3*-4) or (3*-5), but they can be taken for 3 hours only at locations where they are scheduled for 3 hours. Everywhere else they must be taken for the higher value.

Course Department Notation. Some courses are cross-listed in two or more academic departments. Students should confer with their advisors regarding the department in which they should register.

Course Location. Most courses are available on and off campus. Where a course is offered only at one location, the location is listed followed by "only." Hence, "Athens only" in a course listing means the course is only offered at the Athens Residence Center. "ECBCS only" means that the course is only offered at the Ecumenical Center for Black Church Studies. Courses that are offered only at off-campus sites are marked with an asterisk (*).

Course Frequency. Some courses are offered every semester at most locations; most are offered less frequently. Consult program and site directors for specific schedules. Courses that are only offered by directed study are listed as "Directed study only."

Courses — General Education Symbols and California Articulation Numbers

General Education. Courses that may be used to fulfill general education requirements are marked as follows:

Requirement	Symbol
College Writing A	GEWE1
College Writing B	GEWE2
Fine Arts — History and Appreciation	GEFAa
Fine Arts — Studio and Performance	GEFAb
Foreign Language	CORE2a
Humanities — Literature	GEHa
Humanities — Philosophy/Religion	GEHb
Humanities — Mass Media	GEHc
Humanities — Interdisciplinary	GEHd
Life Science (non-laboratory)	GELS
Life Science with laboratory	GELS-L
Science laboratory component	GEL
Mathematics	GEM
Physical Education—Activity	GEPE
Physical Education—Fitness	GEPE1
Physical Science (non-laboratory)	GEPS
Physical Science with laboratory	GEPS-L
Social Sciences — Behavioral Sciences	GESSa
Social Sciences — History/Political Sci.	GESSb
Social Sciences — Economics	GESSc
Social Sciences — Interdisciplinary	GESSd
Speech/Oral Communication	GESE
World Civilizations and Cultures	CORE2b

Course Challenges. The majority of courses are challengeable. Those that are not are marked NCh.

California Articulation Numbers. The California Articulation Number (CAN) System provides a cross-reference “CAN number” for certain lower-division introductory courses commonly taught at California colleges and universities. Most CAN courses will be accepted in transfer by ULV. The CAN courses listed below will fulfill the ULV general education requirements noted with them provided that the CAN courses carry at least three quarter hours or two semester hours of credit. Certain CAN courses may be used to fulfill specific requirements in ULV majors with the approval of the major department. Potential transfer students to ULV should consult the catalog of the college

they are currently attending to determine the CAN numbers of their courses.

Anthropology

CAN ANTH 2 and CAN ANTH 4: **GESSa.**

Art

CAN ART 1-5: **GEFAa.**

CAN ART 6, CAN ART 8, CAN ART 10, CAN ART 12, CAN ART 14, CAN ART 16, CAN ART 18, and CAN ART 20: **GEFAb.**

Biology

CAN BIOL 2, CAN BIOL 4, CAN BIOL 6: **GELS-L.**

Chemistry

CAN CHEM 1-9: **GEPS-L.**

Economics

CAN ECON 2 and CAN ECON 4. **GESSc.**

English

CAN ENGL 1 and CAN ENGL 2: **GEWE1.**

CAN ENGL 3, CAN ENGL 4, and CAN ENGL 5: **GEWE2.**

CAN ENGL 6: **GEFAb.**

CAN ENGL 7-11, CAN ENGL 13-18, CAN ENGL 20, and CAN ENGL 22: **GEHa.**

Geology

CAN GEOL 2: **GEPS-L.**

History

CAN HIST 1-5, CAN HIST 7-11: **GESSb.**

Humanities

CAN HUM 1-5: **GEHd.**

Mathematics

CAN MATH 10, CAN MATH 16-23, and CAN MATH 29-33: **GEM.**

Philosophy

CAN PHIL 2, CAN PHIL 4, and CAN PHIL 6-11: **GEHb.**

Physics

CAN PHYS 1-5 and CAN PHYS 7-15: **GEPS-L.**

Psychology

CAN PSY 1-5: **GESSa.**

Political Science

CAN GOVT 2: **GESSb.**

Sociology

CAN SOC 2 and CAN SOC 4: **GESSa.**

Speech Communications

CAN SPCH 2, CAN SPCH 4, and CAN SPCH 6: **GESE.**

Courses — Descriptions: Common Courses and Anthropology (ANTH)

Theatre Arts

CAN DRAM 2 and CAN DRAM 4: **GEFAa.**
CAN DRAM 6, CAN DRAM 8, and
CAN DRAM 16: **GEFAb.**

COURSE DESCRIPTIONS

The course descriptions listed are supplemented by a file of course syllabi in the Office of the Associate Vice President for Academic Affairs. Cross-listed courses are listed in every department in which they are cross-listed but only described in one department. All cross-listings are noted by the word "Also" followed by the cross-listed course number.

COURSES COMMON TO MANY DEPARTMENTS

The following course numbers are available in most departments. The common descriptions are listed here:

199, 299, 399, 599, 699 Independent Study (1-4). Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan as directed in the Independent Study Manual is required. Offered in every department at appropriate levels.

499 Senior Seminar/Project/Thesis/Exam /Recital (1-4). Culminating activity required by majors in all departments. Papers/theses/projects researched, prepared, and written under the guidance of a faculty member. Comprehensive exams or recitals required in some departments. Academically, students must be in Good Standing to enroll in 499. **NCh.**

Anthropology (ANTH)

250 Issues in Anthropology (3-4*). Explores human biological and cultural diversity through a variety of anthropological perspectives and issues. **GESSa.**

330 Cultural Anthropology (3*-4). Examines traditional and industrialized cultures, focusing on ethnographic methodology and cross-cultural analysis. Emphasizes conceptualization and adaptation through social, economic, political, and religious systems. Prereq.: ENG 111. **CORE2b.** **GESSa.**

331 Culture and Personality (3*-4). Examines cross-cultural in sociocultural context. Prereq.: ENG 111. **GESSc.**

340 Language and Culture (3*-4). Explores the relationship between language and culture in cross-cultural context, including comparative and historical linguistics, ethnolinguistics, and sociolinguistics. Prereq.: ENG 111. **GESScd.**

350 Human Adaptation (3*-4). Studies human evolution and human population biology. Covers human acclimatization and environmental adaptation through genetic, anatomical, and physiological change and through the interaction of culture and biology. Coreq.: ANTH 350L. **GESScd.**

350L Human Adaptation Lab (1). Coreq.: ANTH 350.

360 Anthropological Archeology (4). Studies archeological methods and theoretical approaches to understanding human societies through analysis of material remains. Includes ethnoarcheology, experimental archeology, and an overview of archeological evidence for cultural evolution. Coreq.: ANTH 360L. **CORE2b.**

360L Anthropological Archeology Lab (1). Coreq.: ANTH 360.

363 Archeology and the Bible (4). See REL 311. **GEHb.**

365 Archeology Practicum (3). Provides hands-on training in archeological methods. Covers techniques and applications of survey, excavation, and laboratory work. May be taken twice for credit. **NCh.**

Courses — Anthropology (ANTH) and Art (ART)

366 Archeology in Roman Palestine (4). See REL 339. GEHb. GESSa.

400 Anthropological Theory (4). Covers major theoretical models, including neo-evolutionism, functionalism, psychological anthropology, cultural materialism, cultural ecology, ethnoscience, cognitive models, and evolutionary psychology. Prereq.: ENG 111; ANTH 250 or ANTH 330.

409 Selected Topics in Anthropology (1-4). May be repeated once with a different topic.

Art (ART)

100 Art Experience (3-4*). Provides students with an aesthetic orientation toward the arts. GEFab. NCh.

120 2-D Design (3-4*). Introduces basic design structure, concepts, and process. Explores origins and applications of two-dimensional design. GEFab. NCh.

121 3-D Design (3-4*). Covers basic elements of 3-dimensional design in the studio. GEFab. NCh.

130 Ceramics (3-4*). Beginning and advanced exploratory work in glaze, decoration, and forms. Emphasizes development of student's creativity. GEFab. NCh.

140 Drawing Techniques and Materials (3 or 4*). Various approaches to drawing, utilizing traditional and contemporary artist's materials and subject matter. GEFab. NCh.

207 History of the Visual and Performing Arts (3). See HUM 207. Also MUS/THAR 207.

210 Art History Foundation: Ancient through Early Renaissance (3-4*). Surveys art history from antiquity through the early Renaissance. Covers major monuments and basic tools of visual analysis.

211 Art History Foundation: Renaissance through Contemporary (3-4*). Surveys art history from the Renaissance through today. Covers major monuments and basic tools of visual analysis.

221 Introduction to Stage Design and Craft (4). See THAR 233. Also TV 233. GEFab. NCh.

225 Mixed Media (4).* Explores possibilities of art using "mixed media" from a variety of sources. Athens only. GEFab. NCh.

250 Sculpture I (3-4). Introduces the materials and techniques of sculpture. Explores spatial and aesthetic issues as well as technical possibilities. Lab required. Coreq.: ART 250L. GEFab. NCh.

260 Painting (4). Explores painting methods in a variety of media which may include acrylic, gouache, and oil. May be taken twice for credit. Athens only. Prereq.: ART 140 or ART 100. Lab required. Coreq.: ART 260L. GEFab. NCh.

300 Writing for the Visual Arts (3). Emphasizes the development of writing skills applied to art analysis, art criticism, and art education for art majors. Prereq.: ENG 111. Also ENG 300, JOUR 310. GEFAa.

311 Computer Drawing (3). See PHOT 311. Prereq.: ART 140 and instructor's approval. NCh.

314 Greek Architecture (4).* Architecture of Greece from Minoan times to present. Athens only. GEFAa.

317 Latin American Art (4). Explores issues in Latin American art from antiquity to the most contemporary work. Also SPAN317. GEFAa.

318 Art and Myth(4).* Studies ancient to modern art works to explore origins of world view, ideas, patterns of behavior, belief, and visualization. Athens only. GEFAa.

320 Graphic Production Processes and Design for Publications (4). See JOUR 317.

322 Commercial Art Techniques (4). Studies elements of layout, design, and a variety of commercial art illustration techniques.

326 Introduction to Advertising Design (4). Examines basic principles of graphic design. Emphasizes acquiring skills, knowledge, and creative development of design solutions. Also JOUR 326. GEFab.

340 Life Drawing I (3*-4). Human figure as subject. Emphasizes structural anatomy. May be taken twice for credit. Prereq.: ART 140. GEFab. NCh.

343 Life Drawing II (4). Continuation of 340. Prereq.: ART 340. GEFab. NCh.

350 Sculpture II (4). Continuation of 250. Lab required. Coreq.: ART 350L GEFab.

Courses — Art (ART) and Behavioral Science (BHV)

355 Web Design with HTML (3). See PHOT 355. **NCh.**

360 Watercolor Painting (4). Techniques and materials of watercolor painting applied to still life, landscapes, abstraction. ART 360L **GEFAb.** **NCh.**

370 Painting II (4). Advanced painting. Emphasizes painting as a contemporary art form. Lab required. May be taken twice for credit. Coreq.: ART 370L. **GEFAb.** **NCh.**

371 Culture and the Arts (4).* Studies problems concerning nature of art, aesthetic experience, and function of the artist. Also PHIL 332. **GEHb.** **GEFAa.**

374 Modern Paris: Image, Text, and Reality (1-4). Explores modern Paris and its representations in French art and literature of the 19th and 20th Centuries. Visits medieval sites. Includes readings to reveal romantic and surrealist Paris. Also FREN 374. **GEHd.** **NCh.**

378 Jesus in Art and Film (4). See REL 378. **GEHb.** **GEFAa.**

390 Art History Selected Topics (4). Provides in-depth art-historical investigation beyond the survey level. Topics cover specific periods, specific media, or aesthetic categories. **GEFAa.**

410 History of Byzantine Art (4).* Studies art and architecture of the Byzantine Empire. Visits to local churches and museums. Athens only. **GEFAa.**

460 Oil Painting (3*-4). Techniques and materials of oil painting applied to still life, landscapes, and abstraction. **GEFAb.** **NCh.**

472 Art for the Elementary Teacher (3-4)*. See EDUC 432.

Behavioral Science (BHV)

305 Statistics (3*-4). Introduces basic concepts and applications of descriptive and inferential statistics. Also PSY 305. **GEM** for SCE students only.

309 Contemporary Hellenic Society (3-4).* See SOC 309. Athens only. **CORE2b** for non-Greek students only. **NCh.**

311 Sexuality and Gender Issues (3*-4). Explores human sexuality and gender issues from the perspective of biology, psychology, sociology, and anthropology. Includes cross-cultural comparisons.

313 Women's Experience in America (4). Examines the experience of women in US society from the perspectives of Anthropology, Psychology, and Sociology. **NCh.**

320 Ethnic Relations (3*-4). Provides historical, theoretical, and empirical bases for understanding diversity in society. Addresses cultural, racial, ethnic, and subcultural divisions, and explores cognition, emotion, and identity issues. Focuses on U.S. minority groups. **GESSa.**

325 African-American Experience (4). Examines African-American experience in US society, including heritage, history, culture, and political movements.

326 Latino Experience (3*-4). Examines Latino experience in US society, including heritage, history, culture, and political movements of a variety of Latino groups.

327 Asian-American Experience (4). Examines Asian-American experience in US society, including heritage, history, culture, and political movements of a variety of Asian-American groups.

328 Native American Experience (4). Examines the Native American experience in US society, including history, culture, and political movements. **NCh.**

345 Theatre as Political and Cultural Expression (4). Surveys major theoretical orientations in social problems of Latin America. Includes writing and producing a play. Also THAR 345. **NCh.**

350 Aging, Death, and Dying (4). Examines human aging, death, and dying from perspective of current sociological, psychological, and cross-cultural concepts.

390 Research Methods (3*- 4). Methodology and research design in the behavioral sciences, including qualitative and quantitative methods. Prereq.: BHV 305 strongly recommended. Also PSY 390.

390L Computer-Statistical Applications for the Behavioral Sciences (1). Same as 395.

Courses — Behavioral Science (BHV) and Biology (BIOL)

395 Computer Data Analysis (1-2). Teaches basics of computer programs in the Statistical Package for Social Science (SPSS). Emphasizes descriptive and inferential statistics in analyzing behavioral science data. Prereq.: BHV 305. Also PSY 395.

400 Theory and Research in Ethnic Studies (4). Analyzes interpersonal, social, structural, and process models from psychology, sociology, anthropology, and ethnic studies for their usefulness in understanding particular ethnic experiences and US multicultural society as a whole. Prereqs.: BHV 320 and 325 or 326 or 327.

409 Selected Topics in Behavioral Science (1-4). Special topics from the behavioral sciences. May be repeated with different topics.

481 Management of Anger and Conflict (3). Dynamics of stress and anger in human interactions. Emphasizes understanding of these dynamics and acquisition of specific skills to transform angry encounters into problem-solving approaches to human interactions.

482 Family Violence and Abuse (3-4*). Establishes a historical context for domestic violence. Examines spouse battering, child abuse, incest, and other forms of physical violence and psychological assault.

497 Internship (1-4). Applies behavioral science theoretical principles and methods under supervision of working professionals. For majors in the behavioral sciences. Prereq.: Junior or senior standing and instructor approval. Also PSY 497. NCh.

499 Senior Seminar/Project (3*-4). Prereqs.: BHV 305, 390. Prereq. or Coreq.: BHV 395 (395 may be waived in off-campus programs).

499A-B Senior Seminar/Project (2,2). Same as 499.

Biology (BIOL)

101 Life Science: The Human Environment (3). Examines the world from the perspective of science. Includes data from biology and environmental studies. **GELS.**

101L Life Science: The Human Environment Lab (1). Coreq.: BIOL 101. **GEL.**

110 Health Science (3)*. Provides basic knowledge for healthful living: general health values for mental and emotional health, nutrition, substance abuse, disease, physical fitness, and other positive health aspects. EPIC only.

201 General Biology I (3 or 5).* Environmental and behavioral biology, classification and evolutionary adaptations of plants and animals. Includes lab and field work. Required of Biology Majors, premedical, predental, and prenursing students. Lab included. **GELS-L.**

202 General Biology II (3 or 5).* Cellular and molecular biology, physiology, and genetics. Includes lab and field work. Required of Biology Majors, premedical, predental, and prenursing students. **GELS.**

203 Principles of Biology (4). Covers biological concepts. Emphasizes fundamental principles and processes and the interplay of structures and processes at the molecular, cellular, genetic, and evolutionary levels. Lab included. **GELS-L.**

204 Plant Science (4). Introduces plant biology. Focuses on diversity, growth, development, evolution, ecology, structure and function, and phylogenetic relationships. Lab included. Prereq.: BIOL 203. **GELS-L.**

205 Animal Science (4). Introduces animal biology. Focuses on diversity, growth, development, behavior, ecology, evolution, structure and function, and phylogenetic relationships. Lab included. Prereq.: BIOL 203. **GELS-L.**

220 Natural History of California (3*-4). Emphasizes geological and geographical characteristics, and adaptive strategies of plants and animals for survival in their respective habitats. Lab included. **GELS-L.**

302 Microbiology (4). General study of microorganisms with attention to practical importance of bacteria, yeasts, and molds and the laboratory methods involved in handling, isolating, and identifying unknowns. Lab included. Prereq.: a semester of college biology.

310 Cell Biology (3). Structure and function of cellular organelles, cellular metabolism, gene expression, and regulation. Historical and experimental emphasis. Prereqs.: BIOL 203, 204, 205.

Courses — Biology (BIOL)

311 Genetics (3). Plant and animal meiosis, mitosis, and fertilization, and their relation to the principles of heredity and mutation. Prereqs.: BIOL 203, 204.

312 Environmental Biology (4). The balance of forces which operates to maintain stability within the ecosphere. Methods of preserving natural resources through education, research, and public action. Lab included. Prereq.: a year of college biology.

313 Developmental Biology (4). Embryonic development in various organisms. Mechanisms underlying fertilization, differentiation, induction, and teratogenesis. Lab included. Prereq.: a year of college biology.

314 Biochemistry (5). See CHEM 314.

315 Advanced Biochemistry (4). See CHEM 315.

316 Molecular Biotechnology (4). Introduces modern biotechnological techniques. Includes gene cloning and sequencing, restriction analysis, PCR, Southern analysis, and genetic manipulation of DNA. Lab included. Prereqs.: BIOL 203, 204, 205; CHEM 201, 202; junior standing.

322 Aquatic Biology (4). Ecological study of fresh-water, estuarine, and marine systems. Effects of thermal, chemical, and radioactive pollutants in aquatic ecosystems. Lab included. Prereq.: a semester of college biology.

325 Field Biology (2). Types, behavior patterns, population dynamics, and ecological interactions of selected organisms in lab and in field. Lab included.

326 Natural History of Baja California (4). Ecological study of intertidal and inshore organisms. Field study in deserts and along the Pacific and Gulf Coasts of Baja California and Mexico. Lab included. Prereqs.: a semester of college biology and instructor's approval. NCh.

327 Mountain and Desert Biology (4). Comparative survey of flora, fauna, and geography of mountain and desert biomes. Dynamics of community organizations, and effect of man and his responsibility to these changing environments. Lab and field trips. included. Prereq.: a semester of college biology or instructor's approval.

328 Environmental Management (4). Covers environmental laws and regulations, natural resource conservation and utilization, pollution prevention, environmental health, urban and land-use planning. Prereqs.: BIOL 203, 204, 205, 312.

333 Animal Physiology (4). Study of animal organ and tissue functions. Prereq.: a year of college biology. Lab included.

334 Ornithology (Birds) (4). Systematic, distributional, behavioral, and ecological study of shore, fall migratory, and canyon birds of Southern California. Lab included. Prereqs.: a semester of college biology and instructor's approval. GELS-L.

335 Entomology (4). Studies local arthropods, insect collecting, mounting techniques, identification, physiology, and control. Creation of personal collection required. Lab and field work included. Prereq.: a semester of college biology.

336 Invertebrate Zoology and Parasitology (4). Examines taxonomy, morphology, and natural history of invertebrates (excluding insects) and host-parasite relationships, including parasitic diseases. Includes lab and field work. Prereq.: a semester of college biology.

342 Anatomy and Physiology (3)*. Human anatomy and elementary physiology for non-science majors. Prereq.: a semester of college biology. EPIC only.

343 Human Anatomy (4). Integrated study of the gross and microscopic anatomy of the human body. Lab included. Prereq.: a semester of college biology.

344 Human Physiology (4). Studies human body function. Emphasizes homeostasis. Lab included. Prereq.: a semester of college biology. BIOL 343 recommended.

345 Immunology (2). Emphasizes experimental foundations influencing immunology. Covers antigen-antibody interactions, immunity mechanisms, cellular and transplant immunology, molecular biology, and antibody diversity. Prereq.: a year of college biology.

Courses — Biology (BIOL) and Chemistry (CHEM)

346 Molecular Basis of Disease (4). Examines mechanisms of genetic, bacterial, viral, and prion diseases, and individual diseases such as cystic fibrosis, AIDS, Scrapie, and cholera. Prereqs.: BIOL 203, 205; CHEM 201, 202.

361 Plant Physiology (4). Principles of plant physiology, as applied to photosynthesis, mineral absorption and utilization, water relations, translocation, respiration, metabolism, and the role of plant hormones in control of growth and development. Lab included. Prereqs.: BIOL 203, 204; a semester of college chemistry.

372 Investigating Biofeedback Systems (4). Basic human biofeedback systems. Theoretical and practical applications of biofeedback. CRD/NCR for non-BIOL majors.

374 Science and Society (3*-4). Examines some of the challenges that recent developments in science and technology pose to society. GELS. NCh.

376 Human and Environmental Toxicology (4). Covers principles and mechanisms of toxicology. Emphasizes agents likely to be encountered in industry and the environment. Includes pathology, toxicity determination, dose response, hazard and risk assessment, and transfer and transformation of toxins in the environment. Prereqs.: a semester of college biology and a semester of college chemistry. Organic chemistry recommended.

377 Biotechnology, Society, and the Environment (4).* Introduces basic concepts of genetic engineering and studies the implications of biotechnology in agriculture, medicine, industry, and the environment. Athens only.

378 Evolution (2). Examines the historical, philosophical, and conceptual bases of evolutionary principles and processes. Prereqs.: BIOL 203, 204, 205, 311.

379 Research Methods and Biostatistics (2). Introduces research methods. Includes hypothesis development, experimental design, data analysis, presentation, and the use, interpretation, and presentation of descriptive and inferential statistics. Includes Science Seminar. Prereqs.: BIOL 203, 204, 205.

390 Natural History of the Tropics (4). Studies natural history of a tropical habitat. Also includes flora, fauna, geology, and history. Lab and field course. NCh.

441 Nutrition (2). Family and institutional food planning and health programs. Emphasizes nutritional needs, holistic health, and diet. Also EDUC 422. NCh.

443 Histology (4). Function and microscopic structure of tissues. Emphasizes four basic tissue types, their embryonic development, and their physiology within organ systems. Lab included. Prereq.: a year of college biology.

461 Systematics of Local Flora (4). Principles underlying biological nomenclature and taxonomy with emphasis on field and lab identification of local vascular plants. Lab included. Prereq.: a year of college biology.

490 Selected Topics in Biology (4). Studies in areas not addressed in other courses. May be taken 5 times. Prereq.: BIOL 203 or equivalent.

Chemistry (CHEM)

103 Introduction to Chemistry (3). For students with limited background in chemistry to prepare them to continue study in chemistry and science. GEPS.

103L Introduction to Chemistry Lab (1). CRD/NCR only. GEL.

201 General Chemistry I (5). Beginning course for science and prehealth science students. Chemical calculations, atomic and molecular structure, chemical and physical properties, and chemical bonding theories. Lab involves quantitative chemical relationships. Prereq.: High school chemistry or instructor's approval. GEPS-L.

202 General Chemistry II (5). Continuation of 201. Thermochemistry, chemical equilibrium and kinetics, acid-base properties, electrochemistry, etc. Lab involves qualitative chemical analysis. Prereq.: CHEM 201 or instructor's approval. GEPS-L.

Courses — Chemistry (CHEM)

230 Analytical Chemistry I (4). Introduces analytical chemistry by means of gravimetric, volumetric, and instrumental analyses. Lab techniques of analysis and chemical calculations. Prereqs.: CHEM 201, 202.

280 Topics in Modern Chemistry (3-4*). Selected topics of current interest in chemistry and biochemistry. Emphasizes problems of social significance, such as antibiotics, pesticides, drugs, food additives, and pollution. **GEPS.**

303 Energy Issues (3-4*). See NASC 303. Also PHYS 303. **GEPS.**

311 Organic Chemistry I (5). Synthesis, structure, reactivity, reaction mechanisms, and organic spectroscopy. Lab includes synthesis and organic analysis, using separations. IR, NMR Spectra. Prereq.: CHEM 201 and 202 or instructor's approval.

312 Organic Chemistry II (5). Continuation of 311. Includes introductory molecular orbital calculations and Woodward Hoffmann rules.

314 Biochemistry (5). Introduces cellular metabolism and gene expression. Includes biological macromolecules, enzymes, glycolysis, Kreb's cycle, oxidative phosphorylation, photosynthesis, DNA replication, transcription, and translation. Lab included. Prereqs.: BIOL 203; CHEM 201, 202. Also BIOL 314.

315 Advanced Biochemistry (4). Focuses on the chemistry, thermodynamics, reaction mechanisms, and regulation of metabolic pathways, including glycolysis, respiration, photosynthesis, and metabolism of glucose, fatty acids, amino acids, nucleotides, and hemes. Individual research projects required. Prereq.: CHEM 314. Also BIOL 315.

395 World Industrial Chemistry (4). Covers worldwide aspects of the chemical industry. Focuses on comparative studies, including economic, technological, and environmental considerations. Includes field trips. **GEPS-L.**

400 Fundamentals of Electronics, Optics, and Computers (4). Reviews basic electronics, optics, and computer fundamentals associated with chemical instrumentation. Certificate Program.

401 Introduction to Scientific Principles of Chemical Engineering (4). Introduces basic material and energy balances, heat and mass transfer, applied thermodynamics and kinetics, and similar subjects which bridge pure and applied science. Certificate Program.

402 Environmental Chemistry and Technology (4). Reviews principles of environmental chemistry and technology including environmental analysis (EPA and other methods). Certificate Program.

403 Solar Photochemical and Thermal Processes (4). Covers theoretical aspects of photochemical and photophysical systems and their industrial application especially using solar radiation. Discusses chemical methods of converting solar energy. Certificate Program.

404 Instrumental Analysis I (4). Covers theory and use of separation analysis methods. Trains students to use these instruments. Includes GC, GC-MS-DS, HPLC, GPC. Certificate Program.

405 Instrumental Analysis II (4). Covers theory and use of spectroscopic analysis methods. Trains students to use spectrometers. Includes NMR, and CW and FT systems. Certificate Program.

406 Selected Topics in Energy Technology (4). Covers selected topics in conventional and innovative energy technology. Certificate Program.

407 Selected Topics in Environmental Technology (4). Covers selected topics in environmental assessment and management. Certificate Program.

411 Physical Chemistry I (4). Laws of thermodynamics as applied to physicochemical systems. Introduces statistical mechanics. Chemical dynamics including molecular kinetic theory and chemical kinetics. Prereqs.: CHEM 201, 202; PHYS 201, 202; MATH 201, 202.

412 Physical Chemistry II (4). Introduces quantum mechanics, symmetry, group theory, atomic and molecular structure, and chemical bonding. Prereq.: CHEM 411.

Courses — Chinese (CHN), Comparative Literature (CMPL), and Computer Engineering (CMPN)

420 Environmental Chemistry (4). Deals with the theory and technology of the environmental chemistry of air, soil, and water. Covers water and waste water treatment and specific technologies for assessing and dealing with heavy metals, organics, and radioactive pollutants. Includes Lab in standard EPA and other methods using GC, GC-MS, HPLC, and societal impact of pollution. Prereq.: CHEM 201, 202.

430 Instrumental Methods of Analysis (4). Surveys modern instrumental methods of analysis. Analytical and spectroscopy labs. Prereqs.: CHEM 202, 230, 311.

440 Inorganic Chemistry (4). Chemistry of the elements and their compounds. Relation of structure and bonding to chemical reactivity. Prereqs.: CHEM 201, 202.

450 Advanced Organic Chemistry (4). Selected topics, such as physical organic, reaction mechanisms, and stereochemistry. Prereqs.: CHEM 311, 312.

Chinese (CHN)

100 Elementary Chinese I (4). Develops basic skills in listening, speaking, reading, and writing Mandarin Chinese. **CORE2a. NCh.**

101 Elementary Chinese II (4) Continuation of CHIN 100. **CORE2a. NCh.**

Comparative Literature (CMPL)

390 Critical Theory: Approaches to Literature (4). Applies various critical approaches to selected literature, including original works in English and in translation. Prereq.: ENG 111. **NCh.**

498 Senior Seminar—Comparative Literature (4). A culminating experience focusing on a literary period, movement, genre, or theme in the literatures of at least two languages. Prereq.: ENG 111 and senior standing. **NCh.**

Computer Engineering (CMPN)

150 Principles of Electronics and Computer Engineering (4). Introduction to electronics and computers for engineering majors. Active and passive electronic devices. Analog and digital electronic circuit principles. Magnetism. Electrical machines. Electromechanical devices. Lab included. Coreqs.: MATH 201; PHYS 201. **NCh.**

202 Electronic Devices and Circuits (4). Bipolar and field effect transistor theory. Audio and RF circuit design and analysis. Bias stabilization techniques. Operational amplifiers. Lab included. Prereq.: MATH 201; CMPN 150. **NCh.**

220 Digital Logic Systems (4). Combinational system design using MSI, LSI, TTL, and CMOS integrated circuits. Sequential circuit design. Sequencers; RAM units. Arithmetic logic units and register transfer operations. Lab included. Prereq.: CMPS 110. **NCh.**

280 Computer Organization (4). Registers and arithmetic logic units. Control unit. Memory unit. I/O systems. Instruction set fundamentals and addressing modes. Lab included. Prereq.: CMPN 220. **NCh.**

303 Integrated Electronics (4). Monolithic diodes, FETs, and transistors. Current mirrors. Voltage reference sources and their integration. Differential amplifiers. Class A, B, and AB output stages. Saturated state switching. TTL, ECL, and CMOS switching. A/D and D/A converters. Lab included. Prereq.: MATH 201; CMPN 202. **NCh.**

330 Microprocessor Systems (4). Studies of 16-bit microprocessors. Architecture, addressing modes, assembly language programming, input and output. Simple analog and digital interfaces. Hardware and software debugging aids. Lab included. Prereq.: CMPS 301. **NCh.**

450 Peripherals and Communication Protocols (4). Computer peripherals: VDU, keyboard, mouse, joystick, workstations, etc. Bus protocols: VME, multibus, Q-bus, S-100, etc. Peripherals and bus interfacing. Networking. Transmission lines under pulse excitation. Lab included. Prereqs.: CMPN 280, 330. **NCh.**

Courses — Computer Engineering (CMPN) and Computer Science (CMPS)

480 Advanced Computer Architecture (4).

System design with bit slice processors. Trends in microprogramming. High speed arithmetic processors. Pipelined and multiprocessor systems. Performance evaluation techniques. Lab included. Prereq.: CMPS 301. **NCh.**

Computer Science (CMPS)

100 Introduction to Personal Computing (3*).

4). Emphasizes practical knowledge of computers for everyday use. Includes terminology, programming commands, peripherals, word processing, database programs, and accounting software. Lab included.

110 Introduction to Computer Science and Engineering (4). Basic functional units and components of a computer system. Software engineering and application programming through problem analysis, design, documentation, implementation, and evaluation. Lab included. **NCh.**

279 Java for E-Commerce (4). Covers the principles of object-oriented programming language using Java. Includes classes, methods, graphical user interface (GUI), multimedia and Java database connectivity (JDBC). Lab included. Prereqs.: CMPS 100, 110. **NCh.**

301 Programming Concepts (4). Introduces programming using C++. Emphasizes problem solving and structured programming. Elementary input/output; arrays; strings; functions, and pointers. Lab included. Also MATH 301.

318 Publishing on the Web I (4). See ECBU 318. **NCh.**

362 Numerical Algorithms (4). Solution of linear and polynomial equations. Solution of ordinary and partial differential equations. Iterative methods, interpolation, and approximation. Lab included. Prereqs.: CMPS 301; MATH 202. Also MATH 362. **NCh.**

367 Object Oriented Language C++ (4). Object-oriented programming. Reviews basic C++ concepts, operators, functions overloading, classes and class inheritance, virtual functions, and file structures. Lab included. Prereq.: CMPS 301. Also MATH 367. **NCh.**

368 Principles of Computer Networks (4).

Analyzes the mode of operation and the various interface standards and protocols associated with data networks. Reviews ISO/OSI standards, packet and circuit switched data networks, ISDN, local and wide area networks. Lab included. **NCh.**

368B MCSE Principles of Networks (2).

Covers topics involved with certification as a Microsoft Certified System Engineer (MCSE), including networking technologies, Windows NT 4.0, TCP/IP, Microsoft Windows 2000 server, network, director, security, and upgrading. **NCh.**

368C CCNA Cisco Certified Network Associate Course (2). Covers concepts, commands, and practice required to configure Cisco switches and routers in multi-protocol networks.

369 Local Area Networks (4). Covers LAN, server, client/server, and wireless technology; standardization; operating systems; commercial LAN products; inter-networking devices and protocols; metropolitan area networks; vendor specific solutions; LAN administration. Lab included. Prereq.: CMPS 368. **NCh.**

369B MCSE Local Area Networks (4).

Prepares students for MCSE exams. **NCh.**

370 Seminar (1). Discussion of new and innovative topics in computer science, computer engineering, and information systems. **NCh.**

371 Assembly Language (4). Covers structure and principles of assembler operation; macro programming and use of assembly language in high level languages. Prereq.: CMPS 266; CMPS 280. **NCh.**

375 Systems Analysis and Design (4). Examines the information systems life cycle in relation to systems analysis. Presents current tools and techniques of systems analysis in data flow diagrams, data dictionaries, transform descriptions, data bases descriptions, prototyping, etc. Lab included. Prereq.: CMPS 410. **NCh.**

376 Small Talk (4). Introduces object oriented software development using Small Talk language. Covers class, encapsulation, inheritance, polymorphism, concepts of collections, and GUI design. Lab included. Prereq.: CMPS 367. **NCh.**

Courses — Computer Science (CMPS)

377 Visual BASIC (4). Covers basic concepts of object oriented programming languages, problem solving, programming logic, data files, arrays, and design techniques of an event-driven language. Lab included. Prereq.: CMPS 301. **NCh.**

379 Java (4). Covers basic concepts of object oriented programming; Java and OOP classes, packages, and inheritance; and requirements for building a fully functional Java program. Lab included. Prereq.: CMPS 367. **NCh.**

380 ADA Programming Language (4). Explores ADA programming and modern software development. Includes data types, control structures, packages, generics, exceptions, and concurrent programming. Lab included. Prereq.: CMPS 301. **NCh.**

385 Data Structures (4). Algorithms and data structures. Arrays. Lists. Stacks and queues. Tree structures. Searching and sorting algorithms. Files. Lab included. Prereq.: CMPS 367. **NCh.**

392 Project Management (4). Presents project types from public, business, engineering, and information science fields. Includes selecting, initiating, operating, and managing projects. Lab included. Prereq.: CMPS 375. Also ECBU 375. **NCh.**

400 Analysis of Algorithms (4). Principles of algorithm design. Complexity of sorting algorithms. Combinational and graph algorithms. Cryptology and string matching. Linear programming and FFT algorithms. Lab included. Prereq.: CMPS 301; MATH 327. **NCh.**

410 Management Information Systems (4). See ECBU 410. **GESSc.**

451 Artificial Intelligence (4). Representation of knowledge and control strategies. Searching. Predicate calculus. Automata theorem proving. LISP, PROLOG, VP Expert, etc. Lab included. Prereqs.: CMPS 301; MATH 327. **NCh.**

454 Automata Theory (4). Includes finite and infinite languages, Context-free and non-context-free languages, pushdown automata, and Turing machines. Prereqs.: CMPS 301; MATH 327. **NCh.**

455 Compiler Design (4). Introduces compilers. Finite automata and lexical analysis. Parsers. Error detection and recovery. Case studies. Lab included. Prereq.: CMPS 385, 454. **NCh.**

460 Operating Systems (4). Evolution of operating systems. CPU scheduling. File systems. Memory management. Device management. Protection. Multiprocessing and time sharing. Case studies: Linux, UNIX, and VMS. Lab included. Prereq.: CMPS 385. **NCh.**

463 Computer Graphics (4). Fundamentals of programming for computer graphics. Covers interactive graphics, animation, color, and three dimensional modeling. Lab included. Prereq.: CMPS 301. MATH 201. **NCh.**

465 Programming Languages (4). Language syntax and semantics. Data types and operations. Sequence control. Introduction to translation. Lab included. Prereqs.: CMPS 367; MATH 327. **NCh.**

471 Internship (0-4). Applies theoretical principles and methods in industry under supervision of working professionals. For Computer Science and Computer Engineering majors. Prereq.: Junior or senior standing and instructor approval. **NCh.**

475 Systems Design Process (4). Integrates computer technology, systems analysis, systems design, and organizational behavior to aid in designing decision-support systems. Lab included. Prereq.: CMPS 375; Coreq.: CMPS 368. **NCh.**

480 Distributed and Web Based Computing (3-4). Covers design and analysis of distributed systems. Focuses on object-oriented client/server Internet environments. Prereqs.: CMPS 280, 367, 368, 379. **NCh.**

490 Database Management Systems (4). Design, analysis, and implementation of computerized database systems. Lab included. Prereq.: CMPS 375. **NCh.**

495 Information Systems Projects (4). This capstone course uses projects to integrate all concepts regarding information system development from previous courses. Lab included. Prereqs.: CMPS 475, 490. **NCh.**

Core General Education (CORE)

300 Values and Critical Thinking (3-4*). Guides students to critically evaluate their own values and the value systems of other persons, groups, and nations through readings, discussions, and written critiques. Prereq.: ENG 111. **NCh.**

305 Service Learning (1). 25 hours of off-campus, supervised service placement with someone not connected to the student's family, 16 hours of seminar discussions, and written reflections on the placement. May be repeated up to three times for credit. May not be taken as a directed study. CRD/NCR only. Letter grade for Athens only. **NCh.**

310 International/Intercultural Experience (1). 15 hours of activities with an ethnic/religious/national community different from the student's own, 12 hours of seminar discussions, and written reflections of the experience. May be repeated up to three times for credit. May not be taken as a directed study. **NCh.**

320 The Human Condition (3-4*). Team-taught, interdisciplinary examination exploring the interrelationships between disciplines, the associations between themes, and the holistic nature of life. Based in either the Humanities or the Social Sciences and including one other Arts, Science, or professional discipline. May be repeated for credit with different topics. A student wishing to repeat this course to improve the grade must appeal for approval prior to registration. Prereq.: ENG 111. **NCh.**

340 Toward a Sustainable Planet (3-4*). Same as 320 except based in the Natural Sciences. Prereq.: ENG 111; junior standing; one GELS course. **NCh.**

Economics/Business (ECBU)

140 Introduction to Business and Economics (3). Concepts, principles, and issues in business and economical nature of business organization, management, and objectives. **GESSc.**

201 Fundamentals of Accounting I (4). Introduces financial accounting. Emphasizes measuring, reporting, and analyzing financial activity. Covers the accounting cycle, accounting for assets, liabilities, equity, revenues, expenses, and financial statements. Prereq.: MATH 104 recommended.

202 Fundamentals of Accounting II (4). Continues 201 and introduces managerial accounting. Covers corporate accounting, financial statement analysis, managerial/cost concepts, job-order and process costing, CVP relationships, and budgeting. Prereq.: ECBU 201.

203 Financial and Managerial Accounting (4). Emphasizes the nature and purpose of financial statements and the uses of accounting information for planning, control, and decision-making.

220 Economic Analysis I (3). Macroeconomics. Systems of economic organization covering allocation of resources, distribution of income, price stability, and economic growth. **GESSc.**

221 Economic Analysis II (3). Microeconomics. Concepts and tools of economic analysis. Theory of prices and production in different market structures. Price mechanism, organized labor and collective bargaining; international trade and finance. **GESSc.**

301 Intermediate Accounting I (4). Examines theoretical foundation of US corporation financial accounting and reporting. Discusses GAAP relating to the conceptual framework of financial reporting, asset valuation, and financial statement preparation. Prereq.: ECBU 202. **NCh.**

302 Intermediate Accounting II (4). Continues ECBU 301. Includes liabilities, stockholders' equity, income recognition, income taxes, pensions, leases, EPS, and additional reporting requirements. Prereq.: ECBU 301. **NCh.**

Courses — Economics/Business (ECBU)

305 Fund Accounting (4). Studies accounting for governmental and other not-for-profit entities. Emphasizes federal, state, and local governments, hospitals, universities, and voluntary health and welfare organizations. Prereq.: ECBU 202. **NCh.**

307 Cost Accounting (4). Studies cost/management accounting theory and application, job order and process cost systems, C-V-P analysis and cost behavior, standard costing, cost allocation, and budgeting. Prereqs.: ECBU 202 and MATH 172 or ECBU 374. **NCh.**

308 Federal Taxation I (4). Studies the IRC as it applies to the taxation of individuals. Covers federal tax rules and regulations, research methods, and IRS forms and schedules. Prereq.: ECBU 202. **NCh.**

309 Federal Taxation II (4). Studies the IRC as it applies to the taxation of corporations, partnerships, estates, and trusts. Covers federal tax rules and regulations, research methods, and IRS forms and schedules. Prereq.: ECBU 308. **NCh.**

310L Computer Applications in Business Lab (1).* Coreq.: 310 when taken for 3 semester hours.

318 Publishing on the Web I (4). Covers design and development of web pages, including HTML, CGI scripts, Java applets, and multimedia. Stresses human-centered design principles. Also CMPS 318. **NCh.**

320 Intermediate Macroeconomics (4). Aggregate income, employment, and price level. Interrelation between monetary system and government finance. Classical, Keynesian, and recent contributions. Prereq.: ECBU 220.

321 Intermediate Microeconomics (4). Theory of prices in product and factor markets. Firm and industry under various market structures; general equilibrium; classical through contemporary contributions. Prereq.: ECBU 221.

322 Current Economic Problems and Opportunities (4). Contemporary domestic and international economic issues as viewed by leading scholars and commentators. **GESSc.** **NCh.**

323 Money and Banking (4). US banking system including problems of money and prices, organization and function of commercial banks, financial institutions, Federal Reserve System, monetary standards, credits, and current trends.

324 Comparative Economic Systems (4). Classical and contemporary economic philosophies: capitalism, Marxism, socialism, and communism. Mechanics, implications, and outcomes of different economic systems. **GESSc.** **GESSd.**

325 International Economics (4). Theories and policies of balance of payments, rates of exchange, tariffs, quotas, exchange controls, state trading, and international cartels. **GESSc.**

326 Development of Economic Thought (4). Economic theories, philosophies, and postulations of the mercantilist, physiocratic, classical, socialist, marginalist, and institutionalist schools. **GESSc.**

327 Public Finance and Fiscal Policy (4). Economics of public sector. Government taxation, expenditure, budgeting, borrowing, and debt management. Intergovernmental fiscal relations; effects of fiscal policy on national economy. Prereq.: ECBU 220.

328 Economic Theories and Issues (4). Economic principles that can assist management in long-term and short-term decision-making. **GESSc.**

330 Business Finance (4). Surveys corporate finance. The financial function and its relation to other decision-making areas. Theory and techniques in acquisition and allocation of financial resources from an internal management perspective. Prereqs.: ECBU 202 and 221, or ECBU 328. Coreq.: ECBU 370.

330M Business Finance. (4).* Same as 330 but taught in Mexico.

331 Managerial Finance (4). Concentrates on the role of a financial manager in making decisions regarding capital budgeting, capital structure, dividend policy, and mergers and acquisitions. Prereq.: ECBU 330.

Courses — Economics/Business (ECBU)

341 International Business (4). Overview and analysis of opportunities, challenges, problems, and mechanics of conducting business across national boundaries. Prereq: ENG 111. **GESSc.**

342W Career Planning and Development (1). Development of personal study plan. Conference-style activity with group discussion.

343 Foundations of Business Ethics (4). Fundamental concepts underlying individual value systems as applied to practical issues of running a business or organization. Prereq: ENG 111 or SCE student. **GEHb. NCh.**

345 Personal Finance (4). Introduces personal financial planning. Covers career planning, budgeting, personal and mortgage debt, investments, insurance, taxation, and retirement planning. **GESSc. NCh.**

346 Business Communication (4). Covers written theory and practice in business and professional writing. Includes business letters, memos, reports, research project, and media techniques. Prereq.: ENG 110. **GEWE2** for SCE students only.

347 The Legal Environment of Business (4). Critical examination of selected federal rules and regulations which affect operations of business. Prereq.: ENG 111.

350 Principles of Management (4). Functions of organization and administration; how management selects objectives, plans, organizes essential activities, and influences employees. Prereq.: ENG 111. **GESSc. NCh.**

353 Culture and Gender Issues in Management (4). See HSM 368. Also MGMT 368, PADM 368. **CORE2b. NCh.**

354 Communications in Organizations (4). Covers managerial communication, communication theories and methodologies, personal communication, formal presentation, nonverbal communication, and total communication process. Prereq.: ENG 111 or SCE student. **GESE. NCh.**

355 Organizational Behavior in Business (4). Theories and practices of organizations, communication, motivation, leadership; resistance to change; group dynamics in business. Prereq.: ECBU 350.

356 Introduction to Organizational Theory

(4). Organizational theory and how different environments affect internal organizational strategy, planning, structure, and other processes. Prereq.: ECBU 350.

360 Principles of Marketing (4). Basic marketing concepts, principles, practices, activities, and institutions. Environmental forces and marketing interaction with other areas of business. Prereqs.: ECBU 220 or 328, and ENG 111.

360M Principles of Marketing (4).* Same as 360 but taught in Mexico.

361 Media Sales (4). See RDIO 328. Also JOUR/TV 328.

362 Principles of Retailing (4). Studies retail stores, emphasizing problems of store managers and executives. Considerations of location, buying, personnel, promotion, inventory turnover, and control methods in retailing. Prereq.: ECBU 360.

363 Industrial Marketing (4). Strategies in planning for marketing goods and services to industrial, governmental, and commercial markets. Changing industry and market structure. Analyzes industrial demand. Prereq.: ECBU 360.

364 Sports Marketing (4). Examines the marketing of goods and services in the sports industry. Includes discussion and case studies of both spectator and participation sports. Prereq.: ECBU 360. Also MSS 364. **NCh.**

365 Consumer Behavior (4). Consumer behavior and attitudes to marketing management decisions. Includes advertising, product policy, product development, marketing research, and pricing. Prereq.: ECBU 360.

366 Professional Selling Skills (4). Examines the theory and practice of personal selling within the context of relationship marketing. Prereq.: ENG 111.

368 Promotional Management (4). Theoretical foundations, applications, and current practices in the management of the advertising, personal selling, public relations, and sales promotion elements. Prereq.: ECBU 360. **NCh.**

Courses — Economics/Business (ECBU)

370 Business Statistics (4). Descriptive data interpretation, elementary laws of probability, and inferential parametric statistics using applications approach. Linear and multivariate regression techniques. Prereq.: MATH 104. **GEM** for SCE students only.

371 Econometrics (4).* Construction, testing, and estimation of the single equation econometric model. Least squares estimation, partial and multiple correlation, and specification analysis. Prereqs.: ECBU 220, 221; MATH 201.

372 Quantitative Business Methods (4). Applies management science techniques such as decision analysis, inventory management, linear programming, model building, optimization, and queuing theory to the solution of significant business problems. Prereqs.: MATH 172 and ECBU 370.

374 Applied Quantitative Analysis (4). Surveys applied quantitative techniques that underlie effective managerial decisions. Emphasizes operations research techniques such as decision analysis and linear programming to decision-making.

375 Project Management (4). See CMPS 392. **NCh.**

390 Research Methods in Business and Economics (4).* Covers research design and qualitative and quantitative research methods in business and economics. Athens only. **NCh.**

401 Auditing (4). Introduces the attest function of the internal and external auditor. Includes planning the engagement, internal control structure, obtaining evidence, applying audit procedures, report preparation, and GAAS interpretations. Prereqs.: ECBU 302, 370. **NCh.**

402 Advanced Accounting (4). This terminal course in accounting examines partnerships, business combinations and consolidations, fund accounting, bankruptcy, international reporting, segment and interim reporting and ethical issues. Prereq.: ECBU 302. **NCh.**

410 Management Information Systems (4). Information systems viewed from needs of management. Data processing, collection, storage, updating, and retrieval. Design and implementation of systems. Prereq.: ENG 111. Also CMPS 410. **GESSc.**

411 Management Support Systems (4). Covers the utilization of information technology to improve the effectiveness of management decision-making in business. Includes Decision Support Systems (DSS), Group Decision Support Systems (GDSS), Executive Information Systems (EIS), Expert Systems (ES), and Artificial Neural Networks (ANN). Prereq.: ECBU 410.

412 Database Management Systems (4). Examines the management of data within business organizations. Includes design and implementation of computerized databases, data administration, data independence, integrity, privacy, and access. Prereq.: ECBU 410.

413 Business Telecommunications (4). Covers voice and data communications for organizations, local and global. Includes concepts and techniques of network-based systems, communication alternatives, requirement analysis, and capacity planning. Prereq.: ECBU 410.

416 Electronic Commerce (4). Examines the role of information technology in business commerce. Includes network options, inter- vs. intra-organization commerce, transactional security, payment systems, and legal issues. Prereq.: ECBU 410. **NCh.**

420 Analysis of Contemporary Economics (4). Consumer demand, productive resources, technology, government policies, and environmental policies. Relates managerial economics to product selection, production methods, pricing, and promotional strategies. Prereq.: ECBU 220.

429 Theories in Economic Development (4). Analysis of economic development in developed and/or developing countries and trends toward regional economic integration. Prereqs.: ECBU 220, 221.

430 Speculative Securities—Options and Futures (4). Introduces the management of portfolios using options in financial markets. Discusses stock index, debt, and foreign currency options, and forward and futures contracts. Prereq.: ECBU 431.

431 Investments: Security Analysis and Portfolio Management (4). Provides tools for analyzing stocks, bonds, options, and future contracts and for determining their appropriateness for a given portfolio. Prereq.: ECBU 331, 323.

Courses — Economics/Business (ECBU)

432 Financial Institutions (4). Provides an overview of the structure of the American financial institutions industry. Explores its effect on the management of financial institutions. Emphasizes asset liability management of commercial banks. Prereq.: ECBU 431.

436 International Finance (4). Examines the determinants of exchange rates and the risks peculiar to multinational organizations. Emphasizes understanding the role of foreign markets on financial decisions, especially for multinational corporations. Prereq.: ECBU 330.

440 Entrepreneurship (4). Studies all important facets of entrepreneurship and venture management: entrepreneurial process, skills and attributes of entrepreneurs, mobilization and organization of resources, business and marketing, plans, and capitalization. Prereqs.: ECBU 330, 350, 360.

443 The European Union: Institutions and Policies (4).* See PLSC 443.

444 The Economics of the European Union (4).* Introduces the theory of economic integration and evaluates the common policies of the European Union. Athens only. Prereqs.: ECBU 220, 221.

449 Current Global Topics in Business (4). Reviews and analyzes contemporary domestic and international business issues as viewed by leading scholars and practitioners. Prereq.: ECBU 350.

451 International Management (4). Covers issues facing domestic and multinational managers. Includes the impact of culture on management processes, business structure, personnel, communication, leadership, strategic planning, and risk management. Prereq.: ECBU 350.

455 Human Resources Management (4). Management techniques and policies. Executive development, appraisal of performance, discipline, and formulation and use of incentives. Prereq.: ECBU 350.

456 Operations Management (4). Production management in various types of industries; problems of production design, planning, procurement; analysis of current measurement techniques; and production control. Prereq.: ECBU 350, 370 and MATH 172.

461 Marketing Management (4). Managing the marketing function, including development and implementation of the marketing mix, and development of tactical and strategic marketing plans. Prereq.: ECBU 360. NCh.

462 Sales Management (4).* Sales needs, potentials, and results, and development of sales forecasts. Sales organization concepts and management of sales function. Prereq.: ECBU 360.

464 Marketing Research (4). Studies the formalized means of obtaining, analyzing and interpreting information to be used by marketing managers in making decisions. Prereqs.: ECBU 360, 370. NCh.

466 International Marketing (4). Foreign market potentials; marketing mechanisms across national boundaries; adaptations of markets to nations with different cultural, economic, legal, and political characteristics. Prereq.: ECBU 360.

467 Service Marketing (4). Applies marketing concepts and practices to service organizations. Prereq.: ECBU 360.

469 Management of Change and Conflict (4). See MGMT 469.

493 Variable Topics (1-4). Provides group study of a selected topic, specified in advance. May be repeated with different topics. Prereqs.: ECBU 202 and ENG 111. NCh.

496 Business Seminar (4). Capstone course which provides students a forum in which to review and apply business theories and applications which have been learned. Prereq.: all core requirements in the major. NCh.

498 Internship in Economics and Business (1-4). Student internship in a business firm. Student report required relating business firm experience to appropriate academic doctrines. Prereq.: senior standing. May be taken for up to 8 semester hours, but for no more than 4 hours in any given term.

498M Internship in Economics and Business (1-4).* Same as 498 but taught in Mexico. Prereq.: junior or senior standing.

500A Accounting Fundamentals (3). Covers management decision-making through financial and managerial accounting.

Courses — Economics/Business (ECBU)

500B Economics for Decision-Making (3).

Provides the framework for rational economic decision-making from both macroeconomic and microeconomic perspectives.

500C Quantitative and Statistical Analysis

(3). Examines application of selected topics from descriptive and inferential statistics to managerial decision-making. Includes regression analysis and model building, optimization and rates of change, and elements of financial mathematics.

500D Business Finance (3). Introduces business finance. Emphasizes tools used in decision-making.

500E Business Management (3). Covers essential concepts, principles, and functions of management, as well as managerial roles, skills, and decision-making in business organizations.

500F Business Marketing (3). Defines marketing principles within the framework of global economics and contemporary business practice. Covers marketing concept-driven integration of the marketing mix from a relationships perspective.

500I Foundations of Business Communications I (4). Works to overcome English deficiencies of international students in oral, written, and presentation skills. **NCh.**

500J Foundations of Business Communications II (4). Continuation of ECU 500I. Prereq.: ECU 500I or TOEFL of 520. **NCh.**

501 Corporate Accounting and Reporting I

(3). Covers fundamentals of financial accounting for students entering the M.B.A./Accounting concentration with no recent accounting intermediate coursework. Prereq.: ECU 500A. **NCh.**

502 Corporate Accounting and Reporting II

(3). Examines financial accounting principles and statement preparation for corporations, including disclosure requirements. Examines the theoretical framework of accounting, emphasizing real-world examples. Prereq.: ECU 501. **NCh.**

503 Accounting Information for Decision-Making (3). Studies advanced topics and current issues in management accounting, stressing managerial decision-making. Utilizes case studies, computer simulations, research projects, and presentations. Prereq.: ECU 500A. **NCh.**

505 Accounting for Specialized Entities (3).

Explores specialized accounting entities such as affiliated companies, multi-national enterprises, and partnerships. Emphasizes business combinations and consolidated financial statements. Prereq.: ECU 502. **NCh.**

506 Auditing Standards and Practices (3).

Examines the audit process, professional standards, and the auditor's report. Utilizes case studies that highlight important issues and problems in both public accounting and internal auditing. Prereq.: ECU 502. **NCh.**

507 Government and Nonprofit Accounting

(3). Covers accounting principles and practices in governmental and other nonprofit entities, such as healthcare organizations and colleges/universities. Prereq.: ECU 502. **NCh.**

508 Federal Taxation Concepts and Practices (3).

Examines selected concepts contained in IRS rules and regulations. Emphasizes taxation of the individual. Introduces basics of corporate tax. Prereq.: ECU 500A. **NCh.**

510 Management of Information Technology

(3). Examines the role and responsibilities of management in planning, developing, and using MIS. Uses analysis of case studies and design of projects in computer information systems development. Prereq.: microcomputer proficiency. **NCh.**

511 Management Support Systems (3).

Addresses the role of management support systems in decision-making within organizations. Includes decision support systems, expert systems, and neural networks. **NCh.**

512 Integrated Data Management (3).

Addresses topical issues and methodologies regarding the management of information/data within organizations, including organizational issues, data interdependence, integrity, security, and access. **NCh.**

513 Information Networks (3).

Includes network architectures, distributed networks, technology options, capacity planning, and implementation. **NCh.**

515 Systems Planning and Implementation

(3). Covers strategizing, planning, developing, and implementing information systems in organizations. **NCh.**

516 E-Business (3).

Addresses the role of

Courses — Economics/Business (ECBU)

information technology in business commerce. Includes proprietary vs. ubiquitous networks, internet vs. intranet, transactional security, and impact on various industries. **NCh.**

517 Law and Technology (3). Studies business transacted on the Internet. Focuses on legal impact and implications for management. **NCh.**

520 Seminar in Economics (3). Analyzes current economic policies and effects on individual firms and the economy. Studies selected current economic issues. Prereq.: ECBU 500B. **NCh.**

525 Economics of the Firm (3). Application of economic theory and analysis to business problems related to resource acquisition and allocation. Demand and cost analyses, pricing decisions, financial management and control, and business expansion. Prereq.: ECBU 500B. **NCh.**

530 Financial Management (3). Theories and practice underlying the financial manager's decision-making process. Explores capital investment analysis, capital structure decisions, capital costs, dividend policy, leasing, and acquisitions through case studies and computerized models. Prereqs.: ECBU 500C, 500D, 503. **NCh.**

531 Investment and Portfolio Analysis (3). Explores environment of investing, investment vehicles, portfolio construction, and goal setting in developing investment strategies. Considers accounting, statistics, and financial management techniques. Prereq.: ECBU 530, 535, or 635. **NCh.**

532 Management of Financial Institutions (3). Examines structure of US financial institutions industry, and its effect on the management of banks and financial institutions. Prereq.: ECBU 530, 535, or 635. **NCh.**

533 Investment Banking (3). Analyzes functions and activities of investment banking. Emphasizes legal responsibility and valuation techniques. Prereq.: ECBU 530, 535, or 635. **NCh.**

534 Entrepreneurial Finance (3). Introduces small business finance fundamentals, emphasizing unique issues. Covers essential principles of small business finance and focuses on specific issues such as sources of capital. Prereq.: ECBU 530, 535, or 635. **NCh.**

535 Financial Analysis (3). Emphasizes

finance principles and techniques in managing financial resources in business organizations. Prereq.: ECBU 500A, 500C. **NCh.**

536 International Financial Management (3).* Explores international corporate financial management. Covers capital markets, international trade theory, capital budgeting, foreign exchange theory and practice, and transfer pricing. Prereq.: ECBU 530, 535, or 635. **NCh.**

537 International Financial Markets and Institutions (3). Examines structure of international financial markets and the role of financial institutions. Prereq.: ECBU 530, 535, or 635. **NCh.**

538 Financial Strategy and Policy (3). Analyzes the role of finance in overall corporate strategy. Emphasizes policies and strategies for maximizing shareholders' wealth. May be taken twice. Prereq.: ECBU 530, 535, or 635. **NCh.**

540 Innovation and Entrepreneurship (3). Examines dynamics of entrepreneurship. Includes creative principles, emergent markets, and start-up financing and operations. Prereqs.: ECBU 535, 565. **NCh.**

543 Ethics in Organizations and Society (3). Considers important issues in building ethical organizations. Critically examines individual and group ethical behaviors, rules of conduct, and the resulting managerial implications. **NCh.**

546 International Business and Society (3).* Explores relationships between businesses and their environment in the international context. Studies socially responsible activity, particularly for multinationals in developing nations, and management strategies which produce long-term benefits for both business and society. **NCh.**

547 Legal Issues in Business (3). Studies current issues in the legal environment of business organizations, including managerial implications in employment, safety, advertising, product design and liability, and contracts. **NCh.**

551 Seminar in Organization Theory and Behavior (3). Examines behavioral and structural factors influencing organizations and systems. Reviews organizational dynamics and interpersonal processes. **NCh.**

553 Seminar in Management (3). Presents

Courses — Economics/Business (ECBU)

an integrative program of practical management decision-making. Emphasizes roles and dynamics of internal environment as they pertain to structure and resource conversion efforts in organizations. Prereq.: ECBU 500E or 555. NCh.

555 Current Issues in Management Practice (3). Emphasizes processes by which human and non-human resources are mobilized, organized, and utilized to achieve organizational objectives and goals. NCh.

556 International Comparative Management (3). Comparative study of the philosophy and practice of management in various parts of the world. Emphasizes transferability of management styles among nations. NCh.

557 Production and Operations Management (3). Focuses on quantitative methods, forecasting, resource allocation, decision theory, capacity planning, project management, inventory management, and quality control. Prereq.: ECBU 510, 575. NCh.

558 Project Management (3). Covers planning, scheduling, resource allocation, coordination and control of project activities using networks, critical path analysis, resource leveling, and cost expediting. Case analysis. Prereq.: ECBU 557. NCh.

560 Seminar in Marketing Management (3). Use of marketing mix by firm for consumer and industrial products. Product development, pricing strategies, promotion, and distribution techniques. Prereq.: ECBU 500F, 503. NCh.

561 Seminar in Consumer Behavior (3). Theoretical models of consumer behavior from behavioral and practical marketing aspects. Prereq.: ECBU 560, 565 or 665. NCh.

563 Marketing Channels/Distribution (3). Covers design, development, and relationships between channel members for sustaining competitive advantage through product distribution in a global market. Prereq.: ECBU 560, 565 or 665. NCh.

564 Marketing Intelligence (3). Examines the marketing intelligence acquisition process and the role of marketing research in organizations. Prereq.: ECBU 560, 565 or 665. NCh.

565 Marketing in a Global Economy (3).

Developing and using strategic marketing for maximizing the long-range effectiveness and growth of the business. Prereqs.: ECBU 500A, 500C. NCh.

566 International Marketing Management (3). Studies marketing in the world marketplace. Emphasizes the impact of culture and environment on business marketing, and the problems of competing in worldwide markets. Prereq.: ECBU 560, 565 or 665. NCh.

567 Service Sector Marketing (3). Develops understanding of customer expectations of services. Studies designing and managing service operations systems matching those expectations. Prereq.: ECBU 560, 565 or 665.. NCh.

568 Marketing Communications (3). Develops a management perspective of advertising and promotion. Examines budgeting and both effective and ineffective advertising design. Prereq.: ECBU 560, 565 or 665. NCh.

569 Strategic Marketing (3). Studies a successful marketing effort designed from organizational goals and objectives. Emphasizes the symbiotic relationship between marketing and other organizational functions. Utilizes participative case studies. Prereqs.: ECBU 530, 560. NCh.

574 Applied Statistics (3). Advanced treatment of probability and statistics including non-parametric statistics. Use in business problem-solving through case studies. Prereq.: ECBU 500C. NCh.

575 Analysis of Business Operations (3). Introduces fundamental concepts of problem-solving in a business organization, utilizing various types of quantitative methods and techniques. Prereq.: 500C. NCh.

577 Compliance Issues in Supply Chains (3). Focuses on contractual, regulatory, and collaborative issues confronting business in an electronic age within the structure of industry supply chains. NCh.

576 Supply Chain Management and Strategy (3). Covers fundamentals of supply chains management, including sourcing and supplier management information and electronic mediated environment. Prereq.: 500C. NCh.

581 Managing in a Global Economy (3).

Courses — Economics/Business (ECBU) and Education (EDUC)

Integrated approach to common challenges of global competitiveness. Roles and relationships of businesses and governments and their ideological assumptions. Managing a firm's comparative advantages and disadvantages in international trade and competition. **NCh.**

584 Managerial Negotiations (3). Examines the theory and processes of negotiation and the spectrum of negotiation problems and situations facing managers through role-playing and case analysis. **NCh.**

585 Strategies in Change Management (3). Examines managerial strategies to successfully compete in an environment of rapid change, uncertainty, and intense global competition. Explores how to succeed through core competencies, ability, and positive change. **NCh.**

586 Leadership for the Future (3). Explores the future of leadership, examines leadership styles of leaders and managers worldwide, and studies new leadership styles. **NCh.**

588 Power and Politics in Organizations (3). Examines types, use, and abuse of power, its role in organizational politics, expectations of leaders, and social responsibility of managers and organizations. **NCh.**

593 Variable Topics (3). Group study of a selected topic. May be repeated with different topics if approved by chairperson or dean. **NCh.**

594 Thesis (2). Includes an original investigation conducted under the direction of a three-member committee. Prereq.: approval of program chairperson, department, and Graduate Office. CRD/NCR only.

596 Graduate Business Seminar (3). Culminating activity that integrates knowledge from different functional areas of business. Emphasizes application of academic learning to "real world" situations. Prereq.: advanced standing. **NCh.**

596I Graduate IT Seminar (3). Integrates the core IT courses by emphasizing IT functions and technologies and their role in enterprises. **NCh.**

598 Internship in Business (1-3). Internships in business firms. Applies academic principles to real-world situations. CRD/NCR only. **NCh.**

615 Managing Technology (3). Examines

management of information technology in organizations to achieve strategic objectives and operational excellence. **NCh.**

635 Managing Financial Resources (3). Provides integrated approach to financial decision making, emphasizing analysis of efficient allocation and utilization of financial resources. Prereq.: ECBU 500A, 500C , 500D. **NCh.**

655 Designing Effective Organizations (3). Examines influence of internal and external environment, organizational structure, individuals, and group dynamics. **NCh.**

665 Strategic Marketing Management (3). Studies successful marketing programs as an organizational goal of maximizing customer satisfaction. Prereq.: ECBU 500A, C, and D. **NCh.**

675 Management of Business Operations (3). Studies internal and external management issues which lead to operational excellence. Prereq.: ECBU 500C. **NCh.**

685 Global Business Management (3). Explores globalization and its impact on managerial decisions and human resources. Prereq.: ECBU 655. **NCh.**

695 Strategic Management (3). Integrates knowledge gained in M.B.A. program with strategic management. Prereq.: All M.B.A. core courses. **NCh.**

Education (EDUC)

210 Foundations and Ethics of Education (3). Provides a philosophical framework as well as a practical understanding of the field of education. For Liberal Studies majors only.

250 Child Growth and Life-Span Development (3). Human development—cognitive, emotional, physical, and social—from conception through old age. Emphasizes relationships between the child and the school, family, and community. (Does not satisfy teacher education program requirement.)

251 Curriculum Development for Early Childhood Education (3). Overview of types of curricula and various techniques used to develop and implement programs for young children.

252 Early Childhood Environments (3).

Courses — Education (EDUC)

Reviews appropriate environments for young children, including health and safety issues.

253 Child, Family, and Community (3). Examines relationships of growing child to family, school, community, and society by studying culture, support groups, safety, family structure, and social policy.

336 The Power of Language (3). Studies the origins and fundamental components of human language. Emphasizes language universals and differences. For Liberal Studies majors only. Prereq.: EDUC 210 and ENG 111.

350 Child Psychology and Development (4). Physical, cognitive, social, and emotional development of the child from infancy through early adolescence. Also PSY 307. Prereq.: ENG 111. NCh.

354F Child Observation/Practicum (4). Practical experience for the child development student, including observing and participating in an environment that serves young children. Requires 120 hours of observation. Prereq.: a course in child psychology.

355F Child Life Field Work I (4). Practical experience as a child life specialist in a hospital setting. NCh.

405P Directed Teaching—Practicum I (1). Student interacts with designees from two cultural groups for a total of 30 hours. Quantitative evaluation. NCh.

406 Professional Skills and Competencies (3). Human development and specific understandings and skills related to classroom teaching experience. Prereq.: EDUC 405. NCh.

406P Directed Teaching—Practicum II (1). Skills in interacting with and instructing students in a regular classroom. NCh.

407 Computers in Education (3). Uses computer-based technology to enhance professional productivity and increase engaged learning opportunities for students. Prereq: EDUC 210.

408P Directed Teaching—Practicum III (1). 30-hour teaching experience, including development and teaching of a 10-lesson unit. NCh.

409 Supervised Teaching—Single or Multiple Subject (9). Supervised teaching in public schools, complemented by conferences and seminars with supervising teacher and University supervisor. Prereqs.: EDUC 405, 406,

407, 408, and 415S for Single Subject; 405, 406, 407, 408, and 415M for Multiple Subject. NCh.

413 Methodology for Primary Language Instruction (Spanish) in a Bilingual Environment (4). Develops competence in primary language instruction and assessment. Focuses on culture of the Americas, including origins and characteristics of Spanish-speaking students. Requires 30 hours of fieldwork in a bilingual Spanish classroom. NCh.

415M Teaching of Reading for Multiple Subject Candidates (4). Examines reading and writing processes; methods and materials for teaching elementary and middle school reading and writing; literacy development; assessment; and instruction. Requires 30 hours of fieldwork. Prereq.: departmental permission. NCh.

417 Literature for Children and Adolescents (3). Studies authors and illustrators of children's books. Evaluates literature used in classrooms. Creative activities through literature. Required for elementary credential. Prereq.: EDUC 210, ENG 111, and junior standing. NCh.

420 Sex, Drugs, and Health Education (2). Drugs, Sex Education, and other aspects of health related to health education. Meets health requirement for Ryan Teaching Credential.

422 Nutrition (2). See BIOL 441. NCh.

430 Music in the Elementary School (2). See MUS 481.

432 Art for the Elementary Teacher (3-4*). Teaching art skills and artistic awareness by personal involvement in the exploration of the various media. Also ART 472.

433 Creative Drama for Teachers (2). See THAR 470.

444 Adolescent Development and Education (1). Explores physical, social, and cognitive changes in adolescents, including potential developmental problems. Analyzes relevant biological and environmental issues.

445 Supervision and Communication in Early Childhood Education (3). Examines supervision and communication on an experiential basis. Includes supervising techniques, skill development, communications, leadership, and ethics in early childhood programs. NCh.

448 Math for Young Children (4). Teaches

Courses — Education (EDUC)

math curriculum for children ages 3 to 8. Students will explore math phobia, and improve their own math skills. Prereq.: EDUC 251. NCh.

449 Early Childhood Literacy (4). Combines theory and application of emergent literacy from birth through age 8. Materials and methods of teaching reading, language, and writing. Prereq.: EDUC 251. NCh.

451 Infant and Toddler Group Care and Curriculum (3). Reviews history and current methods of infant and toddler group care through interactive learning experiences. Fulfills education requirements of California Infant Regulations for child care providers and administrators. Prereq.: a course in child psychology.

452 Parenting for Early Childhood Educators (3). Describes psychological theory behind parenting approaches. Analyzes cross-cultural parenting styles, single parenting, step-parenting, and other current issues. For parent educators. Prereq.: a course in child psychology.

453A Supervision and Administration of Programs for Young Children (3). Assists the administrator of programs for young children in the organization, administration, and evaluation of programs currently in operation. NCh.

453B Advanced Supervision and Administration of Programs for Young Children (4). Reviews local and state regulations pertaining to supervision of programs for young children, both private and public, and presents federal regulations. Covers budget and center management and grant writing. Prereqs.: EDUC 453A, junior standing, experience in a childcare center, and lower-division child development courses.

454F Early Childhood Teaching (4). Student teaching experience. Includes curriculum planning and presentation and classroom management. Requires 180 practicum hours. Prereqs.: junior standing, a child psychology observation course, and instructor permission to enroll. NCh.

455F Child Life Field Work II (4). Comprehensive field work experience for the child life specialist in a hospital setting. NCh.

460 Diversity, Interaction, and the Learning

University of La Verne, 2003-2004 (*Course information and symbols explained, pp. 143-145*)

Process (3). Introduces teaching and human relations skills. Emphasizes issues of diversity. For students desiring to enter the teaching profession. NCh.

462 Literacy Methodology (Teaching of Reading) for Multiple Subject Candidates (3). Covers philosophy, methods, and materials for teaching beginning literacy skills. Examines assessment and instruction in a "balanced literacy" program; offers opportunities for classroom observation and participation. Requires 30 hours of field work. Prereqs.: EDUC 210, 336 or ENG 413. NCh.

464 Introduction of the Teaching of Reading for Multiple Subject Candidates (3). Studies language and literacy processes. Offers strategies to assess and foster abilities to become proficient speakers, listeners, readers, and writers. Prereq.: EDUC 415A. NCh.

466 Introduction to Teaching of Reading for Single Subject Candidates (4). Covers philosophy, methods, and materials for teaching content area literacy skills. Examines assessment and instruction strategy; offers opportunities for classroom observation and participation. Requires 30 hours of field work. NCh.

468 Introductory Supervised Teaching (3). Five-weeks of supervised teaching in public schools, complemented by conferences and seminars with supervising teacher and University supervisor. Prereq.: EDUC 460, 462. NCh.

470 Theories and Methods of Education for Linguistically Diverse Students (4). Provides candidates with specific understandings and skills related to classroom teaching with emphasis on ELD and SDAIE. Requires 30 hours of fieldwork. Prereq.: EDUC 210, 336 or ENG 413. NCh.

470L Theories and Methods of Education for Linguistically Diverse Students (4). Content is same as 470. On-line CLAD Certificate Program only. Not applicable to M.Ed. (Special Emphasis). NCh.

472 Teaching Strategies (4). Emphasizes diverse methods and planning for teaching. Experienced teachers demonstrate methods; students practice, demonstrate, and evaluate them. Analyzes class management models. NCh.

474 Teaching in the Content Areas—Multiple

Courses — Education (EDUC)

Subject (4). Provides Multiple Subject Credential Candidates with knowledge, attitudes, and skills to effectively teach six K-8 subjects: Math, science, history/ social science, visual and performing arts, physical education, and health. Requires 30 hours of field work. Prereq.: EDUC 460, 462, 464, 468, 470. NCh.

476 Teaching in the Content Areas for Single Subject Candidates (3). Emphasizes specific strategies for single subject candidates. Requires 20 hours of fieldwork. Includes developing and teaching a 5-lesson unit for diverse ability groups. NCh.

478 Advanced Supervised Teaching (6). 10-weeks of supervised teaching in public schools, complemented by conferences and seminars with supervising teacher and ULV supervisor. Prereq.: EDUC 460, 462, 464, 466, 468, 470, 472, 474, 476. NCh.

499D Culminating Activity for the Liberal Studies Major (3). Integrates content and processes from the disciplines with selected issues/themes relevant to elementary education. Includes 30 hours of fieldwork. NCh.

501 Educational Assessment (3). Presents principles of assessing student educational accomplishment (qualitative and quantitative), including construction and evaluation of educational and psychological assessment instruments. Includes work with measurement tools.

503 Educational Psychology (3). Theories of the learning process. Relationships of learning to teaching. Writings of modern critics of education reviewed in relationship to learning theory.

504 Methods of Research (3). Criteria for evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey of methods employed in research, critiques, and assigned projects.

505 Foundations of Education (3).* Examines historical, philosophical, political, economic, legal, and social foundations of US education. For Athens M.Ed., Special Emphasis students only. Athens only.

510 Advanced Reading Methodology (3). Covers advanced reading methodology. Translates theory and assessment into instructional practice. Includes reading center/clinic visitations

and conference attendance. Prereq.: B.A. or B.S. NCh.

511 Current Practices in Curriculum Development (2).* Contemporary educational trends related to elementary and secondary school curriculum. Students will design and implement curriculum project. Athens only.

512 Principles and Models of Instruction (3). Framework for identifying and analyzing components of basic instructional models. Source of models and related teaching strategies.

513 Evaluation of Teaching, Learning, and Curriculum (3).* Methods of evaluating teaching and learning, systems of providing feedback, and laws regarding teacher evaluation. Techniques of appraising teacher evaluation and effectiveness of instructional materials. Athens only.

514 Diagnosis, Prescription, and Individualization (2). Diagnosis and referral, instruments that measure reading, and other learning areas and prescription. Emphasizes assessment tools and design of learning experiences to develop skills in reading. Coreq.: EDUC 514F.

514F Field Experience: Diagnosis (2). Coreq.: EDUC 514. CRD/NCR only.

515 The Reading Process: Theory and Application (3). Advanced study of selection, use, and evaluation of materials and methods for teaching reading. Coreq.: EDUC 515F.

515F Field Experience: Reading Process (2). Coreq.: EDUC 515. CRD/NCR only.

517F Advanced Field Experience: Reading (3). Demonstrates student's assimilation of theory and practice. Involves tutoring at a different age level, attendance at professional conferences, and evaluation of reading/learning centers. NCh.

518 Language, Reading, and Concept Development (3). Examines (L1) and second (L2) language acquisition and their relationships to concept formation. NCh.

519 Language and Literacy Development for English Language Learners (4). Examines primary (L1) and second (L2) language acquisition and their relationships to concept formation. For students enrolled in the CLAD Certificate program only. NCh.

519L Language and Literature Development

Courses — Education (EDUC)

for English Language Learners (4). Content is same as 519. On-line CLAD Certificate Program only. Not applicable to M.Ed. (Special Emphasis). NCh.

526 Overview of Second Language Acquisition and Learning Styles (3).* Covers major theories of second language acquisition, current research on learning styles, and subsequent methods of second language development. Athens only. NCh.

527 Developing Curriculum for Second Language Programs (3).* Outlines a systematic approach to planning instructional programs for second language learners. Athens only. NCh.

528 Teaching English to Speakers of Other Languages: Reading and Writing (3).* Explores recent approaches and techniques for teaching non-native speakers of English to read and write in English. Athens only.

529 Teaching English to Speakers of Other Languages: Listening and Speaking (3).* Explores current approaches to teaching, listening, and speaking English as a second language. Athens only. NCh.

530 Child Life Administration and Program Development (3). Skills for administration and organization of child life programs in hospitals and other medical care settings. NCh.

530A Parenting the Medically Fragile Child (3). Examines parenting issues with medically fragile children in home, school, hospital, and community. Covers legal, ethical, moral, educational, cultural, religious, and gender issues.

530H Effects of Disease and Injuries on the Hospitalized Child—Part A (3). Effects of disease and/or injuries on physical, emotional, and social needs of hospitalized children. Includes anatomy, physiology, and medical terminology. Coreq.: EDUC 530I. NCh.

530I Effects of Disease and Injuries on the Hospitalized Child—Part B (3). Psycho-social and emotional needs of hospitalization in relation to medical illness. Developing clinical education interventions for medical procedures. Coreq.: EDUC 530H. NCh.

530M Helping Children Cope in the Health Care and Medical Setting (3). Provides information regarding the social, emotional, and physical effects of hospitalization on children and their

families. Includes basic medical terminology and charting, and role of the child life specialist. NCh.

530S Developmental Issues of Grieving (3). Examines concepts of loss, grief, and death. Includes interventions with families. NCh.

530T Pediatric Educational and Therapeutic Interventions (3). Play techniques and pediatric information. Role of child development specialist working with children under stress and in hospitals. NCh.

543 School Guidance Seminar (3). Provides overall perspective of school counseling. Emphasizes organizing, managing, and evaluating school guidance programs; developing appropriate program delivery systems; identifying community resources; legal mandates; and professional ethics.

545 Dynamics of Human Interaction (3). Studies human behavior, the students' own interpersonal style, and verbal and non-verbal communication in an experiential setting. NCh.

546 Introduction to School Counseling (3). Introduces school counseling. Emphasizes theories and practices appropriate to school counseling, helping relationships, individual and group counseling skills, and legal and ethical issues. NCh.

549 School Counseling Theories (3). Examines theories of counseling that form the foundation for the work of the school counselor.

550 Human Development (3). Reviews developmental physiology, social-psychological factors in personality development, behavior patterns, and interactional capacity through life-cycle.

551 Studies in Attachment (3). Reviews biological and ethological theories of psychological attachment and research related to it. NCh.

552 Teacher Involvement with Small Groups, Individuals, Parents, and the Community (3). Acquaints teachers with current concepts regarding their involvement with individual students, groups, and parents. NCh.

553F Child Life Internship I (3). Field work for the Child Life student/intern in hospital/medical setting. Prereqs.: EDUC 530, 530H, 530I, 530M, 530S, 530T. NCh.

553P Child Life Internship II (3). Advanced

Courses — Education (EDUC)

specialization for child life specialist in hospital/medical setting. Emphasizes clinical education, interventions, and interaction with children, family, and medical staff. Prereq.: EDUC 553F. **NCh.**

554F Advanced Child Development Field Work (3). Advanced specialization field experience.

554X Field Work in Early Childhood Education: A Cross-Cultural Experience (3). Supervised field experience with children and adults representing cross-cultural settings. **NCh.**

558 Cognition and Brain Development (3). Describes brain development and learning in preschool, school age, and adolescent children. Addresses cognitive theory and pedagogy. **NCh.**

559 Developmental Curriculum (3). Studies curriculum design which meets California State Department of Education Guidelines for developmental curriculum. Emphasizes active involvement of children. Covers developmental theories as foundation for developmental curriculum.

560 Cross-Cultural Relationships (3). Examines culture, prejudice, and cross-cultural communication. Develops skills related to effective cross-cultural communication and counseling in an educational setting. **NCh.**

561 Cultural Diversity (4). Examines culture and how cultures interact, cultural diversity, and how educators provide culturally responsive instruction. For students enrolled in the CLAD Certificate program only. **NCh.**

561L Cultural Diversity (4). Content same as 561. Online CLAD Certificate Program only. Not applicable to M.Ed. (Special Emphasis). **NCh.**

564 Instruction and Achievement (2). Surveys curriculum standards and design, lesson plan development, instructional strategies, and teacher assistance. Emphasizes guidance lessons. Prereq.: EDUC 550.

565 Career Development (3). Introduces theories, methods, assessment instruments, and materials for career guidance of individuals of all ages. Includes experience with selected career assessment instruments and materials.

567 School Safety and Crisis Prevention (2). Introduces theories, methods, and strategies used in school safety, crisis intervention, conflict management, and violence prevention. Highlights

involvement in crisis intervention teams. Prereqs.: EDUC 546, 549, 571, 572.

571 Individual Counseling Skills (3). Introduces individual and group microcounseling skills. Emphasizes individual counseling. Coreq.: EDUC 546. **NCh.**

572 Group Counseling Skills (3). Continues 571. Emphasizes group process, crises intervention strategies, and conflict resolution. Prereq.: EDUC 571. **NCh.**

573 Counseling Diverse Populations (3). Continuation of 572. Emphasizes culturally different. Prereq.: EDUC 572. **NCh.**

574 Facilitating/Consultation Skills (3). Continuation of 573. Emphasizes family systems theory; skills in addressing violence, conflict resolution, and management; classroom behavior and management; and student discipline. Prereq.: EDUC 573. **NCh.**

580 Supervised Field Experience—Master's Only Candidates (1). Prereq.: EDUC 571, 572. CRD/NCR only. **NCh.**

581 Supervised Field Experience—Level I —PPS candidates only (1). Supervised professional experience (150 clock hours) in both school and community settings. Emphasizes human assessment, counseling services, program coordination and supervision, consultation, and legal and ethical issues. Prereq.: EDUC 571, 572. CRD/NCR only. **NCh.**

582 Supervised Field Experience—Level II —PPS candidates only (2). Continuation of 581 (300 clock hours). Prereq.: EDUC 581. CRD/NCR only. **NCh.**

583A Supervised Field Work—Level I (1). Provides school counseling candidates with 300 hours of supervised field work in school and/or community settings. Prereqs.: EDUC 546, 549, 571, 572. CRD/NCR only. **NCh.**

583B Supervised Field Work—Level I (1). Provides school counseling candidates with 300 hours of supervised field work in school and/or community settings. Prereqs.: EDUC 546, 549, 571, 572, 583A. CRD/NCR only. **NCh.**

584 Introduction to Computers in Education

Courses — Education (EDUC) and Educational Management (EDMT)

(4). Introduces microcomputers and their use in education. Includes computer literacy and computer applications for education which meet state of California criteria for recommending clear teaching credentials.

585 Stress Management for Educators (3).* Discusses the management of stress and its effects on educators. Includes physiological and psychological application of stress management. Athens only.

587 Advanced Computer Educational Applications (4). Uses computer-based technology and advanced software to create flexible, learner-centered, community-engaged educational environments. Prereq.: EDUC 407.

588 Curriculum Development and Instructional Technology (3). Explores curriculum design, development, implementation, and evaluation, and the use of advanced teaching strategies and technology to enhance the curriculum.

590 Issues in Teaching (3). Explores such current issues as cultural values, teaching decisions, learning styles, instructional strategies, supervision, and public policy. NCh.

594 Thesis (3). Includes an original investigation conducted under the direction of a three-member committee. Prereq.: approval of program chair, department, and Graduate Office. CRD/NCR only.

595 Special Topics (3). Special topics of current interest in education, including theory, practice, and research. NCh.

596 Graduate Seminar (3). Culminating activity for the master's program. Includes preparation, presentation, discussion, and evaluation of research papers researched and written by each student. May not be taken as a directed study. CRD/NCR only. NCh.

597 Graduate Seminar in School Counseling (3). Develops employment portfolio and exit portfolio, demonstrating knowledge, experience, and skills gained in School Counselor Preparation Program. Prereqs.: all M.S., Educational Counseling courses. CRD/NCR only. NCh.

570 Curriculum, Instruction, and Assessment (3). Studies curriculum design, implementation, and evaluation of instructional programs, assessment of student progress, and the uses of technology for instructional and administrative purposes.

571 Human Resource Administration (3). Covers selection, supervision, and evaluation of personnel, along with negotiations, conflict resolution, and employer/employee relationships. Strategies for efficient utilization of staff talent and time also are discussed.

572 Educational Leadership (3). Examines theoretical assumptions of management with emphasis on analysis of leadership, leadership styles, self-assessment and articulation of a vision consistent with a well-developed educational philosophy.

573 Contemporary Issues in California Schools (3). Covers changing demographics in California and issues related to meeting educational needs of students in California school systems.

574 Field Experience (3). Includes intensive experiences, both in the day-to-day functions of administrators and in longer term policy design and implementation.

576 Organizational Management and School-Community Collaboration (3). Studies the principles and practices of public school management, development of a management point of view for leadership and community involvement in the safe and productive operations of public schools.

577 Fiscal Resource Management and Policy Development (3). Emphasizes the relationship among public policy, governance, and schooling, as well as management of fiscal resources and business services in California public education.

578 School Law (3). Emphasizes legal aspects of public education, with special emphasis on California.

659 Organizational Induction (2). Assists

Educational Management (EDMT)

Courses — Educational Management (EDMT)

administrator/leaders to understand their role in their organization. Develops a professional growth action plan.

660 Social and Political Dynamics (3). Discusses social and political forces which impact public education, federal and state legal structures, and parent and other community input and participation in school activities and outcomes.

660F Field Experience in Social and Political Dynamics (2). Individualized field experience addressing competencies included in EDMT 660. Prereq. or coreq.: EDMT 660. NCh.

661 Development and Assessment of Curriculum Programs and Instructional Practices (3). Studies strategies to design, manage, and evaluate educational programs and instructional practices; current and future trends in education; leadership role and strategies; and program and personnel evaluation.

661F Field Experience in Development and Assessment of Curriculum Programs and Instructional Practices (2). Individualized field experience addressing competencies included in EDMT 661. Prereq. or coreq.: EDMT 661. NCh.

662 Management of Human and Material Resources (3). Studies the management of resources available to educational organizations, both human and material. Discusses staff development; short- and long-term planning for staff, buildings, equipment, and supplies; school district funding and budgeting; and business support services.

662F Field Experience in Management of Human and Material Resources (2). Individualized field experience addressing competencies included in EDMT 662. Prereq. or coreq.: EDMT 662. NCh.

663 Organizational Theory, Planning, and Management (3). Studies theory and functions of human organizations in the U.S. Includes theories, strategies, and skills for structuring and leading groups in a variety of settings.

663F Field Experience in Organizational Theory, Planning, and Management (2). Individualized field experience addressing competencies included in EDMT 663. Prereq. or coreq.: EDMT 663. NCh.

664 Professional Assessment (2). Asses-

ses the student's completion of the PASC program requirements. Completed during the final PASC semester by an instructor, the district mentor, and the candidate. Prereq.: EDMT 659. CRD/NCR. NCh.

674 Change (3). Analyzes strategies for creating change in organizations. Examines resistance to change, institutionalization, and effective previous changes. ULV3: CRD/NCR only.

675 Executive Leadership (3). Introduces leadership theories, concepts, styles, and evaluation practices. Includes individual student assessments and action plans for personal growth. ULV3: CRD/NCR only.

677 Decision Making (3). Introduces theories, models, strategies, and techniques of decision making and problem solving in educational organizations and groups. ULV3: CRD/NCR only.

678 Human Resource Development (3). Explores personal alternative career paths and prepares for leadership in ways of developing personnel in their career paths. ULV3: CRD/NCR only.

679 Planning and Futures (3). Focuses on futures forecasting techniques and applications. Uses strategic planning methods to develop policies and procedures leading to desired goals. ULV3: CRD/NCR only.

680 Organizational Theory (3). Covers elements of organizational theory, including systems theory, roles, satisfaction, and structure. ULV3: CRD/NCR only.

681 Communication Theory (3). Covers interpersonal, small group, intergroup, and public communications, and techniques for management of meetings and collaborative problem solving. ULV3: CRD/NCR only.

682 Conflict Management (3). Provides a conceptual base for analyzing conflict and studies approaches for managing or resolving conflict. ULV3: CRD/NCR only.

683 Organizational Development (3). Connects theory, strategies, and techniques, drawing from organization development, organization design, and human resource management. Studies assessment, diagnosis, and intervention techniques. ULV3: CRD/NCR only.

684 Applied Research Methods (3).

Courses — Educational Management (EDMT) and English (ENG)

Provides knowledge and skills in designing research studies in natural settings. Emphasizes kinds of research design, sampling, instrumentation, and problem analysis.

686 Inferential Statistics (3). Provides knowledge, skills, and processes in using descriptive and inferential statistical tools and techniques in analyzing data and resolving research problems.

687 Introduction to Dissertation Research I (3). Culminating experience in the educational research and statistics sequence for students contemplating a doctoral dissertation. Develops skills in the evaluation of educational research.

688 Introduction to Dissertation Research II (3). Prepares doctoral students for advancement to candidacy. Culminates in the Dissertation Seminar in July. Continues EDMT 687.

689 Introduction to Dissertation Research III (3). Assists returning students to improve their dissertation proposal.

694 Resource Management (3). Studies the educational executive in the effective and efficient management of human, physical, and financial resources. Addresses the importance of time, both personal and organizational. ULV3: CRD/NCR only.

695 Innovation (3). Explores the role of information as a critical resource. Introduces theories, strategies, and techniques to determine information requirements and to design effective information systems. ULV3: CRD/NCR only.

696 Evaluation (3). Examines evaluation processes and systems as they relate to decision making in organizations. Gives attention to total organization evaluation. ULV3: CRD/NCR only.

698A-B Dissertation in Organizational Leadership I, II (3,3). Creates a dissertation, under the guidance of a dissertation committee, demonstrating scholarship skills in writing, reasoning, and interrelating theory and practice. The dissertation is defended in a public oral exam.

106 Communication Skills (4). Cultivation of writing skills. Students assigned to 106 must earn credit in the course as prerequisite to ENG 110. CRD/NCR only. NCh.

110 College Writing A (3*-4). Expository writing in major rhetorical forms, generally based on analytical reading in various disciplines and intended to sharpen communication skills required for college work and later use. GEWE1.

111 College Writing B (3*-4). Further expository writing with particular emphasis on methods of research and effective use of source materials. Should be completed before junior year. Prereq.: ENG 110. GEWE2.

240 Introduction to Drama (3-4*). The elements of the play as evidenced in a variety of major dramas. GEHa.

250 Introduction to Literature (3-4*). Emphasizes elements of fiction, poetry, and drama in a wide selection of authors. Prereq.: ENG 110. GEHa.

260 Shakespeare in Film (4). Studies cinema's treatment of Shakespeare, 1899 to the present. Prereq.: ENG 111. NCh.

270 Introduction to Language (3*-4). General characteristics of human communication; fundamentals of phonetics, phonemics, morphology, syntax, and semantics; language change and language variation. Prereq.: ENG 110.

275 Advanced Writing for the English Major (4). Provides guided practice in composition appropriate to study in literature as a discipline. Includes study of exposition and modes of discourse. Prereq.: ENG 111.

280 Science Fiction (3-4*). Examines the impact of technology on human values and civilization through a study of imaginative, future-oriented fiction. GEHa.

281 Survey of Old Testament/Hebrew Scriptures (3-4*). See REL 220. GEHa. GEHb.

283 Film and Society (3-4*). History of cinema from Porter to the present. Focuses on cinematic form, social context, and major genres. GEFAa. NCh.

300 Writing for the Visual Arts (3). See ART 300. Also JOUR 310. GEFAa.

309 Writing Workshop (3-4*). Sharpens skills

English (ENG)

Courses — English (ENG)

developed in 110 and 111: organization, grammar, punctuation, and style. Prereqs.: ENG 111.

310 Advanced Writing (3-4).* Designed to develop proficiency in academic prose, personal prose, and professional writing, such as resumes, letters, and applications. Athens only. GEWE2 for SCE students only. NCh.

311 Composing in Digital Environments (3). Explores differences between hard copy writing and writing for new media. Prereqs.: ENG 110, 111. NCh.

312 Creative Writing (3-4*). Workshop in the writing of fiction, poetry, and plays. GEFAb. NCh.

313 Advanced Creative Writing (3-4).* Continuation of 312. Emphasizes works of modern poets and authors. Athens and EPIC only. GEFAb.

315 Desktop Publishing for Theatre (1-2). See THAR 365. GEFAb.

316 Playwriting and Screenwriting I (4). See THAR 360. Also RDIO/TV 351. GEFAa. GEFAb. NCh.

334 Literature By and About Women (4).* Novels, short stories, essays, and poems by 20th-century British and American women. Major themes: women's quests for identity and responsibility in a changing world. Athens only. GEHa.

336 Literature of Incarceration (3-4). Studies literature written by and about those who are incarcerated. Emphasizes development of a critique of the prison as individual and social metaphor. Prereq.: ENG 111. GEHa.

340 Shakespeare (3*-4). Representative plays selected from the histories, tragedies, comedies, and tragicomedies. Also THAR 340. Prereq.: ENG 111. GEHa.

342 American Plays (3*-4). Studies representative American plays to show the characteristics of US national drama, such as ethnicity, selfhood, and social justice. Prereq.: ENG 111. GEHa.

344 Drama on Page and on Stage (3-4). Includes reading and discussion of plays at theaters, supplementary dramatic readings and criticism, and attendance at appropriate productions. May be repeated with different topics. Also THAR 300. Prereq.: ENG 111. GEHa.

350A Survey of English Literature I: to 1640 (4). Development of the various literary genres,

with special attention to tendencies and movements in social, political, and philosophical contexts. Prereq.: ENG 111. GEHa.

350B Survey of English Literature II: 1640-1798 (4). Continuation of 350A. Prereq.: ENG 111. GEHa.

350C Survey of English Literature III: 1798-1890 (4). Continuation of 350B. Prereq.: ENG 111. GEHa.

350D Survey of English Literature IV: 20th Century (3*-4). Continuation of 350C. Prereq.: ENG 111. GEHa.

353 American Literature I: From Exploration to the Gilded Age (3*-4). American multicultural fiction, poetry, narratives, autobiography, and essay by such writers as Columbus, Bradford, Rolandson, Edwards, Franklin, Wheatley, Emerson, Fuller, Douglas, Brown, and Twain. Prereq.: ENG 111. GEHa.

354 American Literature II: From the 1890s to World War II (3*-4). Continuation of 353. The 20th century: e.g., James, Cather, Moore, H. D. Eliot, Frost, Cullen, Williams, O'Neill, Eliot, Hughes, Fitzgerald, and Wright. Prereq.: ENG 111. GEHa.

355 American Literature III: From World War II to the Present (4). Continuation of 354. Includes Saroyan, O'Connor, Williams, Baldwin, Creeley, Roethke, Levertov, and Morrison. Prereq.: ENG 111. GEHa.

360 Jewish Literature (3). Presents fiction, poetry, and drama of Jews to understand the evolution of Jews in many lands and languages. Prereq.: ENG 111. GEHa. NCh.

362 North America Italian Literature (3). Studies the North American Italian Experience in fiction, poetry, and autobiography. Prereq.: ENG 111. GEHa.

364 Modern Greek Literature in Translation (4).* Works of major 20th-century Greek writers. Athens only. GEHa.

380 World War II Holocaust Literature (3-4). The European agony and its aftermath in writings about ghettos and concentration camps. Includes perpetrators, victims, resisters, and rescuers. Prereq.: ENG 111. GEHa. NCh.

381 Fantasy in Fiction (3*-4). Forms of fantasy from simple tales to sophisticated novels. Em-

Courses — English (ENG)

phasizes literary merit and mythic qualities. **GEHa.**

382 Major Authors (3-4). Intensive study of individual major authors concentrating on historical milieu and literary chronology. Prereq.: ENG 111. **GEHa.**

383 Myth in Literature (3-4*). Myth as a way of seeing and understanding the world, and as an expression of lasting human concerns through literature from the folk tale and epic to science fiction. Prereq.: ENG 110. **GEHa.**

384 Classical Themes in Modern Literature (4).* Major themes from classical Greek myth and literature as they reappear in fiction, drama, and poetry of the 20th century. Athens only. **GEHa.**

385 Special Studies in American Literature (3-4*). Focuses on specific areas that reflect the experience of being ethnic and American: African-American, Asian-American, Latino, or Native American literature. Prereq.: ENG 111. **GEHa.**

388 Male and Female: Themes in Literature (3* or 4). Explores the development of female and male roles in literature—origins, symbols, and literary references. Considers both social and literary metaphors. Prereq.: ENG 111. **GEHa.**

403 U.S. Language and Culture I (4). Provides background in US culture, business language, and writing for the M.B.A. curriculum. Prereq.: Bachelor's degree and TOEFL score. **NCh.**

405 US Language and Culture II (4). Continuation of 403. Prepares pre-MBA international students for entry into the MBA program. Improves language proficiency and understanding of American business. Prereq.: ENG 403 or EPT placement.

409 Special Projects (2-4). Special projects in grammar and/or literature. May be repeated with different topics.

413 Grammar Workshop (4). Emphasizes sentence parts and parts of speech. Designed to help teachers and prospective teachers understand English grammar. For Diversified Majors. Prereqs.: ENG 111. **NCh.**

421 Modern Poetry in English (3*-4). Multicultural poetry including Yeats, Auden, Hughes, Eliot, Williams, Frost, Moore, Ginsberg, Reed, Levine, Mazziotti, Soto, and others. **GEHa.**

430 Recent American Fiction (3*-4). American multicultural fiction including Ellison, Vonnegut, Morrison, Bellow, Owen, Saroyan, Tan, Cisneros, Sanford, Mirabelli, and others. Prereq.: ENG 111. **GEHa.**

431 Modern British Fiction (3*-4). Short stories and novels by Joyce, Woolf, Lawrence, Waugh, Greene, Burgess, and others. Prereq.: ENG 111. **GEHa.**

433 Detective Fiction (3*-4). Origins and development of detective literature. Major currents from Poe and Doyle through Sayers, Christie, and Hammett. Views the detective as purveyor of social mores. Prereq.: ENG 111. **GEHa.**

434A The American Novel, 1800-1900 (3*-4). American multicultural narrative including Cooper, Hawthorne, Brown, Melville, Jacobs, Twain, and others. Prereq.: ENG 111. **GEHa.**

434B The American Novel, 1900-1945 (3*-4). Multicultural fiction including Chopin, Dreiser, Rölvaag, Fitzgerald, Cather, Sanford, DiDonato, Steinbeck, Wright, and others. Prereq.: ENG 111. **GEHa.**

435A Novel Masterpieces I (3*-4). Several major classics of fiction such as works by Austen, Eliot, and Dostoevsky. Prereq.: ENG 111. **GEHa. NCh.**

435B Novel Masterpieces II (3*-4). Several major classics of fiction such as works by Dickens, Flaubert, and Tolstoy. Prereq.: ENG 111. **GEHa. NCh.**

440 The American Stage—Mirror of Society (3*-4). Studies plays that reflect America regionally, ethnically, spiritually, and aesthetically. Also THAR 440. Prereq.: Eng 111. **GEHa. GEFAa.**

441 Drama: Comedy and Tragedy (3*-4). Readings in drama to discover how playwrights from the Greeks to the present have dealt with continuing concerns of life and theatrical presentation. Also THAR 441. Prereq.: Eng 111. **GEHa. GEFAa. NCh.**

442 Shakespeare and His Contemporaries (3*-4). Major works from Shakespeare, Marlowe, Jonson, and others for their own merit and as a reflection of the English Renaissance. Also THAR 442. Prereq.: Eng 111. **GEHa.**

443 Twentieth-Century Drama (3*-4). Playwrights since Ibsen, with special attention to

Courses — English (ENG), ESL, and French (FREN)

Shaw, Pirandello, O'Neill, Brecht, Miller, Becket, Anouilh, Ionesco, and Albee. Also THAR 443. Prereq.: Eng 111. GEHa. NCh.

447 Masters of the Drama (4). See THAR 445. May be repeated three times. GEFAa. GEHa. NCh.

449 Study Trip to Ashland, Oregon Shakespeare Festival (1-4). Includes reading and discussion of plays at Ashland and attendance at their productions. May be taken twice for credit. Also THAR 400. GEHa. NCh.

497 Field Experience for the Single Subject Major in English (2-4). Develops a theoretical framework for English teaching based on field work in a local high school English classroom.

and spoken communication. Coreq.: ESL 105. Prereq.: ESL 103. CORE2a. NCh.

301 Writing and Study Skills for International Graduate Students (3). Provides training in writing research papers, essays, essay examinations, note-taking, outlining, and library use. NCh.

302 Special Topics in Graduate Writing (3). Addresses writing requirements of specific academic disciplines as needed. NCh.

330 Second Language Teaching (3). Introduces contemporary pedagogy and research in foreign language education and an integrative approach to modern language instruction. Prereqs.: ENG 111 and one 200-level foreign language. Also FREN, GERM, SPAN 330. NCh.

English as a Second Language (ESL)

101 Language Development I (3-4*). Focuses on integrated development of linguistic skills including listening, speaking, reading, and writing. Coreq.: ESL 101P. CORE2a. NCh.

101P Practicum (3-4*). Extended practice in written and spoken communication. Coreq.: ESL 101. CORE 2a. NCh.

102 Writing I (3-4).* Designed to improve basic writing skills necessary for college work. Focuses on grammar and writing short papers. Includes lab. Athens only. CORE2a. NCh.

103 Language Development II (3-4*). A continuation of 101. Prereqs.: ESL 101, 101P. CORE2a. NCh.

103P Practicum (3-4*). Extended practice in written and spoken communication. Coreq.: ESL 103. CORE2a. NCh.

104 Writing II (4).* Focuses on essay form and style. Prereq.: ESL 102. Athens only. CORE2a. NCh.

105 Communication Skills in ESL (3-4*). A continuation of 103. Fulfills ENG 106 requirement for non-native speakers of English. Prereq.: ESL 103. Coreq.: ESL 105P. CORE2a. NCh.

105P Communication Skills in ESL — Practicum (3-4*). Extended practice in written

French (FREN)

100 Elementary French I (4). Basic skills with focus on conversation and simple reading for students with little or no previous French. Introduces French culture. Includes language lab. CORE2a. NCh.

101 Elementary French II (4). Continues and expands skills developed in 100. CORE2a. NCh.

210 Intermediate French I (4). Review of grammar, reading of French texts, conversations on materials read, collateral reading.

211 Intermediate French II (4). Continues and expands skills developed in 210.

320 French Civilization and Culture I (4). Major characteristics of French civilization. History of ideas, political institutions, and social traditions. Prereq.: FREN 210. NCh.

321 French Civilization and Culture II (4). Continuation of 320. Includes French and Francophone civilization. NCh.

330 Second Language Teaching (3). See ESL 330. Also GERM/SPAN 330. NCh.

365 French Literature in Translation (4). Studies a major theme, topic, or evolution in French or Francophone literature. Discussions and readings in English. Prereq.: ENG 111.

Courses — French (FREN), General Studies (GNST), Geography (GEOG), and German (GERM)

Also LIT 365. GEHa. NCh.

374 Modern Paris: Image, Text, and Reality (1-4). See ART 374. GEHd. NCh.

400 French Internship (1-4). Supervised work experience at a company where French is spoken. Prereq.: FREN 320 or 321. NCh.

420 Commercial French (4). Practical approach to business French. Includes advanced grammar and spelling review, business-related vocabulary, letter-writing, and appropriate readings. Prereq.: FREN 211. Offered infrequently.

430 French Literature I (3*-4). Directed studies in French culture and literature. Prereq.: FREN 210, 211. May be repeated once. GEHa. NCh.

431 French Literature II (4). Continuation of 430. May be repeated once. GEHa. NCh.

General Studies (GNST)

110 Learning Seminar (1). Studies skills essential in college. Includes time management, note-taking, reading and study techniques, test-taking skills, problem-solving and decision-making skills, organizational techniques, and coping strategies. CRD/NCR only.

200 Career/Life Planning (2). Develops skills and provides experiences in decision-making, skills identification, and values clarification. Development of career/life plans. NCh.

210 Information Power: An Introduction to Research Skills for College and Life (1). Presents concepts applicable to basic research in all academic disciplines. Develops information literacy skills. Prereq.: ENG 111. NCh.

230 Peer Counseling Techniques (1). Covers theories and techniques of peer tutoring for ULV tutors. Explores issues of diversity, communication, the tutor's role, adult learning theories, and group dynamics. May be taken twice for credit. CRD/NCR only. NCh.

232 Leadership Theory and Practice I (1). First semester of the Landis Leadership Scholars (LLS) course, primarily dedicated to exploring leadership theory. Must be accepted into the LLS

program. CRD/NCR only. NCh.

233 Leadership Theory and Practice II (1). Second semester of the Landis Leadership Scholars (LLS) course, primarily dedicated to applying leadership theory. Must be accepted into the LLS program. Prereq.: GNST 232. CRD/NCR only. NCh.

300 Liberal Arts Colloquium/College Experience (1-3).* Explores topics in liberal arts. May be repeated five times for credit. EPIC only.

330 Advanced Peer Counseling Techniques (1). Explores issues and skills relevant to ULV tutors. Develops tutors' expertise in communication, handling difficult tutoring scenarios, tutoring special populations, learning theory, and group dynamics. May be taken twice for credit. CRD/NCR only. NCh.

Geography (GEOG)

201 Introduction to Geography (3* or 4). Introduces physical, cultural, and economic geography, and demography. GESSd.

202 Field Methods in Geography (3). Provides field experience beyond GEOG 201. Prereq.: GEOG 201.

German (GERM)

100 Elementary German I (4). Basic skills with focus on conversation and simple reading for students with little or no previous German. Class meetings, language lab, and reading sessions. CORE2a. NCh.

101 Elementary German II (4). Continues and expands skills developed in 100. Prereq.: GERM 100. CORE2a. NCh.

210 Intermediate German I (4). Review and progression to improve basic skills for students with previous German study. Increased conversation and readings. Grammar, culture and literature, and reading sessions.

211 Intermediate German II (4). Continues and expands skills developed in 210.

320 Advanced German I (4). 20th-century German literature. Conducted in German.

Courses — German (GERM) and Gerontology (GERO)

GEHa. NCh.

321 Advanced German II (4). Continuation of 320. GEHa. NCh.

330 Second Language Teaching (3). See ESL 330. Also FREN/SPAN 330. NCh.

363 Contemporary German Literature in English Translation (4). Analyzes 20th century German writers. Prereq.: ENG 111. Also LIT 363. GEHa. NCh.

400 German Internship (1-4). Supervised work experience at a company where German is spoken. Prereq.: GERM 320 or 321. NCh.

430 German Literature I (4). Structured according to interests of students. German literature covered by independent study. GEHa. NCh.

431 German Literature II (4). Continuation of 430. GEHa. NCh.

Gerontology (GERO)

500 Psychology of Aging (3). Explores the main theories and developmental tasks of adulthood and older life with emphasis on the changes in perceptual, intellectual, cognitive, and personality characteristics. NCh.

501 Professional Issues in Gerontology (3). Reviews the state of professional gerontology, emphasizing theory and research, ethics, public policy, legal issues, elder abuse, and careers in gerontology. NCh.

502 Social/Cultural Aspects of Aging (3). Examines social, cultural, spiritual, and gender influences on aging among minorities and ethnic groups in the context of social structures, institutions, and interventions. NCh.

503 Physiology of Aging (3). Reviews normal physiological changes in aging across the body systems and the aging body's ability to adapt. NCh.

504 Long-Term Care Administration (3). Develops knowledge and skills in the effective management of long-term care services for the elderly and their caregivers.

505 Fitness and Nutrition in Later Life (3). Explores influence of physical activity, nutrition, social interaction, and other health behaviors on quality of life of older adults.

506 Housing Alternatives for the Elderly (3).

Explores housing alternatives and environmental adaptations to accommodate the elderly, including the frail and impaired.

507 Organization and Management of Older Adult Services (3). Examines the organization and management of older adult services.

508 Economics of Aging (3). Explores the economic and retirement issues facing the growing aging population.

509 Geriatric Case Management (3). Explores physical, psychological, and social factors that contribute to the maintenance of the frail elderly in the community.

510 Marketing Services for the Elderly (3). Explores principles and techniques of developing and marketing services for the elderly.

511 Social Policy, Health, and Aging (3). Explores the social policies and legislative issues surrounding health and aging.

512 Managing Senior Services (3). Examines the theories, principles, and skills involved in the management of community-based organizations serving older adults.

513 Legal and Financial Issues in Aging (3). Examines legal and financial issues of aging and providing care for the elderly.

514 Geriatric Care Assessment (3). Explores theories, principles, and technical skills needed for assessing physical, psychological, and social factors that contribute to the successful maintenance of elderly.

570 Grant Writing (1-3). Provides in-depth knowledge, technical skills, and strategies for successful grant writing.

571 Cognitively Impaired Older Adults (1-3). Examines geriatric assessment methods, care of cognitively impaired adults, and community-based resources and programs.

572 Death, Dying, and Bereavement (1-3). Explores medical, religious, legal, ethical, cultural, and psychological issues surrounding end of life.

573 Legal and End-of-Life Issues in Aging (1-3). Examines legal and end-of-life issues of aging and elderly care.

576 Careers in Gerontology (1-3). Examines career planning and development process, emphasizing diverse career paths available in gerontology.

Courses — Gerontology (GERO), Greek (GREK), and Health Services Management (HSM)

577 Caregiving and Caregiver Resources (1-3). Examines caregiving and community resources for caregiving of older adults.

578 Spirituality and Aging (1-3). Examines aging process as viewed by various religions and spirituality in lives of older adults.

579 Aging and Biography (1-3). Examines autobiographical techniques for elderly authors and their families.

590 Selected Topics in Gerontology (1-3). Offers selected topics of current interest and importance in gerontology. May be repeated twice for credit with different topics.

595 Research Methods in Gerontology (3). Surveys scientific inquiry, research methodology, research design and analysis, and evaluation in gerontology. Prereq.: HSM 471 or 594. **NCh.**

596 Graduate Seminar (3). Culminating activity for master's program. May not be taken for directed study. Prereq.: HSM 589 or PADM 589 or PSY 502. CRD/NCR only. **NCh.**

598 Internship/Fieldwork (3). Participation in and observation of activities in an organization concerned with health delivery. Option A: 60 hours minimum with prereq. of completion of GERO core courses or program chair approval. Option B: 400 hours Administrator in Training (AIT) with prereq. of GERO 504 or program chair approval. **NCh.**

Greek (GREK)

(Available only at the Athens campus.)

100 Elementary Modern Greek I (4).* Basic skills, conversation, reading, and grammar. Class meetings and reading/conversation sessions. **CORE2a. NCh.**

101 Elementary Modern Greek II (4).* Continues and expands skills developed in 100. Emphasizes conversation. **CORE2a. NCh.**

210 Intermediate Modern Greek I (4).* Advanced grammar, composition, and oral discussion. Readings from contemporary Greek writers. Prereq.: GREK 101.

211 Intermediate Modern Greek II (4).* Continues and expands skills developed in 210.

320 Greek Civilization and Culture (4).* Social, political, and historical traditions of mod-

ern Greece as exemplified in selected Greek literature. Prereq.: GREK 210 or instructor approval. **GEHa.**

Health Services Management (HSM)

302 Sociology of Medicine (4). Analyzes the cultural, historical, and societal influences on medicine and health services delivery.

340 Legal Issues in HSO Management (4). Reviews basic legal issues in health services management, including legal constraints and governmental regulations, liability, negligence, confidentiality, and patient rights.

355 Ethics in Health Services Management (4). Reviews ethics relating to major social, economic, political, and regulatory issues and to biomedical advances. Discusses organizational decision-making and ethics committees. **GEHb.**

365 Human Resources Management (4). Reviews key functions of hiring, promotion, training, development, evaluation, compensation, and benefits. Examines broader issues of workforce planning, organizational design and development, and corporate compliance.

368 Culture and Gender Issues in Management (4). Analyzes constraints and opportunities in managing a diverse work force. Reviews career goal development. Also MGMT 368, PADM 368, ECBU 353. **CORE2b. NCh.**

369 Managing Change in HSOs (4). Examines social, legal, environmental, and organizational elements driving change and managerial approaches for effecting desired change.

376 Planning and Marketing of Health Services (4). Discusses business concepts of marketing as they apply to health services management, strategic planning, promotion, public relations, and business development. Reviews roles of the health service marketer and manager.

381 Introduction to Managed Care (4). Introduces history and evolution of managed care; reviews participants, structures, payment mechanisms, and operations; and includes contracting,

Courses — Health Services Management (HSM)

demand management processes, and quality assurance.

401 Principles of Leadership and Management in Health Services (4). Relates management and leadership theory to operations of health service organizations in highly dynamic environments.

403 Accounting in HSOs (4). Covers financial and managerial accounting theory and principles for non-accounting majors.

410 Quantitative and Qualitative Decision Making in HSOs (4). A practicum that provides quantitative methodologies for dealing with issues of forecasting, resource allocation, project and program management, and quality improvement. Prereq.: HSM 471.

430 Financial Management in HSOs (4). Covers principles and perspectives of healthcare finance including budgeting, revenue sources, cost analysis, and current asset management for profit and not-for-profit sectors. Prereq.: HSM 403.

435 Economics of Health Services (4). Examines microeconomic and macroeconomic theory and concepts with application to health service organizations and healthcare delivery systems.

471 Statistics (4). Presents basic concepts of descriptive and inferential statistics and their application in various professional academic areas.

480 Communications in Management (4). Enhances verbal, nonverbal, and written communications. Explores professional and interpersonal dialog, group communications, and processes. Includes managerial writing and public speaking. GEWE2 for SCE students only.

491 Introduction to Managed Care (4). Includes the history and evolution of managed care and reviews participants, structures, payment mechanisms, and operations of managed care arrangements. NCh.

496 Senior Seminar: Culminating Program Summary (4). Summarizes basic theory and issues from all courses offered in B.S., Health Services Management. Includes a major analytical paper. NCh.

500 Managing and Leading in Health

Services Organizations (3). Examines contemporary management theory and practice relative to creating and sustaining effective and efficient health service organizations.

501 Recent Trends and Issues in Health Services (3). Reviews current environmental, political, social, economic, and organizational trends and issues and their effects on providers, payers, and consumers.

502 Financial and Cost Analysis (3). Covers principles and perspectives of financial and cost management of profit and not-for-profit health services organizations. Prereq.: HSM 403 or 593.

503 Healthcare Economics (3). Analyzes economic issues that relate to and impact access, quality, and delivery of health services in public and private sectors. Emphasizes administrative challenges and innovation.

504 Organizational Communications (3). Examines linguistic and communication theory and skills for improving interpersonal, group, and organizational relations and communications.

510 Management of Information Systems (3). Views information systems from the needs of management. Includes data collection, storage, updating, and retrieval of information; design and implementation of information systems.

515 Medical and System Terminology (1-3). Covers medical and system terminology required for electronic medical record.

520 Strategic and Tactical Planning in HSOs (3). Examines planning for short- and long-range growth and change. Relates departmental and organizational operations and service to vision, mission, goals, and objectives.

523 Management of Organizational Innovation (3). Covers theory and practice of innovation management for enhancing organizational capacity for change and renewal.

531 Organizational Theory and Development (3). Reviews organizational behavior and theory as an interdisciplinary approach to understanding health service organizations.

532 Budgeting and Cost Control (3). Examines principles and perspectives of budgeting and cost control for profit and not-for-profit health services organizations. Prereq.: HSM 403,

Courses — Health Services Management (HSM)

433, or 593.

533 Mergers and Acquisitions (3). Examines strategic elements of capitalization, practice valuation, managed care contracts, management of operating expenses, forecasting income streams, performance reporting, joint venture and merger analysis, and debt and equity markets.

534 Program Evaluation in Health Services (3). Presents methodologies, concepts, and current issues in program evaluation research.

540 Legal Issues in HSOs (3). Covers legal theories, issues, and government regulations as they pertain to health services management. Includes tort, fraud and abuse, corporate compliance, managed care, and restraint of trade.

555 Ethical Issues in Health Services (3). Encompasses the philosophy, impact of technological advances, and the consequent ethical issues involving decision-making. Includes establishing ethics committees. **NCh.**

562 Human Resource Management in HSOs (3). Examines key human resource managerial issues and systems including planning, staffing, education and training, organizational development, corporate compliance, and labor relations.

569 Managing Change and Conflict (3). Examines planning for change; the nature and sources of environmental and organizational conflict; strategies for change and conflict resolution.

570 Theories of Information Management (3). Reviews information management theories and discusses unique health systems concerns, such as patient confidentiality, record ownership, provider autonomy, and informed consent.

571 Management of Clinical and Financial Information (3). 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.

572 Management of Decision Support Systems and Networks (3). Analyzes decision support systems and networks, their components and linkages, to provide and integrate information to match patient acuity and levels of care.

573 Program Development (3). Examines program development and use of quantitative and qualitative decision-making methodologies in health services information management systems.

574 Legal and Ethical Issues in Information Management (3). Analyzes legal and ethical issues involved in healthcare information management.

575 Systems Planning and Implementation (3). Examines strategic planning methodologies critical to healthcare information systems. Analyzes system configuration, linkages, and implementation and control strategies.

578 Recent Trends in Health Information Management (1). Covers regulations, ethics, strategies, systems changes, and other issues involved in information management of patient records. Analyzes their effects on provider and customer. **NCh.**

579 E-Health (1-3). Analyzes opportunities and threats associated with business on internet.

580 Economics of Managed Care (3). Analyzes the managed care delivery system model within an economic, historic, legal, and organizational context.

581 Managing Managed Care (3). Analyzes managing in a managed care environment. Includes financial and operational issues of capitalization and other reimbursement mechanisms, medical group formation and valuation, risk assessment, and negotiating strategies. **NCh.**

582 Policy Issues in Managed Care (3). Examines legal, governmental, and ethical issues relating to managed care, including policy formation, and public initiatives, as well as financial and epidemiologic indicators.

583 Marketing and Business Development (3). Covers principles of health services marketing, business development, managed care contract negotiation and maximization, and financial analysis and modeling of alternative strategies.

584 Globalization of Managed Care (3). Examines financial and care management of managed care and their applicability to global healthcare systems.

585 Complementary Medicine in Managed Care (3). Covers nature and role of complementary medicine in the managed care environment.

590 Selected Topics (1-3). Presents contemporary issues in healthcare management. Course may be retaken once with different topics.

Courses —Health Services Management (HSM) and History (HIST)

- 593 Accounting for Healthcare Decision-Making (3).** Covers financial and managerial accounting theory and concepts for decision-making in health services management.
- 594 Statistical Decision-Making in HSOs (3).** Covers basic descriptive and inferential statistics and their application to managerial decision-making in health services management.
- 595 Organizational Research Methods (3).** Surveys the nature of scientific inquiry, research design, program evaluation, and data analysis. Prereq.: HSM 471 or 594. **NCh.**
- 596 Graduate Seminar (3).** Culminating activity for the Master of Health Administration. Includes presentation, discussion, and evaluation of research papers researched and written by each student. May not be taken as a directed study. CRD/NCR only. **NCh.**
- 597 MHA Professional Seminar (3).** Culminating course. Builds upon individual expertise and relates this to peers and professional community in health services administration. Letter grade only. Prereq.: HSM 596. **NCh.**
- 598 Field Work/Internship (3).** Participation in and observation of activities of a healthcare agency, institution, or other organization concerned with health delivery. Option A: 100 hours. Option B: 480 hours Administrator in Training (AIT). Prereq.: GERO 504 or Gero program chair approval (Option B only).
- History (HIST)**
- 101 World Civilizations I (3 or 4*).** Survey of Western, Asian, African, and Latin American civilizations to 1715. Emphasizes their similarities and differences. **CORE2b.**
- 102 World Civilizations II (3 or 4*).** Survey of Western, Asian, African, and Latin American civilizations since 1715. Emphasizes their similarities and differences as they respond to such forces as nationalism, industrialism, and democracy. **CORE2b.**
- 110 United States History and Cultures (3 or 4*).** Political, economic, social, and cultural history of the United States from colonial times to present. **GESB.** **CORE2b.**
- 110A United States History to 1877 (3).*** First half of 110. **GESB.**
- 110B United States History from 1877 (3).*** Second half of 110. **GESB.**
- 311 Development of American Democracy I (3*-4).** Origins, growth, and development of American ideas of democracy, and impact of recent economic and international forces upon these ideas. Also PLSC 311. **GESB.**
- 312 Development of American Democracy II (3*-4).** Continuation of 311. Also PLSC 312. **GESB.**
- 316 California History (3*-4).** Economic, social, political, and cultural history of California.
- 317 Los Angeles: The Study of a City (4).** Development of Los Angeles and Southern California from its origins to the present; economic and demographic shifts; role as entertainment center of America.
- 320 History of the Constitution (4).** Historic-political background of the American Constitution and its present meaning.
- 330 Ancient History (4).** History of Western man through the Roman period. Emphasizes Hebrew, Greek, and Roman cultures.
- 332 Medieval and Renaissance Europe (4).** European cultural, intellectual, political, and economic history from the fall of Rome to the Italian Renaissance.
- 333 Early Modern Europe (3*-4).** Political, economic, and social analysis of Europe, 1500-1800; Humanism and Reformation; political and industrial revolutions.. **CORE2b.**
- 336 French Revolution and Napoleon (4).** Economy, politics, and society of Revolutionary and Napoleonic eras (1785-1815); impact of the Revolution on Europe.
- 337 Nineteenth Century Europe (4).** Political and cultural movements of Europe, 1815-1914; industrialization and social conflict; music and art. Prereq.: HIST 333 or 336.
- 351 History of Latin America (3*-4).** Latin American peoples from their Indian and Iberian origins. Emphasizes Argentina, Brazil, Chile, and Mexico. **CORE2b.**
- 353 History of Mexico (4).** Political, econom-

Courses — History (HIST)

ic, and social development of Mexico from its Pre-Columbian origins to contemporary times.

370A History of Middle East to 1798 (3*-4). Middle East history from ancient times, particularly since the rise of Islam to the decline of the Ottoman Empire. **CORE2b** for SCE students only.

370B History of Middle East, 1800 to Present (3*-4). Middle East history since the Napoleonic invasion of Egypt in 1798. **CORE2b** for SCE students only.

371 History of the Holy Land (4). See REL 317. **GEHb.**

377 Modern Africa (4). Compares politics and economies of African states since the nineteenth century. Discusses slavery, colonialism, and independence movements.

378 American Political Thought (4). See PLSC 378.

389 Approaches to History (3*-4). Analyzes European and American historical writing. Discusses methods and current debate on the nature of historical study.

407 Constitutional Law (4). See PLSC 407.

409 Topics in History and Political Science (3-4). Selected topics in history and/or political science relating to current issues and/or special fields of study. May be repeated once with a different topic. Also PLSC 409.

410 The American West (3* or 4). Examines the development of the Trans-Mississippi West since 1800. Emphasizes political, economic, social, and cultural forces.

411 Civil War and Reconstruction (4). Origins and aftermath of American Civil War; slavery and emancipation; success and failure of reform.

412 Great Depression and World War II (4). Political, economic, and social history of the United States during the 1930's and 1940's.

413 United States Since World War II (3*-4). Social, economic, and political analysis of contemporary US history.

425 Intellectual History of United States Since 1865 (3*-4). Social, economic, and philosophical ideas since Civil War. Emphasizes

impact of industrialism on American thought. **GEHb.**

430 History of Athens and Environs (4).* Athens and its environs from prehistoric times through the Turkish occupation. Emphasizes classical and Hellenistic eras. Athens only.

431 History of Minoan and Mycenaean Greece (4).* Preclassical Greece: Peloponnesus and Crete, 3000-700 BC. Athens only.

432 History of Early Aegean Civilization (4).* Aegean littoral, 3000-700 BC. Athens only.

433 History of Classical and Hellenistic Greece (4).* Greek history from the preclassical period through the expansion under Alexander the Great. Athens only.

434 Modern Greek History (4).* Modern Greece from fall of Constantinople to present. Emphasizes nationalism, irredentism, and factionalism. Athens only.

438 British Empire and the Commonwealth (4). English history after 1485, surveying significant social, political, and economic developments affecting growth of empire and character of Commonwealth lands.

439 Modern Europe, 1900 to Present (3* or 4). 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. **CORE2b.**

440 Terrorism: Political Violence in the Modern World Since 1789 (4) Introduces the history and philosophy of political violence. Includes anarchists, Marxists, fascists, and Islamic fundamentalists. Prereq.: junior standing or instructor approval. Also PLSC 440. **NCh.**

464 Modern China and Japan (4). Economic and political developments in China and Japan since the nineteenth century, and their influence on Hong Kong, Singapore, Taiwan, and South Korea. Also PLSC 464.

469 Government and Politics in the Middle East (4). See PLSC 469.

471 Seminar in American Foreign Policy (4). See PLSC 471.

Courses — History (HIST), Honors (HONR), and Humanities (HUM)

Honors (HONR)

300 Interdisciplinary Seminar I (4). In-depth, team-taught, interdisciplinary course, combining two academic areas. Provides opportunities for original research and investigation. Fulfills general education requirements in one of the two academic areas. For letter grade only. May be repeated with different topics. **NCh.**

310 Interdisciplinary Seminar II (4). Same as 300. For letter grade only. May be repeated with different topics. **NCh.**

320 Interdisciplinary Seminar III (4). Same as 300. For letter grade only. May be repeated with different topics. **NCh.**

330 Interdisciplinary Seminar IV (4). Same as 300. For letter grade only. May be repeated with different topics. **NCh.**

370 Honors Colloquium (1). Explores contemporary issues through discussions organized around the collective participation in campus and off-campus events. For Honors students only. May be taken a maximum of 8 times for credit. For letter grade only. **GEHd.** **NCh.**

499 Interdisciplinary Senior Seminar (1-4). Culminating Honors Program course. Prereqs.: completion of all other Honors requirements. For letter grade only. **NCh.**

Humanities (HUM)

100 Quest for Values (3*-4). Introduces the humanities disciplines and the question of human values. **GEHd.**

101 American Traditions and Challenges (3-4).* Introduces selected milestones of literature, politics, and ethics in American history. Interdisciplinary. **GEHd.**

107 Chinese Language and Culture (4).* Introduces Chinese language and culture. **GEHd.**

109 Conflict Management Training Workshop (2). Provides instruction and practice in dispute resolution. Satisfies State of California stan-

dard for initial training and orientation of neutral persons in dispute resolution.

110 Introduction to Peace Studies (3). Introduces critical concepts, methods, and challenges facing those who aspire to create peace. **GEHd.**

207 History of the Visual and Performing (3). Explores cultural production from various cultures, times, and locations. Includes painting, sculpture, theater, dance, and music. May be taken twice for credit. Also ART/MUS/THAR 207.

270A-Z Humanities Seminar/Tour.* Weekend seminar/tour analyzing selected special topics. May be repeated with different topics. No more than four semester hours may be applied where appropriate toward **GEHd** or major requirements. **NCh.**

270H The Greek Island Experience (1)*

270I The Northern Greece Experience (1)*

270J The Peloponnese Experience (1)*

270L Literature Unbound (1). Prereq.: ENG 110.

290 Survey of Art and Theatre (4).* Studies art, art history, and theatre in the museums and theatres of Southern California. Field trips. Includes a hands-on art project inspired by museum/theatre visits. **GEFa** or **GEFb** for SCE students only. **GEHd.**

300 Experiencing British Life and Culture (4). Study trip to England. Focuses on cultural/historical activities. **GEHd.**

301 Greek Culture (4).* Introduces art, drama, philosophy, literature, and music of Greece. Includes survival-level Modern Greek. Coreq.: one semester in Greece. **GEHd.**

302 Conflict Resolution and Non-Violence (3). Combines hands-on experience of conflict resolution methods and skills with an in-depth study of voices of non-violence: Mahatma Gandhi, Martin Luther King, Jr., and Cesar Chavez.

310 Peace Studies Colloquium (1). Taken concurrently with any Peace Studies elective, this course discusses issues relating to the concepts of peace, conflict, violence, human rights, and justice.

320 Mexico Study Experience: Historical, Cultural, and Political Awareness (3).* Mexican life, politics, and culture. Taught in Mexico

Courses — Humanities (HUM), Japanese (JAPN), and Journalism (JOUR)

GEHd.

350 England, Scotland, and Ireland: A Literary Investigation (4). Explores themes in modern England, Scotland, and Ireland, utilizing history, literature, and film. **GEHd. NCh.**

410 Peace Studies Seminar (3). Prepares and presents a project based on a student's area of concentration, as a culminating project for the Peace Studies Minor.

Japanese (JAPN)

100 Beginning Japanese I (4). Includes basic listening, speaking, and writing in Japanese. Introduces Japanese culture. Lab. **CORE2a. NCh.**

101 Beginning Japanese II (4). Continues and expands skills acquired in 100. Lab. **CORE2a. NCh.**

210 Intermediate Japanese I (4). Includes conversation and reading. Prereq.: JAPN 101. **NCh.**

211 Intermediate Japanese II (4). Continuation of 210. Prereq.: JAPN 210. **NCh.**

320 Advanced Japanese Grammar and Conversation I (4). Involves advanced conversation, reading, and writing. Prereq.: JAPN 211.

321 Advanced Japanese Grammar and Conversation II (4). Continues JAPN 320. Expands acquired skills. Prereq.: JAPN 320.

Journalism (JOUR)

100 News Reporting (4). Fundamentals of news writing and reporting. Methods of gathering and writing information for the news. Functions and responsibility of the Fourth Estate. Prereq.: typing desirable. **GEHc.**

115 News Editing (2). Copyreading, headline writing, page makeup, and picture cropping and sizing. Learning to use a style guide. Prereq. or coreq.: JOUR 100.

166 Introduction to Mass Media (4). See RDIO 166. Also TV 166. **GEHc.**

220A-C Newspaper Production I-III (2,2,2). Work on college newspaper. Includes writing, layout, copyreading, headline writing, and proofread-

ing. Prereqs.: JOUR 100 and ability to type, or instructor's approval. **NCh.**

300 Advanced News Reporting (4). Interpretive and investigative reporting. In-depth interviews. Instruction and practice in writing news stories and features. Prereqs.: JOUR 100 and ability to type.

305 Radio and TV Newswriting and Editing (4). See RDIO 305. Also TV 305.

310 Writing for the Visual Arts (3). See ART 300. Also ENG 300. **GEFAa.**

313 Feature Writing (2). Strengthens writing techniques for feature stories. Includes advanced interviewing and reporting techniques. Prereq.: JOUR 100.

315 Syntax and Grammar for the Professional Writer (4). English grammar, spelling, punctuation, capitalization, and usage needed by the professional writer.

317 Graphic Production Processes and Design for Publications (4). Principles of graphic design and production techniques for printed media. Practical design experience in display ads, poster and magazine layout, brochures, logos, and letterheads. Also ART 320.

318 Survey of Multi-Media (4). Examines impact of digital news media on modern communication and critically evaluates digital media content and design. Students create various projects using an array of software. Also RDIO/TV 318.

319 Designing Multi-Media Web Pages (4). Utilizes software to produce dynamic, multi-media web pages. Prepares students to work professionally in web design. Prereq: JOUR 318. Also RDIO/TV 319.

320A-C Newspaper Production IV-VI (2,2,2). Work on college newspaper as editor, assistant editor, columnist, etc. Journalism majors. Prereq.: JOUR 220C. **NCh.**

325A-C Magazine Production I-III (2,2,2). Work on *La Verne Magazine*, a magazine for the City of La Verne produced by ULV students. Prereqs.: JOUR 220A and ability to type or instructor's approval. **NCh.**

326 Introduction to Advertising Design (4). See ART 326. **GEFAb.**

328 Media Sales (4). See RDIO 328. Also TV

Courses — Journalism (JOUR) and Legal Studies (LS)

328, ECBU 361.

330 Theory and Principles of Public Relations (4). Techniques used and purposes of public relations for industry, business, educational institutions, public agencies, and other organizations. Prereq.: JOUR 100.

397 Communications Fieldwork (4). Group fieldwork with individualized projects. Also TV 397.

408 Selected Topics in Communications (1-4). Selected topics in speciality areas of communications in response to student needs and faculty interests. May be repeated with different topics a maximum of three times. Also RDIO/TV 408. NCh.

425A-C Magazine Production IV-VI (2,2,2). Working on *La Verne Magazine* in editorial capacity. Prereq.: JOUR 325A or instructor's approval. NCh.

430 Public Relations Methods (4). Instruction and practical experience in public relations for different businesses and organizations. Prereqs.: JOUR 330 and ability to type. NCh.

460 Law and the Mass Media (4). Legal and governmental rules and regulations that apply to mass media. Study of current cases. Prereq.: JOUR 100 desirable. Also RDIO/TV 460.

465 History of Mass Media—Printed and Electronic (4). Development of the mass media. Current methods of collecting and reporting news and expressing editorial opinion. Also RDIO/TV 465.

467 Ethics of Mass Media—Printed and Electronic (4). Current ethical standards, procedures, and problems in printed and electronic media. Also RDIO/TV 467. NCh.

497 Internship (1-4). Supervised work experience in student's major area. Prereqs.: portfolio and résumé.

careers. Introduces basic legal concepts, areas of law, ethical obligations, and the drafting of basic legal documents.

304 Legal Research and Writing (4). Introduces legal analysis and research methods for federal and state statutes and case law, using digests, encyclopedias, and other resources. Students read and brief court decisions and draft memoranda. Prereq. or Coreq.: ENG 110, LS 301.

307 Legal Ethics and Investigation Skills (3). Covers duties and responsibilities of attorneys and paralegals toward clients, public, courts, other attorneys, and paralegals; discipline of legal profession. Includes interviewing and investigation skills. Prereq. or Coreq.: LS 304.

311 Law Office Computer Applications (3). Introduces law-office specific computer programs, such as time-keeping, calendaring, and case management, as well as word processing, spreadsheet, and database systems. Includes computer-assisted research. Prereq. or Coreq.: LS 304.

321 Family Law (3). Covers marriage and marriage dissolution, including property rights, support, custody, and litigation. Examines guardianship and non-marital relationships. Prereq. or Coreq.: LS 304.

328 Property and Real Estate Transactions (3). Examines property and title, transfer of title, acquisition and financing of real property, purchase agreements, escrows, and landlord/tenant rights and duties. Prereq. or Coreq.: LS 304.

330 Business Organizations (3). Examines the nature, creation, and effect of the agency relationship; formation of partnerships and sole proprietorships. Focuses on characteristics and formation of corporations. Prereq. or Coreq.: LS 304.

331 Bankruptcy (3). Examines debtor's and creditor's rights, petitions, creditor claims, motions, stays, exemptions, and lien avoidance. Includes petition preparation. Prereq. or Coreq.: LS 304.

340 Special Topics (3). Special topics in Legal Studies. May be repeated with different topics. Prereq. or Coreq.: LS 304. NCh.

350 Wills, Trusts, and Probate (3). Covers

Legal Studies (LS)

301 American Legal Studies (3). Covers the American legal system, its participants, and legal

Courses — Legal Studies (LS), Liberal Arts (LA), Literature (LIT), and Management (MGMT)

wills, trusts, and how they affect the transmission of family wealth; planning for property distribution and care of persons and assets after death; probate proceedings; and transfer of wealth without probate. Prereq. or Coreq.: LS 304.

365 Litigation I (4). Covers civil litigation from investigation to discovery, including jurisdiction, standing, evidence, and court rules, and the drafting of complaints, answers, and other documents. Prereq. or Coreq.: LS 304.

368 Litigation II (4). Covers civil litigation from discovery through trial and post-trial actions, including motions, points and authorities, summary judgment, and collection of judgments. Prereq.: LS 365.

370 Criminal Law and Procedures (3). Examines crimes, defenses, procedural aspects in the criminal justice system, evidence rules, and rules to suppress evidence. Prereq. or Coreq.: LS 304.

380 Torts (3). Studies tort law; bases of civil liability for harm caused another, including intentional torts, negligence, product liability, invasion of privacy, defamation, and misrepresentation. Covers personal injury litigation and insurance issues. Prereq. or Coreq.: LS 304.

390 Contracts (3). Covers general principles of contract, including formation, breach, defenses, and remedies. Includes Uniform Commercial Code's effect on contract rights; drafting and reviewing contracts; litigation issues. Prereq. or Coreq.: LS 304.

498 Paralegal Internship (3). Internship in a legal environment performing work normally performed by paralegals. Examines law office or department culture, legal ethics, and career goals. Prereqs.: 8 LS courses including LS 365, 368.

ties.

Literature (LIT)

361 Mexican Literature in Translation (4). See SPAN 361.

362 Contemporary Latin American Literature in Translation (4). See SPAN 362.

363 Contemporary German Literature in English Translation (4). See GERM 363.

365 French Literature in English Translation (4). See FREN 365.

375 Modern Asian Literature in Translation (4). Surveys 20th-Century Asian literature in English translation. Emphasizes major Indian, Chinese, and Japanese writers. Prereq.: ENG 111. **GEHa. NCh.**

386 Chicano Literature (4). See SPAN 386.

Management (MGMT)

300 Management Practicum (4). Experiential course: organization theory, behavior, communication, decision-making, planning, motivation, leadership, change, group behavior, and specific management innovations. Simulations, role playing, and in-class problem-solving. **NCh.**

313 Urban Environments: Living in a Global Society (3*-4). Covers methods for examining life in large metropolitan areas around the world. **CORE2b.**

333 Ethics: Applications to Management and Administration (4). Explores issues of public morality and responsible behavior, focusing on organizational settings. Also PADM 333. **GEHb.**

350 Managing Human Resources (4). Covers public, private, and third-sector management. Includes motivation, leadership, decision-making, and productivity.

360 Financial Management and Budgeting (4). Integrates management practices and processes of financial planning, budgeting, accounting, and decision making.

368 Culture and Gender Issues in Manage-

Liberal Arts (LA)

390 Research Methods Across the Disciplines (3). Examines and utilizes research methods in the sciences, social sciences, and humani-

Courses — Management (MGMT)

ment (4). See HSM 368. Also ECBU 353, PADM 368. **CORE2b.** NCh.

388 Statistics (3*-4). Introduces basic concepts and applications of descriptive and inferential statistics. **GEM** for SCE students only.

390 Research Methods (4). Methodology and research design in management, including qualitative and quantitative methods. Prereq.: MGMT 388.

430 Financial Management of Service Institutions (4). See HSM 430.

436 Policy-Making Process (4). See PADM 436.

439 Organizational Behavioral: Theory and Application (4). See PADM 439. Prereq.: MGMT 300.

458 Stress Management (4). See PSY 458.

469 Management of Change and Conflict (4). Planning for change; the nature and sources of environmental and organizational conflict; strategies for change and conflict resolution. Also ECBU 469.

480 Communications in Management (3*- 4). Enhances verbal, nonverbal, and written communications. Explores professional and interpersonal dialog, group communications, and processes. Includes managerial writing and public speaking. **GEWE2** for SCE students only. **NCh.**

499 Senior Seminar/Project (4). Prereqs.: MGMT 388, and MGMT 390 or PADM 489.

500 Management: Theory and Practice (3). Considers the activities and responsibilities of contemporary managers in complex organizations; integrates theory and practice.

520 Leadership: Theory and Practice (3). Covers contemporary theories, principles, and practices of leadership. Focuses on the elements of leadership related to follower motivation, development, and achievement. Evaluates leadership styles, and explores leadership techniques.

521 Ethics and Decision-Making (3). Covers theories and practice of managerial decision-making and problem-solving. Explores decision-making styles and techniques applied to operational problems, tactical decisions, and strategic opportunities.

522 Human Resource Management (3). Studies theory and practice of human resources

management. Includes functions, responsibilities, and activities of a human resources manager.

523 Organizational Theory and Development (3). Explores psychological and developmental underpinnings of organizations. Presents theory, psychology, and organizational development.

524 Strategic Planning and Resource Management (3). Covers the integration of strategic planning, resource management, financial management, and budgeting. Focuses on methodologies for integrating long-term strategy with short-term programs, projects, and plans.

525 Management of Diversity (3). Covers management issues involved in multicultural organizations, including valuing diversity, relationship building, communicating across cultures, and managing people of different genders, races, and cultures.

526 Training and Development (3). Encompasses adult learning theory, needs assessment, instructional design, materials development, delivery techniques, and evaluation of training programs.

554 Negotiations and Collective Bargaining (3). Reviews history of labor relations, behavior and techniques, and future role of collective bargaining and negotiation. Includes interest-based bargaining and attention to public and private sector environments.

556 Building Partnerships; Creating Coalitions (3). Develops awareness and skills in organizational analysis and the ability to create alliances based on mutual goals.

557 Program Planning and Evaluation (3). Provides approaches to creating, sustaining, enhancing, and evaluating program delivery to strengthen organizational effectiveness.

558 Resource Management in the Social Sector (3). Builds awareness and skills in the areas of multiple funding sources, grantsmanship, volunteer management, and legal implications for nonprofit organizations.

563 Strategic Marketing (3). Includes creation and development of services and products. Emphasizes decision making, implementation, and marketing research.

569 Conflict Management and Organi-

Courses — Management (MGMT) and M.A., Governance Leadership (MAGL)

zational Change (3). Examines nature and sources of environmental and organizational conflict, conflict resolution strategies, change theory, change implementation methodologies, and private/public/third sector conflict/change.

570 Career and Self Assessment (1). Explores values, personality theory, and goal setting foundational to graduate study, academic success, and managerial effectiveness.

571 Innovation in Organizations (1). Builds understanding and skills for creatively addressing organizational problem solving.

572 Information Technology (1). Explores technological and behavioral challenges of information system design and implementation. Emphasizes implications for management.

580 Principles of Effective Communication (3). Examines theory and practice of professional communication in organizations, emphasizing managerial effectiveness. Includes public speaking, interviewing and assessment techniques, communications, feedback, and corporate culture.

581 Research Seminar (1). Explores potential research topics and appropriate research methodologies; first in a four-course research sequence that builds a foundation for the culminating activity. **NCh.**

582 Managing Groups and Teams (3). Studies group dynamics, group interaction, group discussion formats, and team building. Includes the theory and practice of managing various types of organizational teams.

585 Organizational Research I: Methods (3). Surveys methodological, qualitative, and quantitative procedures used to study organizations. Prereq.: MGMT 581.

588 Organizational Research II: Statistics (3). Surveys descriptive and inferential statistics used in the study of organizations. Prereq.: MGMT 581.

590 Selected Topics in Leadership and Management (3). Covers selected topics of current interest and importance.

594 Thesis (2). Includes an original investigation conducted under the direction of a three-member committee. May not be taken as directed study. Prereq.: approval of program chairperson, department, and Graduate Office. Prereq.:

MGMT 581. CRD/NCR only. **NCh.**

596 Graduate Seminar (2). Culminating activity. May not be taken as directed study. Prereqs.: MGMT 581, 585, 588, and Advanced Standing. CRD/NCR only. **NCh.**

598 Organizational Internship (3). One-term internship. For M.S., Leadership and Management students only. Directed study only. CRD/NCR only.

M.A., Governance Leadership (MAGL)

500 Structure of Board Governance (3). Examines critical aspects of governance leadership, including setting direction, finance, human resources, policy, and community leadership.

501 Principles and Practices of Governance (3). Covers roles and responsibilities of governance teams, leadership theory and application, consensus building, organizational culture, group dynamics, team building, and leading change.

505 Learning Achievement and Progress Toward Established Goals (3). Builds skills in monitoring progress toward vision, mission, and goal attainment, including understanding data, assessing achievement, assessment modes, standards, and benchmarks, continuous improvement, and reporting results.

505A Field Experience in Learning Achievement and Progress Toward Established Goals (2). Individualized field experiences addressing and developing competencies included in MAGL 505. Prereq. or Coreq.: MAGL 505. **NCh.**

525 Intercultural Communication (3). Covers history of social and educational change, confrontation and collaboration, verbal and non-verbal language, generational differences, and ethnocentrism. Includes interactive experiences.

525A Field Experience in Intercultural Communication (2). Individualized field experiences developing competencies included in MAGL 525. Prereq. or Coreq.: MAGL 525. **NCh.**

533 Policy Formation and Analysis (3).

Courses — M.A., Governance Leadership (MAGL) and Mathematics (MATH)

Analyzes political, economic, legal, and social forces affecting local school governance. Includes analysis theory, rational policy, systems analysis, and program evaluation.

533A Field Experience in Policy Formation and Analysis (2). Individualized field experiences developing competencies included in MAGL 533. Prereq. or Coreq.: MAGL 533. **NCh.**

554 Collective Bargaining in the Public Sector (3). Covers theory, history, practices, impact, and future of labor relations in the public sector.

554A Field Experience in Collective Bargaining in the Public Sector (2). Individualized field experiences developing competencies included in MAGL 554. Prereq. or Coreq.: MAGL 554. **NCh.**

555 Decision-Making (3). Emphasizes decision points, data collection and analysis, planning, vision and goals, values in public sector decision, models and strategies, gaining input and commitment, assessment, and evaluation.

560 Social and Political Dynamics (3). Examines roles and responsibilities among federal, state, and local entities. Covers change theory and impact of diversity. Focuses on contemporary issues.

560A Field Experience in Social and Political Dynamics (2). Individualized field experiences developing competencies included in MAGL 560. Prereq. or Coreq.: MAGL 560. **NCh.**

569 Conflict Management (3). Examines nature and source of conflict in school districts and among individuals and groups. Studies strategies and skills for conflict management.

569A Field Experience in Conflict Management (2). Individualized field experiences developing competencies included in MAGL 569. Prereq. or Coreq.: MAGL 569. **NCh.**

574 Creating Coalitions; Building Partnerships (3). Analyzes collaborative strategies for governance teams. Practices skills in collaboration, networking, team building, developing community relationships, and advocacy. Covers scanning, surveys, and community representation.

574A Field Experience in Creating Coalitions; Building Partnerships (2). Individualized field experiences developing competencies included in MAGL 574. Prereq. or Coreq.: MAGL 574.

NCh.

578 School Law (3). Covers legal aspects of public education, focusing on laws that govern board policy. Examines case studies.

578A Field Experience in School Law (2). Individualized field experiences developing competencies included in MAGL 578. Prereq. or Coreq.: MAGL 578. **NCh.**

580 Principles of Effective Communication (3). Covers communication theory and its application, communication strategies for interpersonal and organizational competence, and both oral and written skills.

580A Field Experience in Principles of Effective Communication (2). Individualized field experiences developing competencies included in MAGL 580. Prereq. or Coreq.: MAGL 580. **NCh.**

585 Methods of Organizational Analysis (3). Develops conceptual and theoretical foundations of organizational development, including vision setting, group dynamics, diversity, systems thinking, and problem solving. Enhances skills in dialogue, team building, using data, systems design, effective meeting conduct, and evaluation. Capstone course. Prereq.: advanced standing.

596 Graduate Governance Seminar (2). Analyzes and synthesizes all previous degree work. Requires a study, scenario, or futures project for transformational change in a public organization. Prereqs.: MAGL 585; advanced standing. CRC/NCR only. **NCh.**

Mathematics (MATH)

001 Mathematics Workshop (2). Reviews essential mathematics for students returning to math. Emphasizes mastery of skills required for success in intermediate algebra and related courses. CRD/NCR only.

102 Intermediate Algebra (3*-4). Reviews arithmetic fractions and polynomials; concentrates on linear and quadratic equations, exponents, radicals, and linear graphs. CRD/NCR only. Prereq.: one year of high school algebra and a passing score on placement exam. **NCh.**

104 College Algebra (3*-4). Emphasizes

Courses — Mathematics (MATH)

problem-solving skills and applications. Includes linear and quadratic equations, inequalities, systems and matrices, polynomials, functions, exponentials, logarithms, and graphing. Prereq.: MATH 102 or two years of combined high school algebra/geometry and a passing score on placement exam. **GEM**.

105 Precalculus (3*-4). Reviews equations and inequalities, systems and polynomials; concentrates on functions, graphing, complex numbers, theory of equations, and trigonometry in preparation for calculus or science courses. Prereq.: C or better in MATH 104, or C or better in two years of high school algebra and a passing score on placement exam. **GEM**.

106 Trigonometry (3).* Reviews College Algebra. Fundamentals of trigonometric functions and relations, identities, triangles, vectors, and complex numbers. Prereq.: MATH 104.

170 Mathematics in Society (4). Introduces contemporary mathematical sciences to the non-specialist through real-world applications. Includes concepts from management science, statistics and probability, and social decision theory, and selected topics from geometry, scale and growth, and coding theory. Prereq.: MATH 102, or two years of combined high school algebra/geometry and a passing score on placement exam. **GEM**.

172 Mathematical Methods for Business and Economics (4). Explores selected topics in analytic geometry and calculus. Develops applied mathematics as employed in business for the modeling, analysis, and solution of real problems and data sets. Prereq.: MATH 102 or passing score on placement examination. **GEM**.

201 Calculus I (3*-4). Introduces standard topics in differential and integral calculus of functions of one variable including a review of analytic geometry. Prereq.: MATH 105 with a C or better and a passing score on placement exam. **GEM**.

202 Calculus II (3*-4). Continuation of 201, with an emphasis on transcendental functions and various techniques and applications of integration. Introduces the calculus of functions of two variables. Prereq.: MATH 201 with a C or better. **GEM**.

210 Introduction to Computer Utilization (3*-4). Introduces computers and related technologies. Presents fundamentals and applications of BASIC computer programming, word processing, spreadsheet analysis, and database manipulation using popular software packages.

210L Introduction to Computer Utilization Lab (1).* Laboratory to accompany 210 when the latter is taken for 3 units. Coreq.: MATH 210. **NCh**.

263 PASCAL (4). See CMPS 263. **NCh**.

289 Mathematics Field Experience (1). Includes attendance at a professional mathematics meeting, math tutoring, and 8 hours of math classroom observation. Prereq.: MATH 202.

301 Programming Concepts (4). See CMPS 301.

305 Transition to Advanced Mathematics (3-4*). Introduces abstraction in math. Includes set theory, symbolic logic, number theory, abstract algebra, and analysis. Explores rigorous proof and oral and written expression of mathematical concepts. Prereq.: MATH 202.

311 Calculus III (3*-4). Continuation of the theory of functions of one and two variables including infinite series, polar coordinates, vector-valued functions, and multiple integrals. Prereq.: MATH 202 with a C or better.

315 Differential Equations (4). Elementary differential equations with applications. First- and second-order linear and higher order equations, series solutions, operator, matrix, and numerical techniques. Prereq.: MATH 311.

319 Vector Calculus (4). Calculus of several variables including multidimensional differentiation and integration, and major theorems of vector analysis: Green's theorem, Stokes' theorem, divergence theorem. Prereq.: MATH 311.

320 Linear Algebra (4). An introduction to vector spaces, linear transformations, matrices, eigenvalues and eigenvectors, diagonalization of matrices, inner product spaces, and applications. Prereq.: MATH 201.

325 Number Theory (4). Divisibility theory, Diophantine equations, congruences, number theoretic functions, Fibonacci numbers, fundamental theorems, and statements of open problems. Prereq.: MATH 202.

Courses — Mathematics (MATH)

327 Discrete Mathematics (4). Development of mathematical tools necessary for algorithmic applications in computer science. Includes set theory and logic, various algebraic structures, graph theory, Boolean algebra, and computability theory. Emphasizes applications in computer science. Prereq.: MATH 201.

328 Abstract Algebra (4). Introduction to sets, groups, rings, fields, and vector spaces, with applications. Prereq.: MATH 320 or instructor's approval.

330 Foundations of Geometry (4). Foundations of and topics from Euclidean and non-Euclidean geometries, projective geometry, invariant theory, and applications. Prereqs.: high school geometry and MATH 201, or instructor's approval. Directed study only.

342 Analytical Mechanics (4). See PHYS 342.

351 Probability (4). Algebra of events, random variables, standard distributions, expected values, variance, and Markov chains. Prereq.: MATH 201.

352 Statistical Theory (3*-4). Introduces theory and practical applications of statistical inference including estimation of parameters, confidence intervals, hypothesis testing, ANOVA, regression analysis, and experimental design. Prereqs.: MATH 201 and 351, or instructor's approval. Directed study only.

361 FORTRAN (3*-4). Computer programming in FORTRAN at an intermediate level as implemented on VAX or microcomputers. Various techniques and algorithms with emphasis on problem-solving. Prereqs.: Two years of algebra; MATH 210, 363, or equivalent programming experience.

361L FORTRAN Lab (1).* Laboratory to accompany 361 when the latter is taken for 3 units. Coreq.: Math 361 for three semester hours.

362 Numerical Algorithms (4). See CMPS 362. NCh.

367 Object Oriented Language C++ (4). See CMPS 367.

370 Topics in Applied Mathematics (4). Develops basis and techniques for algorithmic solutions for applied problems in graph theory, opera-

tions research, dynamical systems, and game theory. Includes NP-complete problems, cryptography, linear programming, chaos, fractals, and social decision-making theory. Prereq.: MATH 202. MATH 311, 320, and 330 recommended.

375 Mathematical Modeling (4). Introduces mathematical modeling, model construction, solution techniques, and interpretations. Utilizes advanced mathematical and computer tools. Prereq.: MATH 311. MATH 315 and/or 319 recommended.

410 Real Analysis (4). Introduces advanced calculus and real analysis. Includes properties of real numbers, metric spaces, the Heine-Borel and Weierstrass theorems, continuity and uniform continuity, sequences and series of functions, differentiation and Riemann integration, and elementary measure theory. Prereqs.: MATH 311 and 320 or 328.

412 Complex Analysis (4). Introduces complex analysis. Includes properties of complex numbers, analytic functions, differentiation and integration, series, residues and poles, basic conformal mapping, and applications. Prereq.: MATH 319 or 418.

418 Advanced Engineering Math (4). Mathematical concepts, theory, and methods of solution for problems in physics and engineering. Topics include ordinary and partial differential equations, Laplace transforms, Fourier series and transforms, and various theorems in vector analysis. Prereq.: MATH 311.

482 History of Mathematics (4). Surveys the development of elementary mathematics from antiquity to the present. Prereq.: MATH 201 or instructor's approval.

489 Developmental Mathematics (4). Emphasizes development of mathematical understanding in seven strands: number, measurement, geometry, patterns and functions, statistics and probability, logic, and algebra. Not applicable toward the Mathematics Major. Prereq.: EDUC 210 and PSY 307 or 407.

M.S., Business Organizational Management (MBOM)

501 Accounting for Managers (3).* Analyzes

Courses — M.S., Business Organizational Management (MBOM)

financial statements and accounting reports from the manager's perspective. Studies accounting techniques to help managers in decision-making.

502 Budgeting and Financial Management

(3).* Analyzes finance principles and techniques for managing financial resources in organizations. Studies risk, time value of money, capital budgeting, capital acquisition, financial leverage, bankruptcy, and mergers. Prereq.: MBOM 501. NCh.

503 Theories and Issues in Economics (3).*

Examines traditional and current economic theories, current policies and their effect on the economy and business firms, and current economic issues. NCh.

504 Organizational Theory and Analysis

(3).* Analyzes organizations and their environments. Studies the interrelationship between environmental factors and organizational missions, goals, resources, structures, accountability, performance, communication, and compensation systems. NCh.

505 Investment Finance (3).*

Explores the investment environment and investment vehicles: investment strategies, financial markets, stocks, bonds, options, future contracts, other financial instruments, and portfolio management. Prereqs.: MBOM 502, 503. NCh.

510 Management of Information Technology

(3).* Examines the role of managers in planning, developing, and using management information systems. Prereq.: microcomputer proficiency. NCh.

511 Management Support Systems (3).

Addresses role of management support systems in decision-making within organizations, including decision support systems, expert systems, and neural networks. Prereq.: MBOM 510. NCh.

512 Integrated Data Management (3).

Addresses issues and methodologies in management of data within organizations, including organizational issues, data interdependence, integrity, security, and access. Prereq.: MBOM 510. NCh.

513 Information Network (3).

Includes network architectures, distributed networks, technology options, capacity planning, and implementation. Prereq.: MBOM 510. NCh.

515 Systems Planning and Implementation

(3). Covers strategizing, planning, developing, and implementing information systems in organizations.. NCh.

516 Electronic Commerce (3). Addresses role of information technology in Business Commerce. Includes proprietary and ubiquitous networks, internet, intranet, transactional security, and impact. Prereq.: MBOM 510. NCh.

517 Law and Technology (3). Focuses on the legal impact and implications of doing business on the internet. Prereq.: MBOM 510. NCh.

530 Managing the Human Resource (3).* Studies theories and practices of human resource management, the integration of strategic planning and human resource planning, and the development of human resource programs. NCh.

532 Managing Cultural Diversity (3).* Studies management of a multicultural work force and cultural issues in a global business environment. Emphasizes complexities of interpersonal relations in both domestic and international multicultural settings, concentrating on real world problems and solutions. NCh.

534 Training and Human Resource Development (3).* Explores training and employee development as they relate to strategic goals of the firm. Examines career development and adult learning theory. NCh.

535 Employment Law and Practice (3). Studies legal principles and business practices defining relationships between employers and employees. Addresses federal and state laws and business practices that help employers avoid legal pitfalls NCh.

536 Employee Compensation (3). Studies employee compensation and benefit plans as a managerial tool for recruitment, retention, and development. NCh.

540 Entrepreneurship in a Dynamic Environment (3).* Examines entrepreneurship in the dynamic workplace. Studies creative principles, start-up financing, operation, and emerging markets. Prereq.: MBOM 502. NCh.

543 Seminar in Business Ethics (3).* Analyzes the ethical and social responsibilities of organizations, including the implications of non-ethical behavior for individual institutions and entire social systems. NCh.

Courses — Business Organizational Management (MBOM) and Movement/Sports Science (MSS)

546 Managerial Negotiations (3).* Studies labor negotiations and the principles of negotiation and mediation. **NCh.**

547 Contract Management (3).* Presents managerial and legal aspects of public- and private-sector contracts, emphasizing contract proposals, contract administration, performance, negotiation, intent, and damages. **NCh.**

548 Strategic Planning of Management (3).* Examines the formulation of long-range organizational plans and their implementation, including how managers mobilize, organize, and use resources to meet organizational objectives. **NCh.**

550 Seminar in Organizational Behavior (3).* Examines organizational collective behavior, leadership, "followership," power, authority, group dynamics, corporate culture, and collective consciousness. **NCh.**

552 Human Behavior and Motivation (3).* Introduces psychological theories and practice related to human behavior and motivation. Focuses on point of view of the individual in the organization and factors affecting the individual's perception of organizational activities. **NCh.**

554 Public Policy, Law, and Business Decisions (3).* Analyzes public policy goals and business law and their effect on business decisions. Studies changes in business strategies and operations in response to the changing political and legal environment. Prereq.: graduate courses in economics. Prereq.: MBOM 503. **NCh.**

556 International Management (3).* Studies relationships between businesses and their international environment. Compares and contrasts domestic and foreign management practices and styles. Discusses the roles of governments as well as managing comparative advantages and disadvantages. **NCh.**

557 Leadership (3). Explores the future of leadership. Examines leadership styles worldwide. Includes how leaders emerge, how they motivate followers, and how leadership roles are changing. **NCh.**

558 Quality Management Systems (3).* Examines theory, practice, and interrelations of continuous improvement efforts. Analyzes how to create meaningful organizational improvement and how to implement organizational change. **NCh.**

560 Managing Service Organizations (3).* Analyzes the unique aspects of service enterprises. Examines customer relations, product development, problem-solving, and management of resources. **NCh.**

565 Marketing Principles and Strategies (3).* Explores the principles and role of marketing, their impact on the organization, the integration of consumer behavior, and the application of marketing strategies. **NCh.**

569 Managing Change in a Dynamic Environment. (3).* Studies planning and implementation of change in organizations; discusses the need for change in modern, dynamic environments; analyzes the nature and sources of change. **NCh.**

572 Project Management, Quantitative Applications, and Problem Resolution (3).* Examines project management and selected quantitative techniques, including linear programming, forecasting models, decision analysis, and applied problem resolution. Prereq.: math and statistics proficiency. **NCh.**

593 Selected Topics (1-3).* Studies selected topics in a group setting. Prereq.: Dean's approval of course. **NCh.**

596 Graduate Business Seminar (3).* Integrates knowledge from different functional areas of organizational management. Emphasizes application of theory to "real world" situations. Prereq.: advanced standing. **NCh.**

Movement and Sports Science (MSS)

001 Fitness for Life (2). Aims at establishing lifelong patterns of fitness. Identifies principles of a rounded fitness program, based on a wellness approach, and applies scientific concepts to develop a personal fitness program for each student. Includes active participation in various physical fitness activities. **GEPE1. NCh.**

002-049 Instructional Activity Courses (1). Instruction and experience in physical recreation skills. Classes meet two hours per week and are coed unless otherwise designated. Appropriate dress is to be provided by the students. Students

Courses — Movement and Sports Science (MSS)

may apply up to eight activity courses (8 semester hours) toward graduation. A course may be repeated 3 times (4 times total) for credit toward graduation. Enrollment in the same activity course may be for more than 4 times, but without credit toward graduation beyond 4. **NCh.**

002 Aerobics Fitness

003 Kickboxing

004 Advanced Fitness Training

005 Kickboxing/Sparring. Prereq.; MSS 003.

006 Archery Fundamentals

008 Badminton Fundamentals

009 Badminton Intermediate

011 Group Games

012 Golf

014 Gymnastics

016 Jogging

019 Tennis Fundamentals

020 Tennis Intermediate

021 Tae Kwon Do

022 Weight Training

030 Flag Football

031 Softball—Slow Pitch

033 Volleyball Fundamentals

036 Swimming Fundamentals

037 Swimming Intermediate

038 Contemporary Social Dance

039 Modern Dance Fundamentals.* Athens only

040 Modern Dance Intermediate.* Athens only

041 Jazz.* Athens only

041 Jazz II.* Athens only

043 Contemporary Dance.

Also THAR 115. **GEFAb.**

045 Country and Social Dance

046 Physical Education Experience

047 Backpacking/Hiking

048 Fundamentals of Water Polo

050-079 Intercollegiate Team Sports (1).

Open to students who compete in the intercollegiate athletic program. Team sports do not fulfill any general education requirement. May be repeated 3 times (4 times total) for credit toward graduation. Enrollment in the same activity course may be for more than 4 times, but without credit toward graduation beyond 4. **NCh.**

050 Women's Basketball

052 Women's Softball

053 Women's Tennis

054 Women's Volleyball

055 Women's Soccer

056 Women's Cross Country

057 Women's Track and Field

058 Women's Water Polo

059 Women's Swimming and Diving

060 Men's Baseball

061 Men's Basketball

062 Men's Football

063 Men's Soccer

064 Men's Tennis

065 Men's Volleyball

070 Men's Cross Country

071 Coed Golf

072 Men's Track and Field

073 Men's Water Polo

074 Men's Swimming and Diving

151 Health and Physical Fitness Strategies

(3). Health and physical fitness principles applied to individual and community. **GEPE1.**

207 History of the Visual and Performing Arts (3). See HUM 207. Also ART or THAR 207.

230 Field Work and Foundations of Movement and Sports Science (3). Historical, socio-psychological, and psychological foundations of physical education. Students also observe physical education programs at the elementary, intermediate, and high school levels.

235 Introduction to Athletic Training (3). Introduces the profession of athletic training, including the history, philosophies, career, and advanced educational opportunities of the field. Emphasizes prevention and care of injuries.

237 Techniques and Observation in Athletic Training (2). Applies basic techniques in athletic training. Includes fitting of protective equipment, construction of protective padding, injury taping, transportation of injured. Students observe services provided by athletic trainers.

250 Introduction to Adapted Physical Education (3). Methods of teaching physical education to the handicapped. Offers a wide spectrum of activities, types of handicapping conditions, and ramifications of mainstreaming.

Courses — Movement and Sports Science (MSS)

310-319 Theory and Analysis Courses (2).

Individual techniques and fundamentals as well as team play. Systems and philosophies of leading contemporary coaches. Rules and training methods.

310 Theory and Analysis of Basketball

312 Theory and Analysis of Baseball and Softball

313 Theory and Analysis of Football

314 Theory and Analysis of Soccer

316 Theory and Analysis of Tennis and Badminton

317 Theory and Analysis of Volleyball

318 Theory and Analysis of Track

320 Theory and Methods of Coaching (2).

Covers individual techniques and fundamentals, team play, systems and philosophies of leading contemporary coaches, psychology of sport and coaching, and rules and training methods.

323 Scientific Principles of Movement (3).

Scientifically studies the basic concepts and mechanical principles of efficient human movement. Applies these concepts to fundamental physical skills. Includes requirements for First Aid and CPR certification.

324 Evaluation and Assessment of Athletic Injuries—Lower Extremities (3).

Focuses on recognition and evaluation of athletic injuries to the lower extremities, assessing the history and mechanism of the injury, and utilizing critical skills in selecting evaluative tests. Prereqs.: MSS 235, 237. Coreq.: MSS 325.

325 Athletic Training Practicum I (2).

Focuses on application and proficiency in skills introduced in 324. Requires a minimum of 100 hours in the athletic training room setting. Prereqs.: MSS 235, 237. Coreq.: MSS 324.

326 Evaluation and Assessment of Athletic Injuries—Upper Extremities (3).

Focuses on recognition and evaluation of athletic injuries to the upper extremities, assessing the history and

mechanism of the injury, and utilizing critical skills in selecting evaluative tests. Prereqs.: MSS 235, 237. Coreq.: MSS 327.

327 Athletic Training Practicum II (2).

Focuses on application and proficiency in skills

introduced in 326. Requires a minimum of 100 hours in the athletic training room setting. Prereqs.: MSS 235 237. Coreq.: MSS 326.

328 Evaluation and Assessment of Head and Spinal Injuries (4). Covers recognition, evaluation, assessment, and consequent care of head and spinal injuries. Includes practical application techniques and clinical proficiency testing.

330 Physical Education for Elementary School Teachers (4). Includes movement exploration, games, rhythms, dances, guided play, gymnastics, and self-testing activities. Prereq.: EDUC 210 and PSY 307 or 407. NCh.

333 Curriculum and Organization in Physical Education (3). Curriculum content and development for public school programs. Organizational procedures for the instructional period. NCh.

345 Methods of Research, Assessment, and Evaluation (3). Covers criteria for evaluation, methods of research, and the function of measurement and evaluation of test scores in physical education.

360 Psychology of Coaching (2). Current topics of psychological concern and application as related to athletic performance.

364 Sports Marketing (3). See ECBU 364.

370 Methods and Practice of Teaching Dual Sports and Aquatics (3). Covers methods of teaching dual sports (e.g., badminton, tennis, racquetball, squash, and aquatics), including basic swimming strokes. Utilizes biomechanical principles and video analysis. Prereq.: MSS 333.

371 Methods and Practice of Teaching Individual Sports and Outdoor Education (3). Covers methods of teaching individual sports including golf, archery, bowling, cycling, jogging/track, combatives, and outdoor education. Utilizes biomechanical principles and video analysis. Prereq.: MSS 333.

372 Methods and Practice of Teaching Team Sports and Games (3). Covers methods of teaching team sports and games, including softball, basketball, volleyball, flag football, soccer, frisbee games, bocheball, and earthball. Utilizes

Courses — Movement and Sports Science (MSS)

biomechanical principles and video analysis. Prereq.: MSS 333.

373 Methods and Practice of Teaching Gymnastics and Dance (2). Covers methods of teaching gymnastics and dance. Includes tumbling, parallel bars, balance beam, and floor exercise in gymnastics, and jazz, creative, square, and folk in dance. Utilizes biomechanical principles and video analysis. Prereq.: MSS 333.

380 Motor Development (3). Studies the stages of growth and development from birth to adulthood, including how people develop locomotor and non-locomotor skills.

384 Wilderness Experience (2). Students experience a wilderness area while hiking, camping, and studying the natural history. Coreq.: NASC 384.

400 Athletic Training/Team Rotations (2). Students experience duties and responsibilities inherent in working with intercollegiate athletic teams and will be assigned to a certified athletic trainer/clinical instructor. Prereq.: MSS 237.

410 Exercise and Rehabilitation (3). Covers use of therapeutic exercise in rehabilitation of injuries. Discusses role of exercise injury prevention. Students research and design rehabilitative exercise programs for specific injuries. Prereq.: MSS 412. Coreq.: MSS 411.

411 Athletic Training Practicum III (2). Emphasizes application of principles of rehabilitation covered in 410 and 412. With aid of certified athletic trainer/clinical instructor, students design, implement, document, and evaluate rehabilitation programs for athletes with specific injuries. Coreq.: MSS 410.

412 Therapeutic Modalities (3). Focuses on application and efficacy of therapeutic modalities used in injury rehabilitation. Examines basic physics of electrical modalities. Covers physiological processes of wound healing and tissue repair and their influence of rehabilitation.

415 Management and Administration in Athletic Training (3). Covers management of a program that provides health care to athletes. Includes documentation, confidentiality, preparticipation exams, SOAP notes, insurance, communi-

cations with other medical facilities, budgets, and facility design.

418 Special Topics in Athletic Training (3). Addresses contemporary issues in athletic training. Includes special populations, alternative medicine, pharmacology, and other topics, as well as interaction with other allied health experts.

420 Assistant in Physical Education Program (2). Teaching assistant in PE Department activity and sports program under direction and supervision of MSS staff. May be repeated. Prereq.: MSS Department approval. NCh.

454 Athletic Training—Team Management (2). Providing for healthcare management of an intercollegiate athletic team under direct supervision of a certified athletic trainer. Prereqs.: written application and department approval. May be repeated for credit.

455 Kinesiology (4). Body movements in athletics and physical education activities. Sequential movement patterns in the human body. Prereq.: BIOL 343.

456 Physiology of Exercise (4). Effects of physical activity on organic systems. Emphasizes scope of muscular physiology and integrates epistemological and functional physiology. Lab included. Prereq.: BIOL 343.

460 Philosophy of Physical Education and Athletics (3). Approaches to physical education and related areas with emphasis on contemporary theories and practices. Open to juniors and seniors only. NCh.

480 Special Topics (2-4). Senior or graduate level independent study course. Area of study determined by professor and student. NCh.

497 Athletic Training Internship (1). Supervised, off-campus athletic training experience in a sports medicine/physical therapy clinic. 80 contact hours minimum required. Must be approved by athletic training program supervisor. Seniors only.

Music (MUS)

100 Music History and Appreciation (3-4*). Surveys different style periods and genres of music. Emphasizes composers, styles, literature,

Courses — Music (MUS)

culture, and aesthetics of different eras. No music background required. **GEFAb.**

101 Fundamentals of Music (3-4*). Introduces music theory. Includes basic rhythms, clefs, notes, chord formation, musical materials, and terms. No music background required. **GEFAb.**

111 Recorder Ensemble (1). Ensemble rehearses weekly and performs at least twice a semester in the community and for student recital. Performs repertoire from ancient to modern. May be repeated for credit. Prereq.: instructor's approval. **GEFAb.**

112 Choral Organizations (1). Ensembles auditioned and organized according to performance plans for the season. Ensembles will study and perform a varied repertoire of classical, folk, and popular choral literature. May be repeated for credit. **GEFAb. NCh.**

113 ULV Choral Society (1) Choral ensemble. Rehearses and performs a major choral. May be repeated for credit. Spring semester as announced. **GEFAb. NCh.**

114 Wind/Percussion Ensemble (1). Organized according to performance plans, the ensemble studies and performs a selected repertoire. May be repeated for credit. Prereq.: instructor's approval. **GEFAb. NCh.**

115 West African Drumming (1). Drum ensemble group. Emphasizes cultural diversity. **GEFAb. NCh.**

116 Jazz Ensemble (1). Rehearses and performs jazz and related literature through improvisation and ensemble playing. Open to students by audition. May be repeated for credit. **GEFAb. NCh.**

117 Chamber Singers (1). Rehearses and performs a variety of musical genres. May be repeated for credit. Prereq.: Instructor's approval. **GEFAb. NCh.**

118 Chamber Music (1). Rehearses and performs standard chamber music of string, brass, keyboard, and woodwind repertoires. May be repeated for credit. Prereq.: instructor's approval. **GEFAb. NCh.**

120-129 Individual Music Instruction (1). One semester of private lessons consisting of 12 half-hour sessions. Open to all students. May be

repeated for credit. **GEFAb. NCh.**

120 Piano. Prereq.: MUS 140.

120H Harpsichord.

120J Jazz Piano

121 Pipe Organ

122 Accompanying

123 Woodwinds

123R Recorder

124 Brass

125 Percussion

126 Strings

126E Electric Bass

127 Guitar. Prereq.: MUS 180.

127E Electric Guitar

128 Voice. Prereq.: MUS 160.

130-138 Advanced Individual Music Instruction (2). One semester of private lessons consisting of 12 one-hour sessions. Open to advanced performers with instructor's approval only. May be repeated for credit. **GEFAb. NCh.**

130 Advanced Piano

130H Advanced Harpsichord

130J Advanced Jazz Piano

131 Advanced Pipe Organ

132 Advanced Accompanying

133 Advanced Woodwinds

133R Advanced Recorder

134 Advanced Brass

135 Advanced Percussion

136 Advanced Strings

136E Advanced Electric Bass

137 Advanced Guitar

137E Advanced Electric Guitar

138 Advanced Voice

140 Piano Workshop (2). Beginning piano study using a keyboard lab. Includes a variety of styles and exercises in rhythm, meters, modes, harmony, and forms. **GEFAb. NCh.**

142 Piano Workshop II (2). Continuation of 140. Prereq.: MUS 140 or instructor's approval. **GEFAb. NCh.**

150 Ear Training Workshop (1). Develops music aural skills. Includes sightsinging, recognition of intervals and chords, and transcription. May be taken up to 4 times for credit. **NCh.**

160 Voice Workshop (2). Studies the human voice, its anatomy and repertoire. Recommended

Courses — Music (MUS)

for the beginning vocalist. May be repeated for credit. **GEFAb.** **NCh.**

180 Guitar Workshop (2). Basic technique for beginners. May be repeated for credit. **GEFAb.** **NCh.**

207 History of the Visual and Performing Arts (3). See HUM 207. Also ART/THAR 207.

230 Theory I (4). Develops the fundamentals of music, aurally and written. Focuses on triadic recognition and function, rhythm, melody, and notation. Introduces MIDI. Prereq.: MUS 101 or instructor's approval.

232 Theory II (4). Emphasizes four-part writing and analysis of 18th century styles; Bach Chorales. Studies of different forms. Stresses aural and written skills.

234 Improvisation Workshop (2). Emphasizes many approaches to improvisation within different styles of music. Students learn and practice improvisation on their respective instruments using a variety of different harmonic progressions, rhythms, meters, and melodic resources. CRD/NCR only. **NCh.**

310 Music Production (1-3). Offers an opportunity for selected vocalists and instrumentalists to experience in-depth rehearsal, performance, and/or major touring situations. May be taken up to four times for credit. **GEFAb.** **NCh.**

330 Theory III (4). Analyzes late 18th- and 19th-century music emphasizing its parameters. Studies form and aural and written skills; introduces music of other cultures and MIDI.

331 Counterpoint (2). Principles of melodic writing; two- and three-part counterpoint involving use of imitation, augmentation, mirror, and diminution. Prereq.: MUS 230. Directed study only.

332 Theory IV (4). Focuses primarily on 20th-century music through analysis, composition, use of MIDI, and discussion of the music of different cultures. Includes notation and corresponding ear-training exercises.

333 Composition (2). Stresses creativity on the part of the individual. Considers style, form, and proportion. Students use MIDI and sequencing. Directed study only. May be repeated up to 4 times for credit. Prereq.: MUS 230. **NCh.**

340 Choral Arranging (2). Principles of scoring for choral organizations. Incorporates various styles, forms, and instrumental accompaniments

in student composition projects. Prereq.: MUS 230.

341 Orchestration (2). Analyzes styles of orchestral writing and uses of instruments. Includes scoring for school orchestras, bands, and various instrumental combinations. Prereq.: MUS 230.

343 Form and Analysis (2). Focuses on the analysis of a variety of music from the American/European sphere of influence. Analyzes in depth the music of different eras, primarily Western art music. Designed for the advanced music student. Prereq.: MUS 332. Offered infrequently.

350 Survey of Western Music (3-4)*. Surveys western art music from ancient to modern times. Emphasizes composers, styles, literature, and aesthetics of different eras. No previous music background required. **GEFAa.** **GEFAb.** **NCh.**

351 History and Literature of Music (to 1750) (4). Examines western music from its beginnings through the music of J.S. Bach from a stylistic, analytical and historical perspective. Prereq.: MUS 232 or instructor's approval. **GEFAa.**

352 History and Literature of Music (1750-1900) (4). Continuation of 351. Classical and Romantic style periods. Prereq.: MUS 330 or instructor's approval. **GEFAa.**

353 History and Literature of Music (1900 to Present) (4). Examines music of the 20th century from Post Romanticism forward. Emphasizes historical perspectives and analytical procedures. Prereq.: MUS 332 or instructor's approval. **GEFAa.**

354 Music and the Stage (3-4*). Examines the development and impact of celebrated stage music of different eras which mirrors the artistic, literary, and political elements of society. **GEFAa.**

355 Jazz History (3-4*). Development of jazz from origin in 19th-century African-American music to present. Emphasizes sociological aspects of jazz and musicians. No theory background required. **GEFAa.**

356 Music of Women Composers and Performers (3-4*). Examines women composers and performers from medieval times to the present. Includes artistic expression, cultural/social aspects, and sexism from historical and musical perspectives. **GEFAa.**

Courses — Music (MUS) and Natural Science (NASC)

357 Opera: Great Works of Music and Drama (3). Examines history and development of opera from its beginnings through the present. Analyzes artistic and dramatic features of selected operas as well as their social and cultural contexts. **GEFAa.**

358 American Music (3-4*). Presents America's history through its music. Includes colonial period, 19th century, Native American, African American, and 20th century popular and classical music. No music theory or performance background necessary. **GEFAa.**

359 World Music (3-4*). Introduces an overview of music of diverse cultures and its integration into those societies, with emphasis on India, West Africa, Caribbean, and East Asia. **GEFAa.**

361 Survey of Rock Music (3-4*). Studies rock music in a social and aesthetic context from 1950 to the present through extensive use of video and audio recordings. Includes analysis of musical influences beginning with blues. **GEFAa.**

362 Music of Latin America (3-4*). Studies musical styles, important musical genres, social functions, characteristics, and instrumentations of Mexico, Central America, the Caribbean, and South America. **GEFAa.**

363 American Folk Music (4). Surveys the roots of American vernacular music, including Anglo-Celtic, European, African-American, Native American, and Hispanic folk styles.

371 Conducting (3). Studies choral and instrumental conducting techniques. Includes analysis of choral and instrumental idioms, rehearsal, and performance procedures. Prereq.: instructor's approval. **GEFAb.**

409 Selected Topics in Music (2-4). Various speciality areas of music in response to faculty interest and student needs (e.g., Music Business; Haydn; Ellington). Prereq.: instructor's approval.

481 Music in the Elementary School (2). Fundamentals of music and materials used in primary and intermediate grades, presented according to class methods employed in public schools. Also EDUC 430.

102 Physical Science: The Human Environment (3). Examines the world from the perspective of science. Includes data from astronomy, chemistry, geology, history of science, and physics. Lab. Prereq.: MATH 104. **GEPS.**

102L Physical Science: The Human Environment Lab (1). **GEL.**

103 Natural Science: The Human Environment (3*-4)*. Examines the world from the perspective of science. Includes data from biology, chemistry, physics, geology, and environmental studies. Lab. For SCE students only. **GELS-L** or **GEPS-L.**

201 General Geology (3* or 4). Introduces physical and historical geology. Composition of earth, geochemical and geophysical concepts, mountain building, degradation processes, and earth history. Lab. Prereq.: CHEM 201 or one year of high school chemistry and instructor's approval. **GEPS-L.**

202 Field Studies in Geology (1)*. Involves field study of "Thera Volcano," located on the historic island of Santorini, Greece. Prereq.: NASC 201 or instructor's approval. **GEPS.** **NCh.** Athens only.

203 Introduction to Oceanography (3)*. Introduces science of oceanography, and origin, evolution, and composition of world's oceans. Discusses and applies history, recent discoveries and theories of oceanography. Coreq.: NASC 203L. **GEPS.**

203L Introduction to Oceanography Lab (1)*. Coreq.: NASC 203. **GEL** for SCE students only.

301 Environmental Geology (4)*. Reviews principles of environmental geology and human existence. Examines geologic principles, processes, and phenomena, relating them to humankind and human endeavors. **GEPS.** **NCh.** Athens only.

303 Energy Issues (3-4*). Introduces energy concepts, resources, technologies, and planning, and related environmental and chemical topics. Includes heat and electricity, chemical production, solar energy, photochemical smog, water and waste treatment, recycling, greenhouse effect, and population. Also CHEM/PHYS 303. **GEPS.**

334 Ornithology (3)*. Systematic, distribu-

Natural Science (NASC)

Courses — Natural Science (NASC), Paralegal (PL), and Philosophy (PHIL)

tional, behavioral, and physiological study of shore, spring migratory, and canyon birds of Ventura County. Coreq.: NASC 334F. Pt. Mugu only. **GELS** for SCE students only.

334F Field Studies in Ornithology (1). Field study of birds of Southern California. **GEL.**

370 Science Seminar (1). Students, guest speakers, and faculty members present papers and projects. Registration and four regular terms of attendance required of all majors in Biology, Chemistry, and Physics. CRD/NCR only. **NCh.**

384 Wilderness Experience (2). Same as MSS 384. Coreq.: MSS 384.

390 Meteorology and Oceanography (3). Introduces meteorology and oceanography. Emphasizes physical, chemical, and geological processes. **GEPS.**

391 Physical Oceanography (3)*. Physical characteristics of the world's oceans. Human effect on ecology and pollution of oceans. Coreq.: 391L. **GEPS** for SCE students only.

391L Physical Oceanography Lab (1).* Coreq.: 391. **GEL** for SCE students only.

Paralegal (PL)

110 Legal Writing (3). Reviews rules of grammar, punctuation, and sentence construction and introduces basic legal documents.

392 Legal Philosophy and Jurisprudence (3). Surveys legal philosophy and jurisprudence.

Philosophy (PHIL)

110 Introduction to Philosophy (3-4*). Examines such questions as the following: How does one know what is true? Are human beings free or determined? In what way are religious and ethical terms meaningful and useful? What is the purpose of life? **GEHb.**

217 Power and Oppression (3-4*). Philosophical examination of power structures which are and have been at work in societies to oppress some and favor others. Considers responses from feminism, Black power, Marxism, and liberation theology. **GEHb.**

230 Introduction to Ethics (3-4*). Theoretical background, basic terminology, and classification necessary to understand various ethical systems, and the practical issues of contemporary ethics. **GEHb.**

321 History of Ancient and Medieval Philosophy (4). Ideas of representative thinkers from early Greeks to the Renaissance. Emphasizes Plato, Aristotle, St. Augustine, and St. Thomas. **GEHb.**

322 History of Modern and Contemporary Philosophy (4). Selected philosophic writings from Hobbes to Wittgenstein. Emphasizes recent movements, such as analytic philosophy and existentialism. **GEHb.**

332 Culture and the Arts (3-4*). See ART 371. **GEHb.** **GEFAa.**

350 Topics in Philosophy (3-4*). Selected areas of philosophical interest such as American Philosophy, Philosophy of Feminism, and Metaphysics. May be repeated with different topics. **GEHb.**

351 Philosophy of Religion (4). Analyzes nature of God, religious language, meaning of faith and revelation, conflicting claims of truth by different religions, and the problem of evil. **GEHb.**

370 Contemporary Issues in Philosophy: Love and Sex (3*-4). Examines philosophers' thoughts on love and sex from classical Greece to contemporary times. Emphasizes current issues. **GEHb.**

371 Classical Political Philosophies (4). Relevant works of major political philosophers from Plato to Hegel including Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Confucius, and Rousseau. Also PLSC 371. **GEHb.**

373 Modern Political Theory (4). See PLSC 373.

375 Contemporary Political Theory (4). See PLSC 375.

490 Senior Seminar (3). Prepares students for senior project. Includes senior examination. Also REL 490. **GEHb.** **NCh.**

Photography (PHOT)

210 Elementary Photography (4). Black and white exposure and processing techniques; photographer-controlled lighting; elementary composition; preparation of prints for critique. Camera

Courses — Photography (PHOT) and Physics (PHYS)

and instructor's approval required. **GEFab. NCh.**

310 Photoshop (3). Introduces Adobe Photoshop for acquisition and editing of photographs. Includes scanners, printers, paper publishing, WEB, and multi-media insertion. Prereqs.: PHOT 210 and instructor's signature.

311 Computer Drawing (3). Explores object-based drawing and painting software as an artistic medium. Prereq.: ART 140 and instructor's signature. Also ART 311. **NCh.**

327A-D Staff Photography I-IV (2,2,2,2). Application of black-white and color, chemical, and digital techniques to assignments for campus publications. Camera required. Prereqs.: PHOT 210 and instructor's approval. **NCh.**

350 Color Photography (4). Fundamentals of color slide and negative exposure, processing, and printing. Prereqs.: PHOT 210 and instructor's approval. **NCh.**

355 Web Design with HTML (3). Presents a fundamental view and hands-on application of web design covering HTML, graphics for the web, and the browser/server relationship. Prereq.: PHOT 310 and instructor's signature. Also ART 355. May be taken 2 times for credit. **NCh.**

450A Studio Photography I (4). Advanced photographic techniques, including large format camera, lighting, composition, exposure, development, and advanced printing. Prereq.: PHOT 210 and instructor's approval. **NCh.**

450B Studio Photography II (4). A continuation of 450A. Prereq.: instructor's signature. **NCh.**

497 Internship (1-4). Supervised work experience in student's major area. **NCh.**

trigonometry or instructor approval. Prereq.: MATH 105. **GEPS-L.**

202 General Physics II (5). Continuation of 201. Electricity and magnetism, optics, and modern physics. Prereq.: PHYS 201. **GEPS-L.**

203 Engineering Physics I (5). Calculus-based physics. Mechanics, wave motion, and thermodynamics. Lab. Prereq. or coreq.: MATH 201. **GEPS-L.**

204 Engineering Physics II (5). Calculus-based physics; electricity and magnetism, optics, and modern physics. Lab. Prereq.: PHYS 201 or 203. Prereq. or coreq.: MATH 202. **GEPS-L.**

230 Astronomy (3*-4). Planets and solar system; types and characteristics of stars; our galaxy and its relation to the observable universe. Some lab work and star observations. **GEPS.**

303 Energy Issues (3-4*). See NASC 303. Also Chem 303. **GEPS.**

311 Electronics for Scientists (4). Instrumentation and circuitry most often used in contemporary experimentation. Solid state devices including integrated circuits. Lab. Prereq.: PHYS 202 or 204.

322 Electricity and Magnetism (4). Theory of electric and magnetic fields, current electricity, electromagnetic waves, and Maxwell's equations at an intermediate level. Prereqs.: PHYS 202 or 204; MATH 202.

342 Analytical Mechanics (4). Topics from Newtonian mechanics, using vector methods and introduction to Lagrange formulation. Problem-solving emphasized. Prereqs.: PHYS 201 or 203; MATH 202. Also MATH 342.

350 Optics (4). Principles of physical optics at an intermediate level. Includes diffraction, interference polarization, and some geometrical optics. Lab. Prereqs.: PHYS 202 or 204; MATH 202.

355 Thermodynamics (2). Introduces principles of thermodynamics at intermediate level. Given as a portion of CHEM 411. Prereqs.: MATH 202; PHYS 202 or 204.

360 Atomic and Nuclear Physics (4). Introduces modern physics: special relativity, atomic structure, quantum theory, the solid state, and the nucleus. Prereqs.: MATH 202; PHYS 202 or 204.

Physics (PHYS)

105 Introduction to Physics (3-4*). Basic principles, history, and applications of physics. A minimum of mathematics used. Not for Physics majors. **GEPS.**

201 General Physics I (5). Mechanics, wave motion, and heat. Lab. Prereqs.: algebra and

Courses — Physics (PHYS) and Political Science (PLSC)

368 Quantum Mechanics (4). Introduces quantum systems, using the Schrodinger equation, operators, and Dirac notation. Prereqs.: PHYS 202 or 204; MATH 202.

409 Selected Topics in Physics (4). Topics not covered in other courses. Prereq.: PHYS 202 or 204, Math 202. May be taken twice. **NCh.**

Political Science (PLSC)

100 Introduction to Political Science (3-4).* Introduces the study of politics. Emphasizes relationship of politics to culture, economics, law, environment, and the media. Athens only.

301 American Government and Politics (3-4). General analytical survey of federal executive, congressional, and judicial processes with emphasis on policy issues of the 1990s. **GESSb.**

304 Contemporary Legal Issues (4). Major legal issues of our times, focusing on significant and controversial subjects.

311 Development of American Democracy I (3*-4). See HIST 311. **GESSb.**

312 Development of American Democracy II (3*-4). See HIST 312. **GESSb.**

320 Political Behavior (4). Studies socioeconomic, institutional, cultural, and psychological factors which influence American political behavior. Emphasizes public opinion and voting.

321 Political Parties and Interest Groups (4). Studies the organization and activities of American political parties and interest groups.

332 Public Administration (4). See PADM 332.

344 Political Sociology (4). See SOC 344.

351 International Relations (3*-4). Introduces basic principles and elements of international politics, the development of international law and organizations, and the conditions in developing areas.

352 Model United Nations (1). Organization and procedures of the UN through participation in model UN sessions with other universities.

363 Politics of Developing Nations (4). Basic political institutions, procedures, problems, and developments which have occurred in Third World nations from colonialism to present.

371 Classical Political Philosophies (3*-4).

See PHIL 371. **GEHb.**

373 Modern Political Theory (4). Analyzes significant works of modern political theory, by Machiavelli, Hobbes, Locke, Rousseau, Kant, Marx, and Nietzsche. Also PHIL 373.

375 Contemporary Political Theory (4). Surveys political thought since 1800: pragmatism, liberalism, republicanism, deliberative democracy, postmodernism, feminism, and multiculturalism.

378 American Political Thought (4). 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.

389 Study of Politics (4). Processes, strategies, tactics, and problems of conducting research. Quantitative and qualitative research and evaluation processes, and nature of scientific thinking and measurement. Directed study only.

397 Political Internship I (2 or 4). Placements with political campaign organizations, interest groups, and community political action committees. 15-20 hours of work per week. Prereq.: instructor's approval. **NCh.**

407 Constitutional Law (4). Studies US Constitutional system as a counter-majoritarian check, as a historical and political actor and, as a unique institution. Also HIST 407.

409 Topics in History and Political Science (3-4). See HIST 409.

410 Congress and the Presidency (4). Powers and processes of US congress and presidency. Emphasizes the struggle for power.

416 State and Local Government and Politics (3*-4). Institutions and processes of state, city, and county government. Emphasizes taxation, public services, campaign and election processes, and city administration. Offered infrequently.

420 Peace and War (4). Examines strategies such as deterrence, quid pro quo, appeasement, coercion, and negotiation, applying them to different historical cases.

440 Terrorism: Political Violence in the Modern World Since 1789 (4). See HIST 440.

443 The European Union: Institutions and Policies (4).* Examines the history and process of European unification and the development and

Courses — Political Science (PLSC) and Psychology (PSY)

scope of contemporary European Union institutions and common policies. Athens only. Also ECBU 443.

451 International Law and Organizations (4). Political and functional agencies of the international community. Non-governmental factors on international economies and politics.

452 Comparative Government and Politics (4). Political institutions and processes in selected Western European, communist, and developing nations.

453 European Government and Politics (4).* Studies the Europeanization of national politics in comparative perspective and the development of governmental institutions and political processes in select European Union nations since 1945. Athens only. Prereq.: HIST 439.

454 European Union Institutions (4)*. Introduces European Union institutions, decision-making processes, international role, and future prospects. Athens only. Prereq.: HIST 439.

456 Comparative Foreign Policy (3*-4). Theories and practices of state interaction in international politics. Explores domestic and international influences on state behavior and differences and similarities in foreign policymaking among different types of states.

464 Modern China and Japan (4). See HIST 464.

469 Government and Politics in the Middle East (4). 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.

471 Seminar in American Foreign Policy (4). Studies American foreign policy from colonial times to the present. Also HIST 437.

497 Political Internship II (2 or 4). Same as PLSC 397. NCh.
Psychology (PSY)

101 Principles of Psychology (3). Surveys basic concepts and principles in psychology. Emphasizes the organism as an adapting system. GESSa.

200 Psychology of Adjustment (3-4*). Development of human potentialities, adjustment, mental health, and social problems. Application

of principles for emotional health. GESSa.

210 Leadership Development (2). Educational/philosophical perspective of leadership; practical implementation of various perspectives. Designed for current and future student leaders. NCh.

215 Personality Theory and Research (3-4*). Surveys theory and research regarding description, development, and dynamics of personality. GESSa.

303 Learning and Behavior Change (3*-4). Principles of learning and behavior modification, their application to personal and social problems, and ethical issues. Prereq.: PSY 101.

304 Experimental Psychology (4). The use of experimental design and analysis in the study of human behavior. Lab. Prereq.: PSY 101, 305.

305 Statistics (4). See BHV 305.

306 Cognitive Psychology (3*-4). Experimental and theoretical approaches to topics in perception, information processing, and other cognitive processes. Prereq.: PSY 101.

307 Child Psychology and Development (3*-4). See EDUC 350 Prereq.: ENG 111. NCh.

308 Social Psychology (3*-4). See SOC 340.

310 Culture and Personality (3*-4). Examines cross-cultural psychological issues in sociocultural context. Includes perception, cognition, intellectual and social development, sex differences, mental illness, and cross-cultural testing of major psychological theories. Prereq.: ENG 111. GESSd.

311 The Psychology of Incarceration (3*-4). Adaptive processes and effects of confinement on incarcerated people and identification of implications.

312 Abnormal Psychology (3-4*). Abnormal behavior including historical and recent perspectives, current approaches to etiology, diagnosis, and treatment. Prereq.: PSY 101.

315 Psychological Testing (3). Measurement instruments and their applications. Test construction, selection, and interpretation. Use of tests in clinical and educational decision-making. Prereq.: PSY 101, 305.

327 Health Psychology (3-4*). Explores psychological factors in health maintenance and ill-

Courses — Psychology (PSY)

ness prevention and in recovery or adjustment to ongoing illness. The mind-body relationship.

336 Psychology of Religion (4). See REL 303. GEHb.

375 Community Psychology (3). Examines psychological and ecological theories as they relate to psychosocial problems in living. Studies the individual interacting in social systems. Focuses on understanding and application of the conceptual paradigms found in community psychology theory, research, and practice.

390 Research Methods (4). See BHV 390.

395 Computer Data Analysis (2). See BHV 395.

400 History of Psychology (3-4*). Major ideas, conception, and points of view that have shaped psychological thought: Psychoanalytic, Behavioristic, Gestalt, Phenomenological, and selected modern theories. Prereq.: PSY 101.

405 Brain and Behavior (3-4*). Structure and function of integrated, sensory, motor, and glandular systems in relation to behavior. Perception, learning, motivation, and memory. Prereq.: PSY 101 or BIOL 203.

407 Life-Span Development (3-4*). Psychological development over the life-span; optimum patterns of life, and biological and social conditions that influence development. GESSa.

408 Adolescent Psychology (3-4*). Transition period between childhood and adulthood. Major biological events, societal expectations, and responsible adulthood.

409 Multicultural Psychology (3-4*). Examines cultural factors such as race, ethnicity, gender, language, and sexual orientation in basic psychological concepts. GESSd. NCh.

422 Substance Abuse (3). Basic issues in substance abuse and addiction; role of the counselor; psychological, social, and medical aspects of addiction. Prereq.: PSY 101.

429 Counseling and Interviewing Skills (3-4*). Major schools of theory and application of counseling and interviewing skills.

439 Industrial-Organizational Psychology (3-4*). Psychological and behavioral concepts and theories related to behavior in organizational settings. Prereq.: PSY 101.

450 Selected Topics (3-4*). Presents various

topics relevant to psychology in the instructor's area of expertise.

458 Stress Management (3*-4). Understanding stress, how it affects an individual's physical and mental health, and techniques for dealing with stressful situations. Also MGMT 458.

497 Internship (1-4). See BHV 497.

499 Senior Seminar/Thesis (3-4). Prereq.: PSY 390.

501 Educational Psychology (3). Theories of the learning process. Relationships of learning to teaching. Writings of modern critics of education reviewed in relationship to learning theory.

502 Research Methods in Counseling (3). Examines qualitative and quantitative research methods used in counseling and marriage and family therapy. Includes experimental and descriptive approaches, single and multiple subject designs, outcomes assessment, and program evaluation. For MFCT and Counseling (Concentration) students only.

505 Educational Assessment (3). Presents principles of assessing student educational accomplishment (qualitative and quantitative), including construction and evaluation of educational and psychological assessment instruments. Includes work with measurement tools.

506 Human Sexuality (1 or 3*). Reviews theories of sexual development and treatment of sexual dysfunction from physiological, psychological, and family systems perspectives. For MFCT students only. Prereqs.: PSY 516, 517. NCh.

507 Human Development (3). Reviews developmental physiology, social-psychological factors in personality development, behavior patterns, and interactional capacity through life-cycle.

509 Psychological Testing (2). Reviews theories and applications of commonly used psychological tests for family and individual assessment. For MFCT and Counseling (Concentration) students only. Prereq.: PSY 512, 518. NCh.

510 Applied Personality Theory (2). Reviews application of select personality theories to the normal personality and problems that can develop. Focuses on non-clinical issues and problems. Covers some aspects of DSM. For Counseling (Concentration) students.

511 Analysis of Family Crisis (3). Reviews

Courses — Psychology (PSY)

various family crises and life cycle events which marriage and family therapists encounter with families and couples.

512 Clinical Psychopathology (3). Reviews etiology, evaluation, diagnosis, and treatment of specific clinical disorders, their relevance to counseling, and dysfunctions within marital and family relationships. Applies current DSM for marriage and family therapists. For MFCT and Counseling (Concentration) students only. NCh.

513 Behavior Therapy (1 or 3*). Principles of learning and conditioning and their application in changing maladaptive behavior.

514 Career Development (3). Introduces theories, methods, assessment instruments, and materials for career guidance of individuals of all ages. Includes experience with selected career assessment instruments and materials.

515 Higher Education Counseling (2). Reviews application of counseling skills to varying roles and functions of counselors in a higher education setting. Prereqs.: PSY 516, 517.

516 Counseling Theories and Techniques (3). Reviews family systems, psychological and medical paradigms of counseling theories, and techniques associated with these theoretical orientations. For MFCT and Counseling (Concentration) students only. NCh.

517 Counseling Skills and Process (3). Reviews phases and stages of the counseling process and the development of micro-counseling skills. Prereq.: PSY 516. NCh.

518 Family Therapy (3). Reviews theories and techniques of family therapy from a family systems perspective and applies them to diverse family systems, populations, and cultural settings. For MFCT students only. Prereqs.: PSY 516, 517. NCh.

519 Couples Therapy (2). Reviews theories and techniques of couple therapy from a family systems perspective. Reviews developmental patterns and diverse types of couple relationships. For MFCT students only. Prereq.: PSY 516, 517, 518. NCh.

520 Counseling Adults (1 or 3). Theories, techniques, and strategies for counseling adults and the elderly.

521 Child Therapy (2). Reviews theories and

techniques of child therapy. Includes practical applications, demonstrations, and case studies. For MFCT students only. Prereq.: PSY 516. PSY 517 recommended.

522 Group Counseling (3). Reviews theories and techniques of group counseling and their applications for individual, family, and couple groups. Includes in-class group experience. Prereq.: PSY 516, 517. NCh.

523 Multicultural Counseling (3). Reviews culture-specific and culture-general content and skills, cultural miscommunications, ethnic identity issues, and majority-minority interpersonal relationships in professional settings. Explores cultural self-awareness, self-identify, and beliefs. NCh.

527 Professionalism, Ethics, and Law in Counseling (2). Reviews current professional issues, laws, legal systems, and ethical guidelines relevant to counseling and marriage and family therapists. Develops professional awareness and identity. For MFCT and Counseling (Concentration) students only. NCh.

528 Substance Abuse Counseling (2 or 3*). Reviews etiology, diagnosis, treatment, and prevention of various types of substance abuse, including alcohol, prescription medications, and controlled substances. Addresses impact of substance use and abuse on individuals, families, couples, and special populations. NCh.

530 Violence and Abuse in Family Systems (2). Reviews historical, psychological, and family systems' perspectives on domestic violence, physical and sexual child abuse and neglect, and other patterns of familial violence. Examines diagnosis, treatment, and prevention strategies. NCh.

534 Psychopharmacology (2). Examines the use of psychotropic medications in the treatment of various psychological disorders. Emphasizes psychotherapist's role and the interaction with psychotherapy. Prereqs.: PSY 501 or 512; 516; 517.

580 Supervised Fieldwork in Marriage, Family, and Child Therapy I (3). Approved placements in marriage and family therapy professional settings. Acquisition and application of advanced theories and techniques of marriage and family therapy. Requires a specific amount of

Courses — Psychology (PSY)

supervised experience. For MFCT students only. Prereqs.: PSY 512, 516, 517, 527 and instructor approval. **NCh.**

581 Supervised Fieldwork in Marriage, Family, and Child Therapy II (3). Continuation of 580 for MFCT students only. Prereqs.: PSY 580 and instructor approval. **NCh.**

582 Supervised Fieldwork in Counseling (3). Approved placements in professional counseling settings. Counseling (concentration) students only. Prereqs.: PSY 510 or 512; 516; 517; 527 and instructor approval.

590 Selected Topics (1-3). Selected topics in counseling and marriage and family therapy. May be repeated for different topics.

594 Thesis (2). Includes an original investigation conducted under the direction of a three-member committee. Prereq.: approval of program chair, department, and Graduate Office. CRD/NCR only.

595 Competency Exam (0). Verification of the student's competence in the subject matter of required courses.

596 Graduate Seminar (2). Culminating activity for MFCT and Counseling (Concentration) students. Design and completion of topic in student's area of professional interest and expertise. Prereqs.: PSY 502 and Advanced Standing. **NCh.**

600 Community Psychology I: Theory (3). Examines the field of community psychology. Reviews its history, major theoretical approaches, concepts and research paradigms. **NCh.**

601 Current Social Issues (2). Examines major theoretical orientations in social problems including substance abuse; interpersonal violence; racial, gender and economic inequalities; environmental exploitation; and health care. **NCh.**

602 Community Psychology II: Interventions (3). Continuation of 600. Examines various approaches to interventions in community psychology and interrelationships between theory, research, and evaluation. Prereq.: PSY 600. **NCh.**

603 Introduction to Dissertation Research (1). Introduces organization, formulation of topics, and steps in the dissertation process.

CRD/NCR only. **NCh.**

604 Biological Bases of Behavior (2). Examines anatomical, biochemical, and physiological bases of normal and abnormal behavior. **NCh.**

605 Advanced Statistics I (3). Reviews analysis of variance and covariance, simple effects analyses, factorial designs, and the use of SPSS for these statistical techniques. **NCh.**

606 Advanced Statistics II (3). Continues 605. Reviews multivariate techniques, multiple regression, discriminant, factor and cluster analysis, multidimensional scaling, and structural equation modeling. Prereq.: PSY 605. **NCh.**

607 Advanced Human Development (2). Reviews theories and research in lifespan development. Examines biological, cultural, and environmental influences on cognitive, affective, moral, and personality development.

608A Cognitive and Intellectual Assessment I (2). Reviews cognitive and intellectual assessments for children and adolescents. Examines impact of cultural diversity on intellectual assessment. **NCh.**

608B Cognitive and Intellectual Assessment II (2). Reviews intellectual and neuropsychological assessments for adults. Examines impact of cultural diversity on intellectual assessment. Prereq.: PSY 608A. **NCh.**

609 Personality Theory and Research (2). Examines psychodynamic, humanistic, cognitive-behavioral, and multicultural theories of personality across the lifespan. Reviews research and assessment issues in personality development. **NCh.**

610 Clinical-Community Clerkship (0). Supervised psychology clerkship in cognitive assessment or applied community psychology. Prereqs.: PSY 600, 608A. CRD/NCR only. **NCh.**

612 Advanced Psychopathology (3). Examines the etiology and classification of psychological disorders, and theoretical and controversial issues concerning these disorders.

614 Clinical Skills and Interviewing Techniques (2). Introduces basic clinical skills, interviewing strategies, risk assessment, crisis intervention, and mental status evaluation.

615 Fundamentals of Psychotherapy (3).

Courses — Psychology (PSY)

Reviews assumptions and models of psychotherapy from historical, theoretical, and cultural perspectives. Examines the processes, types, and stages of psychotherapy, and research issues concerning the efficacy of psychotherapy.

617 Professional Issues and Ethics (2). Reviews ethical guidelines and legal issues in professional psychology, and current professional issues in clinical-community psychology. NCh.

623 Advanced Multicultural Competencies (2). Examines theory and research concerning the relationship between culture and individuals from a multidisciplinary perspective. NCh.

624 Multicultural Competency II: Clinical Applications (2). Examines clinical applications of multicultural issues, including cross-cultural psychology and assessment. Explores development of cultural self-awareness and self-identity. Prereq.: PSY 623. NCh.

628 Personality Assessment I (3). Introduces projective personality assessment from a multicultural perspective. Reviews administration, scoring, and interpretation of Rorschach, TAT, and other projective assessments across the lifespan and with different cultural groups. NCh

629 Personality Assessment II (3). Introduces objective personality assessment from a multicultural perspective. Reviews administration, scoring, and interpretation of objective assessments such as the MMPI-2 across the lifespan and with different cultural groups. Prereq.: PSY 628. NCh.

630 Year 2 Comprehensive Exam (0). Completion of Year 2 comprehensive examination. Program approval required. CRD/NCR only. NCh.

634 Psychopharmacology (2). Reviews the role of medication in the treatment of psychological disorders, and ethical and professional implications. NCh.

635 Clinical-Community Practicum I (2). Provides supervised clinical fieldwork in approved clinical-community settings. Reviews current ethical issues, psychotherapeutic, and psychological assessment techniques. CRD/NCR only. NCh.

636 Clinical-Community Practicum II (2). Continuation of PSY 635. CRD/NCR only. NCh.

637 Advanced History and Systems (2). Examines the history and development of scientif-

ic and professional psychology and the impact of culture on scientific theory.

638 Advanced Learning and Memory (2). Examines theories of classical and operant conditioning, contemporary models of learning and behavior changes, and cognitive and memory processes. NCh.

639 Advanced Social Psychology (2). Examines theory and research in the functioning of individuals within their social environments. Includes social cognition, attitude formation, development of self, and interpersonal issues of aggression, affiliation, and altruism. NCh.

640 Research Methods in Clinical-Community Psychology (3). Reviews current research methods in clinical-community psychology. Prereq.: PSY 606. NCh.

641 Advanced Qualitative Research (1). Reviews current methods of qualitative data analysis. NCh.

642 Dissertation Seminar: Proposal (1). Prepares dissertation proposal and forms dissertation committee. Prereqs.: PSY 603, 640, and advancement to Psy.D. candidacy. CRD/NCR only. NCh.

643 Dissertation Proposal Defense (0). Presentation of Psy.D. dissertation proposal defense. Prereq.: PSY 642. CRD/NCR only. NCh.

645 Advanced Psychotherapy I (3). Reviews psychodynamic, humanistic, and experiential theories and techniques of psychotherapy across diverse populations and cultural groups. Examines efficacy and outcome research in clinical-community settings. Prereq.: PSY 615. NCh.

646 Advanced Psychotherapy II (3). Continues 645. Reviews cognitive-behavioral, solution-oriented, and brief theories. Prereq.: PSY 645. NCh.

647 Advanced Group Psychotherapy (3). Reviews theories, research, and interventions of group psychotherapy across diverse populations, settings, and psychological disorders. Prereq.: PSY 615.

648 Psychological Disorders of Children and Adolescents (2). Reviews development, assessment, and interventions of psychological disorders in children and adolescents. Examines psychosocial, biological, cultural, and ecological

Courses — Psychology (PSY) and Public Administration (PADM)

variables influencing the etiology of these disorders. **NCh.**

649 Full Battery Assessment (3). Reviews methods for integrating information from a psychosocial history, behavioral observations, and psychological tests into a comprehensive psychological report. Prereq.: PSY 608, 628, 629. **NCh.**

650 Advanced Family Psychology (2). Reviews theories, interventions, and research in family psychology among different types of families across the lifespan. Examines awareness of the impact of one's family-of-origin in relationship to professional development.

651 Substance Abuse: Detection and Treatment (1). Reviews detection, assessment, and intervention of various types of substance abuse.

652 Child Abuse: Detection and Treatment (1). Reviews detection, assessment, reporting, and interventions for child, elder, and spouse/partner abuse.

653 Advanced Human Sexuality (1). Reviews theories of sexual development and treatment of sexual disorders, and psychosocial and cultural variables associated with these issues.

655 Clinical-Community Practicum III (2). Provides advanced supervised fieldwork in approved clinical-community settings. Reviews advanced ethical issues, psychotherapeutic, and psychological assessment techniques. CRD/NCR only. **NCh.**

656 Clinical-Community Practicum IV (2). Continuation of PSY 655. CRD/NCR only. **NCh.**

660 Year 3 Clinical Competency Exam (0). Completion of Year 3 clinical competency examination. Prereq.: PSY 656. **NCh.**

663 Dissertation I (3). Implementation of the dissertation. Prereq.: PSY 642. CRD/NCR only. **NCh.**

664 Dissertation II (3). Continuation of PSY 663. Completion and defense of the dissertation. CRD/NCR only. **NCh.**

670 Advanced Supervision Skills I (1). Advanced seminar in an integrated model of clinical-community psychology and clinical supervision skills. Prereq.: PSY 656. **NCh.**

671 Advanced Supervision Skills II (1). Continuation of 670. **NCh.**

672 Advanced Consultation Skills I (1).

Advanced seminar in an integrated model of clinical-community psychology and consultation skills in various professional settings. Prereq.: PSY 656. **NCh.**

673 Advanced Consultation Skills II (1). Continuation of 672. Prereq.: PSY 672. **NCh.**

680A,B Clinical-Community Internship I,II (5,5). Completion of 1500 clock hours of supervised psychological services in an approved clinical-community setting on a full-time one-year basis. Prereq. for 680A: PSY 656, 660, 664. Prereq. for 680B: PSY 680A. CRD/NCR only. **NCh.**

681A,B Clinical-Community Internship I,II (5,5). Completion of 1500 clock hours of supervised psychological services in an approved clinical-community setting on a half-time basis. Prereq. for 681A: PSY 656, 660, 664. Prereq. for 681B: PSY 681A. CRD/NCR only. **NCh.**

690 Selected Topics in Clinical-Community Psychology (1-3). Selected topics in clinical-community psychology. May be repeated for different topics. **NCh.**

728 Psychopharmacology for Counselors (1). Surveys major classes of drugs and their effects on the human body and mind.

Public Administration (PADM)

313 Urban Environments (4). See SOC 313. CORE2b.

332 Public Administration (4). Federal, state, and local administrative agencies and programs. Emphasizes organizational behavior, policy-making, and implementation. Also PLSC 332.

333 Ethics: Applications to Management and Administration (4). See MGMT 333. GEHb.

334 Financial Management and Budgeting in Government (4). Economics of public sector. Government taxation, expenditure, budgeting, borrowing, and debt management. Intergovernmental fiscal relations; effects of fiscal policy on national economy.

368 Culture and Gender Issues in Management (4). See HSM 368. Also MGMT 368, ECBU 353.

388 Statistics (4). Introduces basic concepts

Courses — Public Administration (PADM)

and applications of descriptive and inferential statistics. GEM for SCE students only.

436 Policy-Making Process (4).* Examines specific policies of organizations, both private and public, and highlights role played by the bureaucracy. Also MGMT 436.

439 Organizational Behavioral: Theory an Application (4). Case-studies approach dealing with realities of organizational life dynamics. Also MGMT 439.

469 Management of Change and Conflict (3*-4). Planning for change; the nature and sources of environmental and organizational conflict; strategies for change and conflict resolution.

489 Research Methodology in Government (4). Statistics, research design, and their use in analysis of social science data. Critiques quantitative research in social sciences. Basic tools for quantitative research. Prereq.: PADM 388.

501 Introduction to Public Administration (3). Introduces public administration. Includes learning basic skills and presentation skills.

527 Government and Business Partnering (3). Integrates approaches to common challenges of global competitiveness roles and relationships of businesses and government and their ideological assumptions. Covers managing a firm's comparative advantages and disadvantages in international trade and competition.

530 Human Resource Management in Public Organizations (3). Covers theories and applications of the political dynamics of public personnel policies and public employee development.

531 Organizational Theory (3). Surveys organizational theories as they relate to public organizations. Includes organizational design and structure of government. Explores behavioral implications of organizations and consequences for management theory.

533 Policy Formation and Analysis (3). Analyzes manner in which policy is formulated, implemented, and evaluated.

534 Management of Public Funds (3). Prepares student for practical decision-making in the administration of financial resources in the political environment.

537 Regionalization and Intergovernmental Relations (3). Reviews major themes in politics

of planning, administrative procedures, and inter-governmental relations relating to regional issues.

555 Ethics and Leadership in Public Management (3). Studies moral reasoning and values as they apply to public choice and public management.

561 Administrative Law (3). Analyzes the nature and scope of administrative law as they relate to administrative agencies, constitutional provisions, and judicial review.

581 Comparative Public Administration (3). Presents concepts of bureaucracy, system transformation, national administrative systems, and politics in developed and developing nations.

583 Managing Groups and Coalitions (3). Emphasizes and describes the skills needed by public administrators in collaborating with special interest groups, political appointees, and elected officials.

588 Statistics (3). Surveys statistical procedures, descriptive and inferential, in the study of organizations.

589 Research Methods (3). Surveys methodological, qualitative, and quantitative procedures employed in the study of organizations.

590 Selected Topics in Public Administration (3). Consists of selected topics of current interest and importance.

597 Special Projects (2). Theory and practice of special municipal areas of concentration, including direct support of city departments involved in these specialized functions.

598 Government Internship III (3). Provides internship for three months in elected or administrative offices in greater Los Angeles. Directed study only.

600 Contemporary Issues in Public Administration (3). Selected topics in public administration. Directed study only.

610 Foundations of Public Administration (1-3). Readings in Public Administration: management, organizational theory and behavior, policy analysis, and social science research.

620 Organizational Theory and Design (3). Examines structural and behavioral processes of organizations, including restructuring.

622 Political Systems and Environments (3). Examines how political systems cope with various forces within their environments, largely assessed

Courses — Public Administration (PADM) and Radio (RDIO)

through systems theory.

650 Fiscal Administration (3). Examines budget decision-making, control, capital acquisition, and debt management.

651 Human Resource Management (3). Role of executive in the efficient management of human and material resources.

671 Program Evaluation (3). Analysis and application of theories, concepts, and principles of program evaluation to the design of current programs.

672 Policy Analysis (3). Examines policy making, including political conflict, policy development, administrative implementation, and policy consequences.

673 Strategic Management (3). Analysis and design of the strategic planning approach and structure. Emphasizes the various elements of strategic planning as they are integrated into overall management systems.

674 Organizational Change and Development (3). Analyzes theories and strategies of planned change as a basis for managing reform and development in organizations.

675 Executive Leadership (3). Role of executive leaders in the formation and management of public policy. Attention will be given to environmental pressures, alternative leadership roles, organizational climate, and policy management.

677 Administrative Decision-Making and Ethics (3). Reviews decision-making theories and concepts, and applies them in analyzing and identifying decision-making processes and systems. Emphasizes developing managerial decision-making skills.

678 Information Resource Management (3). Theoretical framework for understanding the role of information in organizations. Design and management of information systems to improve problem-solving, management decision-making, strategic planning, and performance monitoring.

682 Conflict Management (3). Techniques and issues involved in resolving conflict in interpersonal and intergroup settings. Role of the individual in conflict, and ways the manager can manage conflict to advance the organization.

690 Public Administration Foundations (3). Surveys public administration fields. Concentrates on foundations of quantitative analysis and organizational theory.

691 Research Methods (3). Nature of scientific inquiry; methods employed in research and the evaluation of research; philosophy of science; research design and analysis.

692 Statistics (3). Focuses on calculation and application of parametric and non-parametric tests of differences and relationships as well as simple linear and multiple regression analyses.

694 Research Foundations (3). Surveys the major fields of public administration concentrating on those writers who have made major contributions. Focuses upon conceptual and methodological foundations. CRD/NCR only. **NCh.**

695 Applied Research Methods and Techniques (3). Intermediate course in research methods and techniques. CRD/NCR only. Prereqs.: PADM 691, 692.

696 Selected Topics (3). In-depth investigation and study of a focused research topic. Directed study only. May be taken twice for credit. Prereq.: PADM 690, 691, 692. **NCh.**

697A-B Dissertation—Part I,II (3,3). Research and writing of doctoral dissertation. CRD/NCR only. Prereq.: PADM 691, 692, 695.

Radio (RDIO)

112 Radio and TV Audio Controls & Techniques (4). Basics of audio controls in the broadcast industry. Use of audio boards and recording equipment. Experience with radio studio controls and audio for video. Also TV 112.

166 Introduction to Mass Media (4). Introduces print and electronic media. Examines history, regulation, programming, and economics. Emphasizes impact of media and media literacy. Also JOUR/TV 166. **GEHc.**

220A Radio Production I (4). Introduces radio production as a viable communication medium. Includes radio announcing, programming, ratings, and sales. Requires on-air work on KULV Radio and production work.

Courses — Radio (RDIO) and Reading (RDG)

220B Radio Production II (4). Continuation of 220A. Emphasizes on-air work and production. Includes airshift on KULV. Prereq.: RDIO 220A with C- grade or better. **NCh.**

220C-D Radio Production III-IV (2,2). Continuation of 220B. Prereq.: RDIO 220B with C- grade or better. **NCh.**

305 Radio and TV Newswriting and Editing (4). Gathering, writing, and editing news in forms required by radio and television. Prereq.: JOUR 100. Also JOUR/TV 305.

306A-D Radio Station Newswriting and Editing I-IV (2,2,2,2). Gathering, writing, and editing news in forms required by radio and television. Prereq.: RDIO 305. Also TV 306 A-D.

318 Survey of Multi-Media (4). See JOUR 318. Also TV 318.

319 Designing Multi-Media Web Pages (4). Prereq.: RDIO 318. See JOUR 319. Also TV 319.

328 Media Sales (4). Emphasizes professional selling and sales management techniques. Also JOUR/TV 328, ECBU 361.

351 Playwriting and Screenwriting I (4). See THAR 360. Also ENG 316; TV 351. **GEFAa. GEFAb. NCh.**

400 Designing the Media Message (4). See TV 400.

408 Selected Topics in Communications (1-4). See JOUR 408. Also TV 408.

426A-D Radio Station Operation I-IV (2,2,2,2). Advanced positions and responsibilities in operating campus radio station. Prereq.: Instructor's approval. **NCh.**

460 Law and the Mass Media (4). See JOUR 460. Also TV 460.

465 History of Mass Media—Printed and Electronic (4). See JOUR 465. Also TV 465.

467 Ethics of Mass Media—Printed and Electronic (4). See JOUR 467. Also TV 467.

480A-B Radio Special Projects I, II (2,2). Work in studios to assist beginning students and produce work for operation of campus radio station. For students who have completed all required radio sequences. Prereq.: Instructor's approval. **NCh.**

497 Internship (1-4). Supervised work experience in student's major area. Prereqs.: 3.0 GPA

in major; instructor's approval. **NCh.**

Reading (RDG)

510 Literacy Instruction and Methodology (3). Focuses on how literacy theory, research, and assessment results translate into instructional practices that help children read proficiently. Includes 10 hours of tutorial fieldwork with a 1st to 3rd grade beginning, struggling reader. **NCh.**

514 Literacy Assessment and Diagnosis (3). Focuses on the emergent, developing, and remedial reader and diagnostic and prescriptive techniques in reading. Includes 10 hours of tutorial fieldwork with a 3rd-6th grade struggling reader. **NCh.**

516 Individualization of Literacy Instruction (3). Provides opportunities to assess students' needs and weaknesses in all literacy areas. Includes 10 hours of tutorial fieldwork with a 4th-12th grade intermediate struggling reader. **NCh.**

517 Literature and Literacy (3). Studies classic and contemporary literature for children and adolescents, the evolution of literature and literature curricula, and instructional and presentational strategies to stimulate personal and creative responses to literature. Includes 10 hours of tutorial fieldwork with a 4th-12th grade reluctant reader. **NCh.**

518 Concept Development and Language Acquisition (3). Explores primary and second language acquisition processes and their relationships to concept formation and literacy. Includes 10 hours of tutorial fieldwork with a 4th-12th grade Early Intermediate/Intermediate ELL Student. **NCh.**

520 Advanced Methods and Materials (3). Provides candidates opportunities to develop advanced, professional perspectives on reading and language arts curriculum, instruction, and assessment. Includes 10 hours of tutorial fieldwork with a 4th-12th grade Early Advanced ELL Student. **NCh.**

522 Literacy Instruction for Special Needs Learners (3). Provides historical perspective on learning disabilities; offers in-depth view of

Courses — Reading (RDG) and Religion (REL)

assessment-teaching process for special needs students. Includes 10 hours of tutorial fieldwork with a special needs learner. **NCh.**

525 Reading Research, Theory, and Process (3). Provides advanced study of teaching of reading.

Focuses on reading theory, methodology options, and current research.responses to literature. Includes 10 hours of tutorial fieldwork with a 6th-12th grade older non-reader. **NCh.**

530 Reading Specialist Leadership (3).

Develops leadership skills. Requires 10 hours of tutorial fieldwork with a 1st-3rd grade beginning reader. **NCh.**

Religion (REL)

100 Introduction to Religion (3-4*). Studies the origins and nature of religion, its relationship to cultures, and modern religious issues. **GEHb.**

131 Beginning New Testament Greek (4). Introduces basic reading, writing, and pronunciation skills, with sample readings from the New Testament. **GEHb.**

220 Survey of Old Testament/Hebrew Scriptures (3- 4*). Surveys biblical literature with attention to literary types and their historical background. Emphasizes the Pentateuch and the prophets. Also ENG 281. **GEHa. GEHb.**

230 Survey of the New Testament (3-4*). Focuses on history of the literature as well as major theological motifs. **GEHb.**

242 Contemporary Catholic Traditions (3-4*). Examines, academically and non-confessionally, the historical background to contemporary social, cultural, ethical, and theological issues relating to Catholicism, including feminist, process, and liberation theologies. **GEHb.**

280 Preaching Laboratory I (4).* Focuses on improving the structure, flow, content, and delivery of sermons and other spoken communication. For practicing pastors and lay preachers. ECBCS only. **GESE** for ECBCS only.

288 Christian Worship (4).* Biblical and theological foundations of Christian worship. Analyzes impact of liturgical traditions and contemporary worship on Latino and other communities. ABTC

only.

300 World Religions: West (3-4*). Examines the origin, development, and contemporary manifestations of Judaism, Christianity, and Islam. **GEHb.**

305 World Religions: East (3-4*). Examines the origin and development of those religions which undergird East, South, and Southeast Asian world views and societies. Also Soc 311. **GEHb.** **CORE2b** for SCE students only.

311 Archeology and the Bible (4). Surveys archeological discoveries relating to the Bible. Focuses on Israelite settlement of Palestine, the Romanization of Palestine, and Greco-Roman cities visited by Paul. Also Soc 363. **GEHb.**

317 History of the Holy Land (4). Study tour to biblical, historical, and religious sites in Israel. Examines the Israelite, Jewish, Christian, and Islamic connections. Prereq.: one semester of Bible or instructor's approval. **GEHb.**

320 Selected Topics in the Old Testament/Hebrew Scriptures (4). Examines selected themes or books focusing on original meanings and current relevance. **GEHb.**

321 The Prophets (4).* Introduces writings of the prophets of the Old Testament/Hebrew Scriptures. Covers historical background and theological significance of general phenomenon of prophecy. ABTC and ECBCS only. **GEHb.**

323 Old Testament/Hebrew Scriptures in Historical Context (4).* Development of covenant people. Examines major themes and significant passages in light of their historical-social contexts. ECBCS only. **GEHb.**

331 Jesus and His Teachings (4). Consults wide range of scholarship in doing close, firsthand study of Synoptic Gospels. **GEHb.**

332 The New Testament in Historical Contexts (4).* Great theological themes of New Testament kerygma and methodology for locating and interpreting its meaning. ECBCS only.

333 Letters of Paul (4). Broad view of the Apostle Paul—the man, his career, and his thought—by exploring findings of various Pauline scholars. Verse-by-verse exegesis of letters of Paul. **GEHb.**

335 The First Christians (4). Examines the first Christians within Roman Empire. Using

Courses — Religion (REL) and Social Science (SOSC)

archaeology and texts, examines early Christian practices and beliefs during the first two centuries. Prereq.: ENG 111. **GEHb. NCh.**

338 Studies in the New Testament (4).* Prereq. or coreq.: REL 332. Directed study only. ECBCS only.

339 Archeology in Roman Palestine (4). Field study in Israel. Focuses upon archeological methodology and its relation to disciplines such as ceramics and numismatics. Prereq.: instructor's approval. Also Soc 366. **GEHb. GESSa.**

340 Issues in Feminist Theology (4). Explores relationship between views of gender and the historical development of religious concepts. Covers the variety of contemporary feminist approaches to theological issues.

348 Formative Thinkers of 20th Century Theologies (4). Examines important theologians of the 20th century. Includes Barth, Bultmann, Tillich, Daly, Ruether, and Fiorenza. **GEHb.**

349 Contemporary Themes in Christian Thought (4). Examines contemporary movements in Christian thought, such as liberation theology, process theology, and feminist theology. **GEHb.**

360 Religion and Violence (4). Examines the theological and historical relationship between religion and violence. Focuses on Judeo-Christian traditions with some comparison to Eastern traditions and Islam. **GEHb.**

362 The Church and Urban Problems (4). Social gospel of 20th century in light of urban challenge to contemporary church, particularly in the minority and Black ghetto.

370 History of Christianity (3-4). Chronological survey of major movements and figures of Christianity. Emphasizes relationship between theological statements and formulations and sociopolitical context. **GEHb.**

373 The Black Church in America (4).* Historical development of Black worship, evolution of churches, and impact on society. Designed for persons engaged in the Black church and community. ECBCS only.

380 Preaching Laboratory II (4).* Designed to add major emphasis to art of illustration, drawing on resources of novels studied in REL 351, and resources of Bible, personal experience, and

observation. Prereqs.: REL 280 and ENG 111. ECBCS only. **GESE** for ECBCS only.

386 Christian Education in the Latino Church (4).* Covers theories and methods relevant to Christian education in general and specifically with their application to the Latino Church. ABTC only.

388 American Baptist Missions Today (4).* Studies history of world missions movement, American Baptist theological understanding of missions and practice, and American Baptist presence in today's world. ABTC only.

390 Topics in Religion (4). Studies special areas in contemporary religion, such as spirituality and social action, religion in the city, and religious existentialism. Prereq.: ENG 111. **GEHb.**

398 Topics in Urban Studies (4). Examines religious, ethnic, and economic diversity issues. May be repeated with different topics. **GEHb. NCh.**

445 Seminar in Western Theology and Afro-American World View (4).* Basic world view and belief systems of Black-American culture and tenets of Christianity as expressed in Western or Euro-American doctrines and theological statements. ECBCS only.

481 Organization and Administration in the Local Church (4).* Prepares students to participate in lay or professional capacities in local congregations. ABTC and ECBCS only.

490 Senior Seminar (3). See PHIL 490.

Social Science (SOSC)

489 Methods in the Social Sciences (3). Required of all candidates for teaching credentials in Social Science.

Sociology (SOC)

250 Principles of Sociology (3-4*). Introduces basic concepts in sociology focusing on culture, group processes, deviance, social inequality, and social institutions such as the family, education, and religion. **GESSa.**

302 Social Institutions (3). Explores the way social institutions shape human values and social relations.

Courses — Sociology (SOC)

304 Mass Communication, Public Opinion and Propaganda (4).* Examines the nature of mass communication, its impact on social awareness and behavior, and its utilization in the formation and manipulation of public opinion.

307 Sociology of the Family (3*-4). Uses a conceptual approach to marriage and the family. Includes historical, cross cultural and subcultural variations, family problems, and current trends in family organization.

309 Contemporary Hellenic Society (3-4).* Introduces contemporary Greek society; explores its social relations. Athens only. Also BHV 309. **CORE2b** for non-Greek students only. **NCh.**

311 World Religions: East (3-4*). See REL 305. **GEHb.** **CORE2b** for SCE students only.

313 Urban Environments (3*-4). Examines the city and its origins, districts, and geographical areas, cultural enclaves, contemporary issues, and effective urban communities. Prereq.: ENG 111; SOC 250 recommended. Also PADM 313. **CORE2b.**

320 Sociology of Deviance (3*-4). Discusses social deviance in American society and reactions to deviance and their consequences. Includes criminality, mental disorder, drug abuse, and other stigmatized statuses and behaviors. Prereqs.: ENG 111; SOC 250 or PSY 250. **GESSa.**

321 Juvenile Delinquency (3*-4). Includes theories of delinquency and the influence of the family, schools, drugs, peers, and neighborhoods. Covers juvenile gangs, police processing of juveniles, courts, and placements. Prereq.: ENG 111.

322 Introduction to Criminology (3*-4). Explores theories and types of criminal behavior. Includes predatory, occupational, professional, organized, and victimless crime. Covers law enforcement, the judicial process, and sanctions. Prereq.: ENG 111; SOC 250.

324 Social Issues (3*-4). Surveys a current social problem each week using a sociological approach. Includes such problems as the environment, wealth and poverty, ethnicity, gender, and age. Covers history and attempts to remediate the problem. **GESSa.**

324S Social Issues (4). Same as 324, except that 324S includes personal experience with groups from different racial and social classes.

GESSa and service learning requirement.

326 Criminal Justice System (3*-4). Includes the history and evolution of the justice system in the US. Surveys crime and criminal behavior, and the police, courts, and corrections. Includes landmark court decisions. Prereq.: ENG 111.

329 Correctional Systems (3*-4). Traces the evolution of prisons and jails as social institutions. Discusses correctional goals and philosophies as well as inmate demographics and rights. Includes current thinking, practices, and alternatives to incarceration. Prereq.: ENG 111; SOC 250.

330 Social Class and Inequality (4). Explores major theories of social, political, and economic inequality. Stresses power relationships. Prereq.: ENG 111; SOC 250.

340 Social Psychology (3*-4). Focuses on the interaction of society, culture, and personality in socialization, perceptions, attitude formation, and behavior. Includes altruism, aggression, group processes, leadership, and the mass media. Prereq.: ENG 111. Also PSY 308.

344 Political Sociology (4).* Explores social bases of politics: how basic political structures and processes are shaped by historical antecedents, social class, ethnicity, age, sex, and other factors. Athens only. Also PLSC 344.

350 Introduction to Human Services (3).* Explores perspectives and intervention strategies in providing services to populations with special needs, such as the poor, persons with mental or physical health issues, the elderly, children, criminals, and victims.

360 The Death Penalty (4). Introduces history and development of capital punishment in Western societies. Focuses on contemporary situation in US and selected US states. **NCh.**

400 Sociological Theory (3*-4). Includes major schools of sociological thought: functionalism, positivism, exchange, conflict, and symbolic interactionism. Covers theorists from Durkheim to Goffman and Garfinkel. Illustrates theories with current societal examples. Prereqs.: SOC 250, ENG 111.

409 Selected Topics in Sociology (1-4). Faculty-designed courses in areas of expertise. May be repeated once with a different topic. **NCh.**

Courses — Sociology (SOC) and Spanish (SPAN)

Spanish (SPAN)

100 Elementary Spanish I (4). Basic skills with focus on conversation and simple reading. Class meetings, language lab, and reading conversation sessions. For students with little or no previous Spanish. **CORE2a. NCh.**

101 Elementary Spanish II (4). Continues and expands skills acquired in 100. **CORE2a. NCh.**

115 Intensive Elementary Spanish II (3).* Continues and expands skills acquired in 100. Taught in Mexico. **CORE2a. NCh.**

210 Intermediate Spanish I (4). Reviews and expands basic skills. Increased conversation and modern readings. For students with some previous Spanish.

211 Intermediate Spanish II (4). Continues and expands skills acquired in 210.

215 Spanish Language and Mexican Culture I (4).* Intensive Spanish language and Mexican culture, including Spanish conversation and grammar, and Mexican art, history, and culture. Taught in Mexico. **NCh.**

313 Spanish for Native Speakers (4). For those basically fluent in Spanish, but whose knowledge of the standard, acceptable norms of the spoken and written language needs reinforcement.

314 Spanish Composition (3). Reviews grammar, builds vocabulary and style, and analyzes contemporary readings in Spanish. Emphasizes writing critical and analytical essays. Prereqs.: SPAN 211; ENG 110. **NCh.**

315 Spanish Language and Mexican Culture II (4).* Continuation of SPAN 215. Taught in Mexico. Prereq.: SPAN 215 or instructor's approval. **NCh.**

317 Latin American Art (4). See ART 317. **GEFAa.**

320 Hispanic Civilization and Culture I (4). Spanish civilization from prehistory to 21st Century. Includes cultural and literary selections. Reading and discussion in Spanish. Prereq.: SPAN 211 or instructor's approval. **NCh.**

321 Hispanic Civilization and Culture II (4). Latin American civilization, focusing on various regions and themes. Includes cultural and literary selections. Reading and discussion in Spanish.

Prereq.: SPAN 211 or instructor's approval.
CORE2b. NCh.

330 Second Language Teaching (3). See ESL 330. Also FREN/GERM 330. **NCh.**

361 Mexican Literature in Translation (4). Novels and short stories, poetry, essays, and plays from many periods of Mexican literature in English translation. Prereq.: ENG 111. Also LIT 361. **GEHa. NCh.**

362 Contemporary Latin American Literature in Translation (4). Studies Latin American prose fiction since 1960 in English translation, reflecting changes in modern Latin American society. Also LIT 362. Prereq.: ENG 111. **GEHa. NCh.**

386 Chicano Literature (4). Chicano experience in novel, story, poetry, and drama by Chicano writers of Southwest. Reading and discussion in English. Also LIT 386. Prereq.: ENG 111. **GEHa. NCh.**

400 Intensive Spanish Language Training for Bilingual-Bicultural Specialists I (3).* Individualized oral and written Spanish language instruction with cultural emphasis. Taught in Mexico.

401 Intensive Spanish Language Training for Bilingual-Bicultural Specialists II (3).* Continuation of 400. Taught in Mexico.

402 Spanish Internship (1-4). Supervised work experience at a company where Spanish is spoken. Prereq.: SPAN 320 or 321. **NCh.**

420 Commercial Spanish (4). Practical approach to business Spanish. Includes advanced grammar and spelling review, business-related vocabulary, letter-writing, and appropriate readings. Prereq.: SPAN 211.

420M Commercial Spanish (4).* Same as 420 but taught in Mexico. Prereq.: SPAN 211.

430, 431, 432, 433 Hispanic Readings I-IV (4,4,4,4). Focus on varied readings in Spanish by Hispanic authors. Lecture and discussion in Spanish. Prereq.: SPAN 320, 321, or Instructor's permission. May be repeated with different topics. **GEHa. NCh.**

Special Education (SPED)

405 Diversity Issues in Special Education —

Courses — Spanish (SPAN) and Special Education (SPED)

Seminar (2). Expands upon SPED 457, emphasizing diversity issues in the SPED classroom. Coreq.: SPED 405P.

405P Diversity Issues — Practicum (1). Develops skills for participating in multicultural meetings and presentations. Coreq.: SPED 405 or Prereq.: EDUC 405. CRD/NCR only. NCh.

406 Mild-Moderate Assessment and Curriculum Practice (3). Covers curriculum, assessment, and instruction in special education service delivery. Coreq.: SPED 406P. NCh.

406P Mild-Moderate Assessment Practicum (1). Administration and reporting results of assessment with special education. Prereq.: EDUC 406. CRD/NCR only. NCh.

407 Mild-Moderate Curriculum and Delivery (3). Curriculum practice in special education along with full continuum and in collaboration with specialists. Coreq.: SPED 407P. NCh.

407P Curriculum and Delivery — Practicum (1). Service delivery practice in special education. Coreq.: SPED 407. CRD/NCR only. NCh.

409 Directed Teaching (6). Directed student teaching in general education (5 weeks) and special education (10 weeks). Prereqs.: SPED 405, 405P, 406, 406P, 457; EDUC 408, 408P, 412, 415A; and Coreqs.: SPED 407 and 407P or EDUC 415B. CRD/NCR only. May be taken twice for credit. NCh.

455 Curriculum Development for Young Handicapped Children (3). Observation techniques, curriculum, behavioral management, and referral sources for teaching staff to work with children and parents.

456 Introduction to Special Education (2).* Current practices and procedures in special education. Meets part of the Ryan special education training requirements.

456A Special Education Training for Administrators (1).* Sequel to 456 to complete coverage of the Ryan special education training requirements for administrators.

456T Special Education and the Classroom Teacher (1).* New legislation regarding integration of special education students into regular classroom.

457 Introduction to Exceptional Individuals and their Families (3). Disability theories, remedial methodologies, curriculum development, and

instructional interventions, and current practices. Informal and standardized assessment techniques.

457P Special Education Seminar and Practicum (2). Provides field experience with special needs population for 457. Prereq. or Coreq.: SPED 457.

458 Educating the Gifted Individual (3). Nature and education of gifted individuals; current practices, trends, and issues. Offered infrequently.

514 Advanced Assessment and Planning for the Special Needs Learner (2). Covers assessing, diagnosing, and planning for the whole person with special needs. Coreq.: SPED 514F.

514F Field Experience: Advanced Assessment and Planning for the Special Needs Learner (2). Field experience for assessing, diagnosing, and individualizing a program for the special needs learner. Coreq.: SPED 514.

553 The Bilingual Child in Special Education (3). Methods for identifying, assessing, and working with Hispanic exceptional students. Offered infrequently.

554 Counseling Exceptional Children and Parents—Bilingual/Cross-Cultural Emphasis (3). Techniques for parent-teacher conferences and counseling of handicapped children and youth. Emphasizes Hispanic exceptional students. Offered infrequently.

555 Affective Education for the Exceptional Child (2). Theory and methodology regarding emotional and moral maturity and personal confidence. Techniques to help students develop self-awareness, self-acceptance, and self-regulation. Offered infrequently.

556 Counseling Exceptional Individuals and Their Families (3). Counseling issues and techniques for the families of exceptional individuals, including individuals with disabilities and those at risk of school failure.

557 Learning Disabilities (2). Motor-perceptual and perceptual-cognitive difficulties which interfere with learning; screening, testing, and remedial techniques. Offered infrequently.

558 Behavior Intervention Strategies (3). Different educational and psychological strategies for children in conflict. Self behavioral analysis, student behavioral analysis, lectures, and activities to gain better understanding of behavior, dis-

Courses — Special Education (SPED) and Speech Communication (SPCM)

cipline, and corrective techniques in the classroom.

559 Problems and Practices in Special Education (3). Ethical and legal issues in special education. Legislation pertaining to disabled students—PL-94-142 (now IDEA) and public school practice.

561 Curriculum Planning and Program Evaluation—Learning Handicapped (3). Methods of curriculum implementation and program evaluation. Commercial curriculum materials and teacher-made instructional programs examined. Prereqs.: SPED 457, EDUC 514, 514F, 515, 515F, 518. **NCh.**

563 Resource Program in Special Education (3). Introduces issues in Resource programs for mildly to moderately disabled public school youth. Emphasizes collaboration and full inclusion. Reviews current trends and research. **NCh.**

564 Administration of Resource Programs (3). Emphasizes the development and coordination of all areas of resource programs for mildly to moderately disabled youth. Focuses on issues of collaboration and team process. Addresses issues from identification to transition and stress research. Prereq.: SPED 563. **NCh.**

568F Field Experience in Special Education—Directed Teaching (6). 200 clock hours of supervised classroom experience in one year (or two semesters, including January and June), including instruction, supervision, and guidance of exceptional children. Performance objectives written, and behavioral intervention strategies implemented. Prereq.: SPED 561. CRD/NCR only. **NCh.**

569F Field Work in Resource Specialist (3). 100 hours supervised field training in problems relating to instruction, supervision, administration, and evaluation. Counseling exceptional children in resource setting. Prereq.: SPED 564 and approval of program chairperson. CRD/NCR only. **NCh.**

Speech Communication (SPCM)

100 Fundamentals of Public Speaking (2-3*).

Organization and presentation of verbal materials. Emphasizes developing performance skills through graded speaking activities. **GESE. NCh.**

110 Introduction to Speech Communication Theory and Practice (2). Introduces field of speech communication, including its history, major theories, and primary contexts. **NCh.**

210 Interpersonal Communication (4). Introduces theory and practice of interpersonal communication. **GESE.**

220 Intercultural Communication (4). Introduces theory and practice of intercultural communication. Emphasizes training and application to improve skills. **CORE2b.**

240 Persuasion and Social Influence (4). Covers theories, principles, and strategies of social influence as they relate to everyday life.

250 Public Controversy and Criticism (4). Focuses on understanding and interpretation of current events filtered through mastery of written and spoken language. Covers techniques of analysis, substantiation, and synthesis. **GESE.**

311 Oral Communication (2). See THAR 311. **GEFAb. GESE.**

332 Interviewing Principles and Practices (4). Examines interviewing using various paradigms, including industry and academic research. **GESE.**

350A-D Argumentation and Debate (1-4). Rhetorical principles of argumentation in theory and practice. Participation in forensics tournaments advised. For law students and those interested in engaging in rational discussion and reasoned advocacy. **GESE.**

410 Advanced Interpersonal Communication Theory and Practice (4). Examines interpersonal communication, focusing on specific relational contexts such as romantic, interpersonal, family, friendship, workplace, and stepfamily. Prereq.: SPCM 210 or 220.

452 Rhetorical Criticism (4). Examines fundamentals of rhetorical criticism. Filters rhetorical methods through contemporary events and controversies using critical thinking and discourse.

Television (TV)

Courses — Speech Communication (SPCM) and Television (TV)

112 Radio and TV Audio Controls and Techniques (4). See RDIO 112.

166 Introduction to Mass Media (4). See RDIO 166. Also JOUR 166. GEHc.

212 Acting for the Camera I (3). See THAR 212. GEFAb.

220A Fundamentals of Video Production (4). Covers basic tools of video production. Examines production techniques and scripting for video. Includes lab and out-of-class individual and group video productions.

220B Intermediate Video Production (4). Applies production tools to student-produced videos. Students work on independent single camera and group multi-camera productions. Prereq.: TV 220A with C- or better.

232 Lighting Design I (2). See THAR 232.

233 Introduction to Stage Design and Craft (4). See THAR 233. Also ART 221. GEFAb. NCh.

305 Radio and TV Newswriting and Editing (4). See RDIO 305. Also JOUR 305.

306A-D Radio Station Newswriting and Editing I-IV (2,2,2,2). See RDIO 306 A-D. Prereq.: TV 305.

312 Acting for the Camera II (3). See THAR 312. Prereq.: TV 212. GEFAb.

318 Survey of Multi-Media (4). See JOUR 318. Also RDIO 318.

319 Designing Multi-Media Web Pages (4). Prereq.: TV 318. See JOUR 319. Also RDIO 319.

320A-C Advanced Video Production I-III (2,2,2). Involves independent work to produce news and documentary video productions. Provides opportunities to produce and direct multi-camera productions. Prereq.: TV 220B with C- or better. NCh.

325A-C Multi-Camera TV Production (2,2,2). Students participate in multi-camera critiqued laboratory projects to create professional quality programs for community television. Students fill primary production roles in preproduction, production, and postproduction. Prereq.: TV 220B.

328 Media Sales (4). See RDIO 328. Also JOUR 328, ECBU 361.

330 Television Editing (4). Covers techniques of editing videotape. Emphasizes history and aesthetics of editing. Includes editing projects. Prereq.: TV 220B.

333 Stage Design Studio (4). See THAR 333. GEFAb.

340 Television Graphics (4). 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 (LUTV). Prereq.: TV 318 or 330. NCh.

351 Playwriting and Screenwriting I (4). See THAR 360. Also ENG 316. GEFAa. GEFAb. NCh.

397 Communications Fieldwork (4). See JOUR 397.

400 Designing the Media Message (4). Fundamentals of researching and designing the informational program, emphasizing message content. Audience needs, research, and program structure for documentaries and educational and motivational programs. Also RDIO 400.

408 Selected Topics in Communications (1-4). See JOUR 408. Also RDIO 408.

460 Law and the Mass Media (4). See JOUR 460. Also RDIO 460.

465 History of Mass Media—Printed and Electronic (4). See JOUR 465. Also RDIO 465.

467 Ethics of Mass Media—Printed and Electronic (4). See JOUR 467. Also RDIO 467.

480A-B TV Special Projects I-II (2,2). Students assist instructors in all phases of ULV television operations. Prereq.: instructor's approval. NCh.

497 Internship (1-4). Supervised work experience in student's major area. NCh.

Theatre Arts (THAR)

100 Play Analysis (3). Provides fundamental tools for reading and analyzing plays. May be repeated twice. GEHa. GEFAa.

110 Introduction to Acting (3*-4). Covers acting theory and practice. Includes scene study, movement and voice dynamics, improvisation,

Courses — Theatre Arts (THAR)

and ensemble work. **GEFab.**

111 Individual Acting Instruction (1). Private acting lessons. May be repeated for credit. Prereq.: (Any one of the following:) THAR 110, 200, 210, 215, or 315. **GEFab. NCh.**

115 Contemporary Dance. See MSS 043. **GEFab.**

120 Introduction to Stagecraft (2). Covers scenic construction, painting, lighting, prop building, costume construction, and computer-aided drafting. Includes attendance at rehearsals and performances. **GEFab.**

200 Theatre, Acting, and Performance (3*-4). Covers fundamentals of theatre, acting, and performance. Culminates in a presentation or performance. **GEFa. GEFab.**

207 History of the Visual and Performing Arts (3). See HUM 207. Also ART/MUS 207.

210 Acting Studio II (3). Continuation of 110. Includes theatre games, plastiques, condition/impulse, play analysis for actors, semiotics, and scene work. May be taken twice. Prereq.: THAR 110, 200, or by audition. **GEFab. NCh.**

211 Advanced Individual Acting Instruction (2). Private acting lessons. May be repeated for credit. Prereq.: THAR 210. **GEFab. NCh.**

212 Acting for the Camera I (3). 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 TV 212. **GEFab.**

215 Rehearsal and Performance (1). Participation as actor or technician in main stage or studio productions. May be repeated. **GEFab. NCh.**

216 African-American Theatre Workshop I (3-4). Explores techniques, theories, and practices of performance based in African-American aesthetics. May be taken twice for credit. **NCh. GEFab.**

220 Stagecraft II (2). Continuation of 120. Emphasizes advanced techniques, project initiation and supervision, and additional production responsibility. Prereq.: THAR 120. **GEFab. NCh.**

232 Lighting Design I (2). Introduces basic equipment, theory, and procedures in implement-

ing theatrical lighting. Includes lab. Also TV 232. **GEFab.**

233 Introduction to Stage Design and Craft (4). Includes exercises in design, drawing, drafting, model construction, painting, lighting, and computer-aided design for stage and TV. Also ART 221; TV 233. **GEFab. NCh.**

234 Costume Design I (2). Follows theory and practice of costumer's craft, from initial concept through construction to theatre stage or film set. **GEFab.**

255 Theatre and Stage Management (1-2). Introduces arts management. Student works as stage manager or with production management team. Includes rehearsals and performances. May be repeated. **GEFab.**

300 Drama on Page and Stage (4). See ENG 344. **GEHa. GEFa.**

310 Acting Studio III (3). Continuation of 210. May be taken twice. Prereq.: THAR 210. **GEFab. NCh.**

311 Oral Communication (2). Practices impromptu and prepared speeches and interpretation of literature. Includes exercises in breathing, relaxation, voice projection, and articulation. Also SPCM 311. **GEFab. GESE.**

312 Acting for the Camera II (3). Continuation of THAR 212. May be taken 3 times for credit. Prereq.: THAR 212. **GEFab.**

315 Performance Interterm (4). Performance work during January interterm. May be repeated twice. **GEFab. NCh.**

320 Stagecraft III (2). Includes independent projects, construction, rigging, painting, and facing other technical problems related to mounting main stage and studio productions. Prereq.: THAR 220. **GEFab.**

332 Lighting Design II (3). Continuation of 232. Emphasizes theory for a variety of theatre spaces and equipment, document design, and organization. Prereq.: THAR 232. **GEFab.**

333 Stage Design Studio (4). Continuation of 233. Includes design or design assistant work on studio and main stage productions. Prereq.:

Courses — Theatre Arts (THAR)

THAR/TV 233. Also TV 333. **GEFAb.**

334 Costume Design II (2). Continuation of 234. Includes research, design projects, and construction of costumes for studio and main stage productions. Prereq.: THAR 234. **GEFAb.**

340 Shakespeare (4). See ENG 340. **GEHa.**

345 Theatre as Political and Cultural Expression (4). See BHV 345. **NCh.**

355 Directing Studio I (4). Covers theory, practical exercises, and scenes, culminating in production of a one-act play. Prereqs.: THAR 200, 210, and 233. **GEFAb. NCh.**

360 Playwriting and Screenwriting I (3*-4). Produces work for performance on stage, radio, and TV. Also ENG 316; RDIO/TV 351. **GEFAa. GEFAb. NCh.**

365 Desktop Publishing for Theatre (1-2). Covers writing and publishing programs, posters, publicity, and newsletters. May be repeated up to four times. Also ENG 315. **GEFAb.**

370 Children's Theatre (4). Develops performance techniques and strategies for leading groups. Includes work with schools or other community groups and exercises in body and voice improvisation, scriptbuilding, and performance. Requires projects away from ULV. **GEFAb.**

380 Theatre Seminar (1-2). Analyzes contemporary issues in theatre. Includes preparation for senior comprehensive exam and senior project. Must be taken at least twice by all theatre majors. **NCh.**

400 Study Trip to Ashland, Oregon Shakespeare Festival (1-4). See ENG 449. **GEHa. NCh.**

410 Conscious Acting: The Power of Story (3-4). Covers "story pulling," "story circles," writing, personal narratives, play, music, and active listening. Discusses power, class, racism, and sexism. **GEFAb.**

416 African-American Theatre Workshop II (3-4). A continuation of 216. May be taken twice for credit. **NCh. GEFAb.**

440 American Stage—Mirror of Society (4). See ENG 440. **GEFAa. GEHa. NCh.**

441 Drama: Comedy and Tragedy (3-4*). See ENG 441. **GEHa. GEFAa. NCh.**

442 Shakespeare and His Contemporaries (4). See ENG 442. **GEHa. NCh.**

443 Twentieth-Century Drama (4). See ENG 443. **GEHa. NCh.**

445 Masters of the Drama (3*-4). Studies one or more major playwrights such as Sophocles, Chekhov, Ibsen, or Brecht. May include staged production of a major work. May be repeated three times for credit. Also ENG 447. **GEHa. GEFAa. NCh.**

455 Directing Studio II (3-4). Analyzes, rehearses, and performs a full-length play for an audience. Prereq.: THAR 355 and instructor's approval. **GEFAb. NCh.**

460 Playwriting and Screenwriting II (4). Produces work for performance on stage or video. Prereq.: THAR 360. **GEFAb. NCh.**

470 Creative Drama for Teachers (2). Develops skill in integrating curriculum through storytelling, movement, voice, improvisation, and playbuilding. Includes strategies for leading and evaluating progress. Also EDUC 433. **GEFAb.**

480 History of Drama and Theatre I (4). Analyzes development of world theatre, dramatic literature, criticism, and theory from ancient Greece to the 17th century. **GEHa. GEFAa. NCh.**

481 History of Drama and Theatre II (4). Analyzes background of world theatre, dramatic literature, criticism, and theory from the 18th century to the present. **GEHa. GEFAa. NCh.**

498 Theatre Internship (2-4). Internship with professional theatre or producing organization. **NCh.**



Lisa Meyer, Associate Vice President for Institutional Image.

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*Member of the Executive Committee

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Note: Dates in parentheses indicate the original date of employment at the University of La Verne. Personnel information is correct as of June 19, 2003.

Adams, Bonnie (1993) B.A., University of Denver; M.S., University of Wisconsin. Academic Advisor, SCE.

Adongo, Patricia (1997) B.A., University of California, Los Angeles; J.D., University of La Verne. Associate Professor of Legal Studies.

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Angus, Jessica (2001) B.A., California State University, Los Angeles. Academic Advisor, San Fernando Valley Campus.

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Ashcroft, Joanne (1987) Database Administrator, Office of Information Technology.

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Stone, Sheila (2000) B.S., Culver-Stockton College; M.A., University of Missouri, Columbia. Reference Librarian, Law.

Stout, Allen (1996) B.S., University of Illinois; M.A., Naval Postgraduate School. Academic Advisor, Inland Empire Campus.

Summerville, Fleetenia (1999) B.A., California State University, San Jose. Financial Aid Advisor.

Taylor, Mancin (2000) B.S., California State University, Los Angeles. Assistant Director, Operations and Desktop Support.

Taylor, Patricia A. (1989) B.A., M.A., California State University, Los Angeles. Assistant Professor of Education.

Tempestoso-Bednar, Gabriella (1998) B.A., University of La Verne. Marketing Director, SCE.

Thakur, Rita (1978) B.S., Gujarat University; LL.B., Saurashtra University; M.B.A., Northwest Missouri State University; Ed.D., University of La Verne. Professor of Business and Economics.

Thomas, Lorene (1994) B.A., M.S., University of La Verne. Academic Advisor/Credential Analyst.

Thomson, Ernie (2001) B.A., M.A., University of Texas, El Paso; Ph.D., University of California, Santa Barbara. Associate Professor of Sociology.

Townsend, Mary (1988) Departmental Business Manager, Organizational Leadership Department.

Tozzini, Sandra (1999) B.S., University of California, Davis; J.D., Hastings College of Law. Associate Professor of Law; Assistant Dean of Students, College of Law.

Tresner, Brian (1992) B.S., California State Polytechnic University, Pomona; M.B.A., University of La Verne. Manager, Network/Computer Lab Support.

Tripuraneni, Vinaya (1991) B.A., Stella Maris College; B.L.I.S., University of Madras, India; M.S., Drexel University. Associate Professor; Electronic Services Librarian.

Faculty and Professional Staff

Trotter, Ruth (1989) B.A., Scripps College; M.F.A., Claremont Graduate University. Professor of Art.

Tsalicoglou, Iacovos (1994) B.A., Dartmouth College; M.A., University of Chicago; Ph.D., Bath University. Professor of Business and Economics, Athens.

Tweedt, Kimberly (2001) B.S., University of Southern California; M.A., Azusa Pacific University. Academic Advisor, CAPA.

Underdue Murph, Yvette (1998) M.Ed., Cambridge College. Special Projects Manager.

Verdugo, Paula (2003) B.S., University of Phoenix; M.S., University of La Verne. Assistant Director, Career Development and Placement.

Vergara, Derek (1995) B.A., M.A., Azusa Pacific University. Director, Multicultural Research and Campus Diversity.

Vincent, Kitt (1996) B.S., Park College; M.B.A., University of La Verne. Director, Central Coast Campus and Vandenberg Center.

Vournas, Stylianios (1985) B.S., University of Athens, Greece; M.S., Concordia University, Canada; Ph.D., Complutense University, Spain. Professor of Economics and Business, Athens.

Wagoner, Zandra (2002) B.A., University of La Verne; M.Div., Bethany Theological Seminary. Director, General Education Program.

Waite, Douglas (1978) B.A., University of La Verne. Director, Multimedia Services.

Wakeling, Robert (1998) B.A., M.S., California State University, Hayward. Assistant Professor of Education.

Walden, Deborah (1988) B.A., M.B.A., University of La Verne. Director, Administration and Operations, SCE.

Walecki, Julius (1994) Diploma, University of Warsaw, Poland; M.S., Warsaw School of Economics, Poland; Ph.D., University of Ottawa, Canada. Associate Professor of Business Administration.

Walker, Beth (2000) B.A., M.S., University of Southern California. Marketing Director, SCE.

Walker, Nancy (2000) B.A., M.S., Ph.D. University of Southern California. Associate Professor of Education.

Webster, Leatha (2003) B.A., University of San Francisco; M.A., University of Phoenix. Director, Financial Aid.

Werner, David (1982) B.A., M.A., San Francisco State University. Associate Professor of English; Coordinator, EPIC Program.

Westbrook, Steven (2003) B.A., Bennington College; Ph.D., State University of New York, Albany. Assistant Professor of English.

Whitby, Seta (1984) B.S., M.Ed., Ed.D., University of La Verne; M.S., Claremont Graduate University. Associate Professor of Computer Science.

Widolff, Pat (1991) B.A., Marion College; M.A., Xavier University; M.A., California State Polytechnic University, Pomona. Professor of Movement and Sports Science.

Williamson, Victoria (2000) B.A., University of Santo Tomas, Manila. Reference Librarian, Law.

Wilson, Susan (2002) B.A., University of California, Riverside; M.F.A., San Diego State University. Academic Advisor, CAPA.

Winterburn, R. Scott (2000) B.A., M.A., Azusa Pacific University. Associate Professor of Movement & Sports Science; Head Baseball Coach.

Witt, Matthew (2001) B.A., Reed College; Ph.D., Portland State University. Assistant Professor of Public Administration.

Woolsey, Andrew (2000) B.A., M.Ed., University of La Verne. Admissions Representative.

Worley, R. Brian (1986) B.A., Pomona College. Director, Facilities Management.

Worthen, Cynthia (2001) B.S., Southern Illinois University; M.P.A., Georgia College. Departmental Business Manager, Public Administration.

Wright, Dorena A. (1989) B.A., M.A., Oxford University; Ph.D., University of Oregon. Professor of English.

Yaffe, Fred (2003) B.S., University of Maryland; M.S., Ph.D., Howard University. Professor of Psychology; Dean, Arts and Sciences.

Faculty and Professional Staff

- Yakovee, Rehavia** (1985) B.A., University of California, Los Angeles; M.A., California State University, Northridge; Ph.D., Claremont Graduate University. Director of Admissions, Athens.
- Young, Leslie Anne** (1992) B.S., M.S., University of La Verne. Assistant Professor of Education.
- Yousof, Janat** (1998) B.A., University of Malaya, Malaysia; M.P.A., Ph.D., University of Southern California. Professor of Public Administration.
- Zavala, Alicia** (2001) Financial Aid Advisor.
- Zell, Ana Liza** (2001) B.A., Occidental College. Director, Admissions.
- Zervigón, Andrés** (2000) B.A., Brown University; M.A., Harvard University. Associate Professor of Art History.
- Zwerling, Elizabeth** (2001) B.A., Oberlin College; M.S., Northwestern University. Assistant Professor of Journalism.
- Swissler, Wendy** (1992) B.S., California State Polytechnic University, Pomona; M.Ed., University of La Verne. Associate Professor of Movement and Sports Science.

Emeriti

- Blickenstaff, Nancy** (1959) Professor of Physical Education Emerita.
- Cameron, Catherine** (1971) Professor of Sociology Emerita.
- Clague, W. Donald** (1966) Administrator Emeritus.
- Degraw, Sheila** (1984) Administrator Emerita.
- Eller, Vernard** (1958) Professor of Religion Emeritus.
- Fink, Allan W.** (1977) Administrator Emeritus.
- Hanawalt, Dwight** (1946) Professor of Physical Education Emeritus.
- Hardin, Evelyn** (1971) Administrator Emerita.
- Heckman, Marlin** (1972) Professor and University Librarian Emeritus.
- Henley-Erickson, Catherine** (1984) Professor of English Emerita.

- Hogan, Herbert** (1946) Professor of History Emeritus.
- Hoskins, Katharine** (1967) Professor of English Emerita.
- Huffer, John C.** (1977) Professor of Law Emeritus.
- Ikenberry, Ernest** (1956) Professor of Chemistry Emeritus.
- Jang, John** (1967) Professor of History and Government Emeritus.
- John, Dorothy K.** (1974) Administrator Emerita.
- Kachuck, Rhoda** (1971) Professor of English Emerita.
- Laub, Maggie** (1981) Administrator Emerita.
- Loper, William** (1974) Administrator Emeritus
- Mahoney, Joella Jean** (1964) Professor of Art Emerita.
- Mandell, Stuart J.** (1985) Professor of Public Administration Emeritus.
- Miles, Nancy** (1977) Administrator Emerita.
- Orr, Verne** (1999) Dean Emeritus.
- Ortmayer, Roland** (1948) Professor of Physical Education and Coach Emeritus.
- Paulo, William** (1976) Professor of Educational Management Emeritus.
- Polos, Nicholas** (1968) Professor of History Emeritus.
- Rodriguez, Frances** (1983) Administrator Emerita.
- Rodriguez, Robert** (1983) Administrator Emeritus.
- Root, Dayton** (1957) Professor of Psychology Emeritus.
- Snow, Janet** (1982) Administrator Emerita.
- Virgil Wilkinson** (1946) Administrator Emeritus.
- Wichman, Ann** (1987) Professor of Sociology Emerita.
- Willoughby, William** (1970) Professor of Philosophy and Religion Emeritus.
- Wright, Owen** (1983) Professor of Physical Education Emeritus.

Part-Time Faculty

PART-TIME FACULTY

Abdulmumin, E. M. (1991) Ph.D., U.C., Irvine. Senior Adjunct Professor, Behavior Science. *EPIC*.
Abril, Michael (2001) J.D., University of Southern California. Business. *Kern County Campus*.
Adamik, Robert (1999) M.A., Fuller Theological Seminary. *MPA*.
Adams, Carol (1996) M.Ed., Fresno Pacific University. *Education, SCE*.
Adamson, William (1999) Ph.D., Pepperdine University. Business. *Main Campus*.
Adshead, Frank (1999) Ph.D., University of Southern California. *MPA*.
Albaum, Jean (1985) Ph.D., Claremont Grad. Univ. Senior Adjunct Professor, Psychology. *Main Campus*.
Allen, Sandra (2002) M.A., California State University, Dominguez Hills. Education. *Orange County Campus*.
Alonso, Edel (1999) M.A., Loyola Marymount University. Education. *Main Campus*.
Alvarado, Rae Lynn (2000) M.A., University of La Verne. *Education, SCE*.
Amadi, Debbie (2002) M.A., University of Central Oklahoma. Sociology. *CAPA*.
Amezquita, Ranae (2001) M.S., University of La Verne. Business. *San Fernando Valley Campus*.
Anderson, Beatriz (2000) M.A., California State Polytechnic University, Pomona. English. *Main Campus*.
Angus, Carolyn (1999) M.S., Purdue University. Adjunct Professor, Education. *CAPA*.
Aschoff, Maureen (2003) Ed.D., University of Southern California. Education. *San Fernando Valley Cam*.
Avci, Tugrul (2002) M.A., Northeastern University. Business. *Main Campus*.
Ayres, Diane (1990) M.A., California State University, Northridge. English. *San Fernando Valley Campus*.
Bachoura, Daphne (1999) M.A., California State Polytechnic University, Pomona. English *Main Campus*.
Bacus, Catherine (2003) M.H.A., University of La Verne. Gerontology. *Main Campus*.
Baker, Jace (1999) M.S., University of North Texas. Business. *Main Campus*.
Ball, Keith (1989) M.B.A., University of Wyoming. Sen. Adj. Prof., Business. *Vandenberg Center*.
Bamford, Stacey (2002) M.S., California State University, Hayward. *Education, SCE*.

Note: Part-Time Faculty listings include the first date of teaching with ULV (in parentheses) followed by the highest degree earned and the degree-granting institution, the ULV faculty title (if any), the subject taught, and the primary teaching location.

Banks, Carolyn (1996) Ed.D., University of La Verne. Education. *Ventura County Campus*.
Banks, David (1993) D.P.A., University of La Verne. Adjunct Professor, Public Administration. *DPA*.
Banowetz, Dennis (2001) M.H.R., University of San Francisco. Business. *Inland Empire Campus*.
Barker, Edward (1980) Ph.D., University of Southern California. Sen. Adj. Prof., Business. *Main Campus*.
Barnes-Allan, Richard (2002) M.Ed., University of La Verne. *Education, SCE*.
Barnes, Ronald (2003) Ed.D., Seattle University. Educational Management. *PASC*.
Barnett, Philip (2000) Ph.D., Claremont Graduate University. Business. *Central Coast Campus*.
Barone, Miranda (1999) M.A., Claremont Graduate University. Psychology. *Main Campus*.
Bayless, Patricia (2000) Ed.D., University of San Francisco. *Education, SCE*.
Beets, Shannon (2002) M.A., Claremont Graduate University. CORE. *Main Campus*.
Bell, Susan (2000) M.Div., St. Paul School of Theology. Religion. *CAPA*.
Benjamin, Roberta (1999) Ed.D., University of La Verne. *Education, SCE*.
Bennett, Paul (2001) M.S., University of La Verne. *Education, SCE*.
Benson, Nadine (2001) M.S., University of La Verne. *Education, SCE*.
Bergeson, Victoria (1999) M.B.A., Pepperdine University. Gerontology. *Main Campus*.
Bernard, John (1996) Ed.D., University of San Francisco. *Educational Management, SCE*.
Berry, Robert (1992) M.A., California State University, San Jose. Music. *EPIC*.
Bettner, Tim (1987) M.B.A., CSU, Long Beach. Senior Adjunct Professor, Business. *Orange Co. Campus*.
Bibeau, Claude (2001) M.A., California State University, Fullerton. Art. *Inland Empire Campus*.
Bjorklund, Robert (1999) Ph.D., University of Massachusetts. Business. *San Fernando Valley Campus*.
Blackmore, Lois (1988) Ed.D., Pepperdine University. Adjunct Professor, Health Services Mgmt. *Kern Co*.
Blanck, Walter (1999) M.A., University of Redlands. Business. *San Fernando Valley Campus*.
Boardman, Elric (2001) M.A., Washington State University. Biology. *Main Campus*.
Bodnar-Plank, Katarine (1999) M.P.A., California Lutheran University. Business. *Ventura Co*.
Bogan, Cynthia (2002) M.S., California State University, Fullerton. *Education, SCE*.
Boghikian, Sissag (1996) D.P.A., University of La Verne. Adj. Prof., Computer Science. *Main Campus*.
Boos, Michael (1997) D.M.A., Claremont Graduate University. Music. *CAPA*.

Part-Time Faculty

- Boyd, Skip** (1989) M.B.A., Univ. of Southern California. Adjunct Prof., Business. *San Fernando Valley.*
- Bradley, Ann** (2003) Ed.D., University of La Verne. Educational Management. *PASC.*
- Brennecke, James** (2002) B.A., University of California, Riverside. Legal Studies. *Main Campus.*
- Bright, Olga** (2001) M.B.A., University of California, Irvine. Gerontology. *Main Campus.*
- Bronn, Susan** (1998) M.S.W., California State Univ., San Diego. Psychology. *Point Mugu Center.*
- Brown, Julie** (1989) M.P.P.A., Mississippi State Univ. Adjunct Professor, Business. *Ventura Co. Campus.*
- Brown, Kenneth** (1999) M.S., California State University, Long Beach. Business. *Main Campus.*
- Brownfield, Jody** (2000) M.S., University of La Verne. *Education, SCE.*
- Bruno, Charles** (1997) M.S., University of La Verne. Health Services Management. *Main Campus.*
- Bryant, Stacy** (2001) M.S., University of La Verne. *Education, SCE.*
- Bryson, Robert** (2003) M.A., University of Wisconsin. *Education, SCE.*
- Burgan, Christopher** (1997) M.Ed., University of La Verne. Art. *CAPA.*
- Burkhart, Lisa** (2000) M.S., Phillips University. Mathematics. *Main Campus.*
- Callahan, Sue** (2000) M.B.A., Loyola Marymount University. Business. *Orange County Campus.*
- Callella, Trisha** (2003) M.Ed., University of La Verne. *Education, SCE.*
- Cano, Mike** (1999) M.B.A., University of La Verne. Business. *Inland Empire Campus.*
- Caputo, Linda** (1998) M.S., California State University, Los Angeles. *Education, SCE.*
- Carpenter, Miki** (2002) M.A., University of California, Los Angeles. CORE. *Main Campus.*
- Carson, Donna** (2003) M.A., California State University, Northridge. English. *Inland Empire Campus.*
- Carter, Donald** (1997) Ed.D., University of La Verne. *Education, SCE.*
- Catalano, Roberto** (1991) Ph.D., University of Calif., Los Angeles. Adjunct Prof., Music. *Main Campus.*
- Caughron, Thomas** (1991) Ph.D., Claremont Graduate Univ. Sr. Adj. Prof., Humanities. *Main Campus.*
- Chevalier, Robert** (2003) M.S., California Lutheran University. *Education, SCE.*
- Chew, Dennis** (2002) M.Ed., San Francisco State University. *Education, SCE.*
- Chokshi, Beejal** (2001) M.S., University of La Verne. Education. *Main Campus.*
- Chorlian, Jack** (1999) M.B.A., University La Verne. Business. *San Fernando Valley Campus.*
- Chou, Ruby** (2001) Ph.D., Claremont Graduate University. Business. *Main Campus.*
- Christiansen, Karen** (1994) M.A., University of La Verne. *Educational Management, SCE.*
- Ciccarelli, Janice** (2000) Ph.D., Alliant University. Psychology. *Main Campus.*
- Clague, Skip** (2002) M.Ed., University of La Verne. *Education, SCE.*
- Clark, Karen** (1986) D.M.A., University of Michigan. Senior Adjunct Professor, Music. *Main Campus.*
- Clark-White, Patricia** (1991) Ed.D., University of Southern Cal. Adj. Prof., Org. Leadership. *Ed.D.*
- Cleveland, Gail** (2000) M.Ed., University of La Verne. Education. *Main Campus.*
- Coats, Mary** (2002) M.Ed., University of Southern California. Education. *Kern County Campus.*
- Colwell, Catherine** (1984) M.A., University of Northern Colorado. Psychology. *Elmendorf.*
- Consoli, John** (2000) D.P.A., University of Southern California. Organizational Leadership. *Main Campus.*
- Corkrum, Robert** (2002) Ed.D., University of La Verne. Organizational Leadership. *Ed.D.*
- Cortez, Jessica** (2003) M.A., Univ. of California, San Diego. Mathematics. *Main Campus.*
- Coulter, Darcy** (1998) M.B.A., University of La Verne. Business. *CAPA.*
- Counter, Cynthia** (2002) M.S., Claremont Graduate University. Business. *Ventura County Campus.*
- Crites, Julie** (2003) M.A., Claremont Graduate University. *Education, SCE.*
- Cross, Valerie** (2002) M.S., California State University, Sacramento. *Education, SCE.*
- Csellak, William** (1983) M.A., California State University, Northridge. Adjunct Professor, English. *Pt. Mugu.*
- Cunha, Charles** (2003) Ed.D., Pepperdine University. Business. *Vandenberg.*
- Daly, Sybil** (1992) J.D., Western State University. Adjunct Professor, Business. *Pt. Mugu Center.*
- Damiano, Anthony** (2002) M.B.A., California State University, Bakersfield. Business. *Kern Co. Campus.*
- Daniels, Clinton** (1999) Ph.D., University of Florida. Business. *Vandenberg Center.*
- Daube, Edward** (1978) Ph.D., St. Louis University. Senior Adj. Professor, Behavioral Science. *Pt. Mugu.*
- Davidson, Christine** (2001) Ed.D., University of La Verne. *Education Management, SCE.*
- Davis, Daniel** (1998) M.A., California State Polytechnic University, Pomona. Adj. Prof., English. *CAPA.*
- Dell'Osso, Linda** (1989) Ph.D., Claremont Graduate University. Senior Adjunct Professor, Business. *CAPA.*
- DeLong, Linda** (1990) M.B.A., Claremont Graduate University. Sr. Adjunct Professor, Business. *CAPA.*
- DeLuca, Roberta** (2003) Ed.D., Pepperdine University. Educational Management. *PASC.*
- DePass, Calvin** (2001) M.A., University of Oregon. Business. *Central Coast Campus.*
- Derse, John** (2002) M.Ed., University of La Verne. *Education, SCE.*

Part-Time Faculty

- DeVore, Doug** (2002) Ed.D., University of La Verne. Organizational Leadership. *Ed.D.*
- Diaz, Robert** (2003) Ed.D., University of Southern California. Educational Management. *PASC.*
- Dickinson, Lynn** (2003) M.Ed., University of La Verne. *Education, SCE.*
- Dierking, Steven** (1999) Ed.D., University of Southern California. Business. *Orange County Campus.*
- Diedrich, William** (2002) Ed.D., University of Michigan. Organizational Leadership. *Ed.D.*
- Dimpel, Janeane** (1994) Ph.D., Claremont Graduate University. *Education, SCE.*
- Dirks, Dennis** (2001) M.Div., Claremont Graduate University. Adjunct Professor, English. *EPIC.*
- Ditty, Marilyn** (1993) D.P.A., University of La Verne. Senior Adj. Prof., Public Administration. *Main Campus.*
- Dodge, Kathryn** (2000) M.A., Fielding Graduate Institute. Business. *Eielson Residence Center.*
- Dominguez, Robert** (1983) Professional Musician. Adjunct Professor, Music. *Main Campus.*
- Donaghy, Tana** (1999) M.A., California State Univ., Los Angeles. Theatre Arts. *CAPA.*
- Drouillard, Steve** (1993) M.S., University of La Verne. *Education, SCE.*
- Dubransky, James** (2000) M.B.A., Golden Gate University. Business. *Vandenberg Center.*
- Duffy, Peggy** (1993) M.S., University of California, Los Angeles. *Education, SCE.*
- Duncan, Kathleen** (2002) M.S.L.M., University of La Verne. Organizational Leadership. *Main Campus.*
- Dunn, Nancy** (1988) M.Ed., California State University, Bakersfield. Adjunct Professor. *Education, SCE.*
- Dwork, Ana** (2003) M.Ed., University of La Verne. *Educational Management, SCE.*
- Dyck, Harold** (1996) Ph.D., Purdue University. Adjunct Professor, Business. *Inland Empire Campus.*
- Enriquez, Donna** (2002) M.S., University of La Verne. *Education, SCE.*
- Ensey, Patricia** (2003) Ed.D., University of Southern California. Educational Management. *PASC.*
- Enzer, Rosemary** (2003) M.Ed., University of La Verne. *Educational Management, SCE.*
- Erno, Michael** (2000) M.B.A., The Naval Postgraduate School. Business. *Pt. Mugu Center.*
- Evans, Lawrence** (1981) M.S., University of La Verne. Adjunct Professor, Business. *Ventura Co. Campus*
- Falls, Lulu** (2001) M.A., University of California, Irvine. Health Services Management. *Main Campus.*
- Fanous, Michael** (2001) D.P.M., Ohio College of Podiatric Med. Health Serv. Mgmt. *San Fernando Valley.*
- Faul, David** (1992) M.B.A., University of Michigan. Adjunct Professor, Business. *Pt.Mugu Center.*
- Favro, David** (1993) M.A., California State University, San Jose. *Education, SCE.*
- Ferguson, Robert** (1993) J.D., University of Southern California. Adjunct Professor, Physics. *CAPA.*
- Ferry, Peter, III** (2001) Ed.D., University of Southern California. *Educational Management, SCE.*
- Fesmire, Anthony** (1998) B.M., Berkeley College of Music. Music. *Main Campus.*
- Fish, Judy** (2003) Ed.D., University of Southern California. Educational Management. *PASC.*
- Fishburn, Charles** (1986) M.S., George Washington University. Adjunct Professor, Business. *Orange Co.*
- Fisher, Richard** (2002) M.A., California State University, San Jose. Business. *Central Coast Campus.*
- Fitchett, Monte** (1991) M.A., University of La Verne. *Education, SCE.*
- Fitzgerald, Heather** (1997) M.B.A., California State Univ., Bakersfield. Business. *Central Coast Campus.*
- Font, Edwardo** (1989) Ph.D., UC, Los Angeles. Spanish. *American Baptist Theological Center.*
- Fontaine, Victor** (1995) Ph.D., Université de Fribourg. Adjunct Prof., Business. *Ventura County Campus.*
- Foote, Winona** (2001) M.S., California State University, Fullerton. Behavioral Sciences. *Main Campus.*
- Ford, Andrew** (1991) M.Ed., University of La Verne. Music. *Main Campus*
- Ford, Terrell** (1984) D.P.A., University of La Verne. Senior Adjunct Prof., Health Ser. Mgmt. *Main Campus.*
- Fox, Fredda** (1976) M.A., University of California, Los Angeles. Senior Adjunct Prof., Biology. *Main Campus.*
- Franklin, Peggy** (2002) M.A., Coll. of New Rochelle. Health Services Managmt. *Main Campus.*
- Fritch, Roger** (1985) J.D., Western States College of Law. Senior Adjunct Professor, Business. *Orange Co.*
- Gallina, Henry** (2002) M.S., University of Southern California. *Education, SCE.*
- Geaghan, Tim** (2003) M.A., Claremont Graduate Univ. English. *Orange County Campus.*
- Gemma, Thomas** (1992) Ph.D., University of San Francisco. Adjunct Professor, *Education, SCE.*
- Ghazzawi, Issam** (1999) Ph.D., University of Pittsburgh. Business. *Main Campus.*
- Gilbert, Ronald** (1996) J.D., University of La Verne. Legal Studies. *Main Campus.*
- Gillespie, Jimi** (1999) M.Ed., University of La Verne. *Education, SCE.*
- Giles, Barbara** (2003) M.A., California State Polytechnic University, San Luis Obispo. *Education, SCE.*
- Gilmore, Dawn** (1999) M.S.N., Widener University. Health Services Management. *Main Campus.*
- Giuliano, Gregory** (1994) Ph.D., U.S. International University. Adjunct Professor, *Education, SCE.*
- Glazer, Barbara** (1991) M.S., Cal. State Univ., Sacramento. Senior Adjunct Professor. *Education, SCE.*
- Glynn, Elizabeth** (1998) M.I.M., American School of International Management. Business. *Main Campus.*
- Goines, Roy** (1990) M.B.A., University of Detroit. Senior Adjunct Professor, Business. *CAPA.*

Part-Time Faculty

- Golden, Nancy** (1996) J.D., Whittier College of Law. Adjunct Professor, Legal Studies. *Main Campus.*
- Gonick, Ava** (2001) M.A., California State Polytechnic University, Pomona. *Education, SCE.*
- Gonzales, Rex** (2001) M.A., California State University, Los Angeles. *Education, SCE.*
- Gonzalez, Cresencio** (1998) M.Ed., Azusa Pacific University. Movement & Sports Science. *Main Campus*
- Gonzalez, Laura** (2002) M.A., California State University, Fresno. English. *Main Campus.*
- Gonzalez, Elizabeth** (2000) M.B.A., University of Redlands. Business. *Central Coast Campus.*
- Good, Randall** (1998) M.Ed., University of La Verne. Biology. *CAPA.*
- Goodwin, Glenn** (2000) Ph.D., Tulane University. Sociology. *Main Campus.*
- Granger, Russell** (2000) M.B.A., University of La Verne. Business. *Vandenberg Center.*
- Gravlee, Sonya** (1998) M.A., Southwestern Baptist Theological Seminary. CORE. *Main Campus*
- Greenbaum-Maya, Karen** (1999) Ph.D., Alliant University. Psychology. *Main Campus.*
- Greenberg, Jonathan** (1996) Ed.D., University of La Verne. *Education, SCE.*
- Greene, Ralph** (2002) Ph.D., University of Montana. Psychology. *Elmendorf Center*
- Hadden, Julie** (2002) Ed.D., University of La Verne. Organizational Leadership. *Ed.D.*
- Hagar, Deborah** (1981) M.B.A., Calif. Western Univ., Senior Adj. Prof., Health Ser. Mgmt. *Inland Empire.*
- Halcrow, Ronald** (1993) M.S., University of Rochester. Business. *San Fernando Valley Campus.*
- Hale, Ronald** (1997) M.B.A., Golden State University Adjunct Prof., Health Serv. Mgmt. *Elmendorf Center.*
- Hall, Lynne** (1998) Ph.D., University of Southern California. *Education, SCE.*
- Halsted, Diane** (2002) M.A., College of William and Mary. English. *Central Coast Campus.*
- Hamar, Diana** (2003) M.A., University of San Francisco. *Education, SCE.*
- Hamm, Rebecca** (199) M.F.A., Claremont Graduate University. Sr. Adj. Professor, Art. *Main Campus.*
- Hanawalt, Anita** (1983) M.M., Westminster Choir College. Senior Adjunct Professor, Music. *Main Campus.*
- Hanley, Jane** (2003) M.S., University of La Verne. *Education, SCE.*
- Hanson, Philip** (1983) M.A., Claremont Graduate University Philosophy. *CAPA.*
- Harbottle, Douglas** (2001) M.B.A., University of Phoenix. Management. *Central Coast Campus.*
- Harbottle, Kathleen** (1996) M.B.A., Pepperdine Univ. Adj. Prof., Business. *Central Coast Campus.*
- Harder, Richard** (1981) M.S., CSU, Los Angeles. Senior Adjunct Prof., Business. *Inland Empire.*
- Harding, Robert** (1995) M.S., Nova University. Business. *Orange County Campus.*
- Harrington, Timothy** (1999) M.B.A., Golden Gate University. Business. *Vandenberg Residence Center.*
- Harris, Michael** (2000) Ed.D., University of La Verne. *Educational Management, SCE.*
- Harutunian, Mike** (2000) M.A., California State University, Northridge. English. *San Fernando Valley Camp.*
- Hauser, Linda** (2002) Ed.D., University of La Verne. Organizational Leadership. *Ed.D.*
- Hazlett, Anne** (2003) Ed.D., University of Southern California. Educational Management. *PASC.*
- Hearty, Gary** (2002) M.A., California State University, Los Angeles. *Education, SCE.*
- Heffron, Janice** (2002) Ed.D., University of La Verne. Organizational Leadership, *Ed.D.*
- Heisey, Beth** (2000) M.A., California State University, Los Angeles. *Education, Kern County Campus.*
- Henkelmann, Wayne** (1991) M.S., University of La Verne. Senior Adjunct Prof., Psychology. *CAPA.*
- Henry, Anthony** (2003) M.A., Cal. State Univ., Los Angeles. *Education, Orange County Campus.*
- Herman, Bernard** (2001) M.H.A., George Washington University. Business. *Kern County Campus.*
- Hertan, Cheryl** (2003) M.B.A., University of Redlands. Education. *Central Coast Campus.*
- Hernandez, Benjamin** (1999) M.B.A., Cal. State University, San Luis Obispo. Business. *Vandenberg.*
- Hewitt, John** (1982) M.A., Cal. State University, Fullerton. Adjunct Professor, Public Admin. *Orange Co.*
- Hoffman, Joy** (2002) Ed.D., University of La Verne. Organizational Leadership. *Ed.D.*
- Hoffman, Susan** (1995) M.A., University of Minnesota. Adjunct Professor, Art. *Main Campus.*
- Holland, Kevin** (1991) B.A., University of La Verne. Photography. *Main Campus.*
- Holmes, John** (2000) M.S., California State University, Sacramento. *Education, SCE.*
- Hopkins, Jerry** (1994) M.S., Oklahoma State Univ. Business. *Vandenberg Center.*
- Hosford, Venita** (1998) D.P.A., University of La Verne. Organizational Leadership. *Main Campus.*
- Huff, Laurence** (1996) M.B.A., University of La Verne. Health Services Management. *Inland Empire Campus.*
- Hughes, William** (1993) M.S., University of La Verne. Adjunct Prof., Behavioral Science. *Education, SCE.*
- Hull, John** (1991) Ph.D., University of Denver. Business. *Orange County Campus.*
- Hunter, Kathy** (2001) M.S., University of La Verne. *Education, SCE.*
- Ide, Linda** (1996) M.S., University of La Verne. *Education, SCE.*
- Jackson, Roderick** (2002) B.A., Washington State University. Journalism. *Main Campus.*
- Jackson, Samuel** (2001) M.B.A., Claremont Graduate University. Business. *Inland Empire Campus.*

Part-Time Faculty

- Jackson, Santiago** (2002) Ph.D., Claremont Graduate University. *Education, SCE*.
- Jacobs, Don** (1997) M.S., University of La Verne. Adjunct Prof., Business. *Central Coast Campus*.
- Jacobs, Jacqueline** (1996) Ph.D., University of Washington. Biology. *San Fernando Valley Campus*.
- Jagannathan, Christine** (1998) M.A., Calif. State Poly. Univ., Pomona. Business. *Main Campus*.
- Johnson, Dion** (2000) M.F.A., Claremont Graduate University. Art. *Main Campus*.
- Johnson, Julie** (1999) M.S., California State University, Sacramento. *Education, SCE*.
- Jones, Rickey** (1999) M.S., University of Redlands. *Education, SCE*.
- Jory, Brianne** (2000) M.S., California State Polytechnic University, San Luis Obispo. *Education, SCE*.
- Joyce, Robert** (1980) M.S., Illinois Institute of Technology. Senior Adjunct Prof., Business. *Orange County*.
- Kaplanis, Eugene** (2001) M.S., University of La Verne. Business. *Elmendorf*.
- Kaulback, Michael** (1999) M.B.A., University of La Verne. Health Services Management. *Inland Empire*.
- Kazan, Anthony** (1995) M.Ed., University of La Verne. *Education, SCE*.
- Kechichian, Michelle** (2002) M.B.A., University of La Verne. Business. *Main Campus*.
- Keith, Gary** (2000) M.F.A., Claremont Graduate University. Art. *Orange County Campus*.
- Kennan, Dan** (1999) M.P.A., Pepperdine University. Behavioral Science. *Main Campus*.
- Kent, Prudence** (2002) M.S., California State Univ., Hayward. *Education, SCE*.
- Khan, Rauf** (1999) D.B.A., University of Colorado. Business. *Main Campus*.
- Khanjian, John** (2003) Ph.D., Claremont Graduate University. Religion/Philosophy. *CAPA*.
- Kipp, Kenneth** (1986) M.P.A., University of La Verne. Senior Adj. Prof., Public Administration. *Ventura Co.*
- Knight, Kristy** (2003) M.Ed., University of La Verne. Education. *Orange County Campus*.
- Ko, Sung Won** (1992) Ph.D., New York University. Sr. Adjunct Professor, ESL and Japanese. *Main Campus*.
- Korr, Jeremy** (2002) Ph.D., University of Maryland. CORE. *Main Campus*.
- Kreeger, Karen** (2001) M.A., Cal. State Poly. Univ., San Luis Obispo. English. *Central Coast Campus*.
- Krieger, William** (1998) M.A., Claremont Graduate University. Religion/Philosophy. *Main Campus*.
- Krikorian, Hovig** (1996) M.A., California State University, Pomona. Business. *Inland Empire Campus*.
- Labinger, Barbara** (2000) M.F.A., Yale University. Modern Languages. *Main Campus*.
- Lai, John** (2001) M.A., Fielding Graduate Institute. Business. *Ventura County Campus*.
- Lake, Suzanne** (2002) Ph.D., Pepperdine University. Psychology. *Psy.D.*
- Lara, Joleen** (1997) M.A., Claremont Graduate University. Adjunct Professor, Psychology. *Main Campus*.
- Larkin, Gary** (2001) M.S., National University. Special Education. *Main Campus*.
- Larick, Keith** (1991) Ed.D., University of La Verne. Adjunct Prof., Organizational Leadership. *Ed.D.*
- Latona-Tahlman, Verena** (2002) M.A., Webster Univ. Business. *Central Coast Campus*.
- Laub, Jean** (1991) M.S., California State University, Fullerton. Senior Adjunct Professor. *Education, SCE*.
- Laurie, Dennis** (2002) Ph.D., Claremont Graduate University. Business. *Main Campus*.
- Lazarre, Jack** (1983) M.P.A., Cal. State Univ., Long Beach. Adj. Prof., Health Services Mgt. *Orange Co.*
- Lee, Andrew** (2002) M.A., San Jose State University. *Education, SCE*.
- Lee, Robert** (1994) M.A., University of La Verne. *Education, SCE*.
- Lee, Ruth** (1999) M.A., California State University, Sacramento. *Education, SCE*.
- Leebrick, Paige** (2002) M.Ed., Northwestern State University, Louisiana. Education. *Central Coast Cam.*
- Leedy, Susan** (1998) M.B.A., California State University, Bakersfield. Business. *Kern County Campus*.
- Leming, James** (2002) M.B.A., University of Missouri. Business. *Main Campus*.
- Lewis, Harvel** (1998) M.S., University of La Verne. Behavioral Science. *Main Campus*.
- Lewis, Robert** (1991) M.S., University of La Verne. Adj. Professor, Behavioral Science. *Main Campus*.
- Liebl, Horst** (2000) D.B.A., University of Bonn. Business. *Ventura County Campus*.
- Lingenfelter, Jessica** (2000) B.A., University of Arizona. *Education, SCE*.
- Lombardo, Pamela** (1999) D.C., Cleveland Chiropractic College. Health Services Mgmt. *Inland Empire*.
- Lombardo, Raymond** (1997) M.S., Worcester State Univ. Adj. Prof., Health Serv. Mgt. *Inland Empire*.
- Lomeli, Susan** (1992) D.P.A., University of La Verne. Senior Adjunct Professor, Business. *Main Campus*.
- Long, Jane** (2002) M.S., Carlow College. Organizational Management. *Main Campus*.
- Long, Thomas** (2001) M.A., California State University, Fullerton. History. *EPIC*.
- Longo, Ellen** (1998) Ph.D., University of California, Riverside. *Education, SCE*.
- Lopez, Valery** (2002) M.A., Whittier College. Education. *Orange County Campus*.
- Loucks, Sharon** (2002) Ed.D., University of the Pacific. *Education, SCE*.
- Lovstedt, Joel** (2003) M.S., California Lutheran University. *Education, SCE*.
- Lunsford, Jeanne** (1997) J.D., Oklahoma City University. Health Services Management. *Main Campus*.

Part-Time Faculty

- Lux, Patricia** (2001) M.S., California State University, Sacramento. *Education, SCE.*
- Lyon, Donald** (1995) M.A., University of Northern Colorado. Adjunct Professor, Business. *Elmendorf.*
- Maldonado, Ernie** (1998) Ph.D., Claremont Graduate University. Public Administration. *Inland Empire.*
- Malzahn, Mark** (2000) M.S., University of La Verne. Health Services Management. *Elmendorf Center.*
- Manolis, Janis** (1998) M.B.A., University of La Verne. Business. *Inland Empire Campus.*
- Marcov, Barry** (2000) M.S., Golden State University. Business. *Elmendorf Center.*
- Martin, Jack** (1990) J.D., UC, Los Angeles. Senior Adjunct Professor, Business. *San Fernando Valley.*
- Martinez, Rebecca** (1999) M.P.H., Loma Linda University. Health Services Management. *Inland Empire.*
- Marzwell, Neville** (1978) Ph.D., Cal. Inst. of Technology. Senior Adjunct Professor, Business. *Main Campus.*
- Matthew, William** (1993) Ph.D., Iowa State University. *Education, SCE.*
- Mathews, Gwendolyn** (1993) Ph.D., Univ. of California, Los Angeles. Organizational Leadership. *Ed.D.*
- Maunakea, Pam** (1997) M.A.T., University of La Verne. Movement and Sports Science. *Main Campus.*
- Mautz, Ed** (1982) M.P.A., University of San Francisco. Adjunct Prof., Public Admin. *Inland Empire Campus.*
- Mayhew, Michael** (2001) M.F.A., University of Southern California. Theatre Arts. *Main Campus.*
- Mays-Griffith, Andrea** (1988) M.A., UCLA. Adjunct Professor, Business. *San Fernando Valley Campus.*
- McCann, Matthew** (1991) M.A., Azusa Pacific University. *Education, SCE.*
- McCarty, Timothy** (2003) M.A., Vanderbilt University. Educational Management. *PASC.*
- McCloskey, Gary** (2002) M.Ed., Calif. State University, Bakersfield. Education. *Kern County Campus.*
- McCormack, William** (1995) M.S., University of Southern California. Business. *Elmendorf Center.*
- McCown, Harvey** (2001) M.B.A., University of California, Berkeley. Business. *Inland Empire Campus.*
- McDermott, Daniel** (1999) M.S., National University. Psychology. *Point Magu Center.*
- McGrath, Henry** (1977) M.S.W., Cal. State University, Fresno. Senior Adjunct, Prof., Sociology. *Pt. Mugu.*
- McGrath, Michael** (2000) Ed.D., University of Southern California. *Education, SCE.*
- McKee, William** (1986) M.B.A., Golden Gate University. Senior Adjunct Professor, Business. *Vandenberg.*
- McKeever, John** (2002) M.S., University of Southern California. *Education, SCE.*
- McLean, Alvin** (2003) Ph.D., University of Massachusetts, Amherst. English. *Main Campus.*
- Meddleton, Daniel** (1998) M.H.A., Univ. of Minnesota. Adj. Prof., Health Serv. Mgt. *Elmendorf Center.*
- Meek, Christine** (1998) M.Ed., University of La Verne. Education. *Main Campus.*
- Merritt, Anne** (2000) M.A., San Francisco State University. *Education, SCE.*
- Meyer, Janet** (2002) Ph.D., University of Virginia. CORE. *Kern County Campus.*
- Mikel, Glen** (2001) M.P.A., California State University, Fresno. Public Admin. *Central Coast Campus.*
- Mikulics, Michael** (1999) Ed.D., United States International University. *Education, SCE.*
- Miles, Ben** (1991) Ed.D., University of Sarasota. *Education, SCE.*
- Miller, Nancy** (1995) M.B.A., University of La Verne. Business. *Point Mugu Center.*
- Miller, Randy** (1994) M.A., California State University, Fullerton. Journalism. *Main Campus.*
- Miller, Shawn** (2002) M.P.A., University of Texas, Austin. Business. *Inland Empire Campus.*
- Mithers, Mark** (1998) M.A., Redlands University. Business. *San Fernando Valley Campus.*
- Mognett, Donna** (2002) M.A., Azusa Pacific University. Sociology. *Central Coast Campus.*
- Moloi, Alosi** (1994) D.Litt., University of the North. English. *Main Campus.*
- Molony, Jeffrey** (1997) Ph.D., Claremont Graduate University. Business. *Pt. Mugu Center.*
- Montante, Angelo** (1978) Ph.D., U.C., Los Angeles. Senior Adjunct Professor, History. *Pt. Mugu Center.*
- Montgomery, George** (1992) M.S., University of California, Sacramento. *Education, SCE.*
- Monyé, Bennett** (1993) D.P.A., University of La Verne. Adjunct Prof., Public Administration. *Main Campus.*
- Morgan, Ann** (2002) Psy.D., Alliant International University. Gerontology. *Main Campus.*
- Morgan, Christopher** (1999) M.Ed., Claremont Grad. University. Mathematics. *Main Campus.*
- Morris, Mary** (1980) Ed.D., Brigham Young University. Adjunct Professor, *Education, SCE.*
- Morrow, Ron** (1997) M.S., West Coast University. Adjunct Prof., Mathematics. *Main Campus.*
- Muhammad, Sonya** (2000) M.A., Pacific Oak College. *Education, SCE.*
- Mulholland, Rita** (2000) Ph.D., American University. *Education, SCE.*
- Mullings, Jerry** (1991) M.S., California State University, Bakersfield. *Education, SCE.*
- Muqri, Mohammad** (2003) M.S. University of Tennessee, Knoxville. Computer Science. *Main Campus.*
- Murphy, John** (1993) M.A., Claremont Graduate University. Adjunct Professor, Humanities. *EPIC.*
- Murray, Charles** (1999) J.D., Southwestern University School of Law. Legal Studies. *Main Campus.*
- Naeve, Susan** (2003) Ph.D., University of Southern California. Educational Management. *PASC.*
- Nagler, Steven** (1986) M.F.A., Claremont Graduate University. Humanities. *Orange County Campus.*

Part-Time Faculty

- Nandi, Swapna** (2003) M.S., University of La Verne. Education. *Inland Empire Campus.*
- Nash, Elizabeth** (2002) Ed.D., University of La Verne. Organizational Leadership *Ed.D.*
- Neal, Rochelle** (2002) M.Ed., University of Southern California. *Education, SCE.*
- Negri, Lee** (1982) Ed.D., University of San Francisco. Adj. Professor, Educational Management. *SCE.*
- Nessman, George** (2001) M.A., St. Mary's College. Movement & Sports Science. *Kern County Campus.*
- Nolan, Francis** (2000) M.A., Gonzaga University. English. *Vandenberg Center.*
- Noonan, Heinz** (1996) M.B.A., University of Alaska, Anchorage. Business. *Elmendorf Center.*
- Norwood, Robert** (1991) M.S., University of Northern Colorado. *Education, SCE.*
- Noteboom, Linda** (1994) M.S., University of La Verne. *Education, SCE.*
- Novak, Thomas** (2003) M.A., Memphis State Univ. Education. *Central Coast Campus.*
- Nunez, Clara** (1997) M.S., California State Univ., Long Beach. Health Ser. Mgmt. *Inland Empire Campus.*
- Oduwole, Tokunbo** (1997) M.S., University of La Verne. Movement and Sports Science. *Main Campus.*
- Okada, Richard** (1989) D.B.A., Univ. of Southern California. Senior Adjunct Prof., Business. *Point Mugu.*
- O'Kane, Yvonne** (2001) M.A., California State University, Long Beach. *Ventura County Campus.*
- Olds, Alexis** (1999) Ph.D., University of Utah. Business. *Vandenberg Center.*
- Olmstead, Paul** (1994) M.S., Arizona State University. Business. *Pt. Mugu Center.*
- Olson, Dolores** (2001) Ph.D., University of Southern California. Business. *Main Campus.*
- O'Neil, Donna** (2001) M.A., California State University, Sacramento. *Education, SCE.*
- Osman, Marshall** (1988) Ph.D., Claremont Graduate Univ. Adjunct Professor, Philosophy. *Main Campus.*
- O'Toole, Richard** (1991) M.S., University of La Verne. Adj. Professor, Behavioral Science. *Main Campus.*
- Paine, John** (2002) M.A., Azusa Pacific College. Education. *Inland Empire Campus.*
- Pappalardo, John** (2003) Ed.D., University of La Verne. *Education, SCE.*
- Paro, Georgij** (1987) M.F.A., Zagreb Theatre Academy, Croatia. Sr. Adj. Prof., Theatre. *Main Campus.*
- Parrish, Berthena** (1997) M.S., University of La Verne. Psychology. *Pt. Mugu Center.*
- Parsons, Elaine** (2001) M.S., University of La Verne. *Education, SCE.*
- Pearson, Ann** (2001) M.S., University of La Verne. *Education, SCE.*
- Peelgren, James** (2000) M.B.A., Azusa Pacific University. Health Services Management. *Main Campus.*
- Pell, Steve** (1998) M.A., California State University, Pomona. English. *Main Campus.*
- Pellitteri, John** (1999) Psy.D., Alliant University. Psychology. *Main Campus.*
- Pendley, Philip** (2002) Ed.D., University of La Verne. Organizational Leadership *Ed.D.*
- Perez, Michael** (1999) M.B.A., Pepperdine University. Health Services Management. *Main Campus.*
- Perez, Roberto** (2001) Ph.D., University of California, Riverside. Behavioral Science. *San Fernando Valley.*
- Perlman, Stephen** (1996) M.A., CSU, Northridge. Health Services Management. *San Fernando Valley.*
- Peterson, Kenneth** (2002) M.B.A., University of Minnesota. Business. *Central Coast Campus.*
- Petrocelli, Gabriel** (2003) Ed.D., University of La Verne. Educational Management. *PASC.*
- Phillips, Sallie** (1992) M.Ed., University of La Verne. Senior Adjunct Professor, Education, *SCE.*
- Piazza, Giovanna** (1996) M.Div., Yale University. Health Serv. Mgmt. *Orange County Campus.*
- Pompa, Rudy** (2003) M.A., Chapman University. Business. *Vandenberg Center.*
- Poulsen, Kenneth** (1995) M.A., California State University, Sacramento. *Education, SCE.*
- Pratcher, Audra** (1998) M.A., University of California, Los Angeles. Communications. *Main Campus.*
- Priesz, Paul** (2003) Ed.D., Nova University. Educational Management. *PASC.*
- Putzka, Gregory** (2001) M.S., California State Univ., Sacramento. *Education, SCE.*
- Pylant, Margaret** (2002) M.A.E., Western Kentucky University. Psychology. *Elmendorf.*
- Pyle, Rod** (1997) M.F.A., Stanford University. Communications. *Main Campus.*
- Quigle, James** (1987) M.A., National University. Business. *Orange County Campus.*
- Radhakrishnan, Suresh** (2000) M.B.A., Jacksonville State University. Business. *San Fernando Valley.*
- Rambow, David** (1993) M.A., Webster University. Adjunct Professor, Business. *Eielson Center.*
- Rhee, Hae Kyung** (1998) M.M., University of California, Los Angeles. Music. *Main Campus.*
- Richards, Dorie** (2002) M.S., University of La Verne. Psychology. *Inland Empire Campus.*
- Richmond, Miles** (1993) M.S., California State Univ., Sacramento. Senior Adjunct Prof., Education, *SCE.*
- Riordon, Catherine** (2001) M.S., University of La Verne. *Education, SCE.*
- Ritter, W. Victor** (1986) Ph.D., Claremont Graduate University. Adjunct Professor, Business. *CAPA.*
- Rizkallah, Elias** (1989) Ph.D., Northwestern Univ. Business. *Main Campus.*
- Roberts, Mark** (1999) Ed.D., Virginia Polytechnic Institute & State University. *Education, SCE.*
- Robin, Brian** (2002) B.A., California State University, Fullerton, Journalism. *Main Campus.*

Part-Time Faculty

- Rodrigues, Shane** (1999) B.A., University of La Verne. Radio. *Main Campus.*
- Rothe, Jonathan** (1987) M.A., University of La Verne. Adjunct Professor, Music. *Main Campus.*
- Rowan, Elizabeth** (1982) M.B.A., UC, Los Angeles. Senior Adjunct Prof., Business. *San Fernando Valley.*
- Ryan, Michael** (1981) M.A., California State University, Chico. Adjunct Professor, Music. *Main Campus.*
- Sadler, Beverly** (2002) Ed.D., University of La Verne. Organizational Leadership. *Ed.D.*
- St. John, Leo** (2002) Ed.D., Wayne State University.. Organizational Leadership. *Ed.D.*
- Samiullah, Shahana** (1999) Ph.D., University of California, Riverside. Business. *Main Campus.*
- Santos, Palmira** (2002) Ed.D., Brandeis University. Organizational Leadership. *Ed.D.*
- Sapienza, Kim** (2003) M.A., Claremont Graduate University. Education. *Inland Empire Campus.*
- Sayler, John** (1993) M.A., California State University, Sacramento. Education, *SCE.*
- Scali, Tom** (1982) M.S., Chapman University. Psychology. *Main Campus.*
- Schenck, Robert** (1978) M.P.A., CSU, Long Beach. Senior Adjunct Prof., Business. *San Fernando Valley.*
- Scherba, Don** (2001) M.A., National University. Education, *SCE.*
- Schottle, Darlene** (2002) Ed.D., University of Nevada, Reno. Organizational Leadership. *Ed.D.*
- Scott, Carolyn** (1999) M.A., St. Mary's College. Education, *SCE.*
- Scott, Susan** (1996) M.S., Alaska Pacific University. Education, *SCE.*
- Sears, Lewis** (1985) Ph.D., US International University. Adjunct Professor, Business. *Elmendorf Center.*
- Secretan, Linda** (2003) M.A., University of Georgia. Education, *SCE.*
- Sederowitz, William** (2000) M.B.A., Catholic Univ. of America. Business. *Central Coast Campus.*
- Serdan, Gayle** (2000) M.M., University of Southern California. Music. *Main Campus.*
- Sgherzi, Anthony** (1988) L.L.M., Univ. of San Diego. Senior Adjunct Prof., Legal Studies. *Main Campus.*
- Shapiro, Margo** (2002) M.A., Pepperdine University. Education, *SCE.*
- Shaw, Richard** (2000) M.M., Eastman School of Music. Music. *Main Campus.*
- Sheldon, Susan** (1993) M.A., Azusa Pacific University. Adjunct Professor, *Education, SCE.*
- Sherrill, Carol** (2002) M.A., California State University, Bakersfield. Education, *SCE.*
- Shibuya, David** (2002) M.Ed., University of La Verne. Mathematics. *Main Campus.*
- Sieger, Julia** (1999) Ed.D., Univ. of San Francisco. Education, *SCE.*
- Slaby, Robert** (2003) Ed.D., University of Southern California. Education, *SCE.*
- Slakey, Stephen** (1993) M.A., Cal. State Univ., Fullerton. Adjunct Professor, Geography. *Main Campus.*
- Slattum, Jerry** (1984) Ph.D., The Union Institute. Art. *Point Mugu Center.*
- Smith, Alan** (1992) M.B.A., Calif. State Univ., Fullerton. Adjunct Prof., Business. *Orange County Campus.*
- Smith, Jason** (2000) M.F.A., University of Southern California. Photography. *Main Campus.*
- Snyder, Susan** (2002) M.A., Chapman University. Education, *SCE.*
- Sobczak, Reginald** (1990) M.A., Central Michigan Univ. Senior Adjunct Prof., Business. *Orange County.*
- Solinger, Carol** (2002) M.B.A., Fairleigh Dickinson University. Business. *Ventura County Campus.*
- Solleveld, Maurits** (2000) M.A., University of Redlands. Business. *Inland Empire Campus.*
- Son, Samuel** (2001) Ph.D., Bethany Theological Seminary. Computer Science. *Main Campus.*
- Speier, Jonathan** (2000) M.P.A., Harvard University. Business. *Main Campus.*
- Spindle, William** (1997) M.B.A., Boston University. Adjunct Professor, Business. *Elmendorf Center.*
- Stabile, Margaret** (2002) M.S., University of La Verne. Education, *SCE.*
- Stadler, Michael** (2002) M.S., University of La Verne. Business. *Point Mugu Center.*
- Stanton, Terri** (1999) M.A., California State University, Bakersfield. *Educational Management, SCE.*
- Stewart, Ron** (2002) M.N.O., Case Western Reserve University. Organizational Leadership. *Main Campus.*
- Stimson, Terry** (1988) Ph.D., Fielding Graduate Institute. Adjunct Professor, Business. *Elmendorf Center.*
- Stluka, Patrick** (1985) M.A., University of Redlands. Senior Adjunct Professor, Business. *CAPA.*
- Stoddard, Traci** (2002) M.S.L.M., University of La Verne. Organizational Leadership. *Kern Co. Campus.*
- Strasen, William** (1984) M.B.A., Claremont Graduate Univ. Senior Adjunct Prof., Business. *Central Coast.*
- Stupar, John** (1988) E.M.B.A., Claremont Graduate University. Senior Adj. Prof., Business. *Orange Co.*
- Sunn, Larry** (1998) Ed.D., Brigham Young University. Business. *Main Campus.*
- Surber, Jeanne** (2000) M.A., University of California, Santa Barbara. Education, *SCE.*
- Sweet, Harold** (2000) M.A., California State University, Fullerton. History. *Main Campus.*
- Swift, Jack** (1997) Ed.D., Nova University. Adjunct Professor, Spanish. *Main Campus.*
- Sylvia, Robert** (1999) M.B.A., Golden Gate University. Business. *Inland Empire Campus.*
- Talton, David** (1999) J.D., University of Houston. Business. *San Fernando Valley Campus.*
- Tandy, Kathleen** (1998) Ph.D., Fielding Graduate Institute. Business. *Inland Empire Campus.*

Part-Time Faculty

- Taskiran-Johnson, Ayse** (2003) Ph.D., University of California, Riverside. CORE. *Main Campus.*
- Tankenson, Joel** (1986) M.S., University of La Verne. Senior Adjunct Professor, *Education, SCE.*
- Tanner, James** (1998) M.S., California State University, Northridge. *Education, SCE.*
- Tauer, Richard** (1991) M.A., California State University, Los Angeles. Adjunct Professor, *Education, SCE.*
- Thielst, Christina** (2000) M.H.A., Tulane University. Health Services Management. *Ventura Co. Campus.*
- Thompson, James** (1978) Ph.D., UC, Santa Barbara. Sr. Adjunct Prof., Health Services Mgmt. *Pt. Mugu.*
- Timko, John** (1983) M.P.A., University of Southern California. Adj. Professor, Business. *Orange Co.*
- Tollison, Sally** (2000) M.S., University of La Verne. *Education, SCE.*
- Trodella, Robert** (1990) Ph.D., US International University. Senior Adjunct. Prof., Business. *CAPA.*
- Trotter, Janet** (1999) M.S., University of La Verne. *Education, SCE.*
- Troxel, Kent** (1985) M.B.A., City Univ. of Seattle. Adjunct Professor, Business. *San Fernando Valley.*
- Turner, Barry** (1993) M.S., California State University, Sacramento. Sr. Adj. Professor, *Education, SCE.*
- Turner, James** (2001) M.B.A., Harvard University. Business. *Central Coast Campus.*
- Turner, Robert H.** (2002) M.B.A., Drexel University. Public Administration. *Central Coast Campus.*
- Turner, Robert J.**(1998) B.A., California State Polytechnic Univ., Pomona. Education. *Main Campus.*
- Turney, Donald** (2001) M.A., Pepperdine University. Psychology. *Kern County Campus.*
- Vagnozzi, Jeannette** (1999) M.S., University of La Verne. Organizational Leadership. *Main Campus.*
- Vagnozzi, Joyce** (1999) M.S., University of La Verne. Organizational Leadership. *Main Campus.*
- Valos, Irene** (1988) M.A., California State University, Bakersfield. Senior Adjunct Prof., *Education, SCE.*
- Vargas, Richard** (2002) M.Ed., California State Univ., San Bernardino. *Education, SCE.*
- Vogeler, William** (1998) J.D., Southwestern University. Journalism. *Main Campus.*
- Volmer, Steve** (1993) M.S., California State University, Sacramento. *Education, SCE.*
- Voss, Stephen** (2000) M.A., University of Chicago. Organizational Leadership. *Main Campus.*
- Voss, William** (1997) M.A., California State University, Bakersfield. *Education, SCE.*
- Walling, Barbara** (1999) M.S., University of La Verne. Organizational Leadership. *Main Campus.*
- Wangler, Patricia** (1992) M.A., Cal. State Poly. Univ., Pomona. Adjunct Professor, English. *Main Campus.*
- Ward, Donna** (1998) Ed.D., University of Southern California. Business. *Main Campus.*
- Ward, Penelope** (1997) Ph.D., University of Alaska. Adj. Prof., Health Services Management. *Eielson.*
- Watts, Josephine** (1999) M.A., California State University, Sacramento. *Education, SCE.*
- Webb, Michael** (2001) D.P.A., University of La Verne. Sociology. *Pt. Mugu Center.*
- Welch, Della** (1982) J.D., Western State University. Sr. Adj. Professor, Business. *Orange Co. Campus.*
- Wellbrock, Kathleen** (2000) Ph.D., Alliant University. Psychology. Psychology. *Main Campus.*
- Wells, Kathleen** (2002) M.H.A., Univ. of La Verne. Health Services Management. *Main Campus.*
- Westfahl, Gary** (1986) Ph.D., Claremont Graduate University. Adjunct Professor, Mathematics. *EPIC.*
- Wheeler, Kathleen** (2001) M.Ed., Oregon State Univ. *Education, SCE.*
- Whitson, Loretta** (1994) M.S., University of La Verne. Senior Adjunct Professor, *Education, SCE.*
- Wickham, Joseph** (1997) M.A., California State Univ., Stanislaus. *Education, SCE.*
- Wilder, Lawrence** (1978) Ed.D., Western Michigan University. *Education, SCE.*
- Wildman, Greg** (1999) M.B.A., Pepperdine University. Health Services Management. *Orange Co. Campus.*
- Williams, Hayden** (1984) M.S., Louisiana State University. Adjunct Professor, Biology. *Orange County.*
- Williams, Shirley** (2002) M.S., University of La Verne. *Education, SCE.*
- Williams, Yolanda** (1997) M.P.A., University of California, Los Angeles. Gerontology. *Main Campus.*
- Wiltsey, Jannette** (2002) M.A., California State University, Fresno. *Education, SCE.*
- Winters, P. Rex** (1978) M.A., CSU, Northridge. Senior Adjunct Professor, Natural Science. *Pt. Mugu.*
- Withers, Peter** (1999) M.A., University of Canterbury. Business. *Main Campus.*
- Wood, William** (2002) B.A., California State University, Los Angeles. Communications. *Main Campus.*
- Woodson, Bonnie** (1996) M.B.A., Cal. State Poly. Univ., Pomona. Adjunct Prof., Business. *Orange Co.*
- Wurtz, Keith** (1999) M.A., California State University, Fullerton. Behavioral Science. *Main Campus.*
- Wyatt, John, III** (1999) J.D., University of Dayton. Health Services Management. *Main Campus.*
- Yonekura, Giselle** (2001) Ed.D., University of San Francisco. *Education, SCE.*
- Yount, Michelle** (2001) M.S., California State University, Fullerton. Psychology. *Main Campus.*
- Zandes, CynDee** (2003) Ed.D., University of La Verne. Organizational Management. *Kern County Campus.*
- Zawoysky, John** (1980) M.B.A., Chapman University. Senior Adj. Professor, Business. *San Fernando Valley.*
- Zeronik, Gregory** (1998) M.B.A., Claremont Graduate University. Business. *Main Campus.*



Liolà, by Luigi Pirandello, directed by Georgij Paro, the Spring 2003 main stage theatrical production.
Photo: Jennifer Contreras

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ULV student, Cody Smith, performing in the Classical Music Recital

Photo: *Christian Velazco*

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in _____

Subject Area or Major

- Central Campus Undergraduate Program
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- Campus in Athens, Greece
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- D.P.A.—Doctor of Public Administration
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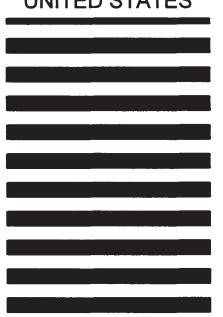
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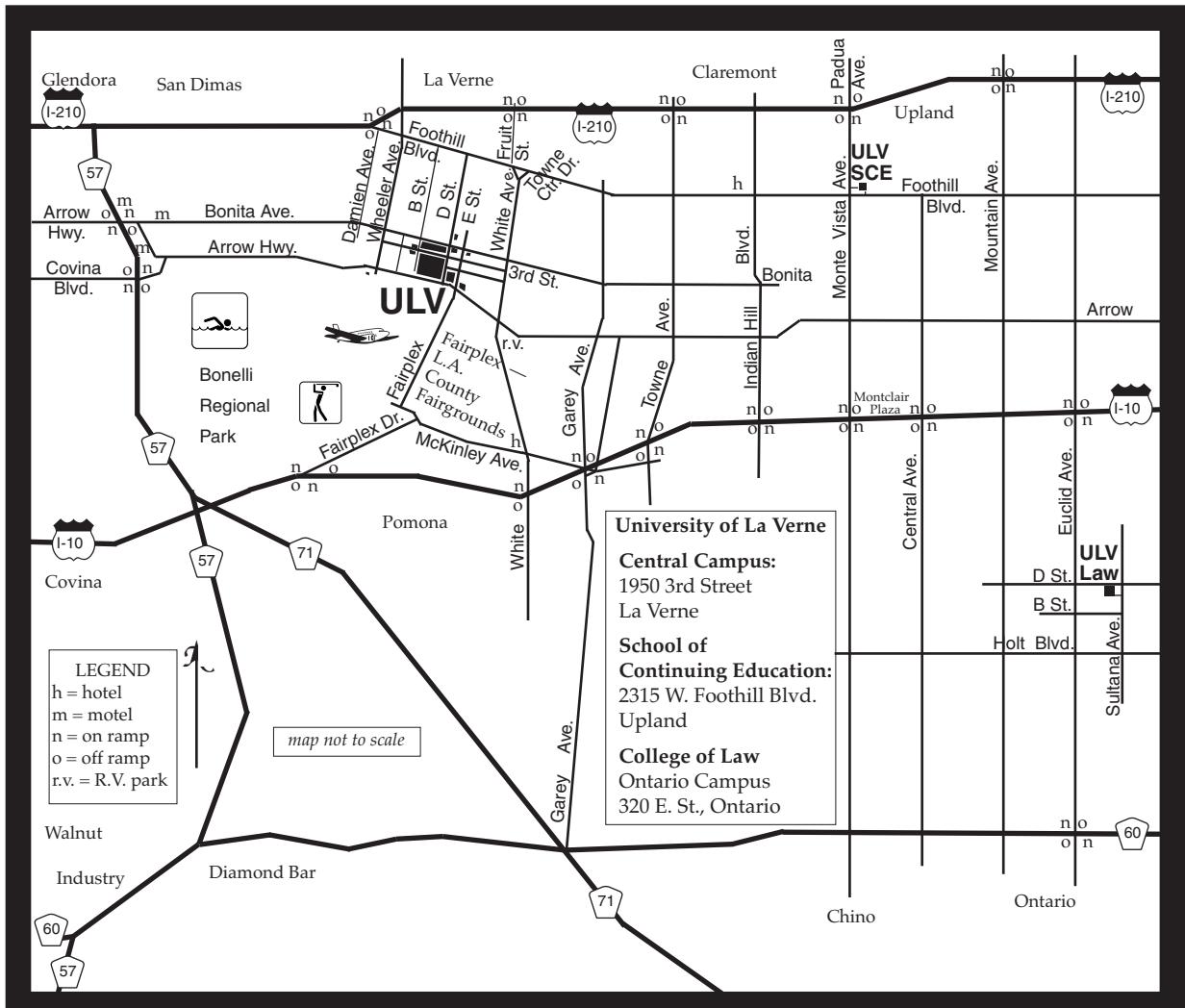


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How to get to the University of La Verne

From the northwest:

Foothill Fwy. (I-210) east to the Foothill Blvd. exit. East on Foothill Blvd. (Hwy. 66). to Wheeler Ave. Right (south) on Wheeler to 3rd St. (one block past Bonita Ave.). Left (east) on 3rd St. to the campus.

From the northeast:

Foothill Fwy. (I-210) west to the Fruit St. exit. Left (south) on Fruit St. and continue south on Fruit St./White Ave. to Bonita Ave. Right (west) on Bonita to the University sign at C St.

From the southwest or southeast:

San Bernardino Fwy. (I-10) to Fairplex Dr. exit. (from the east, look for Fairplex/Dudley exit). Go north (right from the east; left from the west) on Fairplex to the L.A. County Fairgrounds. Left (west) and follow Fairplex Dr. along the perimeter of the fairgrounds, continuing north to 3rd St. Left (west) to the campus. Alternate Routes from I-10: Garey, Towne, or White Aves. north to Arrow Hwy. or Bonita Ave.; then west to the campus.

From the south:

Orange Fwy. (57) north to San Bernardino Fwy. (I-10). East on I-10 to first exit (Fairplex Dr.). Left (north) and follow same directions as from the southwest. Alternate route: 57 to Covina Blvd. exit or Arrow Hwy. exit. Then right (east) on Bonita Ave. to C St. or Arrow Hwy. to D St.