

LMU | LA  
Loyola Marymount  
University

GRADUATE DIVISION BULLETIN

FALL TERM 2004

SPRING TERM 2005

SUMMER SESSION 2005



# Loyola Marymount University



## ***Graduate Division Bulletin***

**Fall Term 2004  
Spring Term 2005  
Summer Session 2005**



### **GRADUATE DIVISION**

University Hall

Loyola Marymount University

1 LMU Drive, Suite 2500

Los Angeles, CA 90045-2659

Telephone: (310) 338-2721

Fax: (310) 338-6086

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# Loyola Marymount University

## The Graduate Admissions Office

University Hall, Suite 2500

*All communication concerning Graduate Studies should be addressed to:*



Graduate Division  
University Hall  
Loyola Marymount University  
1 LMU Drive, Suite 2500  
Los Angeles, California 90045-2659

Telephone: (310) 338-2721

Fax: (310) 338-6086



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All regulations and rules or procedures contained in this BULLETIN apply to all programs in the Graduate Division. For all non-academic matters graduate students are governed by the Loyola Marymount University Conduct Code. Questions of interpretation and application in individual cases should be presented through written petition to the Chair, Graduate Council.

The University reserves the right to change upon reasonable notice the regulations and requirements pertinent to graduate programs. It is the responsibility of the graduate student to acquaint himself/herself with the regulations and requirements pertinent to higher status.

Students are held individually responsible for information contained in these pages. Failure to read and understand these regulations will not excuse a student from their observance. In addition, any announcement when placed on an official bulletin board is binding upon all students to whom the announcement pertains.

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The information in the bulletin applies to the academic year 2004-2005 and is accurate and current, to the best of our knowledge, as of June 2004. The University reserves the right to change programs of study, academic requirements, lectures, teaching staffs, the announced University calendar, and other matters described in the bulletin without prior notice, in accordance with established procedure.

Under the regulations of the Family Educational Rights and Privacy Act 1974, a student is entitled to review the education records related to the student, which are maintained by the University. A student may request the correction of inaccurate or misleading data through informal or formal hearings. For further information contact the Registrar of the University.

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Loyola Marymount University welcomes applications from students who feel qualified to undertake the programs described in this Graduate Division Bulletin. Loyola Marymount University does not discriminate on the basis of race, sex, color, national and ethnic origin, religion, age, or handicap in the administration of its educational policies, admissions policies as regulated by law, scholarship and loan programs, and athletic and other school administration programs. The University complies fully with the provisions of Title IX of the Education Amendment of 1972, as amended, Section 504 of the Rehabilitation Act of 1973, and related administrative regulations and executive orders promulgated thereunder.

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## Accreditation

**The academic programs at Loyola Marymount University have been accredited by the following organizations:**

Accreditation Board for Engineering and Technology, Inc.  
(Undergraduate)  
American Art Therapy Association  
American Assembly of Collegiate Schools of Business  
American Bar Association  
American Chemical Society  
Association of American Law Schools  
California State Commission on Teacher Credentialing  
Committee of Bar Examiners of the State Bar of California  
International Association of Counseling Services  
National Association of Schools of Art and Design Commission  
on Accreditation  
National Association of Schools of Dance  
National Association of Schools of Theatre  
National Council for Accreditation of Teacher Education  
Western Association of Schools and Colleges\*

## Honor Societies

Alpha Sigma Nu  
Beta Gamma Sigma – *Business*  
Kappa Delta Pi – *Education*



*The centrally located chapel serves as a reminder of Loyola's Jesuit tradition.*

## Membership

**Loyola Marymount University is a member of the following organizations:**

American Academy in Rome  
American Assembly of Collegiate Schools of Business  
American Association of Collegiate Registrars and Admissions Officers  
American Association of Colleges for Teacher Education  
American College Personnel Association  
American College of Physicians  
American Council on Education  
American Counseling Association  
American Mathematical Society  
American Society for Engineering Education  
American Volleyball Coaches Association  
Association of American Colleges  
Association of College and University Housing Officers – International  
Association of Fraternity Advisors  
Association of Graduate Schools in Catholic Colleges and Universities  
Association of International Educators  
Association of Jesuit Colleges and Universities  
Association of Theological Schools  
Association of University and College Counseling Center Directors  
Black Coaches Association  
California Association of Counseling and Development  
California Career Development Association  
California Council on the Education of Teachers  
California Educational Placement Association  
California Women in Higher Education  
College Entrance Examination Board  
Consortium of Liberal Arts Small Independent Colleges  
Consortium of Southern California Colleges and Universities  
Council of Graduate Schools in the United States  
Jesuit Association of Student Personnel Administrators  
Los Angeles Chamber of Commerce  
National Association of Advisors for the Health Professions  
National Association of Campus Activities  
National Association of College Directors of Athletics  
National Association of Colleges and Employers  
National Association of Graduate Admissions Professionals  
National Association of Schools of Art and Design  
National Association of Schools of Music  
National Association of Student Employment Administrators  
National Association of Student Personnel Administrators  
National Association of Summer Sessions  
National Catholic Education Association  
National Collegiate Honors Council  
National Association on Academics and Sports  
National Intramural Recreational Sports Association  
National Society of Experiential Education  
NSPE – Professional Engineers in Education  
Organization of Counseling Center Directors in Higher Education  
Pacific Association of Collegiate Registrars and Admissions Officers  
Southern California International Careers Consortium  
Western Association of College and University Housing Officers  
Western Association of Colleges and Employers  
Western Association of Graduate Schools  
Western Association of Student Employment Administration  
Western Association of Student Financial Aid Administrators  
Western Association of Summer Session Administrators  
Western Regional Honors Council

\*Western Association of Schools and Colleges is located at:  
985 Atlantic Avenue, Suite 100, Alameda, CA 94501  
Telephone: (510) 748-9001

# University Calendar 2004-2005

*This calendar represents the University's best judgment and projection of the course of conduct of the University during the periods addressed therein. It is subject to change due to forces beyond the University's control or as deemed necessary by the University in order to fulfill its educational objectives.*

## FALL 2004

August 30	M	Classes Begin
September 3	F	Last Day for Late Registration and Change of Program
September 6	M	UNIVERSITY HOLIDAY - Labor Day
September 29	W	Last Day to file Application for Degree for December 2004
October 25-26	M-T	UNDERGRADUATE HOLIDAYS
November 5	F	Last Day to withdraw or apply for Credit/No Credit grading
November 15	M	Academic Advisement & Advance Registration for Spring Semester Begins
November 25	TH	HOLIDAY - Thanksgiving
November 26	F	HOLIDAY - Thanksgiving
December 13	M	Registration begins for new students for Spring 2004
December 13-17	M-F	Final Examinations
December 23 - December 31		Christmas Holidays; Administrative Offices closed

## SPRING 2005

January 10	M	Classes begin
January 14	F	Last day to file for May Commencement and Last Day for Late Registration and Change of Program
January 17	M	UNIVERSITY HOLIDAY – Martin Luther King, Jr. Day
February 21	M	UNIVERSITY HOLIDAY – President's Day
February 28	M	Summer Session Registration begins
March 18	F	Last Day to withdraw or apply for Credit/No Credit grading
March 21-25	M-F	SPRING BREAK
March 25	F	UNIVERSITY HOLIDAY – Good Friday
March 31	TH	UNIVERSITY HOLIDAY – Cesar Chavez Day
April 4	M	Academic Advisement and Advance Registration for Fall 2005
May 2-6	M-F	Final Examinations
May 6	F	Baccalaureate Mass, Gerston Pavilion, 7:30 p.m.
May 7	SA	Undergraduate Commencement Exercises Sunken Gardens, 10:00 a.m.
May 8	SU	Graduate Commencement Exercises • Gerston Pavilion, 10:00 a.m.

## SUMMER 2005

May 16	M	Session I begins
May 20	F	Last Day for Late Registration and Change of Program
May 30	M	UNIVERSITY HOLIDAY - Memorial Day
June 10	F	Last Day to Withdraw; Last Day to file for Credit/No Credit grading
June 24	F	Session I ends
June 27	M	Session II begins
July 1	F	Last Day for Late Registration and Change of Program
July 4	M	UNIVERSITY HOLIDAY - Independence Day
July 22	F	Last Day to Withdraw; Last Day to file for Credit/No Credit grading
August 5	F	Session II ends

**The Graduate Admissions Office is located in University Hall, Suite 2500.**

Telephone: (310) 338-2721 or (888) 946-5681 • Fax: (310) 338-6086

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Graduate Division  
Loyola Marymount University  
1 LMU Drive, Suite 2500  
Los Angeles, California 90045-2659

<b>Graduate Division</b>	<b>Building</b>	<b>Extension</b>
<b>Graduate Admissions Office</b>	<b>University Hall, Suite 2500</b>	<b>2721</b>
Office of the Academic Vice President		
*Fr. Albert P. Koppes, O.Carm, Acting Academic Vice President Chair, Graduate Council	University Hall, Suite 4800	2733
*Chaké Kouyoumjian • Director of Graduate Admission	University Hall, Suite 2500	2721
Alicia Amador • Graduate Admission Coordinator	University Hall, Suite 2500	2721
Lori Gloyd • Administrative Assistant	University Hall, Suite 2500	2721
Luke Downer • Assistant Director of Financial Aid	University Hall, Suite 2500	1810
<b>College of Liberal Arts</b>	<b>Building</b>	<b>Extension</b>
Michael Engh, S.J., Dean	University Hall, Suite 4600	2716
<i>English</i> • *Paul Harris, Graduate Director	University Hall, Suite 3828	4452
<i>Philosophy</i> • *Mark Morelli, Graduate Director	University Hall, Suite 2600	7384
<i>Theological Studies</i> • Douglas Burton-Christie, Graduate Director	University Hall, Suite 3753	1921
<b>College of Business Administration</b>	<b>Building</b>	<b>Extension</b>
John W. Wholihan, Dean	Hilton 337A	2731
M.B.A. Program • *Rachelle Katz, Associate Dean	Hilton 233A	2848
Maria McGill, MBA Coordinator	Hilton 233B	2848
Ann Marie Nuño, MBA Secretary	Hilton 233	2848
Leslie Goodkind, MBA Career Services Coordinator	Hilton 236	7558
<b>College of Science and Engineering</b>	<b>Building</b>	<b>Extension</b>
Gerald S. Jakubowski, Dean	Pereira 100	2834
<i>Civil Engineering and Environmental Science</i>		
Joe Reichenberger, Department Director of Graduate Studies	Doolan 203	2830
<i>Electrical Engineering and Computer Science</i>		
Stephanie August, Department Director of Graduate Studies	Doolan 108	5973
<i>Mechanical Engineering</i>		
*Bohdan W. Oppenheim, Department Director of Graduate Studies	Pereira 204	2825
<i>Engineering and Production Management</i>		
Mel I. Mendelson, Graduate Director	Doolan 205	6020
<i>Mathematics (M.A.T.)</i>		
Jacqueline Dewar, Graduate Director	University Hall, Suite 2767	5106
<b>School of Film and Television</b>	<b>Building</b>	<b>Extension</b>
Teri Schwartz, Dean	Comm Arts 304	3089
*Richard P. Hadley, Jr., Graduate Director	Xavier 319	2779
Mary Abshire, Secretary	Xavier 320	5991
<b>Department of Marital and Family Therapy</b>	<b>Building</b>	<b>Extension</b>
*Debra Linesch, Chair	University Hall, 2517	4562
Lori Gloyd, Administrative Assistant	University Hall, 2518	4562

<b>School of Education</b>	<b>Building</b>	<b>Extension</b>
Shane P. Martin, Acting Dean	University Hall, 2612	7301
Edmundo Litton, Acting Associate Dean	University Hall, 2653	7457
Gloria Davidson, Assistant to the Dean	University Hall, 2623	5882
Tangee Smith-Hill, Credential Manager and Degree Services	University Hall, 2612	2798
Kay Dueñas, Assessment and Accreditation Manager	University Hall, 2612	7309
Mary Fraser, Manager, Academic and Instructional Technology	University Hall, 2423	5892
Theresa Asuncion, Admissions Coordinator	University Hall, 2619	7845
Steven Siu, Administrative Assistant – Student Services	University Hall, 2619	5209
Sheila Duke, Administrative Assistant – Doctoral Program	University Hall, 2348	7449
Terri Taylor, Administrative Assistant	University Hall, 2600	2863
Laura Cosindas, Administrative Assistant	University Hall, 2600	7755
<i>Administration</i> • Mary K. McCullough, Coordinator – Public School Systems	University Hall, 2639	7312
Michael Caruso, S.J., Assistant Coordinator – Private and Catholic School Systems	University Hall, 2620	7862
<i>Bilingual Education</i> • Magaly Lavadenz, Coordinator	University Hall, 2637	2924
Eduardo Lara, Assistant Coordinator	University Hall, 2417	3779
<i>Counseling</i> • Paul DeSena, Co-Coordinator	University Hall, 2635	7300
Thomas Batsis, Co-Coordinator	University Hall, 2649	7303
<i>Doctoral Program</i> • Mary McCullough, Director	University Hall, 2639	7312
Magaly Lavadenz, Assistant Director	University Hall, 2637	2924
<i>Educational Psychology</i> • Brian Leung, Coordinator	University Hall, 2645	7313
Scott Kester, Assistant Coordinator	University Hall, 2647	7308
<i>Elementary Education</i> • Irene Oliver, Coordinator	University Hall, 2641	7302
<i>General Education/Child and Adolescent Literacy</i>		
Candace Poindexter, Coordinator	University Hall, 2643	7314
<i>Internship Programs</i> • Maureen Schaukowitch, Director	University Hall, 2429	3775
<i>PLACE Corps</i> • Diana Murphy, Director	University Hall, 2419	3774
Betty DeLong, Coordinator	University Hall, 2419	4502
<i>Secondary Education</i> • Kathy Clemmer, Acting Coordinator	University Hall, 2624	3783
<i>Special Education</i> • Victoria Graf, Coordinator	University Hall, 2651	7305
Marianne Mitchell, Assistant Coordinator		
<i>Teach for America Partnership</i> • Andrea Clemons, Director	University Hall, 2417	3779
Eduardo Lara, Coordinator	University Hall, 2442	3780
<b>Campus Offices</b>	<b>Building</b>	<b>Extension</b>
Office of the President	University Hall, Suite 4800	2775
Office of the Chancellor	University Hall, Suite 4800	3070
V.P. for Business and Finance	University Hall, Suite 4800	2738
V.P. for Student Affairs	Malone 355	2885
V.P. for University Relations	University Hall, Suite 2800	5128
V.P. for Facilities Management	University Hall, Suite 4800	4495
Office for Undergraduate Admission	Xavier	2750
Office of Student Financial Aid	Xavier	2753
Office of the Registrar	St. Robert's 107	2740
Office of the Controller	University Hall, Suite 2300	2714
Office of International Students and Scholars	Malone 2nd Floor	2937
Disability Support Services	Library 210	4535
Learning Resource Center	Library 212	2847
Career Development Services	University Hall, Suite 1322	2871
University Library	Von der Ahe Library	2788
Campus Ministry	Malone 112	2870
Alumni Relations	University Hall, Suite 2800	3065
Development	University Hall, Suite 2800	5129
Judicial Affairs	Malone 355	1821
Public Safety	Daum Hall	2893
Bookstore	Malone, Ground Level	2888
	University Hall, Ground Level	3722
LMU Extension	University Hall	2757



**Whether you are a recent undergraduate looking to further your education or a working professional considering a job change, career advancement, or just seeking to expand your knowledge, the Graduate Division at Loyola Marymount University can help. The Graduate Division offers over 30 master's degree and 15 credential programs at its scenic Westchester campus. Small class size, quality faculty, and a strong academic reputation are a few of the many reasons more than 1,400 graduate students attend LMU each year.**

## ***An Introduction to Graduate Study at Loyola Marymount University***

The graduate programs hold accreditation in several highly respected organizations including the American Assembly of Collegiate Schools of Business (AACSB), the American Art Therapy Association, the National Council for Accreditation of Teacher Education, and California State Commission on Teacher Credentialing.

Graduate students are taught by a dedicated and talented faculty, most of whom hold a Ph.D. Although they are well-regarded academicians, researchers and publishers, the faculty's primary objective is teaching.

In an ideal setting for living and learning, the 147-acre Westchester campus is located in a peaceful residential neighborhood of Los Angeles. LMU sits high on a bluff overlooking the Pacific Ocean and Marina del Rey, with easy access to major freeways. Its beautiful campus provides an exceptional setting for academic and campus life. The Los Angeles metropolitan area, with one of the most diverse populations in the country, also provides students with many stimulating cultural opportunities.



*"Seat of Wisdom"*  
Original Sculpture by Anton Grauel, 1964

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## ABOUT THE UNIVERSITY

Loyola Marymount University is one of the premiere Jesuit universities in the country. Founded in 1911, the University is home to more than 4,700 undergraduates and 1,600 graduate students and currently enrolls students from 45 states and 150 foreign countries. The strength of LMU is its commitment to providing excellent academic programs in an environment that supports the needs of the whole student. Classes are small. Faculty are accessible. Proof of Loyola Marymount's success can be found in its more than 35,000 alumni, each a living representative of the academic excellence, moral and ethical standards, and spirit of high achievement that personify the Loyola Marymount tradition.

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## HISTORY AND GOALS OF LOYOLA MARYMOUNT UNIVERSITY

The names "Loyola" and "Marymount" have long been associated with Catholic higher education in countries around the globe. Saint Ignatius Loyola, founder of the Society of Jesus, sanctioned the foundation of his order's first school in 1548. The Religious of the Sacred Heart of Mary have conducted educational institutions since their establishment in France in 1849 by Father Jean Gailhac. These two traditions of education have come together in Los Angeles as Loyola Marymount University.

The present university is the successor to the pioneer Catholic college and first institution of higher learning in Southern California. In 1865 the Vincentian Fathers inaugurated St. Vincent's College for boys in Los Angeles. When this school closed in 1911, members of the Society of Jesus opened the high school division of their newly founded Los Angeles College.

The collegiate department also opened in 1911. Rapid growth prompted the Jesuits to seek a new campus in 1917 and incorporate as Loyola College of Los Angeles in 1918. Relocating to the present Westchester campus in 1929, the school achieved university status one year later.

Graduate instruction began in 1920 with the foundation of a separate law school. The formation of a Graduate Division occurred in June, 1950, though graduate work had formed an integral part of the Teacher Education Program during the preceding two years.

In separate though parallel developments, the Religious of the Sacred Heart of Mary began teaching local young women in 1933. That year they opened Marymount Junior College in Westwood which first granted the baccalaureate degree in 1948. The school later transferred classes to a new campus on the Palos Verdes Peninsula in 1960. Eight years later, Marymount College moved again, this time to the Westchester campus of Loyola University as an autonomous institution. At this juncture the Sisters of St. Joseph of Orange joined the Marymount Sisters as partners.

After five years of sharing faculties and facilities, Loyola University and Marymount College merged and formed Loyola Marymount University in 1973. Through this union, the expanded school maintained the century old mission of Catholic higher education in Los Angeles.

In articulating a vision for this unique collegiate enterprise, the Board of Trustees turned to the history of the four-century old Jesuit educational philosophy, as well as to the history and traditions of the Marymount and St. Joseph's Sisters. They also recognized the riches of a variety of religious traditions represented among the dedicated faculty and staff which complemented and enhanced the school's heritage of Catholic values.

Loyola Marymount understands and declares its purpose to be:  
The Encouragement of Learning; The Education of the Whole Person;  
The Service of Faith and the Promotion of Justice.

*The University pursues quality in:*

- Curricula of All Academic Programs
- Co-curricular Programs and Support Services
- Faculty, Administration and Staff
- Students
- Campus Life, Hospitality, and Services

*Loyola Marymount University*

- Promotes Academic Excellence
- Provides a Liberal Education
- Fosters a Student-centered University
- Creates a Sense of Community on Campus
- Participates Actively in the Life of the Larger Community
- Lives an Institutional Commitment to Roman Catholicism and the Judeo-Christian Tradition



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## UNIVERSITY MISSION STATEMENT

Loyola Marymount University is dedicated to the education and development of the whole person, the pursuit of academic excellence, advancement of scholarship, the service of faith, and the promotion of justice. As a Catholic institution, the University takes its fundamental inspiration from the Jesuit and Marymount traditions of its founding religious orders. Loyola Marymount University seeks to foster in each member of its community respect for the dignity of the individual, a devotion to intellectual and spiritual life, an appreciation for diversity, and a thirst for justice in all endeavors. Loyola Marymount University strives to send forth “men and women for others,” to lead and to serve.

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## THE GRADUATE DIVISION

The Mission of the Graduate Division is to provide quality post-baccalaureate degree programs that serve to expand knowledge and foster professional development. Consistent with the Jesuit and Marymount traditions, the University’s graduate programs are diverse yet they share the common goals of educating the whole person for the exercise of ethical leadership in society and the service of humankind.

The Graduate Division offers curricula leading to certificates and to the degrees of Doctorate in Education (Ed.D.), Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Fine Arts (M.F.A.), Master of Science (M.S.), and Master of Science in Engineering, (M.S.E).

In addition, the School of Education offers credentials in elementary and secondary teaching; in pupil personnel services (school counseling and school psychology); administrative services; and special education (learning handicapped and resource specialist).

- 1) The Master of Arts degree is offered in the following:
  - Administration
  - Catholic School Administration
  - Child and Adolescent Literacy
  - Counseling
  - Educational Psychology
  - Elementary Education
  - Area of Emphasis:
    - Literacy and Language Arts
  - English
  - Areas of Emphasis:
    - Literature
    - Creative Writing
    - Rhetoric
  - General Education
  - Marital and Family Therapy
  - Pastoral Theology
  - Philosophy
  - Secondary Education
  - Special Education
  - Theology
- 2) The Master of Arts in Teaching degree is offered in the following:
  - Mathematics
- 3) The Master of Business Administration degree
  - Areas of Emphasis:
    - Entrepreneurial Organizations
    - Financial Decision Systems
    - Information and Decision Sciences
    - International Business Systems
    - Human Resource Management
    - Management and Organizational Behavior
    - Marketing Management
- 4) The Master of Fine Arts degree is offered in the following:
  - School of Film and Television
  - Areas of Emphasis:
    - Film Production
    - Screenwriting
    - Television Production
- 5) The Master of Science degree is offered in the following:
  - Computer Science
  - Environmental Science
  - Engineering and Production Management
- 6) The Master of Science in Engineering degree is offered in the following:
  - Civil Engineering
  - Electrical Engineering
  - Mechanical Engineering
  - Systems Engineering
- 7) Dual Master’s degrees / Joint Programs are offered in the following:
  - MS/MBA – Systems Engineering Leadership
  - JD/MBA
- 8) The Doctorate in Education is offered in the following:
  - Educational Leadership for Social Justice

**For the most part, Graduate Division programs are offered on a part-time evening basis.**

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## **THE UNDERGRADUATE PROGRAM**

Loyola Marymount University awards undergraduate degrees in over forty fields of study offered through four colleges: The College of Business Administration, The College of Communication and Fine Arts, The College of Liberal Arts, and The College of Science and Engineering. Committed to the ideals of Jesuit education, the undergraduate program is student centered and dedicated to the education of the whole person and to the preparation of students for lives of service to their families, communities and professions. Breadth and rigor are the hallmarks of the academic program. For more information, call (310) 338-2750.

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## **SUMMER SESSIONS AND CONTINUING EDUCATION**

LMU Extension offers certificates, courses, programs, institutes, lectures, and conferences which provide a variety of educational experiences to members of the community. Credit and non credit course offerings include art, dance, travel, fitness, and language instruction. The University runs two six week summer sessions and offers a variety of courses in the principal areas of academic and professional subjects. For a Continuing Education or Summer School Bulletin, please call (310) 338-2757.

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## **LOYOLA LAW SCHOOL**

Established in 1920, Loyola Law School is the largest ABA-accredited Juris Doctor program in the Southwestern United States. There are approximately 1,350 students enrolled in the Day and Evening Divisions, representing more than 35 states and 10 foreign countries. The Law School, physically separate from the Westchester campus of Loyola Marymount University, is located in downtown Los Angeles. All administrative services needed by students, however, are present on the Law School campus. While it is a large school with a large faculty and extensive resources, Loyola Law School still maintains the character and environment of a small school. For more information about the Law School, please call (213) 736-1180.

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## **CENTER FOR EXECUTIVE LEARNING**

The Center for Executive Learning under the College of Business Administration has one objective – to help organizations achieve higher performance levels. To improve performance in today's fast-paced, global, market-driven environment, organizations must continuously renew themselves. Strategies and approaches must be updated based on what organizations learn as they respond to current and expected market conditions. Organizational learning starts with the managers who are solely and directly responsible for organizational performance. The Center's executive education programs are designed to give today's managers the skills and knowledge they need for leading their companies into the next century. For more information, call (310) 338-5322.



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## **CENTER FOR ASIAN BUSINESS**

Developed in 1995, the Center is dedicated to fostering understanding and cooperation between Asians and non-Asians, first, within the culturally diverse Los Angeles metropolitan area which has become home for so many Asian immigrants, and secondly, between the people of California and the various peoples of Asia as economic ties continue to develop. The Center customizes executive education programs and offers conferences, seminars, and workshops on current issues of interest to the Asian communities. It is also a resource center for the university and local community on Asian topics. For more information, please call (310) 338-7594.

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## **CENTER FOR RELIGION AND SPIRITUALITY**

The Center for Pastoral Life links the rich theological tradition of Christianity with the practical needs of the local communities and churches. The promotion of pastoral life is an interdisciplinary approach towards the understanding of how Christianity engages the world of family, work, politics, society, economics, and culture. The Center's goal is carried out in a wide range of services and programs made possible by Loyola Marymount University's unique position in the greater Los Angeles area as a Catholic institution in the Jesuit and Marymount traditions of higher education. The Center is closely linked to the Department of Theological Studies from which it draws faculty, direction, and resources. The Center offers programs throughout the year.

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**BASIL P. CALOYERAS CENTER FOR MODERN GREEK STUDIES**

The Caloyeras Center for Modern Greek Studies provides students with an opportunity to familiarize themselves with the language, literature, and general culture of contemporary Greece as the legitimate heir of classical and Byzantine Hellenism as it survives in uninterrupted continuity into the present. By means of courses in the language and literature of Greece today a doorway is opened to the past which is thus brought alive and given a fresh and compelling reality.

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**MARYMOUNT INSTITUTE FOR FAITH, CULTURE AND THE ARTS**

The Marymount Institute for Faith, Culture and the Arts, founded jointly by the Religious of the Sacred Heart of Mary and Loyola Marymount University, promotes the dialogue between faith and culture as expressed in the fine, performing, literary, and communication arts. Designed to help strengthen the contribution of the Marymount tradition to the LMU community, the Institute sponsors forums, conferences, lectures and performances to highlight the multicultural character of Los Angeles and bring nationally and internationally known figures to the University.

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**LMU CENTER FOR TECHNOLOGY MANAGEMENT AND TQM IN POLAND**

Funded with a grant from the Andrew W. Mellon Foundation, the LMU Center for TM/TQM in Poland has two locations, at the Technical University of Gdansk and the Technical University of Szczecin. The role of the Center is to disseminate the knowledge of TM/TQM in Polish industry and academia. LMU faculty, Dr. B.W. Oppenheim and Z.H. Przasnyski manage the Center, teach courses in Poland, advise Polish Faculty Fellows at LMU, train Polish managers, and consult Polish industry in the matters of quality.



*Fernando Guerra (standing), Director for the Center for the Study of Los Angeles, played a key role in its creation.*

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**CENTER FOR THE STUDY OF LOS ANGELES**

The Center for the Study of Los Angeles was created to examine political, economical, and social change in the nation's second most populous urban region and the world's 15th largest economy. The Center assists public institutions in successfully adapting to emerging shifts in the civic environment. The Center's work is guided by objective policy research, the examination of the art and craft of leadership, and the ethical and moral dimensions of change in society.

# Admission

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## MASTER'S DEGREE AND CREDENTIAL

Loyola Marymount University welcomes applications from students without regard to race, color, gender, creed, national origin, disability, marital status, or religion. All prospective graduate students are expected to provide evidence of suitable preparation for graduate-level work. U.S. applicants should have received a bachelor's degree from a college or university that has been accredited as a degree granting institution by one of the accrediting bodies recognized by the Commission on Recognition of Postsecondary Accreditation (CORPA). The bachelor's degree must have been awarded by the institution where final coursework was completed. For School of Education applicants, the bachelor's degree must be awarded from a **regionally** accredited college or university.

All applicants for a Master's degree and for a California Credential must supply the following admission materials:

(1) application for admission plus the application fee (\$50.00) and (2) two official transcripts of all schools attended since high school. Most programs require additional materials, including standardized test scores, a personal statement, and letters of recommendation. Further details on the admission procedure, application deadlines, and departmental prerequisites are given in the section dealing with the respective programs. A student who wishes to apply for admission to a program after the closing date for applications should contact the program director for permission to file an application.

### **Additional Admission Requirements for International Students**

1. International applicants who have completed their postsecondary education from a college or university outside of the U.S. must hold a degree from a university recognized by the Ministry of Education as a degree granting institution in the country where the institution is located. All international applicants must have their transcripts translated and evaluated by a U.S. transcript evaluation service before the application is considered for admission. For School of Education applicants, an IERF **detailed** report identifying GPA must be submitted with the application.
2. All applicants (including those who received their bachelor's degree from a U.S. college or university) must take the Test of English as a Foreign Language (TOEFL) unless they received a high school diploma from the United States. The minimum score for admission into most graduate programs is 600 (250 with the new computer-based score), except for the College of Science and Engineering, which requires a minimum score of 550 (213 with the new computer-based score). For information regarding the TOEFL, please write to: Test of English as a Foreign Language, Box 899, Princeton, New Jersey, U.S.A., 08540. If after admission to a graduate program the applicant's proficiency in English should prove inadequate, the University reserves the right to require additional proficiency in English and failure to comply will result in disqualification from the graduate program.
3. The applicant must also file with the University a certified statement showing financial ability to cover all obligations for the full period of time for which the student is making application. This statement should be from either a United States bank or agency or an international bank. The United States Department of Immigration and Naturalization Form I-20 Certificate of Eligibility will not be issued by the University until such documentation is on file in the Graduate Admission Office. Tuition, books, etc., plus living expenses amount to between \$21,000 and \$30,000 a year or more depending on the program selected.
4. The applicant must comply with passport and visa requirements as set down by the United States Immigration Service. International students must be continuously enrolled during the academic year to meet visa requirements.
5. All admission requirements should be completed sixty days prior to the term for which application is being made.
6. An international student cannot be issued an I-20 Certificate of Eligibility as a non-degree graduate student.

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## NON-DEGREE STATUS

Students who are not pursuing a formal graduate program but who are eligible to take graduate-level courses at LMU may apply for non-degree status. In addition to filing the Application for Non-Degree Graduate Status plus the application fee (\$10.00), students should attach official copies of transcripts to verify receipt of a degree and that all prerequisites have been met. The Graduate Division reserves the right to request additional transcripts when necessary. More information regarding Non-Degree Graduate Student Status may be found later in this Bulletin.

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## REAPPLICATION PROCEDURES FOR A SECOND DEGREE

A student who has completed one Master's or credential program and wishes to enter another must file a formal application form with the Graduate Admission Office. A student who has completed a credential program at LMU and wishes to apply for a Master's program must file a formal application form with the Graduate Admission Office. If the application is submitted within one year of completion of the master's or credential, the normal application fee is waived.

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## READMISSION

A student wishing to return to the University after two years in which he or she was not enrolled must reapply for admission through the Graduate Admission Office and will be evaluated on the same conditions as all other new students.

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## ADMISSION STATUS

Students may be admitted to the Graduate Division under the following categories:

1. **Formal Admission** – Formally admitted students are those who have completed the entire application process and have been reviewed and accepted by a particular program with no conditions and provisions.
2. **Provisional Admission** – Provisionally admitted students are those who are missing one or more items or prerequisite courses.
3. **Controlled Admission** – Students on Controlled Admission are required to achieve some specific needs of their particular program.
4. **Non-Degree Admission** – Students admitted under non-degree status are not pursuing a formal graduate program but are eligible to take graduate-level courses at LMU.

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## IMMUNIZATION RECORD FOR GRADUATE STUDENTS

New graduate students entering the University who were born after 1956, are required to return a completed Immunization Record to the Graduate Admission Office. All new students entering the University must show results of a Tuberculin Skin Test given within the last year. This form is sent to incoming students with their acceptance letter. ALL immunizations must be current and physician-verified. Students with incomplete forms will have their registration withheld for the following semester until the completed Immunization Record has been received by the Graduate Admission Office.



*The campus in earlier days.  
Many new buildings have since been  
added to the landscape.*

# Academic Policies

All regulations and rules or procedures contained in this official BULLETIN apply to all programs in the Graduate Division. For all non-academic matters, graduate students are governed by the Loyola Marymount University Conduct Code. Question of interpretation and application in individual cases should be presented through written petition to the Chair, Graduate Council.

Students are held individually responsible for information contained in this Bulletin. Failure to read and understand these regulations will not excuse a student from their observance.

A student is held responsible for academic regulations in effect at the time of entrance provided the student maintains continuous enrollment. Similarly, a student who changes programs after being admitted into the University is held responsible for the academic regulations in effect at the time the major is changed. A student who interrupts academic enrollment is subject to the academic regulations in effect in the Graduate Division Bulletin at the time enrollment is resumed.



*From high on a bluff, LMU students and faculty enjoy sweeping views of the Pacific coastline.*

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## ACADEMIC CALENDAR

The University offers two fifteen-week semesters and two six-week summer sessions.

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## ACADEMIC ADVISING

Each student is assigned an academic advisor. As a part of the registration process, students consult this advisor in the preparation of their academic program. Advisors are provided to assist students in planning the academic program. They are not authorized to change established policy of the University. The student is solely responsible for assuring that his/her academic program complies with the policy of the University. Any advice which is at variance with established policy must be confirmed in writing by the Graduate Program Director.

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## LMU HONOR CODE AND PROCESS

Loyola Marymount University is a community dedicated to academic excellence, student-centered education, and the Jesuit and Marymount traditions. As such, the University expects all members of its community to act with honesty and integrity at all times, especially in their academic work. Academic honesty respects the intellectual and creative work of others, flows from dedication to and pride in performing one's own best work, and is essential if true learning is to take place.

Examples of academic dishonesty include, but are not limited to, the following: all acts of cheating on assignments or examinations, or facilitating other students' cheating; plagiarism; fabrication of data, including the use of false citations; improper use of non-print media; unauthorized access to computer accounts or files or other privileged information; and improper use of internet sites and resources.

### **Definitions of Academic Dishonesty:**

The following are examples of academic dishonesty which may be interpreted as intentional or unintentional. This list is not meant to be exhaustive. It is the student's responsibility to make sure that his/her work meets the standards of academic honesty set forth in the Honor Code. If the student is unclear about how these definitions and standards apply to his/her work, it is the student's responsibility to contact the instructor to clarify the ambiguity.

#### **A. Cheating and Facilitating Cheating**

1. Possession, distribution, and/or use of unauthorized materials or technology before or during an examination or during the process of preparing a class assignment.
2. Collaboration on class assignments, including in-class and take home examinations, without the permission of the instructor.
3. Provision of assistance to another student attempting to use unauthorized resources or collaboration on class assignments or examinations.



## B. Plagiarism

1. Presentation of someone else's ideas or work, either in written form or non-print media, as one's own.
2. Omission or improper use of citations in written work.
3. Omission or improper use of credits and attributions in non-print media.

## C. Falsification of Data

1. Presentation of altered or fabricated data, such as lab reports, with the intention of misleading the reader.
2. Presentation of forged signatures as authentic.
3. Use of false citations, either incorrect or fabricated, including sources found on the Internet.

## D. Unauthorized Access to Computers or Privileged Information

1. Use of University network and/or computer hardware to gain unauthorized access to files, and alteration or other use of those files.

## E. Improper Use of Internet Sites and Resources

1. Inappropriate use of an Internet source, including, but not limited to, submission of a paper, in part or in its entirety, purchased or otherwise obtained via the Internet, and failure to provide proper citation for sources found on the Internet.

## F. Improper Use of Non-Print Media

1. All above standards apply to non-print media.

## G. Other Academic Dishonesty

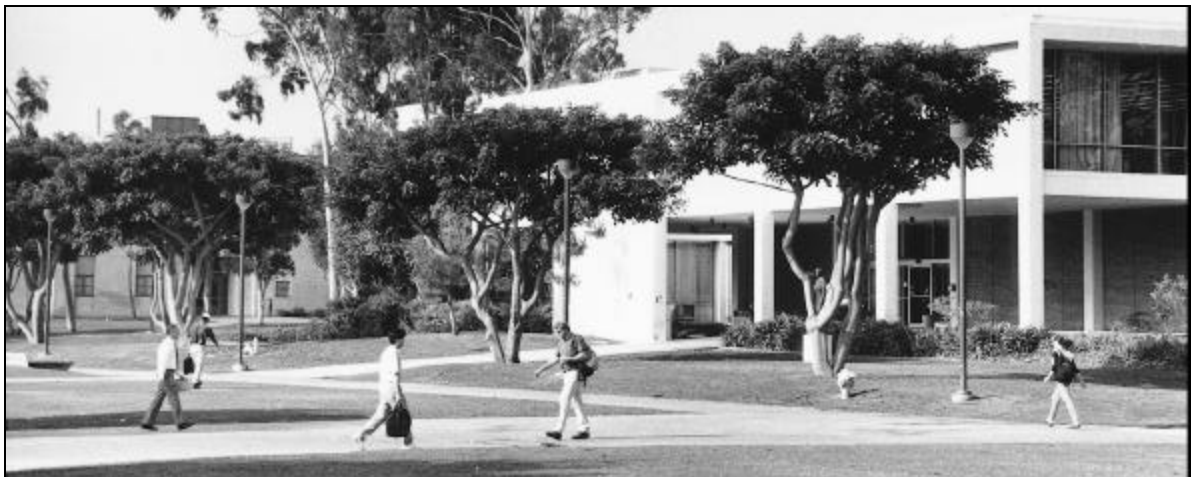
1. Any other means of violating the standards of academic honesty set out above.

## **Honor Code Process**

This section sets out the process to be followed when an Instructor suspects a violation of the Honor Code. The recommended sanctions are not mandatory, but are intended to guide the Instructor's discretion. Instructors are encouraged to consult with their colleagues and chairs in making these decisions. This section also outlines the student appeal process for Honor Code violations.

### **I. Intentional and Unintentional Academic Dishonesty**

- A. Notification: Instructors will notify the Student of the suspected act of academic dishonesty. The Student will be given the opportunity to admit, deny, or explain the situation. If the suspected violation of the Honor Code occurs with respect to an assignment that the Instructor has not reviewed until after the class has stopped meeting, the Instructor will send a letter to the permanent address of the Student and keep a copy of the letter. Failure to notify will result in a reasonable extension of the Student's time to appeal, but is not in and of itself a defense to the violation of the Honor Code.
- B. Determination: If the Instructor determines that a violation has occurred, he/she will next determine whether or not the violation was intentional or unintentional. The distinction between intentional and unintentional violations of academic honesty is not based upon the purely subjective intentions of the Student. The question is whether a Student who has carefully read the Honor Code should have understood that his/her action violated the Honor Code and standards of academic honesty.



*Charles von der Ahe Library.*

C. Unintentional Violation: If the Instructor believes the violation was unintentional, he/she may take any of the following actions:

- a. Warn Student
- b. Require assignment or exam to be resubmitted
- c. Reduce the grade on the assignment, project, or exam

The Instructor shall inform the Student of his/her decision and also inform the Student of the right to appeal the Instructor's decision.

D. Intentional Violation: If the Instructor believes the violation is intentional, he/she may take any of the following actions:

- a. Fail the Student on the assignment or exam
- b. Fail the Student in the course

The Instructor shall inform the Student of his/her decision in writing and also inform the Student of the right to appeal the Instructor's decision.

The Instructor may consult with the Chair, Program Director, or equivalent and refer the matter directly to the Dean of the Instructor's college or school with a recommendation that the Student be suspended or expelled. Upon such a referral, the Dean shall appoint an Academic Honesty Panel consisting of two Faculty members and one Student from the ASLMU Judiciary.

## **II. Departmental Appeal**

A. The Student may appeal the Instructor's decision under section I(C) or (D) to the Department Chair, Program Director, or equivalent. In accordance with the grade appeal policy in the Undergraduate Bulletin and Graduate Division Bulletin, the Student will be required to make his/her appeal in writing no later than three weeks into the semester following the decision.

B. If either the Student or Instructor wishes, he/she may appeal the decision of the Department Chair, Program Director, or equivalent to the Dean of the Instructor's college, who will refer the matter to the Academic Honesty Panel. Appeals must be made within 30 days of receipt of the chair's decision.

## **III. Academic Honesty Panel Appeal**

A. The Academic Honesty Panel is an ad hoc recommending body of the Instructor's college/school. The Panel consists of two Faculty members and one Student appointed by the Dean. The Dean will appoint one of the Faculty members as Chair of the Academic Honesty Panel.

B. Responsibilities of the Panel

1. The Panel will hear appeals by the Student or Instructor of the Chair's decision for any penalty short of expulsion or suspension.
2. The Panel will make the initial recommendation as to whether the Student should be suspended or expelled.

C. In fulfilling these responsibilities, the Panel will make two determinations:

1. It will determine whether there is clear and convincing evidence that the Student has violated the Honor Code. The Student is entitled to the presumption of innocence and the right to review and respond to all evidence and information relevant to the Panel's decision.
2. Upon the finding of clear and convincing evidence of a violation, the Panel is to determine the appropriate penalty. With regard to the appropriateness of serious recommendations such as suspension and expulsion, the Panel shall take into account the following factors:
  - a. the severity of the violation;
  - b. whether the violation is an isolated instance, or part of a pattern of two or more violations; and
  - c. other mitigating or extenuating circumstances.

D. The recommendation of the Academic Honesty Panel, along with an explanation of the reason for the recommendation, will be reported in writing to the Dean of the Instructor's college or school. The Dean will normally follow the recommendation of the Panel. However, the Dean's decision is final.

E. The Dean will inform the Student and Instructor, in writing, of his/her decision. The Dean will also report his/her decision to the AVP. The Office of the AVP will keep a permanent, confidential record of all proceedings of the Academic Honesty Panel.

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## **ACADEMIC PROBATION AND DISQUALIFICATION**

Any graduate student who in a given term receives a grade of I (Incomplete) for a course and who subsequently completes the course, the grade received will be retroactive to the term when the student first registered for the course with all the impact it entails on the student's academic standing.

Any graduate student who, in any semester, fails to earn a "B" (3.0) average or whose cumulative grade point average in the degree/credential program falls below a "B" (3.0) will be placed on academic probation. A student already on probation who has less than a "B" (3.0) grade point average for the semester and who has not achieved a "B" (3.0) grade point average in the degree/credential program is subject to disqualification from the program. This decision will be made after review of the student's academic coursework by the Program Director or Dean of the student's college.

Disqualification terminates a student's relationship with the University. A disqualified student may not register in any division or session of the University, and is denied all privileges of the University and of all organizations or activities in any way connected with it.

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## **DISQUALIFICATION APPEALS**

A student who wishes to appeal a disqualification must submit a written request to the Chair, Program Director, or Dean of the student's college. If the appeal process cannot be resolved, an impartial three person faculty panel will be assigned by the Chair of the Graduate Council to review the request. The panel will individually interview the faculty person and the student. After the interviews, review, and discussion, the panel will submit a formal decision to the Chair of the Graduate Council, whose decision will be final.

School of Education appeals should be directed to the Program Coordinator. If the appeal cannot be resolved, the issue will then be submitted to the Associate Dean, and if necessary, the Dean.

Disqualified students are not eligible for readmission until the lapse of one calendar year.

1. A disqualified student who wishes to be reconsidered for readmission to the University must make formal application with the Graduate Admissions office.
2. A formal interview must take place with the Dean's Office prior to formal readmission.
3. A disqualified student who is readmitted will be on strict probation which requires that the student must satisfactorily complete all requirements set by the Dean in the initial semester after readmission.
4. A student who has been disqualified a second time may not apply for readmission.

The following exception to the academic probation policy applies to the Executive MBA (EMBA) Program. Because the EMBA is a twenty-one month program in which students take a prescribed course of study, students receiving a failing grade in a course will be subject to disqualification from the program.

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## **ATTENDANCE**

The policy on class attendance is within the discretion of the individual faculty member and shall be announced by the faculty member at the first class meeting of the semester or summer session.

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## **AUDITING A COURSE**

Enrolled LMU students may not enroll as auditors in a regularly scheduled LMU course through the Continuing Education Division.

Students will be permitted to register as auditors only for exceptional reasons and with the authorization of the Dean of the college in which the course is offered. Not all courses are open to auditors. Auditors are not held responsible for the work expected of regular students and receive no grade or credit for the course. Regular attendance at class is expected.

A student who has previously enrolled as an auditor may not take the course for credit in the subsequent term except by special permission of the Dean of the college in which the course is offered.

Part-time students and students enrolled in an overload seeking to change from credit to audit status will be eligible for tuition adjustment only if the change is made within the period for late registration.

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## **CHANGE OF ADDRESS**

All students must notify the Registrar immediately of any change in their local address or permanent address. The University assumes no responsibility for materials sent through the mail not received by the student.

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## CHANGE OF GRADES

An instructor desiring a change in grade must present a written request to the Chair, Program Director, or Dean of the student's college. No grade changes will be made under any circumstances **thirty (30) days** after the beginning of the next full term. A letter grade, once submitted to the Registrar's Office, may not be changed to Credit/No Credit, nor may a Credit/No Credit be changed to a letter grade.



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## CHANGE OF PROGRAM OR EMPHASIS

A student who wishes to change a program before completing a degree or credential must submit a new application form to the Graduate Admission Office. A student who wishes to transfer from one emphasis to another before completing a degree must request an approval by the Program Director or Dean of the student's college.

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## COMPREHENSIVE EXAMINATIONS

In those programs requiring Comprehensive Examinations, the candidate must register under the appropriate number in his/her program's course listings. If the Comprehensive Examination(s) carry course credit in semester hours, tuition per semester hour will be charged on the same basis as for a regular course. If the Comprehensive Examination(s) do not carry course credit in semester hours, no tuition will be charged. In every case the candidate must, however, register for the comprehensive in the term in which he or she plans or is scheduled to take it.

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## COURSE LOADS

Fully-employed students should take no more than nine units each semester unless they have permission from their advisor. All other students may take a maximum of 15 units unless they receive permission from their advisor. During the summer session, students can take no more than six units each term.

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## DIPLOMAS

Diplomas are granted to graduate students who have completed all graduation requirements and who have no outstanding financial obligations to the University. Diplomas left unclaimed are destroyed after three years. Students must re-order destroyed diplomas.

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## DOUBLE CREDIT

A student may not count the same course to meet the requirements for both an undergraduate and graduate degree. A student who wishes to enroll for a second Master's degree in the School of Education may apply up to three core courses towards a second Master's degree. For other graduate programs, no more than two courses may be counted toward a second degree.

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## DEGREE REQUIREMENTS

Degrees are formally awarded at the end of May, December, and August. The date of the degree posted on a student's diploma is the one by which all graduation requirements are completed or documents are submitted. These include:

- a. a submission of official transcripts from other institutions prior to the degree date;
- b. the completion of all incomplete work required for the degree prior to the degree date;
- c. all academic requirements including a 3.0 cumulative GPA must be met prior to the degree date;
- d. File application for degree with Registrar's Office by the deadline date for the term in which all of the above conditions will be met.

Failure to comply with these regulations will preclude the granting of the degree at the next commencement. Those who have filed for graduate clearance and do not complete the requirements before the projected date of completion for which they filed are required to refile for the next commencement. It is the student's responsibility to make certain he/she has completed all the requirements for the degree and has filed the appropriate paperwork for graduation.

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## FINAL EXAMINATIONS

Students are required to take all scheduled examinations. Final examinations are to be held at the time published by the Registrar's Office. No student is allowed to take a final examination before the scheduled time.

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## FULL-TIME STANDING

Any graduate student enrolled in six (6) or more semester hours during the day or evening is considered to be a full-time student. For Financial Aid purposes only, at least (3) three of those units must be taken for graduate credit at the 500 or 600 level. Students taking fewer than six (6) units are considered part-time students.

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## GRADING SYSTEM

The following grades are used to report the quality of graduate student work at LMU:

A	Superior
A-	Very Good
B+	Good
B	Satisfactory
C	Poor
F	Failure
CR	Credit – Equivalent to a grad of B or higher
NC	No Credit – Equivalent to a grade of B- or lower
NG	Non-graded course
NR	Not reported by instructor
AU	Audit
I	Work Incomplete
IP	Work in Progress (for courses requiring more than one semester to complete)
W	Official withdrawal from course

Grades A, B, and C may be modified by a plus (+) or minus (-) suffix. Grades A, B, and CR denote satisfactory progress toward the degree. Courses in which a grade of B- through C- is received may be applied toward graduate degrees unless otherwise prohibited by the program requirements. A student must maintain a 3.0 GPA in order to remain in good academic standing. See the Graduate Bulletin for specific information. An F or NC grade yields no unit or course credit.

Students who score less than B- in more than two 600-level courses may be subject to disqualification.

Withdrawal from a course must be submitted to the Registrar's Office by the published withdrawal date. Failure to withdraw officially from a course will result in a grade of F (see Withdrawal).

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## GRADE APPEALS

A student who wishes to appeal a grade should first contact their faculty member. If a student wishes to appeal the faculty member's decision after the grade posting, he or she must submit a written request within four weeks to the Chair, Program Director, or Dean of the student's college. If the appeal process cannot be resolved, an impartial three person faculty panel will be assigned by the Chair of the Graduate Council to review the request. The panel will individually interview the faculty person and the student. After the interviews, review, and discussion, the panel will submit a formal decision to the Chair of the Graduate Council, whose decision will be final.

School of Education appeals should be directed to the Program Coordinator. If the appeal cannot be resolved, the issue will then be submitted to the Associate Dean, and if necessary, the Dean.

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## INCOMPLETE GRADES

"I" (Incomplete) indicates that the student's work is incomplete. The student must remove the "I" within one year of receiving it, except in the case of courses involving a number of hours of internship work or a thesis project, when the time limit is two years. For students in the MBA Program who elect to do the Integrative Project, the time limit is one year. For students in the MBA Program who elect to do the Integrative Project, the time limit is one year. In those cases, the IP (Work in Progress) code is used. A graduate department or program may have further limitations on the time the "I" must be removed, and the student is notified herewith to consult the particular program in the Bulletin or the Department Chairperson or Director on this further limitation. If an incomplete has not been removed after the specified period of time, the incomplete grade will automatically change to a "W" (Withdrawal). Students who wish to retake the course must pay regular tuition for the repeated course. Students carrying any "I" grades toward a degree are not permitted to take a comprehensive examination until all "I" grades have been removed or additional course requirements are completed.

When a professor has granted an “I,” it is the student’s responsibility to arrange a deferred grade. The professor submits a “Deferred Grade Form” with the final grade to the Registrar’s Office. Incompletes which are not removed within the time limit given are computed as “I.” A student with two incompletes will be blocked from registration.

If a graduate student enrolls in an undergraduate course (000–499), receives a grade of “I” and fails to complete the work in the specified time period, the grade defaults to an “F.”

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## **INDEPENDENT STUDY**

Most programs will allow graduate students to take no more than two classes as independent study. Consult the individual Program Director for further information.

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## **LEAVE OF ABSENCE**

A leave of absence for a stipulated time (no more than two years) may be granted upon written request. The appropriate form may be obtained in the Office of the Registrar. The commitment deposit, if any, is retained during the leave of absence. Students on leave must notify the Registrar and the Program Director of intent to return in order to be able to register for classes. Should the student extend the Leave of Absence beyond the two year period and wish to enroll in classes, formal application for readmission must be made through the Graduate Admission Office.

Students who wish to reapply to a program after a leave of absence would need to retake all courses taken prior to five (5) years of their readmission term.

The last day on which a currently enrolled student may take a leave of absence from the University (all courses) is listed in the University Calendar for each term. A student taking a leave of absence from the University on or before this date receives a grade of “W” for each course. A student attempting to take a leave of absence from the University after this date receives a grade of “F” for each course in progress.

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## **MID-TERM DEFICIENCIES**

The Program Director may send out mid-term deficiency notices notifying students of unsatisfactory work as submitted by instructors. These are for notification purposes only and are not printed on the academic transcript.

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## **NON-DEGREE STUDENTS**

Non-degree students are those who are not pursuing a formal graduate program but who are eligible to take courses at LMU. If such a student is taking 500 or 600 level courses, he or she will be a non-degree graduate student. If the student is taking strictly undergraduate courses (400 or lower), he or she will be a non-degree undergraduate student and must be enrolled through Undergraduate Admissions. Students may take more than two courses while in the nondegree status; however, only two courses taken in the non-degree status may apply toward a degree or credential. Normally, non-degree students are not allowed to take MBA, or Film, Television and Screenwriting, as well as Marriage and Family Therapy courses. Admission to the non-degree status does not guarantee admission to degree candidacy or credential recommendation.

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## **PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS**

Under the provision of the Family Educational Rights and Privacy Act of 1974, a student is entitled to review the educational records related to the student which are maintained by the University. A student may request the correction of inaccurate or misleading data through informal or formal hearings. For further information, contact the Registrar’s Office of the University.

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## **PROGRAM COMPLETION**

The normal time allowed for the completion of degree programs is **five years**. A student who has not completed the degree within five years must request an extension of time. If the extension is granted by the Program Director or Dean of the student’s college, the student may be required to undertake additional coursework. Some departments have a shorter limit for the completion of the program.

A minimum of 30 graduate semester hours (500 and 600 level) and a minimum 3.0 (“B”) grade point average are necessary to qualify for completion of a program. See individual program descriptions for specific and additional graduation requirements.

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## **REGISTRATION/LATE REGISTRATION**

The days of advanced registration, registration, and late registration are listed in the University Calendar. All students must follow the registration procedures as established by the University Registrar. A student is not considered registered until official clearance has been obtained by the Controller’s Office and proof of successful registration is given by the Registrar’s Office. The official academic program consists of the courses in which the student is enrolled at the close of official registration.

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## REPEATING COURSES

Students may repeat a course previously taken at LMU in a subsequent term one time only, including any withdrawals; the prior occurrence is excluded from the cumulative grade point average but remains on the transcript. Please note that although the GPA for that term will change accordingly, the academic status of the previous term will not change. Courses taken on a credit/no credit basis may not be used as a repeat course that would exclude from the cumulative average the grade of a prior occurrence taken on a letter grade basis.

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## TRANSCRIPTS

Official transcripts of courses taken at the University are issued only with the written permission of the student concerned. Partial transcripts are not issued. Transcripts show all Loyola Marymount University work completed as of the date of application for the transcript. Work in progress accompanies the transcript. Requests for transcripts to show end of current semester's work are held until all grades are recorded. Transcript requests are processed in accordance with the date of filing. Transcripts will not be issued when a student has outstanding financial obligations to the University. In this case, the student will be notified by the Controller's Office.

Transcripts from other institutions which have been presented for admission or evaluation become a part of the student's permanent academic file and are not returned or copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the appropriate institutions.

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## TRANSFER CREDIT

In order to receive credit toward a degree for post-baccalaureate work taken at other colleges and universities, the student must obtain a general petition to transfer credit from the Registrar's Office. Two official transcripts recording the transfer courses must be sent directly by the institution to the Graduate Admissions Office or the Registrar's Office. If approved by his/her Department, Program Director, and/or Dean of the student's college, a student may transfer a maximum of two applicable courses of approved graduate credit from an accredited institution for work completed no more than five years ago. No course credit may be transferred unless the grade received was at least a "B" (3.0). If a course was used to satisfy a degree requirement, it usually cannot be used for transfer credit with the exception of core or prerequisite requirements. School of Education students please refer to page 89.

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## WITHDRAWAL FROM COURSES

Students, when considering a withdrawal from a course, are encouraged to speak to the instructor and advisor. The last day on which a student may withdraw from a course(s) is listed in the University Calendar for each term. Students who fail to withdraw formally from a course receive an "F."

After the deadline, students may withdraw from courses only for medical or psychological reasons. A written petition with accompanying documentation from a licensed professional should be submitted to the Registrar with the signature of the Dean of the student's major college. The documentation from the licensed professional must certify that the student is not able to complete the semester for medical or psychological reasons. If approved, the student will be withdrawn from all courses and not a portion of the course schedule. Students are eligible for tuition and fee refunds according to the University's published policy. Additional documentation from a licensed professional is required indicating that the student is able to resume study at the University.

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## WITHDRAWAL FROM THE UNIVERSITY

A withdrawal from the University is the termination of the academic program and course of study and the rights and privileges offered to the currently enrolled students.

A student with current enrollment may withdraw from the University by following the steps outlined in the section **Withdrawal from Courses**. A student with no current enrollments may withdraw from the University by written notice given to the Registrar's Office.

# Academic and Student Support Services

## UNIVERSITY LIBRARIES

The Charles Von der Ahe Library, named for its principal donor, was constructed in 1959 and doubled in size in 1977. It contains the collections of the University's Westchester campus which totals approximately 398,000 books and bound periodicals, 12,000 various media titles, 140,000 microfilms, and 3,113 current periodical subscriptions in paper format and over 16,000 electronic periodical subscriptions. In addition to the Library's online catalog, LINUS, network access is also available to online index databases such as *FirstSearch™*, *EBSCOhost™*, *Proquest Direct™*, and the University of California's online library catalog, *MELVYL*, and to CD-ROM databases such as the *Catholic Periodical Literature Index™*, *ERIC™*, and *PsycLit™*. The Library's Instruction Program offers classroom instruction in information literacy and database searching.

The Department of Archives and Special Collections houses collections of art, rare books, manuscripts and the University Archives. Notable holdings include the St. Thomas More, Oliver Goldsmith and the Helena and John Weadock Collection of rare English and American first editions. Other important collections are the papers of the motion picture producer Arthur P. Jacobs, best known for the *Planet of the Apes* series and the Werner Von Boltensern postcard collection which contains a million cards. The Department also houses the Research Collection of the Center for the Study of Los Angeles which collects research materials relating to local public officials, post-World War II developers, late twentieth-century reformers and prominent Catholic families.

The Library's Media & Reserve Services Department provides reserve materials for student classwork, as well as equipment and materials in various multi-media formats. Study carrels are equipped so that students can listen to audiocassettes, compact discs and LP's, and view videocassettes, laserdiscs, slides, filmstrips, and CD-ROMs. More information about the library may be found at <http://www.lmu.edu/library>



## INFORMATION TECHNOLOGY SERVICES

LMU Information Technology Services (ITS) maintains the campus' voice and data communications network.

**LMU-Net • Network** (Ethernet) data connections are available in all Residence Halls and Apartments on-campus. LMU-Net provides students on-campus with a broadband Internet (Web Browser) connection and access to LION student e-mail.

**Student E-Mail •** All registered students receive an LMU e-mail account. LMU student e-mail addresses follow the convention: **loginname@lion.lmu.edu**

LMU student e-mail is accessible via any web browser.

Visit the LMU website at <http://www.lmu.edu>. Click the link for "Student E-Mail" on the lower section of the page.

Student e-mail can also be accessed at <http://lion.lmu.edu>. First time users may lookup their e-mail addresses by following the "First Time Users" link.

The LION e-mail account is used for official University communications and thus it is very important that students check for messages.

Students who use an alternate e-mail account (i.e. Hotmail, Yahoo, etc.) may choose to forward their LION messages there. Forwarding options may be accessed by logging into the LION system. E-Mail forwarding instructions are available at the "E-Mail Instructions" link on [lion.lmu.edu](http://lion.lmu.edu).

**Computer Labs •** The St. Robert's Computing Lab, located in the St. Robert's basement is a "hybrid" facility, equipped with both Mac and PC workstations.

The Von der Ahe Computing Lab, located in the library basement, contains PC workstations. Students may contact the Lab Coordinator at x84489 for more information.

Other computing labs on campus are designed to meet specific departmental academic functions. Students may contact the Director of Academic Computing and Instructional Technology at x87537 for more information about these specialty labs.



*The Academic Computing Lab, Seaver Hall.*



**Help Desk** • The ITS Help Desk, located on the basement level of the Hilton Business Center, provides computing, network, and telecommunication support for LMU students. This office serves as a single point of contact for students requiring assistance on technology related issues including network connectivity, e-mail, telephone, and voicemail.

The Help Desk is open Monday – Thursday from 8:00 a.m. to 7:00 p.m., and Fridays 8:00 a.m. to 5:00 p.m.

Telephone: (310) 338-7777 • E-mail: HelpDesk@lmu.edu

**On-Campus Telephone Service** • A telephone jack and active service is provided for each residence room. For additional information, please see the Resident In-Room Guide for visit [ITS.lmu.edu](http://ITS.lmu.edu)

**Web Site** • Additional information about LMU Information Technology Services may be obtained via the ITS website located at [ITS.lmu.edu](http://ITS.lmu.edu)

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## DISABILITY SUPPORT SERVICES

Disability Support Services provides specialized assistance and resources that enable students with physical, perceptual, psychological, and learning disabilities to achieve maximum independence while they pursue their educational goals. Staff specialists constantly interact with all areas of the University to eliminate physical and attitudinal barriers.

Students with a temporary or permanent disability that could affect their academics may be eligible for a variety of services. To be eligible, students must provide documentation for their disability from a qualified licensed professional. The documentation must be no older than three years and should provide an educational history, including an analysis of how the disability affects the student's academic performance. An evaluation of the effectiveness of any accommodations that the student has previously received, test scores if appropriate, and a formal diagnosis of the disability should also be included. For more information, please contact the Coordinator of Disability Support Services at **(310) 338-4535** or TTY **(310) 338-1871**, or visit our Web page at <http://www.lmu.edu/dss>

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## CAREER DEVELOPMENT SERVICES

The Office of Career Development Services, in support of the mission of Loyola Marymount University and the Division of Student Affairs is dedicated to the developmental process of education of the whole person. Students and alumni may participate in a wide variety of services including on-campus recruiting, career and graduate information fairs, workshops, employment listings, education professional files, mock interviews, career counseling, internships and part-time job referrals. Students and alumni may contact Career Development Services by calling (310) 338-2871 for more information on these services and upcoming events. Office hours are 8am - 5pm Monday - Friday with extended hours on Wednesdays from 5pm - 7pm when classes are in session. MBA students and alumni are encouraged to visit the Office of MBA Career Services located in Hilton Center or by calling (310) 338-7558.

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## STUDENT PSYCHOLOGICAL SERVICES

Student Psychological Services is a safe place to help students develop their full personal, social, and academic potential.

Staffed by professional psychologists and other mental health professionals, confidential counseling services are provided free to full-time, registered students. Student Psychological Services offers individual, couple, and group counseling, plus workshops and educational programs on topics of interest to students.

Student Psychological Services is located on the north side of the Burns Recreation Center, 2nd Floor. Office hours are 8:00am to 5:00pm Monday, Tuesday, Thursday and Friday, and 8:00am to 7:00pm on Wednesdays. During office hours, appointments may be scheduled by calling **(310) 338-2868** or you may stop by. Personal emergencies or crises do not require an appointment. After hours, please call Public Safety at **(310) 338-2893**.

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## HEALTH SERVICES

Student Health Services provides a wide range of services to meet most students' needs including: immunizations, treatment for acute illness and injuries, and routine gynecological services. The health center's staff of patient-friendly caregivers includes a board certified internist, nurse practitioners, registered nurses and an x-ray technologist. Graduate and Law Students enrolled in 6 or more units pay a \$40 per semester fee if they access the Health Center. There are nominal charges for prescribed medication, lab work, x-rays, or other necessary medical supplies. Students are seen on an appointment-only basis. To make an appointment or get further information, call **(310) 338-2881**. Also visit [www.lmu.edu/stuaff/health](http://www.lmu.edu/stuaff/health). All medical records are covered by the laws of confidentiality of the State of California.

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## **LEARNING RESOURCE CENTER**

The Learning Resource Center, located on the second floor of Daum Hall, is a place where LMU students can enlist the help of specialists and tutors to enhance the learning process. Every LMU student is invited to make use of the LRC's free services and workshops. The Center's full-time specialists in writing, mathematics, and learning skills, as well as its peer tutoring staff, are ready to work with students to encourage those essential learning skills which bring greater academic and personal success. In addition, the Center offers tutoring in many LMU courses. For additional information on LRC Services, contact the LRC coordinator at **(310) 338-7677** or visit <http://www.lmu.edu/lrc>

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## **HOUSING**

A limited number of on-campus graduate student housing is available. It operates on a first come first-served basis.

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## **CAMPUS MINISTRY**

Campus Ministry helps and encourages students to recognize their own values and to mature as individuals within community in relationship with others and with God. To achieve this goal, Campus Ministry offers a variety of programs including communal worship, sacramental preparation, spiritual direction, retreats, and programs dealing with social justice and peace. These programs focus not only on the problems challenging society, but also on concrete and effective ways to impact public policies that can make a difference. Campus Ministry seeks to be of service to all LMU students. Its programs and personal counseling are open to anyone.

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## **OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS**

The Office of International Students and Scholars (OISS) promotes the general interest of international education, mutual understanding, and cultural exchange through the administration of international services, programs and opportunities for greater collaboration among the international and local communities. Members of LMU's international community come from more than seventy countries to study, do research, and teach at LMU and to experience living in the United States and interact with its people. The OISS provides vital immigration assistance to international students and faculty both at the Westchester campus and Loyola Law School in matters relating to the maintenance of their non-immigrant status under LMU's international programs, in compliance with the regulations of the U.S. Department of Homeland Security, U.S. Citizenship and Immigration Services, and the U.S. Department of State.

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## **FOOD SERVICES**

There are three main campus dining facilities to accommodate the needs of graduate students. The Lion's Lair and the University Hall Dining Commons offer a wide selection of ready-made salads, carvery, individual pan pizzas, frozen yogurt, Mexican food, submarine sandwiches, daily specials, burgers, fries and a variety of hot and cold beverages. The Terrace Room is an all-you-can-eat Food Court Cafeteria which offers a variety of menu items. There are always fresh baked goods, as well as a full service salad and deli bar. Zebra Express, an outdoor coffee bar, and the Lion's Den offer a full range of gourmet coffee drinks and limited snack foods.



*Proud and happy graduates on their biggest day of the year.*

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## **BOOKSTORES**

In addition to textbooks, two campus bookstores offer a comprehensive line of school, office, and art supplies, trade books, clothing, gift items, and snack foods. The main bookstore is located on the ground floor of the Malone Student Center and a gift and snack shop is located on the 1st floor of University Hall. To place an order on-line, visit our website at [www.efollett.com](http://www.efollett.com)

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## **CAMPUS RECREATION**

The state of the art Burns Recreation Center houses the Department of Campus Recreation. The Department continually strives to meet the recreational needs of the LMU community.

The Burns Recreation Center is comprised of a 7,000 square foot weight room containing free weights, individual weight machines, treadmills, lifecycles, stairmasters, and elliptical machines. The Main Gym accommodates two courts of basketball or volleyball, while the upstairs gym is a single court used for recreation or special events. Two multipurpose rooms are located upstairs and provide space for aerobics, kickboxing, yoga, table tennis and more. An outdoor 50-meter pool is located steps from the men's and women's locker rooms. The conveniently located juice bar provides for a refreshing stop following a workout.

Intramural Sports provides a wide range of structured sports and activities such as Flag Football, Volleyball, Soccer, Indoor Soccer, Basketball, Softball and more. The Intramural Sports philosophy is "play for fun" and everyone is welcome to participate regardless of ability.

Group Exercise classes are available throughout the year. These programs allow individuals to drop in for an aerobics class, learn self defense in a kick boxing class, or stretch and relax with a yoga session. Nutritional seminars, weight training clinics, and advice from Personal Trainers are also available.

The Aquatics program provides a variety of opportunities including swimming laps, water aerobics and exercise, and a learn-to-swim program. Whether looking to improve your technique or just to swim some laps, the 50-meter pool is the place to be.

The Club Sports program offers LMU students the chance to compete against club teams from other universities. Competitive Club Sport opportunities currently exist for Rugby, Men's Lacrosse, Women's Lacrosse, Women's Volleyball, and Men's Soccer. Recreational clubs currently exist for Scuba Diving.

Campus Recreation is the place to come for all your recreational needs. For membership information, please contact Member Services at (310) 338-1720. (Please see *Tuition and Fees* for current rates.)

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## **LMU CHILDREN'S CENTER**

Programs available for children, 6 weeks of age through 6th grade. Please contact Anita Velasquez at **(310) 338-2319**.

# Tuition and Fees

The tuition, fees, and other charges described under Tuition and Fees are good faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission. Tuition increases are effective at the start of the 2003 Summer Session.

**The University reserves the right to change upon reasonable notice any of the fees printed in this Bulletin. Generally, all funds are non-refundable unless stated otherwise. Graduate student tuition is determined by the primary program of enrollment.**

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## GRADUATE TUITION PER SEMESTER HOUR

Department of Marital and Family Therapy .....	\$730.00
Film and Television.....	\$730.00
Engineering and Production Management (EAPM) .....	\$860.00
MBA / MBA Certificate / PGM.....	\$860.00
Other Masters Programs .....	\$695.00
Doctorate Education .....	\$900.00

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## OTHER FEES

Application Fee ( <i>Mandatory</i> ).....	\$50.00
(Payable upon filing of application – not refundable)	
Registration Fee ( <i>Mandatory</i> )	
Full-time semester.....	\$50.00
Part-time semester.....	\$25.00
Summer session .....	\$50.00
Mandatory Accident Insurance estimated cost per year (For all graduate students enrolled in 7 or more units.) .....	\$100.00
Sickness Insurance Plan estimated cost per year .....	\$390.00
(See explanation under Payment of Student Charges.)	
Student Recreation Facility Fee: ( <i>Voluntary for Graduate Students</i> ) .....	\$120.00 per year
.....	\$60.00 per semester
.....	\$5.00 per guest/visit
Health Service Use Per Semester, Graduate Students ( <i>Optional</i> ).....	\$40.00
MBA Student Association Fee, per semester ( <i>Mandatory</i> ).....	\$50.00

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## MISCELLANEOUS FEES – Generally all miscellaneous fees are non-refundable unless stated otherwise

Deferred Payment Fee ( <i>Mandatory</i> ) .....	\$90.00
Late Payment Fee .....	\$75.00
Directed Teaching Fee, per Semester Hour ( <i>Mandatory</i> ).....	\$25.00
Thesis or Project Binding Fee ( <i>Mandatory</i> ).....	\$26.00
Returned Check Fee ( <i>Mandatory</i> ) .....	\$25.00
Late Financial Clearance Fee ( <i>Mandatory</i> ).....	\$75.00
Collection Charge.....	\$75.00 up to 40% of outstanding balance

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## BOARD PROGRAMS

Four (4) LMU Voluntary Campus Dining Plans are offered by Sodexo USA. Both the Malone Center and University Hall Dining Facilities will feature restaurant style food selections.

Lion Dollar Food Plans are non-refundable.

Plan L, per academic year .....	\$3,600.00
Plan I, per academic year .....	\$2,700.00
Plan O, per academic year .....	\$2,250.00
Plan N, per academic year .....	\$1,800.00

Commuter-students may purchase any of the plans listed above, or, open an “S” plan account with a minimum value of **\$100.00** and increments thereof.

(These rates are subject to change.)

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**DEGREE APPLICATION**

Graduation Fee ( <i>Mandatory</i> ).....	\$140.00
Confidential File for students who are working for or who have obtained their Master's degree or teaching credential, Initial Fee .....	\$30.00

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**FINANCIAL RESPONSIBILITIES**

Any unpaid charges or fines such as parking, library, etc. incurred by a student while in attendance at the University will be charged to the student's account.

The tuition, fees, and other charges described under Tuition and Fees are good faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission. Tuition increases are effective at the start of the Summer Session.

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**PAYMENT OF STUDENT CHARGES**

Tuition and fees are payable by the semester. Normally, financial clearance is necessary prior to registration. This may be obtained from the Controller's Office at the time of payment or by arranging a Payment Plan (described below).

Registration may be cancelled for any student whose check in payment of tuition or fees is returned unpaid from the bank. Pre-registration will not be permitted if a student's account is delinquent.

The annual Sickness Insurance is mandatory if students are enrolled in 7 or more units. It may be waived by submitting a waiver card to the Controller's Office by September 1, 2004 for the Fall Semester. New and returning students who are enrolled for 7 or more units for the first time during the academic year will be charged a prorated amount for the Spring Semester unless a waiver card is submitted by February 1, 2005.

International (Visa) students, regardless of the number of units in which they are enrolled, must purchase the Mandatory International Student Sickness Insurance. ***The International Sickness Insurance may not be waived***, and the cost is estimated at \$490.00 for individuals, with additional costs for dependents.

Failure to pay tuition and other outstanding debts will result in the withholding of academic transcripts. A student's diploma will not be released until all debts are satisfied in full. Future registration is subject to denial due to outstanding balances.

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**PAYMENT PLANS**

Students who prefer to meet academic expenses from their monthly income may apply for a deferred payment agreement. This requires a partial payment at the time of registration and a payment plan throughout the semester. (A \$75.00 fee will be assessed).

The University monthly Late Payment fee of \$75.00 is charged to all delinquent accounts.

Company reimbursement students are required to pay the semester charges and fees within 30 days after the official semester grades are mailed. The University is not responsible for postal mailing delays. Any outstanding balance owed after the company reimbursement deadline is payable regardless of employer delays.

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## FINANCIAL REFUND POLICY

Refunds for tuition and/or housing are made only after a complete (dropping all courses) withdrawal or leave of absence from the University has been processed by the Registrar and, in the case of a resident student, also by the Housing Office. For resident students, if the official withdrawal dates from the Registrar and Housing Office are different, the respective dates will be used for tuition refunding purposes. (See the accompanying table for the allowable refund percentage). Meal plans are refunded on a pro-rata usage basis. A student should complete the Withdrawal/Leave of Absence form in the Office of the Registrar and, if a resident student, the withdrawal form in the Housing Office.

The University strives to meet the expectations of its students and tries to act compassionately in times of crisis which may interrupt a student's semester studies so that she/he could or should not finish the semester. In an attempt to ease the cost of tuition, the refund policy is in place to allow for a sliding refund for those who withdraw from all courses in a given semester according to the following schedule. This policy applies to, but is not limited to, the following leave or withdrawal reasons: hospitalization, illness, moving out of the area, employment changes/relocation, and family related emergencies.

No refund may be given for registered courses which a student did not attend and did not withdraw from within the full refund period. No refund or cancellation is granted to a student who withdraws from a portion of his/her program after the end of the withdrawal period. The following refund schedule applies:

### Fall 2004 Semester

#### Withdrawal Percentage

- 100% through September 3, 2004
- 90% through September 9, 2004
- 70% through September 17, 2004
- 50% through September 25, 2004
- 25% through October 23, 2004
- 0% after October 24, 2004

### Spring 2005 Semester

#### Withdrawal Percentage

- 100% through January 14, 2005
- 90% through January 16, 2005
- 70% through January 25, 2005
- 50% through February 1, 2005
- 25% through March 3, 2005
- 0% after March 4, 2005

The University's refund policy complies with the Higher Education Amendments Act.



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## REFUND PAYMENTS

Refund credits are applied to the student's account. Refunds of credit balances will be made in accordance with Federal guidelines. Refunding of credit balances are subject to a holding period until verification that funds received have cleared the University's bank. Refund payments are issued in the name of the student unless written authorization from the student is received to the contrary.

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## SECURITY INTEREST IN STUDENT RECORDS

A student may not receive any diploma, certificate, or transcript until all accounts, current or otherwise, have been settled in accordance with University and Agency requirements. Delinquent students will be prohibited from future registration until all balances are resolved to the University's satisfaction. Such documents and services will be retained by Loyola Marymount University as security for such obligations until they are satisfied.

If a student defaults on payments of a Federal Perkins Student Loan, Federal Family Educational Loan, Institutional Loan, or fails to satisfy exit interview requirements, a security interest in records and services will remain in effect until debts and requirements are satisfied. Exit interviews are administered through the Loan Office and Financial Aid Office.

# Financial Aid

The Graduate Financial Aid Office is available to serve those students who require financial aid to pursue their graduate education at Loyola Marymount University. Financial Aid is awarded in the form of scholarships, grants, loans and employment. To be eligible for federal, state or LMU financial aid programs, students must be U.S. citizens or eligible non-citizens. Eligible students must not be in default or owe a refund to any federal financial aid program.

Counseling and information are available to students and prospective students on a walk-in or appointment basis.

## **RIGHTS AND RESPONSIBILITIES**

### *Financial Aid and Academic Load:*

In order to be eligible for financial aid, a student must be enrolled in a minimum of 3.0 units of graduate 500 or 600 level coursework in a Masters or Credential program each semester and maintain satisfactory academic progress. Should a student drop below the minimum academic load, or drop below the number of units the student lists on their Graduate Financial Aid Application, it may be necessary to recalculate financial aid for that semester. Graduate students may receive financial aid for a maximum of **ten (10)** semesters. Students enrolled in Non-Degree, Certificate or Continuing Education programs are not eligible for federal or state financial aid.

### *Refund Calculations:*

When students receiving financial aid are eligible for a refund or cancellation of LMU charges, their financial aid funding will also be adjusted. The graduate financial aid officer will calculate the adjustment and notify the Controller's Office. Any resulting refund due to federal or state programs will be made by LMU for the student. Any resulting charge will be added to the student's account.

### *Maintaining Financial Aid Eligibility (Financial Aid Probation):*

Financial aid recipients must complete a minimum of 6 units towards their graduate program each academic year (Fall Semester, Spring Semester and Summer Sessions) and maintain a 3.0 cumulative and semester grade point average. Grades of "F", "NC", "AU", and "W" do not count.

Students failing to meet the above requirements are placed on Financial Aid Probation and given two semesters to complete the required units and/or raise their cumulative or semester grade point average. If a student is not eligible to be removed from Financial Aid Probation after two semesters, the student's dean or program director is required to review the student's academic record and recommend to the Graduate Financial Aid Office whether to extend or deny the student additional financial aid.

### *Appeals Procedure:*

The University has established an appeals procedure to insure equitable treatment of all financial aid applicants and recipients. Appeal forms are available for download at [www.lmu.edu/financialaid](http://www.lmu.edu/financialaid).

### *Applying for Financial Aid:*

- Complete the 2004-2005 Free Application for Federal Student Aid (FAFSA).
- Complete the 2004-2005 LMU Graduate Financial Aid Application.
- Complete the General Scholarship Application.

Applications can be received through the Graduate Financial Aid Office. The above named applications are available to download at [www.lmu.edu/financialaid](http://www.lmu.edu/financialaid)

The deadline for the FAFSA and all other forms for Fall 2004 applicants, is June 1, 2004. Financial Aid forms should be completed by December 1, 2004 for those students who will be enrolling beginning in Spring 2005. Students can apply after these dates, but are not guaranteed to have financial aid funds available by the start of the semester.

Please utilize the financial aid website, [www.lmu.edu/financialaid](http://www.lmu.edu/financialaid) to stay informed of deadlines and other pertinent graduate financial aid information.

Any fraudulent use of financial aid funds is cause for immediate suspension or dismissal, as well as discontinuance of future financial aid. This includes, but is not limited to, fraudulent statements on Financial Aid Forms, inaccurate tax returns, and Student Time Cards for both hours worked and signatures obtained.

## PROGRAMS OF ASSISTANCE

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### GRANTS

**Cal Grant** — Students who received a Cal Grant within a year of beginning an Elementary or Secondary Credential program may apply to renew their Cal Grant for one additional year. Students must complete the Free Application for Federal Student Aid and the Cal Grant G44 renewal forms. The G44 is available in the Office of Graduate Financial Aid.

**Assumption Program of Loans for Education (APLE)** — The APLE program may assume up to \$19,000 in educational loans in exchange for teaching service in designated California schools recognized by the California Student Aid Commission. The APLE program is limited to students enrolled in the School of Education's Teaching Credential program. Students in this program must apply while they are working towards the first credential. Applications are available in the Graduate Financial Aid Office. Students must submit completed application to the Graduate Financial Aid Office to be considered for candidacy. The California Student Aid Commission will contact applicants to communicate whether or not they have been selected to receive the benefits from the APLE program. Repayment of outstanding Federal Loans begins at the end of the first year of full-time teaching after students have received their teaching credential and continue for the subsequent three full-time teaching years provided they stay in a school recognized by the California Student Aid Commission. The program assumes up to \$4,000 in educational loan debt after the first year of full-time teaching service and up to \$5,000 for each of the second, third and fourth consecutive years of teaching. {Please visit the California Student Aid Commission's website, [www.csac.ca.gov](http://www.csac.ca.gov) for additional information.

**Catholic Teacher Discount\*** — Students who teach full-time in Catholic Elementary or Secondary Education or work full-time in Catholic Ministry are eligible to apply. Students must be enrolled in an Education Master's, Teaching Credential program, or a Master's degree program in English, Philosophy, Theology or Pastoral Studies. Information on how to apply for the grant is available each year in mid April.

**LMU Graduate Grant** — Students are awarded this grant based on academic achievement and financial need. Students must complete the Free Application for Federal Student Aid, the Graduate Application for Financial Aid and the General Scholarship Application.

**Religious Grant** — LMU funds a grant of 25% of total tuition costs for members of the Catholic clergy or Catholic religious orders. Applicants must complete the Graduate Application for Financial Aid and Religious Confirmation Form. Applicants will be awarded on a first come, first-served basis until all monies have been allocated.

**University Department Grant** — Students may apply for tuition grants from their college or department. Amounts vary by program. Students must complete the Free Application for Federal Student Aid, the Graduate Application for Financial Aid, and the General Graduate Scholarship Application.

**The Graduate Scholarship application may be downloaded from the financial aid website at [www.lmu.edu/financialaid](http://www.lmu.edu/financialaid).**

\*Formerly Graduate Burns Grant

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### EMPLOYMENT

**Graduate Assistantships** — Students in all graduate programs can apply for various two-year positions on campus. About 15 positions are available yearly. The average pay is \$17 per hour. Contact the Graduate Admissions office for information on current openings.

**MBA Research Assistantships** — MBA students can apply for 8 positions to work with MBA faculty for a maximum of 20 hours per week. Contact the MBA Office to obtain an application.

**Teaching and Lab Assistantships** — Students interested in an assistantship position should contact their school or department as limited positions are available each year.

**Federal College Work Study** — Maximum earnings of \$3,200 per academic year for work on campus. Recipients must be found eligible under federal guidelines. Contact the Graduate Financial Aid Office to discuss your eligibility.

**Career Development** — LMU provides employment assistance to students interested in part-time or full-time off-campus jobs. Contact Career Development Services at (310) 338-2871.



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## LOANS

**The Federal Stafford Loan** — All students enrolled in a Master's program or combined Master's and Credential *may be eligible* to borrow up to \$18,500 per academic year. Students enrolled only in Credential programs *may be eligible* to borrow up to \$10,500 per academic year. The amount of the loan cannot exceed LMU's determination of your cost of education less other grants, scholarships or work awards from any source. Some students may qualify to have the interest on part of their Stafford Loan paid by the federal government while they are in school. Eligibility will be based on the student's household income and assets. The interest rate for the Stafford Loan is variable. The interest rate is adjusted every July 1st and will not exceed 8.25%.

**Federal Loan Eligibility and Provisionally Admitted Students** — Provisionally admitted students who must submit verification of their Bachelor's degree cannot receive a federal loan disbursement until their final college transcript or a certification of completion has been received by the Graduate Admissions Office.

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## SCHOLARSHIPS

### ■ BUSINESS

*Francesca Salvo Memorial Scholarship* (International Business emphasis only).

*Robert W. Zinn Memorial Scholarship* (Marketing emphasis only).

### ■ FILM AND TELEVISION

*Film and Television Scholarship* – These scholarships are made possible by donations from the Metromedia Scholarship Fund, the J.E. Moser Scholarship Fund, the Mervyn Leroy Scholarship Fund, Harold Lloyd Memorial Fund, and the Daniel Murphy Scholarship Fund.

### ■ MARITAL AND FAMILY THERAPY

*Marital and Family Therapy Scholarship* is available to Marital and Family Therapy students based on financial need.

*The Elizabeth Taylor Marital and Family Therapy Scholarship* is awarded to students who are specifically involved in AIDS-related work.

*The HARC Foundation Art Therapy Scholarship* is awarded to students who work with abused children.

*The Maxine Borowsky Junge Scholarship* is awarded to women entering the program in mid-life.

### ■ SCHOLARSHIPS FOR ALL GRADUATE PROGRAMS

*Endlein Scholarship* is a donated scholarship for African American and American Indian students and is based on financial need.

You may apply for these scholarships when completing the General Graduate Scholarship Application.

### ■ OTHER SOURCES

The College Aid Sources for Higher Education Program (CASHE) is a national scholarship search database.

Publications on finding scholarships and grants are available in the reference section of the library.

The Graduate Scholarship Notebook is a compilation of currently available scholarships that students may apply for. It is available for viewing in the Financial Aid Office.

FastWEB ([www.fastweb.com](http://www.fastweb.com)) is a database of 180,000 private scholarships, fellowships, grants, and loans on the World Wide Web. Students receive results which match their profile via e-mail.

**Please visit our website: [www.lmu.edu/financialaid](http://www.lmu.edu/financialaid) to access additional information regarding grants and scholarships.**



*The tranquil setting of the Charles Von der Ahe Library is conducive to focused study.*

# *Bellarmino College of Liberal Arts*

## *Master of Arts Programs in*

■ *English*

■ *Philosophy*

■ *Theological Studies*

### **College of Liberal Arts**

**Office Location:** University Hall (4th Level)

**Telephone:** (310) 338-2716

**Fax:** (310) 338-2704

Kenyon S. Chan, Ph.D., Dean

John Popiden, Ph.D., Associate Dean

### ■ **INTRODUCTION**

The College of Liberal Arts offers the Master of Arts (M.A.) in Counseling Psychology, English, Philosophy, Pastoral Theology, and Theology. The purpose, admission requirements, and program requirements for each of these areas are described in the pages that follow.



*The fountain patio at University Hall is a favored retreat for faculty, staff, and students.*

# English

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- *Literature Emphasis*
- *Creative Writing Emphasis*
- *Rhetoric and Composition Emphasis*

**Graduate Director:** Paul Harris, Ph.D.  
**email:** pharris@lmu.edu  
**Website:** bellarmine.lmu.edu  
**Office Location:** University Hall, Room 3828  
**Telephone:** (310) 338-4452  
**Fax:** (310) 338-7727



*Dr. Paul Harris, Associate Professor and Director of the Graduate English Program, interacting with one of his students.*

## **FACULTY**

### **Professors:**

Linda Bannister, Chairperson, Ph.D., Southern California  
Mel Bertolozzi, Ph.D., California, Davis  
Robert Caro, S.J., Ph.D., Washington  
Frances Gussenhoven, R.S.H.M., Ph.D., Stanford,  
Professor Emerita  
David Killoran, Ph.D., Tulane  
Richard Kocher, Ph.D., Southern California  
Sharon Locy, Ph.D., California, Davis  
John M. Menaghan, Ph.D., California, Berkeley  
Barbara Rico, Ph.D., Yale  
Chuck Rosenthal, Ph.D., Utah  
Greg Sarris, Fletcher Jones Chair of Literature and Writing,  
Ph.D., Stanford  
Theresa de Vroom, Ph.D., Southern California  
Lucy Wilson, Ph.D., Temple  
Gail Wronsky, Ph.D., Utah

### **Associate Professors:**

Paul A. Harris, Ph.D., Graduate Director, California, Irvine  
Holli Levitsky, Ph.D., California, Irvine  
John Reilly, Ph.D., Cornell

### **Assistant Professors:**

Stuart Ching, Ph.D., Nebraska  
Juan Mah y Busch, Ph.D., Cornell  
Robin Miskolcze, Ph.D., Nebraska  
Kevin Joe Peters, Ph.D., Nebraska  
Kelly Younger, Ph.D., University College, Dublin

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## *Mission Statement*

The Department of English at Loyola Marymount University offers a Master of Arts degree in English with a Literature Emphasis, a Master of Arts degree in English with a Creative Writing Emphasis, and a Master of Arts degree in English with a Rhetoric and Composition Emphasis. We are committed to the interdependence between literature and writing. We believe that the act of engaging the literary and rhetorical fields involves the production of literary, critical, or theoretical texts, and that broad-based reading in the tradition of literature provides the necessary foundation for more focused study and analysis. Therefore, we offer Literature Emphasis, Creative Writing Emphasis, and Rhetoric and Composition Emphasis students an introduction to graduate scholarship within a range of possible critical, rhetorical, and creative modes, while offering the intellectual background and literary study which makes their course of study both theoretically and historically self-conscious.

All emphases within the M.A. program address the needs of a diverse student population; those going on to doctoral programs in literature, literary theory, rhetoric, or creative writing; those pursuing literary or commercial writing careers; those teaching in high schools and community colleges.

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## ADMISSION REQUIREMENTS

- 1) The applicant for the degree of Master of Arts in English should have completed with a 3.0 (“B”) average a minimum of seven upper division undergraduate English courses. For applicants to the Literature Emphasis, at least six of these courses should be in literature, including one in Shakespeare. For applicants to the Creative Writing Emphasis, at least two of these courses should be in creative writing and at least four in literature, including one in Shakespeare. Applicants to the Rhetoric/Composition Emphasis should have undergraduate preparation in literature and theory, and/or creative, and/or professional writing courses. Any undergraduate preparation in Rhetoric or Composition, linguistics or peer tutoring/writing lab experience is welcomed though not required.

Any deficiency in grades or course work in undergraduate preparation will require that prerequisite courses at the undergraduate level be taken before work on the ten courses for the Master’s degree may be begun. No course at the 600 level may be taken before the prerequisites are completed. A 600-level course taken before the completion of the prerequisite may be counted toward neither the prerequisites nor the requirements for the Master’s degree.

- 2) Applicants must submit two letters of recommendation. Recommendations should be obtained from individuals who are in a position to comment on the applicant’s academic and personal suitability for pursuing graduate work in English.
- 3) Applicants should write an ambition statement (1½ – 2 pages) in which they indicate which emphasis (Literature, Creative Writing, Rhetoric/Composition) they wish to enter. Applicants should also discuss relevant prior experiences (i.e., academic, research work, creative writing, or other life experiences) and their career goals. This statement should be included with the basic application.
- 4) A 10 – 15 page writing sample is required of all applicants. Applicants to the Literature or Rhetoric/ Composition Emphasis should submit a sample of their critical writing; applicants to the Creative Writing Emphasis should submit samples of their creative writing and critical writing.
- 5) The General Test of the Graduate Record Examination (GRE) is a prerequisite requirement for all applicants.
- 6) The deadline for the receipt of all materials is April 1.

### Teaching Fellowships

Students applying for Teaching Fellowships are asked to include, along with their application materials, the following: a resume or c.v.; a letter of application for the Teaching Fellowship; and two letters of recommendation which specifically address their potential abilities as teachers of College Writing. These letters are in addition to letters submitted for admission to the M.A. program.

### Raines Research Assistantships

Raines Research Assistantships are available to qualified graduate students by invitation of individual faculty members. These assistantships are paid at \$10 per hour for a maximum of 120 hours per academic year. Teaching Fellows are not eligible for Raines Research Assistantships due to federal government financial aid restrictions.

### Graduate Assistantships

Graduate Assistantships are also available. Students who qualify would work an average of 20 hours per week during the regular semesters. The rate of pay is about \$17.00 per hour.

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## DEGREE REQUIREMENTS



*Happy faces on graduation day.*

Work for the degree of Master of Arts in English includes a minimum of 10 courses (30 semester hours) plus the Comprehensive Examination (0 semester hours). Courses selected must be approved by the Director of the Graduate English program. For the completion of the Master of Arts in English, all students are required to take Contemporary Critical Theory and a Major Writer Seminar. In addition, we strongly suggest that students take courses in as many of the following areas as possible: 1) Old English, Middle English, or Renaissance literature; 2) Restoration or 18th Century literature; 3) 19th Century or modern English literature; 4) American literature; and 5) a literary genre. Creative Writing students must take a Creative Thesis course after having completed the prerequisite Creative Writing Seminars. All students must take at least four courses at the 600 level. Courses in the 500 group which receive a grade of “B-” or less will not count toward the degree.

- **LITERATURE EMPHASIS (Ten Courses)**
  - Contemporary Critical Theory (1)
  - Major Writer (1)
  - Literature and Theory Electives (6-8)
  - Creative Writing Seminar (0-2)
- **CREATIVE WRITING EMPHASIS (Ten Courses)**
  - Contemporary Critical Theory (1)
  - Major Writer (1)
  - Creative Writing Seminar (3-4)
  - Literature and Theory Electives (3-4)
  - Creative Thesis (1)
  - (At least 2-3 of the elective courses should be in literature or cross-listed as literature.)
- **RHETORIC AND COMPOSITION EMPHASIS (Ten Courses)**
  - Contemporary Critical Theory (1)
  - Major Writer (1)
  - Literature and Theory Electives (3)
  - Rhetoric and Composition Theory and Practice (4)
  - Linguistics or Reading Theory (1)
  - (At least 2 of the elective courses should be literature or cross-listed as literature.)

**ENGL 691 The Comprehensive Examination (0 sem. hrs.)**

The Comprehensive Examination will be based on a reading list including major works in English and American literature, literary theory, and/or rhetorical theory.

The Comprehensive Examination will consist of a three-hour written examination, followed within one week by an oral examination.

Students are urged to familiarize themselves with the details of procedures that are described in the Graduate Handbook available from the Department.

**Foreign Language Requirement**

Applicants for the degree of Master of Arts in English who wish a recommendation for doctoral work are encouraged to pass an examination designed to test their ability to translate materials pertaining to their field in either French, German, Spanish or Latin.

**Course Descriptions**

**Survey Courses**

All courses are 3 semester hours unless otherwise noted.

**ENGL 502 • The Arthurian Romance**

A study of Arthurian legend from Geoffrey of Monmouth to Sir Thomas Malory.

**ENGL 503 • English Literature of the Middle Ages**

English literature, from the Normans to the Tudors.

**ENGL 504 • Chaucer**

The works of Chaucer, particularly *The Canterbury Tales*.

**ENGL 511 • Literature of the Renaissance**

English literature, exclusive of drama, from Thomas More to the death of Elizabeth I.

**ENGL 512 • Seventeenth Century Poetry**

English poetry in the Metaphysical and Cavalier traditions, including the works of Jonson, Donne, Herrick, Herbert, and Marvell.

**ENGL 513 • Milton**

The poetry and selected prose of John Milton.

**ENGL 521 • British Literature, 1660-1800**

Studies in British literature of the Restoration and Eighteenth Century, exclusive of the novel.

**ENGL 522 • Eighteenth-Century English Novel**

The development of the English novel in its first century.

**ENGL 531 • Romantic Poetry**

English poetry from Blake to Keats.

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**ENGL 532 • Nineteenth Century English Novel**

The development of the English novel from Austen to Hardy.

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**ENGL 533 • Victorian Literature**

Selected works of major poets and prose writers of the period from 1832 to 1900.

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**ENGL 534 • Literature of the Holocaust**

A study of the literature of the Holocaust including fiction, poetry, drama and film.

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**ENGL 541 • British Fiction: 1900-1950**

A study of British novels and short fiction from 1900 to 1950.

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**ENGL 542 • British Fiction: 1950 to the Present**

A study of British novels and short fiction from 1950 to the present.

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**ENGL 543 • British Poetry, 1900-1950**

A study of the poetry of Yeats, Eliot, Auden, Thomas and other modernists.

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**ENGL 544 • Modern Irish Literature**

A study of Irish literature from 1900 to World War II.

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**ENGL 545 • Contemporary Irish Literature**

A study of Irish literature from the end of World War II to the present.

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**ENGL 546 • The Irish Renaissance**

A study of the period from the 1890s through the 1920s in Ireland focusing on the effort of Irish writers (and others) to preserve the rich legacy of Irish culture and carry it forward into the modern age.

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**ENGL 551 • Early American Literature, Art, and Ideas**

An interdisciplinary survey of representative writers, artists, and philosophers from the colonial, revolutionary, and transcendental periods.

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**ENGL 552 • American Romanticism**

The study of such representative American writers as Poe, Hawthorne, Melville and Whitman.

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**ENGL 553 • American Realism and Naturalism**

The study of such representative American fiction writers as Twain, James, and Crane.

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**ENGL 554 • Modern American Fiction**

The study of such representative novelists as Hemingway, Faulkner, Anderson, and Fitzgerald.

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**ENGL 555 • American Fiction Since 1950**

A study of American novels and short fiction from 1950 to the present.

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**ENGL 556 • Modern American Poetry**

The study of representative American poets from Whitman to the mid-twentieth century.

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**ENGL 557 • Modern Drama**

British, American, and Continental drama, from Ibsen to O'Neill.

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**ENGL 558 • Caribbean Literature**

The study of representative writers from the English-speaking Caribbean, such as George Lamming, Jean Rhys, Sam Salvon and Jamaica Kincaid.

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**ENGL 559 • Survey of Literary Criticism**

The principles and practice of literary criticism from the ancient Greeks to World War II.

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**ENGL 561 • Contemporary Literary Criticism**

The principles and practice of literary criticism from World War II to the present.

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**ENGL 562 • Contemporary Rhetorical Theory**

Textual analysis and production based on contemporary rhetorical theory.

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**ENGL 563 • Creative Writing Seminar**

An intensive writing class in fiction, poetry, drama, creative non-fiction, or some combination of these genres.

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**ENGL 565 • Theory of Teaching Writing and Literature**

A course for current and future teachers of composition and literature designed to facilitate the application of theory to pedagogy.

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**ENGL 566 • Metaphor: Theory and Practice**

A course investigating metaphor theoretically and in the students' own writing.

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**ENGL 567 • Style in Writing**

An examination of prose styles and theories of style to help students develop their own writing styles.

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**ENGL 568 • Advertising Copywriting**

Advanced practice in writing ad copy.

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**ENGL 569 • Linguistics**

An introduction to issues in linguistics, such as phonology, morphology, syntax, and sociolinguistics.

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**ENGL 571 • Writing the Novella: Workshop**

Practice in writing extended narrative forms.

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**ENGL 574 • Rhetoric and Media**

A study of persuasion and rhetorical strategies used by the media.

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**ENGL 575 • The Art of Rhetoric**

A survey of rhetoric from the classical to the modern period.

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*Panoramic view of Xavier Hall and the Chapel.*

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**ENGL 577 • Major Figures in Rhetoric and Composition**

A course exploring one to three major theorists/writers in rhetoric and/or composition.

Note: Does not count as a major writer course.

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**ENGL 579 • The Phenomenology of Reading**

A course in the phenomenon of reading from a variety of perspectives – reading theory, linguistics, literary theory and rhetoric.

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**ENGL 580 • Comparative Drama**

An exploration of dramatic text, theory, and criticism that leads the student to an appreciation of theatre both as a literary and performance art.

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**ENGL 581 • Novel into Film**

Literature adapted for the screen.

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**ENGL 584 • The Black Aesthetic**

Study of theories of African American aesthetics.

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**ENGL 585 • Portraits of the Artist**

Fictional, poetic, and dramatic portraits of the developing artist.

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**ENGL 586 • Literature of the Grotesque**

A survey of the thematic of the grotesque in world literature, arts, and film.

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**ENGL 598 • Special Studies**

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**ENGL 599 • Independent studies • 1 - 3 sem. hrs.**

For complete descriptions of the following seminars, consult the Program Director.

**ENGL 601 Seminar in a Literary Period**

**ENGL 602 Seminar in a Genre**

**ENGL 603 Seminar in a Major Writer**

**ENGL 604 Seminar in Literary Theory**

**ENGL 605 Contemporary Critical Theory**

**ENGL 606 Seminar in Rhetoric**

**ENGL 607 Seminar in Composition Theory**

**ENGL 610 Seminar in Writing**

**ENGL 691 Comprehensive Examination (M.A.)**  
0 sem. hrs.

**ENGL 693 Comprehensive Examination (M.A.T.)**  
0 sem. hrs.

**ENGL 697 Creative Writing Thesis**

**ENGL 698 Special Studies**

**ENGL 699 Independent Studies**



# Philosophy

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**Graduate Director:** Mark D. Morelli, Ph.D.

**email:** Mmorelli@lmu.edu

**Website:** bellarmine.lmu.edu/philosophy/

**Office Location:** University Hall 3641

**Telephone:** (310) 338-7384

**Fax:** (310) 338-5997

**Department Secretary:** Alexis Dolan

**Telephone:** (310) 338-1937

**email:** Adolan@lmu.edu



*LMU's commitment to academic excellence draws students with a strong dedication to learning.*

## FACULTY

### Professors:

Jasper Blystone, Dr. Phil., Mainz

Mary Elizabeth Ingham, C.S.J., Ph.D., Fribourg

James G. Hanink, Ph.D., Michigan State

Mark D. Morelli, Ph.D., Toronto

Elizabeth A. Murray, Ph.D., Toronto

Timothy Shanahan, Chairperson, Ph.D., Notre Dame

### Associate Professors:

W. Scott Cameron, Ph.D., Fordham

Christopher Kaczor, Ph.D., Notre Dame

Eric D. Perl, Ph.D., Toronto

### Assistant Professors:

Jason Baehr, Ph.D., Washington

Thomas Sherman, Ph.D., Toronto

Brad Stone, Ph.D., Memphis

Brian Treanor, Ph.D., Boston College

Robin Wang, Ph.D., University of Wales, Cardiff

Jeffrey Wilson, Ph.D., Emory

### Adjunct Professor:

Richard Morris, M.A., Glasgow

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## Mission Statement

The M.A. program at Loyola Marymount University is marked by three emphases: the history of Philosophy, including recent and contemporary continental philosophy; ethical studies; and philosophy informing and informed by the Catholic and Jesuit tradition. Our students are invited to acquire a solid grasp of the history of Philosophy, both Western and Eastern, and to pursue specialized studies of a range of philosophical issues and figures. The program is designed for students who seek the comprehensive background and training required for admission to and success in a Ph.D. program in Philosophy, as well as for those who wish to complement their studies in related disciplines with the Master of Arts in Philosophy. A special feature of our M.A. Program is our commitment to imparting to students the skills associated with effective teaching as they broaden and deepen their philosophical understanding.

### THE DEPARTMENT

The Loyola Marymount University Department of Philosophy has a long-standing commitment to excellent teaching, careful advising, and productive scholarship, and is dedicated to providing a collegial and friendly environment conducive to ongoing intellectual development. We encourage both students and faculty to engage in collaborative inquiry and discussion. While the department as a whole values a strong foundation in the history of philosophy, it is pluralistic in its orientation. The Department is distinguished by its desire to familiarize students with the full range of philosophical traditions and issues: western and eastern, continental and analytic. The special interests of our faculty cover a broad range of systematic topics and historical periods, providing resources for a wide variety of specialized studies.

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## ADMISSION REQUIREMENTS

1. The General Test of the Graduate Record Examination (GRE) (Waived for some foreign applicants)
2. Demonstration of undergraduate competence in Philosophy, as evidenced by the completion of an undergraduate major or minor in Philosophy, or strong undergraduate preparation in a closely related field. The competency of students with non-traditional backgrounds will be determined in interviews with the Program Director.
3. An undergraduate GPA of 3.0.
4. Two letters of recommendation testifying to the student's aptitude for graduate studies in Philosophy, from professors familiar with the student's undergraduate work.
5. A personal statement, of no more than four typed pages, on why the applicant wishes to pursue philosophical studies at the graduate level.
6. A writing sample of approximately 10 typed pages, preferably of philosophical writing.
7. The deadline for the receipt of all materials is March 15 for the fall semester and November 1 for the spring semester.

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## FINANCIAL ASSISTANCE

Graduate Research Assistantships and tuition grants are available and are awarded for a two-year period. Research Assistantships are more than sufficient to cover tuition costs. Grant amounts vary and are awarded on the basis of both merit and need. A number of on-campus jobs are available by application as well. Several Teaching Fellowships are also available to students during their third semester. Only those students who elect to participate in the TOP Program are eligible for Teaching Fellowships.

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## DEGREE REQUIREMENTS

The two-year program requires 30 credit hours of course work (10 – 600 level courses), successful completion of a reading proficiency examination in French, German, Latin, or Greek, and successful completion of comprehensive examinations. Students are expected to take six courses in their first year, and four in their second. Students may complete their credit requirement with their own choice of graduate courses. A portion of the course requirement may be fulfilled by graduate course work in the Departments of English or Theological Studies with the approval of the Program Director. Students must maintain a 3.0 GPA to remain in good standing.

### **Teacher Orientation and Practicum (TOP)**

Students may elect to participate in the TOP Program. Students who wish to be considered for a Teaching Fellowship in their third semester must participate in the TOP Program. The aim of TOP is to introduce students to the practical and pedagogical tasks involved in teaching at the undergraduate level, and to provide basic instruction in the effective performance of those tasks. TOP is administered by members of the Department of Philosophy in collaboration with the staff of the university's Center for Teaching Excellence. It includes both instructional sessions and practical applications. The instructional sessions provide guidelines for the preparation of course descriptions and syllabi, assignments and examinations, and for the grading of assignments and examinations. In addition, they offer guidelines for the preparation and delivery of lectures and the conduct of classroom discussions. The practical applications include: interviews with faculty members about their approaches to teaching and their methods, their successes and their failures; preparation of sample course descriptions and syllabi; preparation and delivery of one guest lecture in a lower-division Philosophy course, with optional videotaping, student evaluations, and a final review of the student's performance. Ongoing assistance is provided by experienced, full-time members in the Department of Philosophy. Students participate in TOP in the second and third semesters of the M.A. Program and receive a Certificate of Participation upon completion of the program.

### **Comprehensive Examination**

The Comprehensive Examination is a one-and one-half hour oral, conducted by three faculty members. Its aim is to probe, assess, and evaluate a student's own developing epistemological, metaphysical, and ethical positions.

### **Language Requirement**

Before completion of the program students must demonstrate reading proficiency in French, German, Latin, or Greek. Language examinations are offered every semester and may be retaken.

## Course Descriptions

All courses are 3 semester hours unless otherwise indicated.

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### PHIL 602 • Plato

An exploration of selected dialogues, informed by a study of the various interpretations of the dialogues from Aristotle to the present.

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### PHIL 604 • Aristotle

A close study of Aristotelian texts. Aristotle's psychology, metaphysics, or ethics and politics may be emphasized in a given semester.

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### PHIL 606 • Classics of Chinese Philosophy

A study of the classic texts of the Confucian and Taoist traditions, including the *Analects*, *Mencius*, *Doctrine of the Mean*, *The Great Learning*, *Tao Te Ching*, *Chuang Tzu*, and *The Art of War*.

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### PHIL 610 • Philosophy in Late Antiquity

A study of major philosophical currents after Aristotle, which may include Neo-Platonism, Stoicism, and early Christian reactions to Greek philosophy.

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### PHIL 612 • Practical Wisdom

A study of Aristotle's notion of *phronesis* as understood by medieval thinkers.

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### PHIL 614 • Aquinas

An exploration of major themes in the thought of the 13th-century Dominican Thomas Aquinas through seminal works such as the *Summa Theologiae* and the *Summa Contra Gentiles*.

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### PHIL 616 • Divine and Human Willing

A study of the nature and role of the will, both human and divine, in Duns Scotus and William of Ockham.

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### PHIL 618 • Divine Foreknowledge and Human Free Will

A study of medieval reflection on the foreknowledge question from Augustine's *De ordine* to Ockham's *Divine foreknowledge* and human freedom, including writings of Boethius, Anselm, Aquinas, and Scotus.

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### PHIL 624 • Early Modern Philosophy

A study of selected thinkers and themes in 17th and 18th century European philosophy, focusing on the major works of seminal philosophers such as Descartes, Spinoza, Malebranche, Pascal, Locke, Leibniz, Berkeley, and Hume. Topics may include reality, knowledge, perception, reason, causation, identity, substance, mind, and God.

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### PHIL 630 • Kant

An in-depth study of selections from the three critiques and other writings, with attention to the relevant secondary literature.

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### PHIL 634 • Hegel

A close reading of Hegel's *Phenomenology of Spirit* with the aid of the major commentators.

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### PHIL 636 • Kierkegaard

A study of Kierkegaard's philosophical psychology through an examination of his pseudonymous works, including *Either/Or*, *Fear and Trembling*, *Repetition*, *The Concept of Anxiety*, *Concluding Unscientific Postscript*, and *The Sickness Unto Death*.

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### PHIL 638 • Heidegger

A study of major themes in Heidegger's philosophy, beginning with *Being and Time* and including other major texts from the later periods of his thought.

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### PHIL 640 • Wittgenstein

A close study of the *Philosophical Investigations* along with the *Tractatus* and *On Certainty*. Topics include the nature of mind, language, and the relation between language and the world in the philosophy of Wittgenstein.

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### PHIL 642 • Hermeneutics

A consideration of the philosophical questions raised by the interpretation of historically and culturally distant texts and artifacts. We will pay close attention to the work of Hans-Georg Gadamer, the most famous 20th century exponent of "philosophical hermeneutics."

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### PHIL 644 • Critical Theory

A look at contemporary "critical theorists," scholars who – inspired by Kant, Hegel, Marx, and Freud – share two apparently incompatible convictions: first, that philosophy must acknowledge the historical, economic, political, psychological and sociological factors that constrain and distort our thinking; and second, that this discipline of radical self-criticism can lead to insight, change, and growth.

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### PHIL 647 • American Philosophy

A study of issues and movements in American Philosophy, such as Transcendentalism, Pragmatism, and Neo-Pragmatism.

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### PHIL 648 • Lonergan

A study of Lonergan's cognitional theory, epistemology, metaphysics, and ethics, in *Insight* and later works.

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### PHIL 654 • Contemporary French Philosophy

A study of twentieth-century figures in French philosophy. This seminar may be devoted to one or more of the following figures: Bergson, Marcel, Ricoeur, Levinas, Foucault, Derrida, and/or DeLeuze.

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**PHIL 656 • Epistemology**

This course addresses the philosophical dimensions of the cognitive life. It explores questions about the nature and sources of knowledge – and even its very possibility. Such questions lead to further considerations about, for example, skepticism and the problem of epistemic regress; the foundationalism vs. coherentism and internalism vs. externalism debates; the classical debates between rationalism and empiricism and, too, realism and idealism. The course might also investigate fresh developments in virtue epistemology, social epistemology, and feminist epistemology.

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**PHIL 662 • Metaphysics**

An exploration of the thesis that the personal self is the most dynamic dimension of reality, contrasting both classical metaphysics and phenomenological realism with a range of reductionist accounts of the person. Particular points of contact include economism, scientism, and individualism.

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**PHIL 664 • Philosophy of Mind**

A examination of the nature of mind and its relation to the physical world. Topics might include consciousness, subjectivity, the self, personal identity, neuroscience, cognitive psychology, artificial intelligence, and cognitive ethology.

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**PHIL 666 • Philosophy of Science**

A detailed philosophical examination of some aspect of natural science. Topics might include science and pseudoscience, scientific explanation, theoretic confirmation, laws of nature, scientific revolutions, scientific realism, and social constructivism.

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**PHIL 670 • Social and Political Philosophy**

A study of the interrelation of the person and community, focussing on such questions as: Is the human person, at the deepest level, a whole rather than a part? How can we best evaluate contractarian, utilitarian, and natural law views of the common good? Does liberal individualism do justice to either the person or the common good?

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**PHIL 672 • Virtue Ethics**

A study of contemporary reappropriations of Aristotle by such authors as MacIntyre, Anscombe, Veach, and Porter.

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**PHIL 678 • Ethics**

A survey of major ethical theories including those of Aristotle, Kant, and Mill.

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**PHIL 682 • Topics in Philosophy and Religion**

A study of selected topics in the philosophy of religion, such as God, faith and reason, including an examination of both historical and contemporary discussions of these topics.

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**PHIL 684 • Christian Philosophy**

A study of the history of the relationship between reason and Christian scripture, philosophy and christology, as the foundation of a “Christian philosophy” understood (1) as a philosophical interpretation of Christian subject-matter and (2) as a distinctive mode of doing philosophy.

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**PHIL 696 • Teacher Orientation and Practicum**

**0 sem. hrs.**

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**PHIL 697 • Comprehensive Examinations**

**0 sem. hrs.**

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**PHIL 698 • Special Studies**

**1-3 sem. hrs.**

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**PHIL 699 • Independent Studies**

**1-3 sem. hrs.**

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*University Hall houses faculty offices, classrooms and many other facilities.*

# Department of Theological Studies

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Master of Arts Programs in

## Theology & Pastoral Theology

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**Graduate Director:** Douglas Burton-Christie, Ph.D.  
**Office Location:** University Hall, Room 3753  
**Telephone:** (310) 338-1921



*Theology faculty enjoying a light moment.*

### FACULTY

#### Professors:

Christopher Key Chapple, Ph.D., Fordham  
John A. Coleman, S.J., Casassa Professor, Ph.D. California, Berkeley  
John R. Connolly, Ph.D., Marquette  
James L. Fredericks, Ph.D., Chicago  
Marie Anne Mayeski, Ph.D., Fordham  
Thomas P. Rausch, S.J., Chilton Professor, Ph.D., Duke  
Herbert J. Ryan, S.J., S.T.D., Gregorian, Rome  
Jeffrey S. Siker, Chair of the Department, Ph.D., Princeton Theological Seminary  
Daniel L. Smith-Christopher, D. Phil., Oxford  
James J. Walter, O'Malley Professor, Ph.D., Katholieke Universiteit te Leuven

#### Associate Professors:

Wilkie W.K. Au, Ph.D., California, Santa Barbara  
Douglas Burton-Christie, Graduate Director, Ph.D., Graduate Theological Union  
Michael P. Horan, Ph.D., Catholic University of America  
John R. Popiden, Ph.D., Notre Dame

#### Assistant Professors:

Anthea Butler, Ph.D., Vanderbilt  
Roberto Dell'Oro, S.T.D., Gregorian, Rome  
Michelle A. Gonzalez, Ph.D., Graduate Theological Union  
Kristen E. Heyer, Ph.D., Boston College  
Charlotte C. Radler, Ph.D., Chicago  
Jeffrey VanderWilt, Ph.D., Notre Dame

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### Mission Statement

**The Master of Arts in Theology** provides students with a firm foundation in the methods of biblical, historical, systematic, and moral theology, with special emphasis on the Roman Catholic tradition. The program engages students in a wide range of ethical and cross-cultural concerns, and in ecumenical and interreligious dialogue.

**The Master of Arts in Pastoral Theology** engages the student in theological reflection on ministerial practice and concerns as preparation for active ministry in a pluralistic society. The program provides a theological foundation in methods of biblical, historical, systematic, and moral theology with special emphasis on the Roman Catholic tradition. It includes courses in liturgy, spirituality, faith and culture, Christian formation, pastoral theology, Hispanic and African-American ministry.

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## ADMISSION REQUIREMENTS

- **Baccalaureate degree from an accredited institution.**
- **Sufficient background in theology or religious studies.**
- **Demonstrated ability to do graduate studies.**

This last requirement can be fulfilled by providing a range of information including: graduate work completed or advanced degree obtained; evidence of undergraduate work, including G.P.A. and submission of written academic work (e.g., a term paper); scores received on the GRE, the Miller Analogies, or other standardized tests (recommended but not required); a personal interview.

Applicants need to indicate the particular Master of Arts program to which they are applying.

All applicants for admission to the master's degree programs are required to submit a Graduate Division application and \$50.00 fee; two copies of all post-secondary transcripts; and two letters of recommendation from persons acquainted with the applicant's professional and academic background. All materials should be sent to the Graduate Admissions Office. Applicants who have applied for admission may be formally admitted or may be required to fulfill prerequisites before being formally admitted.

All materials for admission must be received in the Graduate Admission Office by the dates listed below.

Applications received after these deadlines will be reviewed on an individual basis.

**May 1st for the Fall Semester**

**November 15 for the Spring Semester**

**April 1 for the Summer Session**

Students may take graduate courses in non-degree status with permission of the Graduate Director.



*Dr. Michelle Gonzalez, assistant professor of Theological Studies, specializes in U.S. Minority, Third World, and Feminist Theologies.*

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## DEGREE REQUIREMENTS

### ■ MASTER OF ARTS IN THEOLOGY

CORE COURSES (five courses – 13 sem. hrs.)

- THST 600 Foundations of New Testament Theology  
(OR THST 603 Foundations of Old Testament Theology)  
THST 620 Foundations of Historical Theology  
(OR any one course from the 620's)  
THST 630 Introduction to Systematic Theology  
THST 660 Foundations of Christian Moral Life  
THST 692 Graduate Pro-Seminar (1 sem. hr.)  
(usually taken during the first semester)

THEOLOGY ELECTIVES (17-23 sem. hrs.)

Theology students are to complete an additional 17 semester hours under the thesis option or 23 semester hours under the comprehensive exam option to be selected in consultation with the student's advisor.

#### **Comprehensive Exam Option**

36 semester hours of course work plus a comprehensive examination.

#### **Thesis Option**

30 semester hours of course work plus six semester hours acquired through successful completion of a Master's Thesis. Students complete the thesis course work over two semesters by enrolling in the Thesis Seminar. The Thesis Seminar is required for the two semesters that students are enrolled in the thesis. The Seminar will meet regularly and is intended to help students in preparing and writing their thesis.

### ■ MASTER OF ARTS IN PASTORAL THEOLOGY

CORE COURSES (six courses – 16 sem. hrs.)

- THST 600 Foundations of New Testament Theology  
(OR THST 603 Foundations of Old Testament Theology)  
THST 630 Introduction to Systematic Theology  
THST 660 Foundations of Christian Moral Life  
(OR one course from the Historical area (620's))  
THST 670 Foundations of Pastoral Theology  
THST 675 Pastoral Theology Integration Seminar  
(Students are required to take 3 semesters of this 1 unit class)  
THST 692 Graduate Pro-Seminar (1 sem. hr.) (usually taken during the first semester)

## PASTORAL THEOLOGY ELECTIVES (20 sem hrs.)

Pastoral Theology students are required to take one three unit course in either Liturgy, Religious Education, or Spirituality and select other elective courses offered by the Department of Theological Studies after consultation with their advisor. The program is designed to allow a student to develop a track in a particular area of interest, including liturgy, spirituality, religious education, faith and culture, or pastoral ministry. Under special circumstances, students may take up to two courses (six semester hours) outside the department.

### **Pastoral Synthesis Project (PT capstone)**

The Pastoral Synthesis Project is the required capstone experience for all Pastoral Theology students. The project is designed to elicit familiarity with scholarly sources and pastoral analysis of issues that impact the contemporary practice of ministry. The project is not solely a research paper nor a reflection paper, but a synthesis of both. The project is typically done in the last semester of the Pastoral Theology program.

## **Course Descriptions**

**All courses are three semester hours unless otherwise noted.**

### **Biblical Theology**

#### **THST 600 (Core)**

##### **Foundations of New Testament Theology**

This course presents critical issues in current biblical interpretation of the New Testament. In particular, attention is given to the significance of historical, literary, social, and theological aspects of the New Testament writings, as well as to contemporary interpretive methodologies and the pastoral dimensions of interpretation.

#### **THST 603 (Core)**

##### **Foundations of Old Testament Theology**

This course examines central issues in the interpretation of the Hebrew Bible, with attention to sociological, historical, literary, and theological dimensions of the Hebrew Bible, as well as the methodology of interpretation.

#### **THST 607 • Topics in the Gospels**

##### **(This course may be repeated for credit)**

This course explores aspects of contemporary studies of the Gospels, focusing on one of the canonical Gospels and its relations to other canonical and non-canonical Gospels, with attention to the search for the historical Jesus, the investigation of the Evangelist's communities and traditions, and later theological appropriations of the Gospels.

#### **THST 609 • Paul the Apostle**

This course explores the life and letters of Paul in their historical, literary, social, and theological contexts, as well as issues in contemporary interpretation of Pauline theology.

### **Historical Theology**

#### **THST 620 (Core) • Foundations of Historical Theology**

A study of the specific role which historical investigation plays in constructive and critical theology; this study uses, as its major case study, the development of the Christian doctrine of God and Christ as articulated in the classical period and developed up to the scholastic period.

#### **THST 621 • Patristic Theology**

The emergence of theology in pastoral and liturgical reflection on the biblical tradition in the first six centuries of the church's life: theology from the time of Ignatius of Antioch to Gregory the Great.

#### **THST 623 • History of Christian Spirituality**

This course will explore the rich and complex tradition of Christian spirituality, with a particular focus on the unfolding quest for wisdom within that tradition. Particular attention will be given to (a) developing a critical approach to the study of Christian spirituality, (b) understanding the relationship of spirituality and history, (c) cultivating the art of reading classic spiritual texts and (d) retrieving classic themes of spirituality for contemporary use.

### **THST 625 • Medieval Theology**

An introductory survey beginning with Bede's retrieval and transformation of the patristic legacy and ending with the dissolution of the scholastic tradition.

### **THST 630 (Core) • Introduction to Systematic Theology**

This course investigates how theology attempts to translate the Christian message into new situations. Theological issues include revelation, faith, God and trinity, christology, the church, sin and grace, and sacramental and liturgical theology. Attention is given to their historical development as well as their contemporary significance, particularly in light of philosophical, cultural and religious pluralism.

### **THST 631 • Christology**

An historical and systematic investigation of the Christian understanding of Jesus Christ and his significance for salvation. Topics include the historical Jesus, the Christ of faith, New Testament christology, the early christological councils, the historical development of philosophical christology, and contemporary christologies.

### **THST 632 • Issues in Christian Spirituality**

This course examines some of the issues of contemporary Christian spirituality in the light of how certain exemplary Christians in earlier ages envisioned them. Questions such as the nature of spirituality, the integration of a contemplative attitude in life activity, Christian freedom, images of God and the role of culture in the formation of spirituality are addressed.

### **THST 640 • Issues in the Contemporary Church**

This course explores various ecclesiological and theological issues in the contemporary church, such as theologies of the church, authority and its exercise, ordained and unordained ministry, women in the church, ecumenism and the church of tomorrow.

### **THST 643 • Feminist Theology**

A study of feminist theology from its historical antecedents to its roots in the changing experience of women. It considers the essential methodologies of feminism, important feminist theologians, and the contributions of feminism to contemporary theology as a whole.

### **THST 650 • Liturgical Theology: History and Interpretation**

This course examines the foundational period of the early church as the setting for the establishment of liturgy and its synthesis with culture. The methodology involves an exploration of liturgy in particular cultural contexts, including the important Christian centers of Jerusalem, Antioch, North Africa, Rome, and Constantinople, and the contemporary theological implications of these developments.

### **THST 652 • The Rites**

This course will survey several of the seven official sacraments of the Roman Catholic Church in both their historical development and their liturgical practice, focusing on five in any given semester. (Formerly THST 678)

### **THST 653 • Sacraments and Sacramentality**

An in-depth study of the theology of Christian sacraments and the symbolization of divine grace.



*University Hall houses state-of-the-art classrooms, counseling centers, computer labs, auditoriums, multimedia centers, a food court, and the Career Development Center.*



## Moral Theology

### **THST 660 (Core) • Foundations of Christian Moral Life**

This course familiarizes students with the language of Christian moral discourse. By focusing on methodological issues and the sources informing Christians about their moral life, students identify the complex personal dynamics of being and becoming Christian.

### **THST 661 • Catholic Social Teachings**

A study of the last one hundred years of Catholic social teachings, including papal encyclicals from Leo XIII to John Paul II, conciliar documents from Vatican II, and statements and letters issued by episcopal conferences and episcopal synods.  
Prerequisite: THST 660

### **THST 662 • Issues in Moral Theology Today**

This course examines the writings of rival moral theologians today and their competing perspectives. Particular practical problems to be discussed vary and may include business ethics, sexual ethics, war and peace, and social ethics.  
Prerequisite: THST 660

### **THST 663 • Issues in Bioethics**

This course will introduce the student to the basic theological concepts, frameworks, and analyses that have been used by both Catholic and Protestant theologians in their discussions of bioethics. Topics such as assisted reproductive technologies, abortion, genetic control, care of severely handicapped neonates, death and dying, and the meaning and application of “quality of life” to contemporary issues will be discussed in both lecture and seminar formats.

## Pastoral Theology

### **THST 670 (PT Core) • Foundations of Pastoral Theology**

A review of the biblical, historical and theological sources for constructing a theology of pastoral ministry which is appropriate to various contemporary pastoral settings and functions. The relationship between pastoral theology and other branches of theology is considered.

### **THST 671 \* Pastoral Approaches to Religious Education**

An exploration of, and reflection on, the history and theory of Christian religious education, treating the relationship between religious education and allied fields of pastoral care, liturgy, justice and service activities which serve to foster the development of faith.

### **THST 672 \* Skills for Pastoral Ministry**

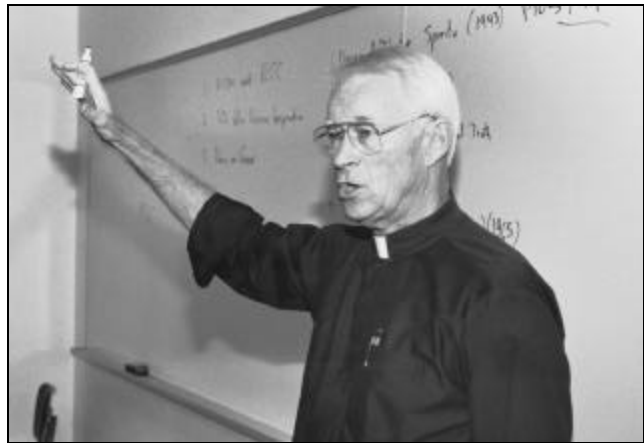
This course, involving both theoretical and experiential learning, focuses on personal and interpersonal dynamics and skills that foster effective pastoral ministry. Topics include the spiritual formation of ministers, collaborative ministry, facilitating prayer, and a generic helping process for spiritual direction, pastoral counseling, and formation in various pastoral settings.

### **THST 673 \* Faith and Culture**

An exploration of the nature of faith and culture and their interrelationship. An analysis of inculturation and its relevance to ministry and pastoral care in church and society.

### **THST 675 • Pastoral Theology Integration Seminar 1 unit (PT Core) (must be taken 3 times)**

This seminar seeks to foster a stronger link between academic learning and the personal and professional concerns of students especially as related to pastoral ministry.



*Father Thomas Rausch, Professor of Theological Studies, has served the University for over 30 years.*

### **THST 676 (PT Capstone) • Pastoral Synthesis Project 0 sem. hrs.**

The project is designed to elicit familiarity with scholarly sources and pastoral analysis of issues that impact the contemporary practice of ministry.

### **THST 677 • Pastoral Liturgy**

This course examines the role of liturgy in the lives of Christians and their communities, exploring the tensions between liturgical norms and liturgy as practiced and experienced.

### **THST 678 • The Theology of the Parish**

This course focuses on the history, theology and practice of Roman Catholic parishes in the United States. As an exercise in practical theology, students reflect on the lived practices in parishes and the theology of the church that emerges therefrom.

### **THST 679 • Special Topics in Pastoral Theology**

## Comparative Theology

### THST 680 • Comparative Theology

This course provides a review of the historical roots of the current situation of religious pluralism. It examines and evaluates relevant methodological proposals for comparative theology and clarifies the relationship of comparative theology to inter-religious dialogue, the history of religions and the Christian theology of religions. It also offers an opportunity to engage in the practice of comparative theology through the interpretation of texts.

### THST 681 • Comparative Religious Ethics

This course begins with a comparative survey of ethics as found in the world's religious traditions. Specific issues such as war and peace, euthanasia, and environmentalism are then examined.

### THST 682 • Comparative Mysticism

In this course, Christian mysticism as found in the writings of Teresa of Avila and Meister Eckhart is compared and contrasted with the interior traditions of India and East Asia, including Samkhya, Yoga, Taoism, and Yogacara Buddhism.

## Special Studies

### THST 690 • Directed Research

**1-3 sem. hrs.**

Through selected readings and individually directed study, a student can concentrate in a specific field of research or area of ministry. This course is designed for those students whose particular needs would not be adequately met through other course offerings.

### THST 692 • Graduate Pro-Seminar

**1 sem. hr. (Core)**

The pro-seminar provides an orientation to various theological methods, tools, and modes of discourse in theological and pastoral studies (biblical, historical, systematic, moral, comparative, and pastoral theology).

### THST 693 • Thesis and Thesis Seminar

For those Theology M.A. candidates who choose to submit a thesis to complete their requirements for the Thesis Option. The Thesis Seminar will meet regularly to facilitate the progress of the thesis.

(Offered in Fall only)

### THST 694 • Thesis and Thesis Seminar

For those Theology M.A. candidates who choose to submit a thesis to complete their requirements for the Thesis Option. The Thesis Seminar will meet regularly to facilitate the progress of the thesis.

(Offered in Spring only)

### THST 697 • Comprehensive Examination

**0 sem. hrs.**

### THST 698 • Special Studies

**1-3 sem. hrs.**

### THST 699 • Independent Studies

**1-3 sem. hrs.**

# College of Business Administration



**Office Location:** Conrad N. Hilton Center for Business, Room 233

**Telephone:** (310) 338-2848

**Fax:** (310) 338-2899

## ADMINISTRATION

Dean: John T. Wholihan, Ph.D.

Associate Dean and Director of the MBA Program: Rachelle Katz, Ph.D.

Associate Dean, Undergraduate: George L. Hess, Ph.D.

Assistant Dean and Director, Center for Executive Learning: William Lindsey, Ph.D.

Director, Center for Asian Business: John Daly, S.J., Ph.D.

Director, Center for Ethics and Business: Thomas I. White, Ph.D.

Director, Center for Travel and Tourism: Alan K. Hogenauer, Ph.D.

Director, Center for Entrepreneurship: W. Frederick Kiesner, Ph.D.

## FACULTY

### Professors:

J. Ross Bengel, M.S., J.D., South Carolina. CPA

Benjamin Bobo, Ph.D., California, Los Angeles

Julius S. Brown, Ph.D., California, Berkeley (Emeritus)

Alan A. Cherry, Ph.D., California, Los Angeles

Frank Daroca, Ph.D., Illinois. CPA

George Dasaro, M.S., California State, Los Angeles. CPA

Kweku Ewusi-Mensah, Ph.D., California, Los Angeles

Jeffrey D. Gale, Ph.D., J.D., California, Los Angeles

Edmund R. Gray, Ph.D., California, Los Angeles

Arthur Gross-Schaefer, J.D., Boston University

George L. Hess, Ph.D., Arizona State

Rachelle Katz, Ph.D., Stanford

W. Frederick Kiesner, Ph.D., Claremont

Christopher Manning, Ph.D., California, Los Angeles

David L. Mathison, Ph.D., Bowling Green

Mahmoud Mehrdad Nourayi, Ph.D., Southern California. CPA, CMA, CFM

Yongsun Paik, Ph.D., Washington

Richard Perle, Ph.D., Southern California

Zbigniew Przasnyski, Ph.D., Sussex (England)

Gary P. Sibeck, J.D., Oklahoma; Ph.D., Southern California

Peter Smith Ring, Ph.D., California, Irvine; J.D., Northwestern

Kala Chand Seal, Ph.D., Texas, Dallas

H. Daniel Stage, D.B.A., Southern California

Lawrence S. Tai, Ph.D., Georgia State

Charles Vance, Ph.D., Syracuse

Robert D. Winsor, Ph.D., Southern California

### Associate Professors:

Dolphy Abraham, Ph.D., Pittsburgh

Sean Chen, Ph.D., Pittsburgh

Patricia Douglas, Ph.D., Virginia Commonwealth; CMA

Ellen Ensher, Ph.D., Claremont

Renee Florsheim, Ph.D., Northwestern

Allen P. Gray, Ph.D., California, Riverside

Charles J. Higgins, Ph.D., Claremont

Chun I. Lee, D.B.A., Southern Illinois, Carbondale

Linda Leon, Ph.D., California, Los Angeles

Ralph L. Quinones, J.D., New York

Thomas I. White, Ph.D., Columbia

Anatoly Zhuplev, Ph.D., Moscow Management Institute

**Assistant Professors:**

Doug Chen, Ph.D., Rutgers

David Choi, Ph.D., UCLA

Mark R. Bandsuch, S.J., J.D., Cleveland

Susan Elkinawy, Ph.D., Oregon

Sudha Krishnan, Ph.D., Southern California

Mark P. Leach, Ph.D., Georgia State

Annie H. Liu, Ph.D., Georgia State

Cathleen McGrath, Ph.D., Carnegie Mellon

Robbie Nakatsu, Ph.D., British Columbia

Idil Yaveroglu, Ph.D., Georgia State

**Adjunct Professor:**

Darryl Graver, J.D., San Diego

Laura Lewis, J.D., Loyola

**Clinical Professor:**

Don De Pamphilis, Ph.D., Harvard

**Executives-in-Residence:**

Richard Stafford, Ed.D., Harvard

Wesley Truitt, Ph.D., Columbia

**■ INTRODUCTION**

The College of Business Administration offers the MBA degree with an additional option to earn a Graduate Certificate in International Business. In addition, students may apply for separate admission to the Loyola Law School and earn the JD/MBA degree. There are eight areas of emphasis in the MBA program. The purpose, admission requirements, program requirements and options are described in the pages that follow.

The traditional MBA (MBAA) addresses the educational demands of fully employed persons who recognize the need to continue to build their careers. The Executive MBA (EMBA) is for the experienced business leader who aspires to executive level responsibility.

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## *Mission Statement*

The mission of the Loyola Marymount University MBA Program is to provide high quality graduate business education, consistent with the Jesuit and Marymount traditions. The MBA Program fosters development of each student's potential to create value, handle risk and manage change to serve both business and society. The result is the development of ethical leaders possessing the knowledge and skills to effectively manage organizations in a diverse and global economy.

To accomplish its mission, the MBA Program utilizes doctorally qualified faculty who regularly extend the boundaries of their discipline and simultaneously demonstrate in the classroom their ability to translate theory into practice. Although teaching styles and techniques vary, all focus on the current issues and technologies that are forming and shaping the many environments of business (political, social, legal and ethical). Classes range from those that emphasize computer applications to those that delve into ethical concepts and humanistic management.

The MBA curriculum is one of breadth first and specialization second. To that end the basis of the program is broad and integrating. Areas of specialization are built on this base. By specializing, students are able to focus some of their studies in a single area of emphasis.

Additionally, numerous opportunities exist to explore various aspects of global business.

These include a full-fledged International MBA Program of studies and a unique overseas integrative experience.

The high quality of the MBA Program is confirmed through its accreditation by the Association to Advance Collegiate Schools of Business.

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## ADMISSION REQUIREMENTS

1. **Eligibility for Admission:** Applicants for admission to the program leading to the degree of Master of Business Administration must have a Bachelor's degree and an acceptable level of scholarship from an accredited institution of higher learning. The degree may be in any academic discipline.
2. **Application:** Applications for admission are available from the MBA Office, Loyola Marymount University, Los Angeles, California 90045. A completed application with appropriate fees must be received prior to the activation of the applicant's official file.
3. **Transcripts:** Two copies of official transcripts must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be sent to the Graduate Admission Office by the other collegiate institution(s). All such transcripts become the property of Loyola Marymount University.
4. **Graduate Management Admissions Test:** All applicants must take the Graduate Management Admission Test (GMAT). The test is administered by the Educational Testing Service (ETS). Further information about the GMAT may be obtained by calling ETS at (609) 734-9362.
5. **International Students:** All international students (including those who have received their Bachelor's degrees in the U.S.) from countries where English is not the primary language must demonstrate proficiency in the English language by obtaining a minimum score of 600 (250 computer-based) on the Test of English as a Foreign Language (TOEFL). International students who received their high school diploma from a U.S. secondary school do not have to take the TOEFL. Admitted students who pass the TOEFL requirement but are subsequently judged by the faculty to be deficient in English may be directed by the Associate Dean to obtain greater language proficiency by taking appropriate remedial courses in English composition or speech communications. Failure to do so will result in dismissal from the program. Each international student must also provide the Graduate Admissions Office with a certified statement of financial ability. GMAT scores must accompany applications from all students (U.S. or international) whose undergraduate degrees were earned outside the United States. A GMAT score of at least 550 is required for international students with Bachelor's degrees from outside the U.S.
6. **Official Evaluations:** The MBA Program Office officially evaluates the potential candidacy of each applicant. Applications are evaluated only after the following data is received by the Graduate Admissions Office:
  - 1) application form and personal statement (plus appropriate fees)
  - 2) official transcripts for all previous collegiate work
  - 3) GMAT results
  - 4) TOEFL results (when applicable)
  - 5) two letters of recommendation and
  - 6) a current resume.
7. **Entrance:** Students may enter the program in the Fall, Spring, or Summer semesters.
8. **Attendance:** Attendance in MBA classes is limited to individuals who have been admitted to the MBA Program.
9. **Technology:** Laptops are not required for class; however, it is mandatory that all MBA students have access to a desktop or laptop and be knowledgeable in the use of software for business applications.



*Dr. John Wholihan (on the left),  
Dean of the College of Business  
Administration, chats with one of the  
many visitors to the campus each year.*



*Integrative teaching involves veteran faculty in state-of-the-art classrooms.*

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## **PROFICIENCY PREREQUISITES**

All students admitted to the MBA program must be proficient in English composition, business mathematics, and computer application as indicated by successful completion of a college-level course in each subject area.

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## **ATTENDANCE AND RESIDENCE**

Students are expected to be continuously enrolled in the MBA Program. Leaves of absence may be granted to students who submit formal applications. Individuals who remain on leave for more than two years must formally reapply for admission. Readmission is based on the admission criteria and the curriculum that are in effect at the time of the resumption of classes.

Eighteen 600 level MBA classes are required to satisfy the Program's academic requirement. In some cases, core courses are waived for students whose previous academic records demonstrate a mastery of the content of the course. A minimum of ten 600 level MBA classes are required to satisfy the University's residence requirement.

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## **STUDENT REGISTRATION AND COUNSELING**

Registration must be completed each semester during the dates specified in the University calendar. Advanced registration is available and encouraged for all continuing students.

Newly admitted students meet in orientation groups with the Associate Dean or her representative prior to their first formal registration. The student's previous academic experiences are evaluated and core course waivers may be granted. All students receive a formal program outline and a list of waived classes.

In subsequent semesters, students are required to obtain course approval for registration by the MBA Coordinator or her designee. Each student takes responsibility for following the individual curriculum plan initially outlined by the Associate Dean. Enrolling in other courses may result in those credits not applying toward the degree.

Students are encouraged to meet informally with faculty in their areas of interest for general and career guidance.



*The MBA student association's "Welcome Back BBQ", held at the beginning of the school year, is just one of the many networking opportunities available to MBA students.*

# ***Master of Business Administration***

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## **MBA DEGREE PROGRAM**

To qualify for the degree, Master of Business Administration, the admitted student must satisfy the requirements of at least 18 courses. As many as nine of the initial or core curriculum courses may be waived for students who demonstrate that they have mastered the body of knowledge contained in them. Nonetheless, a minimum of 10 graduate MBA courses must be taken at LMU to satisfy the University's residence requirement.

All courses are three semester hours. Course syllabi are on file in the MBA office.

## **MBA COURSE CATEGORIES**

Two broad divisions of courses exist in the MBA Program: the core and the advanced curriculum.

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## **CORE CURRICULUM**

The core curriculum consists of 9 specific courses that comprise the common body of knowledge of business administration as defined by the Association to Advance Collegiate Schools of Business (AACSB International). Core courses are prefixed MBAA and numbered in the 60X series (MBAA 601-609).

Core courses are described in the next section. They include the following:

- MBAA 601 The Legal and Ethical Environment of Business
- MBAA 602 Financial & Managerial Accounting
- MBAA 603 Business Statistics
- MBAA 604 Business Economics
- MBAA 605 Management and Organizational Behavior
- MBAA 606 Marketing Management
- MBAA 607 Operations Analysis and Decision Support Systems
- MBAA 608 Financial Management
- MBAA 609 Management Information Systems

Several topics which are vital to the common body of knowledge in business are not directly referenced in the titles of the nine core courses. These topics include the following: business ethics, social influences, political influences, computer applications, organizational theory, interpersonal communications, integrating analysis and the international dimension of business.

Because of their critical nature for emerging business leaders, many of these topics are included as major elements within each core course. For example, MBAA 605, Management and Organizational Behavior, includes modules on organizational theory, interpersonal communication, business ethics and the international dimension of business. Similar matrixed break-downs occur in the other core courses. Viewed from a topical standpoint, the international dimension of business is addressed in MBAA 604, 605, 606, 608 and 609.

## **Waivers**

Only core courses may be considered for waiver. Waivers are granted by the Associate Dean's Office after an evaluation of the student's academic transcripts. Generally, previously taken courses that are used to waive core courses must cover equivalent material and have been taken in academic programs that concluded less than 5 years prior to MBA Program enrollment. The accreditation level of the school at which equivalent courses were taken determines the necessary grade for waiver acceptability. For example, an LMU core course may be waived for a student who has taken an equivalent course at an AACSB International accredited school if the student achieved a grade of A or B, or at a regionally accredited U.S. school if the grade earned was an A. Courses equivalent to the LMU core that were taken at schools outside the United States or in non-accredited programs are not acceptable for waiver. Students who feel that they are sufficiently grounded in the content of a core course by virtue of work experience or academic study may challenge the MBA core course by examination. Such examinations must be taken during the first semester of the student's enrollment in the MBA Program. A waiver examination request form must be filled out and a fee of \$75.00 paid before the student will be allowed to take any waiver examination. Forms are available in the MBA office.

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## THE ADVANCED CURRICULUM

The advanced curriculum consists of 9 additional courses. All courses in the advanced curriculum are elective, but certain constraints exist to ensure that each graduate has an acceptable and intelligently constructed program of studies. Within the advanced curriculum, the student is given an opportunity to obtain both specialized knowledge in an Area of Emphasis and generalized knowledge in supporting areas. The curriculum also provides ample opportunity to integrate the knowledge obtained through the above specialization and generalization studies.

### Specialization

Depth in a specialized field of knowledge is obtained by the selection of three courses within one of eight designated Areas of Emphasis. These areas and their course designator prefixes are listed below:

MBAB ..... Management and Organizational Behavior  
MBAC ..... Marketing Management  
MBAD ..... Information and Decision Sciences  
MBAE ..... Human Resource Management  
MBAF ..... Financial Decision Systems  
MBAG ..... International Business Systems  
MBAH ..... Entrepreneurial Organizations  
MBAJ ..... Accounting Decision Systems

### Generalization

By nature, MBA programs like LMU's that follow the classic AACSB International model mandate that candidates for graduation have a broad academic background rather than one of extensive specialization.

Generalization in the Advanced Curriculum is obtained in the following way:

Students must take five advanced electives from at least 3 fields in addition to the specialized Area of Emphasis. An additional requirement is that no more than two such breadth courses may be taken within a single area. For example, a student whose specialized Area of Emphasis is MBAB, Management and Organizational Behavior, would take three MBAB electives for the Specialization requirement and for the Generalization requirement take 2 MBAC, 2 MBAD and 1 MBAE elective. Another student having the same specialization, may prefer to obtain even greater generalization by taking 1 MBAC, 1 MBAD, 1 MBAE, 1 MBAF and 1 MBAG elective.

Students may earn a second emphasis by taking one additional course in the MBA Program. That course must be an elective from the second area and assumes that the student has already completed two breadth electives from that second area.

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## INTEGRATION

The integrating experience is designed to draw together the knowledge gained in the Program into a combined focus. Because of this, such courses are taken toward the end of the student's Program. Three integrative options are available:

**Option One**, MBAI 692, the Integrative Project, is an intensive original analysis and solution of a significant business problem. The student's project proposal is reviewed by the Associate Dean. When his/her proposal is approved, the student is assigned to work on a one-to-one basis with a faculty member until the project is satisfactorily completed. The faculty member provides general guidance and ensures that the completed project is of high quality. Students who choose to take the integrative project option must take either MBAI 610, Management Strategy, or MBAI 690, International Regional Strategies: Cultural and Industrial, in their advanced curriculum.

**Option Two**, MBAI 691, Comparative Management Systems (CMS), is an Integrative course that involves three weeks travel outside the United States. Prior to departure students participate in a prerequisite advanced elective course, MBAI 690, International Regional Strategies: Cultural and Industrial, during which they perform area studies of the nations to be visited and participate in seminars conducted by area and industry specialists. The industries visited are held constant for each annual CMS Program. Students are grouped by business functional areas and meet with executives from those areas in each firm visited. Group and individual papers comprise final outputs for the course.

**Option Three** allows the student to take 3 designated Strategy electives. Strategy electives are designated by 6X0 or have the word *strategy* in the title. All students who elect this option must take MBAI 610, Management Strategy, or MBAI 690, International Regional Strategies: Cultural and Industrial, plus two additional strategy courses. Each designated Strategy elective provides the student with a general management or functional area perspective on the development and implementation of high level corporate strategy. Taken together, the three selected electives give the student an integrative view of the total strategic planning and implementing processes. Students who have waived all core courses and who choose this option must take a minimum of 11 courses (rather than 10) to satisfy the residence requirement.

Students who follow this option observe how firms determine and implement corporate strategy from the standpoint of several functional areas. The strategy courses provide an overall integrative focus as a capstone to the student's MBA studies.



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## *International MBA Certificate*

The International MBA Certificate emphasizes a strong business curriculum intermeshed with intensive studies of global business practices, environments, and cultures. The Comparative Management Systems sequence provides a unique capstone to the program.

Students who fulfill the requirements below receive the degree Master of Business Administration plus a Certificate in International Business.

To qualify for the Certificate in International Business, MBA students must complete at least nine advanced courses in addition to the core, and comply with the following:

**Depth or Specialization** – through the selection of one of six areas of emphasis

**Breadth or Generalization** – through international electives

**Integration** – through the Comparative Management Systems courses

An area of emphasis is selected from one of the six following fields:

MBAB Management and Organizational Behavior

MBAC Marketing Management

MBAE Human Resource Management

MBAF Financial Decision Systems

MBAH Entrepreneurial Organizations

MBAJ Accounting Decision Systems

Three elective courses comprise an area of emphasis. One of the electives must be the international study of the field, such as international finance or international marketing.

International electives comprise the breadth of the advanced curriculum. At least five courses must be taken in this category. At least one course must be taken from each group of international electives.

Functional — outside of area of emphasis

Regional

Practicum

Free International Elective

Strategic — MBAI 690

The integrative experience requirement is satisfied by participating in the Comparative Management Systems class MBAI 691.

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## *MBA Advantage Certificate Program for Alumni*

### **Program Description**

MBA Advantage, a certificate program for alumni of LMU and other AACSB International-accredited MBA programs, can provide MBA alumni with the opportunity to complete three courses and earn a certificate in an additional area of emphasis.

Tuition rates will vary. Please contact the MBA Office and the Office of Student Accounts for more information.

### **Areas of Emphasis**

Management and Organizational Behavior

Marketing Management

Information and Decision Sciences

Human Resource Management

Financial Decision Systems

International Business Systems

Entrepreneurial Organizations

Accounting Decision Systems

Competitive Strategy

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## Dual-Degree Programs

### ■ JD/MBA Program

The JD/MBA Program is designed for the full-time student who wishes to combine his/her graduate studies in law and business administration. It requires an intensive full-time commitment and superior capability to handle the academic rigors of two equally intensive graduate programs.

#### **Admissions**

Applicants to the JD/MBA Program must first apply separately to both the Law School and the MBA Program. Only after a student is admitted to both the Law School and the MBA Program will the application to the JD/MBA Program be considered. Acceptance to both schools does not guarantee admission to the JD/MBA Program.

Applications to the JD/MBA Program are due in the Law School Admissions Office by the first of July at the conclusion of the applicant's first year at the Law School.

#### **Course of Study**

Students enrolled in the JD/MBA Program plan a specific course of study with the MBA Program Coordinator. Although no undergraduate business classes are required, students who have taken business courses may qualify to have additional MBA requirements waived (see waiver policy).

#### **Specific Course Paradigm for Master of Business Administration**

The following course paradigm satisfies the MBA degree requirements for the JD/MBA Program:

#### **I. CORE COURSES**

The core curriculum courses, prefixed MBAA, comprise the first level or common body of knowledge studies in business administration. All core courses must be taken or waived before students may proceed to the advanced curriculum.

- MBAA 602 Financial and Managerial Accounting
- MBAA 603 Business Statistics
- MBAA 604 Business Economics
- MBAA 605 Management and Organizational Behavior
- MBAA 606 Marketing Management
- MBAA 607 Operations Analysis and Decision Support Systems
- MBAA 608 Financial Management
- MBAA 609 Management Information Systems

#### **II. BREADTH COURSES**

Students are advised to contact the JD/MBA Coordinator at the Law School for specific degree requirements prior to enrolling in any law courses once they have been admitted to the dual degree program.

#### **III. INTEGRATIVE EXPERIENCE COURSES**

Three integrative options are available:

1. Integrative Project (MBAI 692)
2. Comparative Management Systems (MBAI 691)
3. Three Strategy Courses (MBAI 610 plus any two other strategy courses)

All students enrolled in the JD/MBA Program are required to comply with the requirements of both the Law School and MBA Program. Please refer to the *Loyola Law School Student Handbook* and the *Loyola Marymount University Graduate Division Bulletin* for clarification on policies governing graduate students. Students may choose the five required breadth electives from the following functional areas: Management and Organizational Behavior, Marketing Management, Information and Decision Sciences, Human Resource Management, Financial Decision Systems, International Business Systems, Entrepreneurial Organizations, and Accounting Decision Systems. Students may take no more than two courses in any one functional area to satisfy the breadth requirement.



*MBA graduates after their commencement ceremony.*

## ■ *Systems Engineering Leadership Program (SELP)*

The mission of the Systems Engineering Leadership Program (SELP) is to educate working engineers and scientists in the engineering and business disciplines that will make them leaders of highly complex technical endeavors within their sponsoring organizations.

The SELP will confer two degrees upon its graduates: an MBA and an MS in Systems Engineering. Students may obtain either an MS in Systems Engineering or an MBA degree as a stand-alone by fulfilling the individual degree requirements as stated in the Graduate Bulletin. A certificate program in Systems Engineering is also available.

### **Admissions**

Both the MBA program in the College of Business Administration and the Systems Engineering Program in the College of Science and Engineering must accept students applying to the SELP for admission. The admissions process to both Colleges will be coordinated within the University. Prospective students need to submit only one application to the LMU Graduate Division.

### **Course of Study**

Students enrolled in the SELP Program are advised by the SELP Program Coordinator. Although no undergraduate business classes are required, students who have taken business courses may qualify to have some of their MBA core requirements waived (see waiver policy).

The SELP Program requires a total of 22 courses from the Systems Engineering curriculum as well as the MBA Program curriculum. A detailed description of the course requirements for the SELP Program can be found in the section pertaining to the College of Science and Engineering.

The SELP students will be expected to meet all course requirements associated with the MBA Program classes. In addition, SELP students will be expected to adhere to the policies and procedures established for all students in the MBA Program.

## Core Curriculum Courses

The core curriculum courses, prefixed MBAA, comprise the first level or common body of knowledge in business administration. All core courses must be taken or waived before students may proceed to the advanced curriculum. Exceptions must be approved by the Associate Dean.

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### **MBAA 601**

#### **The Legal and Ethical Environment of Business**

The factors present in the external environments of business relative to business law and political entities that must be dealt with by business managers. Interrelated ethical considerations will be explored along with such topics as agency; contracts; business organizations; property; the court system; and business interfaces with local, state and federal governments.

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### **MBAA 602 • Financial and Managerial Accounting**

The nature, techniques and uses of accounting from a manager's perspective. Topics include accounting methodology, corporate financial statements and disclosures, alternative accounting measurement techniques, interpreting quality of earnings, strategic planning, and operational decision making.

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### **MBAA 603 • Business Statistics**

The use of basic statistics, probability concepts, sampling distributions, hypothesis tests, correlation/regression analysis and analysis of variance for making rational business decisions under conditions of risk and uncertainty. Applications of the computer and standard software packages as management tools are used to simplify and facilitate this process.

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### **MBAA 604 • Business Economics**

Macro and micro economic theories are studied and applied to business situations to facilitate decision-making relevant to the domestic and international marketplaces.

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### **MBAA 605 • Management and Organizational Behavior**

The study of management as it relates to individual, small group and total organizational systems. Topics covered include management principles, international management, leadership, motivation, interpersonal communication. The course also includes a focus on ethical issues and the social responsibilities of the manager in a complete global environment.

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### **MBAA 606 • Marketing Management**

This course is concerned with the role of marketing in a market economy and within modern organizations. Emphasis will be placed upon marketing concepts and activities which comprise successful marketing practices. The student will be introduced to decision-making tools in such areas as product development and positioning, pricing strategy, supply chain management, and integrated marketing communications.

Prerequisite: MBAA 604

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### **MBAA 607**

#### **Operations Analysis and Decision Support Systems**

A decision-making approach involving computer applications. Topics include linear programming, forecasting project management, simulation, queuing theory, and decision trees.

Prerequisite: MBAA 603

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### **MBAA 608 • Financial Management**

An examination of methods and instruments useful to financial managers of business enterprises for making investment, dividend, and financing decisions and in managing working capital.

Prerequisites: MBAA 602, MBAA 603, and MBAA 604.

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### **MBAA 609 • Management Information Systems**

An overview of planning, analysis and design, implementation, and operation and control of information technology for business environments. Primary emphasis is placed on the role of the manager in a computer-based information system environment.

Prerequisite: MBAA 605

## Advanced Curriculum Courses: Areas of Emphasis

The advanced Curriculum comprises eight Areas of Emphasis or fields of business study, plus the Integrative Experience. The Areas of Emphasis are: Management and Organizational Behavior (MBAB), Marketing Management (MBAC), Information and Decision Sciences (MBAD), Human Resource Management (MBAE), Financial Decision Systems (MBAF), International Business Systems (MBAG), Entrepreneurial Organizations (MBAH), and Accounting Decision Systems (MBAJ). These elective courses are taken after the completion of the core courses. These courses are comprehensive of the field but are taught at a higher level than that of the prerequisite core course(s) and are designed for highly qualified students who seek greater depth of knowledge.

### MBAB: Management and Organizational Behavior

Courses in this area of emphasis prepare the student with the principles and basic concepts underlying the management of business organizations. Courses in behavioral concepts, managerial strategy, management theory, and process management are included in this broad field. It is strongly recommended that all students take at least one advanced course in management.

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#### MBAB 612 • Management Issues in Literature

Films, contemporary novels, classical literature and management literature are vehicles through which a broad range of management and behavioral concepts are observed and discussed. Current theories of management are explored to the extent that they are applicable to the classical situations that are presented.

Prerequisite: MBAA 605

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#### MBAB 613 • Performance Management

Key principles, methods and techniques are presented for enhancing employee productivity through performance problem analysis, work design, coaching, training and skill development, performance appraisal system design and implementation, employee correction and discipline, interpersonal communication skills, team development and management, empowerment, and other formal and informal performance management systems. Includes Human Resource performance management issues and methods appropriate for the small and medium-sized enterprise. Critical legal aspects of performance management are also covered. Also listed as MBAE 613 and MBAH 613.

Prerequisite: MBAA 605

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#### MBAB 614 • Advanced Communication for Managers

This is a practical course focused on the sharpening of interpersonal communication skills that lead to successfully managing others. Topics will include theory and skills for strengthening one's interpersonal communication abilities, leading groups, presenting ideas, and the effective use of power in the workplace.

Prerequisite: MBAA 605

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#### MBAB 615 • Program Management

The use of basic management concepts in the operational management of projects and programs that operate within the framework of larger firms by utilizing matrix structures and systems approaches. Also listed as MBAH 615.

Prerequisite: MBAA 605

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#### MBAB 616 • Creativity and Innovation Management

A study of models and methods of creativity and creativity management through which the creative process can be encouraged and increased for enhanced organizational effectiveness through sound management techniques. Also listed as MBAH 616.

Prerequisite: MBAA 605

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#### MBAB 617 • Advanced Concepts in Management

This course examines through case analysis critical behavioral issues and skills related to successful personal, interpersonal, group, and organizational management.

Prerequisite: MBAA 605

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#### MBAB 619 • Business Planning

This is an advanced level course in management and entrepreneurship. The student will learn what a business plan is, why it is important and needed, how to prepare and present it, and how to use the plan to manage and control the firm. Proper business planning is vital for start-ups, small businesses seeking to grow, and large corporations looking to improve performance. Also listed as MBAH 619.

Prerequisite: MBAA 601 - 609

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#### MBAB 621 • Managing in the Multicultural Workplace

Drawn to areas of economic traction, the immigrant populations participate in fueling the economic growth, creating a diverse workplace with a multi-cultural workforce in the process. Business issues relating to these demographic realities, superficially in the Los Angeles area, such as immigration and settlement patterns, workforce and market participation, and the process of assimilation will be analyzed. Intercultural communication, prejudice as a management concern, operational challenges and strategic questions will be defined and explored. Also listed as MBAE 621.

Prerequisite: MBAA 605

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**MBAB 636****Managing Organizational Change and Development**

This course will focus on an investigation of the emerging field of Organization Development (OD), including its major theories, basic concepts and primary intervention/change strategies. This course will focus on assessing the health/effectiveness of an organizational system and planning an intervention/change strategy to increase the effectiveness of the organization. Also listed as MBAE 636.

Prerequisite: MBAA 605

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**MBAB 640 • International Strategic Management**

The formulation and implementation of business and corporate strategies for worldwide operations in the increasingly global economy, as opposed to those of purely domestic firms or firms marginally involved in international activities, is examined. The most recently developed approaches and concepts are discussed and applied through the use of extensive international case studies and current readings. Also listed as MBAG 640.

Prerequisite: MBAI 610; one international elective also recommended

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**MBAB 641 • International Management**

Differences in political, economic and socio-cultural environments around the world challenge managers with opportunities and risks. The primary objective of the course is to help the students achieve understanding of the international business environment and evaluate the agenda facing managers operating in international business contexts.

Also listed as MBAG 641.

Prerequisite: MBAA 605

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**MBAB 650 • Environmental Strategy**

This course sensitizes students to the broad range of environmental issues affecting business and society today. It examines how society's increasing concern for the natural environment is having a major impact on business firms as well as how business is affecting the natural environment. Theoretical frameworks and case studies are used. A strategic approach is emphasized.

Prerequisite: MBAI 610

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**MBAB 651 • Ethical Issues in Business**

This course introduces students to the two dominant philosophical traditions used in analyzing ethical issues in business: 1) evaluating the amount and type of benefits and/or harm that result from an action, and 2) evaluating the intrinsic character of an action. After getting comfortable with the basic theory, students apply these approaches to numerous ethical dilemmas in business. In this respect, this course is about learning a new way of evaluating problems and making decisions. This course also discusses: the issue of the relationship between the moral character of our actions and the health of the human personality, and the claim that men and women may perceive and resolve ethical dilemmas differently.

Prerequisite: MBAA 605

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**MBAB 670 • Small Business Strategy**

This course explores strategy development, implementation and control in small businesses. The interdependence of strategic management, leadership and operational tools and techniques are used to address the effective management of a firm's growth. Class materials, individual research and case analyses are used to evaluate small-company strategic and operational issues. Business experience required. Also listed as MBAH 670.

Prerequisites: MBAA 601 - 609

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**MBAB 677 • International Negotiations**

This course will consider the practice of international negotiation in a diversity of cultural environments. The course will draw on the fields of marketing, the behavior sciences, and ethics to analyze and discuss the international dimensions of negotiating cross-culturally. Also listed as MBAC 677 and MBAG 677.

Prerequisites: MBAA 601, 605, 606

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**MBAB 680****Advanced Topics in Managerial Policy and Strategy**

Case histories are documented, reviewed, analyzed and interpreted from the perspective of the functional specialist operating as part of the strategic management team. Concepts comprising the course will be applicable to both large and small enterprises. The student will develop skill in identifying and focusing on the key issues which must be addressed from an overall strategic perspective.

Prerequisite: MBAI 610

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**MBAB 685****Power, Politics and Negotiation in Organizations**

A study of organizational politics and power applications within the organization. The focus is a positive practical understanding and application of power within organizations. Inter- and intra-organizational negotiation techniques are also explored from theoretical and practical standpoints. Also listed as MBAE 685.

Prerequisite: MBAA 605

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**MBAB 696 • Directed Research in Management**

Prerequisite: either MBAB 612, 613, 615, 616 or 617

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**MBAB 697 • Internship Experience**

This one semester hour credit/no credit course will assist students in attaining practical experience relevant to the student's area of emphasis.

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**MBAB 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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**MBAB 699 • Independent Studies • 1-3 sem hrs**

Prerequisite: either MBAB 612, 613, 615, 616, 617 or as designated by the MBA Office. Cannot be taken in first year.

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<b>MBAC: Marketing Management</b>
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As defined by The American Marketing Association: "Marketing consists of individual and organizational activities that facilitate and expedite satisfying exchange relationships in a dynamic environment through the creation, distribution, promotion, and pricing of goods, services, and ideas." As such, marketing is concerned with the manner in which the enterprise, profit or not-for-profit, interacts with its customers, competition, suppliers, distributors, and government.

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**MBAC 612 • Advanced Marketing Management**

This course is a case-based extension of marketing management, focusing on cutting-edge issues faced by marketers. Students will enter actual organizations to develop cases based upon current concerns, and reading assignments will be drawn from the most recent articles on marketing subjects. The goal is to go beyond the textbooks to expose students to the latest marketing topics, technologies, and practices.

Prerequisite: MBAA 606

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**MBAC 613 • Consumer Behavior**

This course is designed to refocus the student on the consumer as the object of marketing efforts. Social science concepts, drawn from such fields as psychology, sociology, anthropology, and economics, are used to examine influences on consumer choices, as well as to study the consumer decision process itself. Emphasis will be placed on how marketers use this knowledge to develop effective marketing programs.

Prerequisite: MBAA 606

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**MBAC 614 • Marketing Research**

This course is concerned with the application of both qualitative and quantitative research methodology to resolve marketing questions. Students will study the role of marketing research within the organization's planning and strategic efforts, and will be involved in the design, execution, analysis, and implementation of a comprehensive research project.

Prerequisite: MBAA 606

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**MBAC 617 • Direct Response Marketing**

This course will focus on how the marketing concept has increased the use of direct response marketing in the U.S. Database development and use, the media of direct response marketing, and the design and production of direct mail pieces will be covered.

Prerequisite: MBAA 606

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**MBAC 618****Entrepreneurial and Small Business Marketing**

Traditional marketing approaches often assume large budgets, well-organized management structures, available information and power in the marketplace. Small and entrepreneurial business now constitutes a critical sector of the global economy, and the unique needs of such enterprises must be addressed. This course examines how marketers in emergent firms may challenge major competitors through the use of niche strategies, guerrilla techniques, and general creativity. Also listed as MBAH 618.

Prerequisite: MBAA 606

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**MBAC 647 • International Marketing**

This course will examine marketing management and planning factors and techniques required for success in a global environment. Students will develop an appreciation for the external forces which shape the international marketer's decisions and will study strategic decision-making used by international firms as they enter and adapt to new cultures and nations. (Also listed as MBAG 647.)

Prerequisite: MBAA 606

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**MBAC 660 • Marketing Strategy**

Includes an emphasis on development and implementation of marketing strategy and marketing planning. This course is designed to provide the student with advanced theoretical and practical approaches of those methodologies that lead toward survival and growth in the marketing and competitive environments. Marketing strategy concepts are reviewed in detail.

Prerequisite: MBAA 601-609

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**MBAC 662 • Product and Brand Management**

This class addresses important decisions faced by an organization. The objectives will be to increase an understanding of the important issues in planning and to provide the appropriate theories, models and other tools to make better branding decisions. Emphasis is placed on understanding psychological principles at the consumer level that will improve managerial decision making with respect to brands.

Prerequisite: MBAA 606

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**MBAC 663 • Business-to-Business Marketing**

Although firms marketing products and services to other organizations, rather than to final consumers, account for a majority of our economy, marketing was slow to acknowledge the importance of such exchanges. This course focuses on the analysis of issues emerging when the buyer is an organization. Topics include relationship marketing, organizational buying behavior, and marketing of technology.

Prerequisite: MBAA 606

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**MBAC 664 • Integrated Marketing Communications**

The field of Integrated Marketing Communications (IMC) is a recognition of the need for firms to coordinate their various promotional activities and expenditures to achieve overall objectives. This course will cover advertising, public relations, sales promotions, and direct marketing theory and technique and their interrelationships. Students will develop a promotional strategy for an organization using complementary elements of each of these tools.

Prerequisite: MBAA 601-609

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**MBAC 677 • International Negotiations**

This course will consider the practice of international negotiation in a diversity of cultural environments. The course will draw on the fields of marketing, the behavior sciences, and ethics to analyze and discuss the international dimensions of negotiating cross-culturally. Also listed as MBAB 677 and MBAG 677.

Prerequisites: MBAA 601, 605, 606

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**MBAC 697 • Internship Experience**

This one semester hour credit/no credit course will assist students in attaining practical experience relevant to the student's area of emphasis.

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**MBAC 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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**MBAC 699 • Independent Studies • 1 - 3 sem. hrs.**

Prerequisite: MBAC 612, 613, 614 or as designated by the MBA Office. Cannot be taken in first year.

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## **MBAD: Information and Decision Sciences**

Courses in this area of emphasis provide the student with the skills necessary to function in a computer oriented environment. Information management and decision-making skills are developed by combining theory and practice through the use of computer-aided projects and cases.

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### **MBAD 611 • Information Systems Analysis and Design**

An in-depth study of business information systems development that deals with fundamental concepts and issues essential to the analysis and design of information systems from both the technical and organizational perspectives. Issues associated with information requirements of enterprises, the roles played by the analysts, designers and users, as well as current topics are discussed. The course introduces the students to computer based software tools for information Systems Analysis and Design.

Prerequisite: MBAA 609

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### **MBAD 612 • Management Support Systems**

An in-depth study of the foundations and applications of computer based tools that support the functions and activities of managers. It includes, but is not limited to, components on decision support systems, executive support systems, and expert systems. Integrates hands-on experience in the development of applications with theoretical structure of decision making.

Prerequisite: MBAA 609

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### **MBAD 613 • Data Base Management Systems**

An in-depth analysis of the strategies employed in the development of generalized data base management systems. Explores data and file structures, the network, hierarchical and relational models, and methods of structured design. Students will be expected to participate in the development of a small data base.

Prerequisite: MBAA 609

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### **MBAD 614 • Electronic Business**

A study of how to plan, analyze, design, develop and implement information systems to support business activity via electronic mediums, such as the Internet, with an emphasis on the management issues involved. Also includes an assessment of current business and technology factors that impact such business activity.

Prerequisite: MBAA 609

Recommended: MBAD 611 or MBAD 613

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### **MBAD 617 • Optimization and Financial Engineering**

This course introduces advanced optimization modeling techniques that support financial decision-making. Provides hands-on experience in the development of spreadsheet optimization models for applications in cash budgeting, portfolio management, short-term financial planning, capital budgeting, and project management. Also listed as MBAF 617.

Prerequisites: MBAA 607 and 608

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### **MBAD 619 • Risk Analysis and Financial Modeling**

This course introduces advanced quantitative model building skills for financial risk analysis. Provides hands-on experience in the development of spreadsheet simulation and forecasting models for applications in valuation, capital budgeting, mergers and acquisitions, option pricing, and portfolio management. Also listed as MBAF 619.

Prerequisites: MBAA 607 and 608

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### **MBAD 673 • Special Topics in Information Systems**

Explores, analyzes and discusses current topics or issues of significance in the information systems field. Topics may include object-oriented analysis and design methodology, end-user computing, economics of information systems and computing, management of telecommunication resources and others.

Prerequisite: MBAD 613

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### **MBAD 697 • Internship Experience**

This one semester hour credit/no credit course will assist students in attaining practical experience relevant to the student's area of emphasis.

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### **MBAD 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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### **MBAD 699 • Independent Studies • 1 - 3 sem. hrs.**

Prerequisite: as designated by the MBA Office.  
Cannot be taken in first year.

## **MBAE: Human Resource Management**

Courses in this area of emphasis expose the student to the human resource management (HRM) function. Within the HRM area, major topics pertinent to management success include planning and linking HRM to organizational strategy, staffing, training, career management, performance appraisal, compensation, labor relations, safety and health, employment law and Affirmative Action, and international HRM issues.

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### **MBAE 611**

#### **Human Resource Management and Career Development**

This course provides a broad overview to fill critical information and skill needs of all managers for effectively managing an organization's human resources. Key topics include human resource planning, staffing, training, performance evaluation, compensation, health and safety, labor law, and equal employment guidelines. An important emphasis is on effective career planning in organizations, both for managers themselves and their subordinates.

Prerequisite: MBAA 605

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### **MBAE 613 • Performance Management**

Key principles, methods and techniques are presented for enhancing employee problem analysis, work design, coaching, training and skill development, performance appraisal system design and implementation, employee correction and discipline, interpersonal communication skills, team development and management, empowerment and other formal and informal performance management systems. Includes Human Resource performance management issues and methods appropriate for the small and medium-sized enterprise. Critical legal aspects of performance management are also covered.

Also listed as MBAB 613 and MBAH 613.

Prerequisite: MBAA 605

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### **MBAE 621 • Managing in the Multicultural Workplace**

Drawn to areas of economic traction, the immigrant populations participate in fueling the economic growth, creating a diverse workplace with a multi-cultural workforce in the process. Business issues relating to these demographic realities, superficially in the Los Angeles area, such as immigration and settlement patterns, workforce and market participation, and the process of assimilation will be analyzed. Intercultural communication, prejudice as a management concern, operational challenges and strategic questions will be defined and explored. Also listed as MBAB 621.

Prerequisite: MBAA 605

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### **MBAE 630 • Strategic Human Resource Management**

This course examines important HRM topics that are closely involved in the successful formulation and implementation of strategy within organizations for achieving competitive advantage, including strategic human resource planning and staffing, organizational culture and leadership, communication, compensation and reward systems, managing organization change and development, and building learning organizations.

Prerequisite: MBAA 601 through 609

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### **MBAE 632 • Employee and Labor Relations**

This course provides an important overview of critical issues and concepts in employee and labor relations, involving the employer-employee relationship within both union and non-union organizations. Topics include labor law, collective bargaining, administration of the collective bargaining agreement, mediation and arbitration, and grievance and discipline procedures.

Prerequisite: MBAA 605

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### **MBAE 636**

#### **Managing Organizational Change and Development**

This course will focus on an investigation of the emerging field of Organization Development (OD), including its major theories, basic concepts and primary intervention/change strategies. This course will focus on assessing the health/effectiveness of an organizational system and how planning an intervention/change strategy will increase the effectiveness of the organization. Also listed as MBAB 636.

Prerequisite: MBAA 605

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### **MBAE 637**

#### **The International Management of Human Resources**

This course examines key issues and problems involved in managing human resources on a global scale. In addition to comparative analysis of traditional HRM areas such as staffing, training, performance appraisal, and compensation, special topics include expatriate preparation, repatriation, and managing a foreign and culturally diverse workforce. Also listed as MBAG 637.

Prerequisite: MBAA 605

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**MBAE 685****Power, Politics and Negotiation in Organizations**

A study of organizational politics and power applications within the organization. The focus is a positive practical understanding and application of power within organizations. Inter- and intra-organizational negotiation techniques are also explored from theoretical and practical standpoints. Also listed as MBAB 685.

Prerequisite: MBAA 605

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**MBAE 697 • Internship Experience**

This one semester hour credit/no credit course will assist students in attaining practical experience relevant to the student's area of emphasis.

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**MBAE 698****Special Studies**

Prerequisite: as designated by the MBA Office.

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**MBAE 699 • 1 - 3 sem. hrs.****Independent Studies**

Prerequisite: MBAE 611, 613 or as designated by the MBA Office. Cannot be taken in first year.

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<b>MBAF: Financial Decision Systems</b>
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The Financial Decision Systems area of emphasis provides an understanding of the operations of money and capital markets, the valuation of the firm in the market, and how the techniques of financial management affect that valuation. Students who choose the Financial Decision Systems area of emphasis will find it appropriate for careers in investing, financial analysis, financial operations, and related fields.

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**MBAF 611 • Financial Markets**

This course introduces students to the various financial markets. Emphasis is on the history and development of each market as well as changes in the markets over recent years. The impact of factors such as technology, regulation, political and global environments on the operations of these markets will be discussed.

Prerequisite: MBAA 608

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**MBAF 612 • Financial Institutions**

This course introduces students to the various financial institutions. Emphasis is on the purpose of each institution and changes in that purpose over recent years. The impact of factors such as regulation, taxes and the global environment on the management of these institutions will be discussed.

Prerequisite: MBAA 608

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**MBAF 614 • Financial Analysis and Applications**

Advanced study of investment, financing, and dividend policies and practices of business enterprises. Topics include working capital management, investment decisions, capital budgeting, cost of capital, capital structure policy, distribution policy, and financing decisions and tactics.

Prerequisite: MBAA 608

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**MBAF 615 • Tax Planning for Management Decisions**

An analysis of the effects of the tax law on the investment and business decisions of individuals and organizations. The course will survey tax principles that managers should understand whether they are a sole proprietor or an executive in a partnership or corporation. Tax planning and savings opportunities from the perspective of the entrepreneur, the business enterprise, the employee and the investor will be emphasized. Also listed as MBAJ 615.

Prerequisite: MBAA 608

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**MBAF 617 • Optimization and Financial Engineering**

This course introduces advanced optimization modeling techniques that support financial decision-making. Provides hands-on experience in the development of spreadsheet optimization models for applications in cash budgeting, portfolio management, short-term financial planning, capital budgeting, and project management. Also listed as MBAD 617.

Prerequisites: MBAA 607 and 608

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**MBAF 619 • Risk Analysis and Financial Modeling**

This course introduces advanced quantitative model building skills for financial risk analysis. Provides hands-on experience in the development of spreadsheet simulation and forecasting models for applications in valuation, capital budgeting, mergers and acquisitions, option pricing, and portfolio management. Also listed as MBAD 619.

Prerequisites: MBAA 607 and 608

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**MBAF 620 • Financial Strategy**

A course that examines corporate level financial decision making with respect to policy and strategy determination.

Prerequisite: MBAA 608, MBAF 611, 612, or 614

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**MBAF 621 • Current Trends in Finance**

The capital asset pricing model, modern portfolio theory, capital budgeting techniques, other mean-variance models, option models, international models, and performance analysis. Discussion of the recent development of arbitrage pricing theory.

Prerequisite: MBAA 608, MBAF 611, 612, or 614

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**MBAF 623 • Investments**

Presents portfolio theory and security analysis. Describes the market for each security and available investment strategies. Presented from a personal investor perspective.

Prerequisite: MBAA 608

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**MBAF 624 • Mergers and Acquisitions**

A capstone MBA entrepreneurial experience that looks at mergers, acquisitions, long-term capital investments, levered buyouts, and divestitures. Major management decisions attempting to exploit economic and market opportunities are investigated in regard to their impact upon shareholder wealth. Also listed as MBAH 624.

Prerequisites: MBAA 608, MBAF 611, 612, or 614

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**MBAF 625 • Real Estate Investments and Entrepreneurship**

An entrepreneurial approach to real estate investment built around financial modeling, market area supply and demand analysis, risk analysis, mortgage alternatives, and taxation impacts. Merits of real property investment options and strategies are presented in a "real world" context. Also listed as MBAH 625.

Prerequisites: MBAA 608, MBAF 611, 612, or 614

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**MBAF 648 • International Finance**

This course integrates investment, financing, and dividend policies and practices for multinational corporations. Topics include measuring and managing foreign exchange risk, foreign investment decisions, capital budgeting and cost of capital in an international perspective, political risk, working capital management, and international financial markets. Also listed as MBAG 648.

Prerequisite: MBAA 608

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**MBAF 649 • International Dimensions of Economic Strategy**

The course is designed to help students develop a clear understanding of the issues surrounding international economic strategy and trade policy, and to provide analytical tools and frameworks with which critical assessment of opportunities and risks can be made. Also listed as MBAG 649.

Prerequisite: MBAA 608

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**MBAF 697 • Internship Experience**

This one semester hour credit/no credit course will assist students in attaining practical experience relevant to the student's area of emphasis.

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**MBAF 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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**MBAF 699 • Independent Studies**

Prerequisite: either MBAF 611 or 612 or as designated by the MBA Office. Cannot be taken in first year.

## **MBAG: International Business Systems**

This Area of Emphasis exposes the student to the international marketplace. The courses are grouped into four categories: Functional, Regional, Practicum, and Integrative. All prerequisite courses are at the core level (MBAA 601-609). Thus students who have completed the core may take any MBAG classes without having had previous international coursework. It is recommended, however, that students select courses from different groups rather than taking all their international classes in a single category. Note: This recommendation is a requirement for students seeking the Certificate in International Business.

### **■ FUNCTIONAL COURSES**

The functional courses address the basic functions of business and explore them from an international perspective.

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#### **MBAG 637**

##### **International Management of Human Resources**

This course examines key issues and problems involved in managing human resources internationally. In addition to comparative analysis of traditional HRM areas such as staffing, training, performance appraisal, and compensation, special topics include expatriate preparation, repatriation, and managing a foreign and culturally diverse workforce.

Also listed as MBAE 637.

Prerequisite: MBAA 605

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#### **MBAG 638 • International Accounting**

This course focuses on issues important to those involved with accounting and financial control in international business. Topics include international accounting standards and harmonization, financial reporting practices among industrial nations, accounting for foreign exchange translation and inflation, and the special problem of financial planning and control in multinational enterprises. Also listed as MBAJ 638.

Prerequisite: MBAA 602

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#### **MBAG 640 • International Strategic Management**

The formulation and implementation of business and corporate strategies for worldwide operations in the increasingly global economy, as opposed to those of purely domestic firms or firms marginally involved in international activities, is examined. The most recently developed approaches and concepts are discussed and applied through the use of extensive international case studies and current readings. Also listed as MBAB 640.

Prerequisite: MBAI 610; one international elective also recommended

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#### **MBAG 641 • International Management**

Differences in political, economic and socio-cultural environments around the world challenge managers with opportunities and risks. The primary objective of the course is to help the students achieve understanding of the international business environment and evaluate the agenda facing managers operating in international business contexts.

Also listed as MBAB 641.

Prerequisite: MBAA 605

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#### **MBAG 642 • International Law**

A comparative and international survey of common law subjects such as contracts, agency, corporations, etc. with their counterparts in civil law.

Prerequisite: MBAA 601

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#### **MBAG 647 • International Marketing Management**

Utilizing marketing management principles in the international environment. The problems and risks involved in export and overseas marketing, and the differing strategies required.

Also listed as MBAC 647.

Prerequisite: MBAA 606

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#### **MBAG 648 • International Finance**

This course integrates investment, financing, and dividend policies and practices for multinational corporations. Topics include measuring and managing foreign exchange risk, foreign investment decisions, capital budgeting and cost of capital in an international perspective, political risk, working capital management, and international financial markets.

Also listed as MBAF 648.

Prerequisite: MBAA 608

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#### **MBAG 649**

##### **International Dimensions of Economic Strategy**

The course is designed to help students develop a clear understanding of the issues surrounding international economic strategy and trade policy, and to provide analytical tools and frameworks with which critical assessment of opportunities and risks can be made. Also listed as MBAF 649.

Prerequisites: MBAA 608

## ■ REGIONAL COURSES

The regional courses explore the relevant strategies for managing within the economic, social, political and cultural systems of the international marketplace.

Prerequisites: MBAA 601, 604, 605 and 606

**MBAG 681 Regional Studies: South and Southeast Asia**

**MBAG 682 Regional Studies: East Asia**

**MBAG 683 Regional Studies: Europe**

**MBAG 684 Regional Studies: Latin America**

**MBAG 685 Regional Studies: Eastern Europe**

**MBAG 686 Regional Studies: Developing Nations**

**MBAG 687 Regional Studies: Underdeveloped Nations**

## ■ PRACTICUM COURSES

Practicum courses provide students with specific information about the operational aspects of the international marketplace. Their major thrust is the study of practice rather than functional principle.

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### **MBAG 675 • International Trade: Practices, Policies and Career Opportunities**

Course provides practical experience in international business. Subjects covered include utilizing international exhibitions, various aspects of consulting, and the operation of export management companies. Field trips include visits to a major international trade exhibition (INTERNEPCON) and company visits as appropriate

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### **MBAG 677 • International Negotiations**

This course will consider the practice of international negotiation in a diversity of cultural environments. The course will draw on the fields of marketing, the behavior sciences, and ethics to analyze and discuss the international dimensions of negotiating cross-culturally. Also listed as MBAB 677 and MBAC 677.

Prerequisites: MBAA 601, 605, 606

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### **MBAG 678 • Countertrade**

This course includes an examination of countertrade, joint ventures and offset agreements which enhance a company's ability to do international business.

## ■ SPECIAL COURSES

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### **MBAG 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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### **MBAG 699 • Independent Studies • 1 - 3 sem. hrs.**

Prerequisite: One MBAG class or as designated by the MBA Office. Cannot be taken in first year.



*The integrative option, Comparative Management Systems (CMS), involves travel to a number of countries for first-hand exposure to global management concepts and practices. Above, students are enjoying a visit to Australia.*

## **MBAH: Entrepreneurial Organizations**

Courses in this Area of Emphasis are designed to give the student an in-depth understanding and appreciation of new venture operations including entrepreneurial ventures in small business, entrepreneurial ventures of large business and project management systems of matrixed organizations. The student is oriented in the mechanics of starting new ventures, both from the small enterprise perspective and from the viewpoint of the larger enterprise. This area of emphasis provides the student with many practical concepts within a sound empirically-based theoretical framework on how to create a new product and bring it to market. The courses are designed to foster the entrepreneurial spirit and keep it alive and to show the student how to optimize entrepreneurial results while holding risk at an acceptable level.



*One of the state-of-the-art classrooms inside the Hilton Building.*

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### **MBAH 611 • Entrepreneurship**

Sources of entrepreneurs and entrepreneurial opportunities are explored. Steps in starting a new venture, preparation of a business plan for this venture.

Prerequisites: MBAA 605, 606, 608

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### **MBAH 613 • Performance Management**

Key principles, methods and techniques are presented for enhancing employee productivity through performance problem analysis, work design, coaching, training and skill development, performance appraisal system design and implementation, employee correction and discipline, interpersonal communication skills, team development and management, empowerment, and other formal and informal performance management systems. Includes Human Resource performance management issues and methods appropriate for the small and medium-sized enterprise. Critical legal aspects of performance management are also covered. Also listed as MBAB 613 and MBAE 613.

Prerequisites: MBAA 605

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### **MBAH 614 • Intrapreneurship and New Venture Practices**

A study of practices and techniques used to stimulate and foster the entrepreneurial spirit within large corporations by establishing new ventures under the auspices of the parent corporation.

Prerequisites: MBAA 605, 606, 608

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### **MBAH 615 • Program Management**

The use of basic management concepts in the operational management of projects and programs that operate within the framework of larger firms by utilizing matrix structures and systems approaches. Also listed as MBAB 615.

Prerequisite: MBAA 605

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### **MBAH 616 • Creativity and Innovation Management**

A study of models and methods of creativity and creativity management through which the creative process can be encouraged and increased for enhanced organizational effectiveness through sound management techniques.

Also listed as MBAB 616.

Prerequisite: MBAA 605

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### **MBAH 617 • Small Business Management and Law**

This course focuses on the structure of law as it applies generally to syndications, franchises and business opportunities; legal representation benefits to business opportunities; insurance and risk management, worker's compensation, health benefits; legal analytical skills to achieve business goals; and, the interface of business opportunities, government and regulatory agencies, wage and hour laws, architectural requirements, E.E.O.C. and disability compliance rules.

Prerequisites: MBAA 601, 605

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### **MBAH 618 Entrepreneurial and Small Business Marketing**

Traditional marketing approaches often assume large budget, well-organized management structures, available information and power in the marketplace. Small and entrepreneurial business now constitutes a critical sector of the global economy, and the unique needs of such enterprises must be addressed. This course examines how marketers in emergent firms may challenge major competitors through the use of niche strategies, guerrilla techniques, and general creativity. Also listed as MBAC 618.

Prerequisite: MBAA 606

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**MBAH 619 • Business Planning**

This is an advanced level course in management and entrepreneurship. The student will learn what a business plan is, why it is important and needed, how to prepare and present it, and how to use the plan to manage and control the firm. Proper business planning is vital for start-ups, small businesses seeking to grow, and large corporations looking to improve performance. Also listed as MBAB 619.

Prerequisites: MBAA 601 - 609

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**MBAH 621 • Legal and Tax Considerations for New Venture Managers**

Effects of taxation on business organization; capital structure policies and operation. Emphasizes those aspects of taxation that should be considered by the entrepreneur and small business managers. Analysis of selected aspects of small business, tort and regulatory law, and the American legal structure. Fundamentals and strategy of contract law include the nature of contracts, franchises, forms of business organization, taxes, and regulation.

Prerequisites: MBAA 601 and 608

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**MBAH 622 • Management Consulting**

This course is primarily intended for the individual who is considering becoming a full time independent consultant, but also has value for those considering joining a large firm and for those considering only a part-time consulting career. There will be a focus on the consultant's ability to cut to the main issues, understand them, formulate alternative responses, and present those alternatives in a way that the client can quickly understand the recommended action. Business experience is a plus. Also listed as MBAB 622.

Prerequisite: MBAA 605

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**MBAH 624 • Mergers and Acquisitions**

A capstone MBA entrepreneurial experience that looks at mergers, acquisitions, long-term capital investments, levered buyouts, and divestitures. Major management decisions attempting to exploit economic and market opportunities are investigated in regard to their impact upon shareholder wealth. Also listed as MBAF 624.

Prerequisites: MBAA 608 and MBAF 611, 612 or 614

---

**MBAH 625 • Real Estate Investments and Entrepreneurship**

An entrepreneurial approach to real estate investment built around financial modeling, market area supply and demand analysis, risk analysis, mortgage alternatives, and taxation impacts. Merits of real property investment options and strategies are presented in a "real world" context. Also listed as MBAF 625.

Prerequisites: MBAA 608 and MBAF 611, 612 or 614

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**MBAH 658 • New Venture Simulation and Applications**

This course will comprise orientation to simulation, data bases, and other popular information science techniques and will provide the student with hypothetical situations to gain skill in the application of these techniques to new venture opportunity evaluations.

Prerequisites: MBAA 607 and 608

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**MBAH 670 • Small Business Strategy**

This course explores strategy development, implementation and control in small businesses. The interdependence of strategic management, leadership and operational tools and techniques are used to address the effective management of a firm's growth. Class materials, individual research and case analyses are used to evaluate small-company strategic and operational issues. Business experience required. Also listed as MBAB 670.

Prerequisites: MBAA 601 - 609

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**MBAH 697 • Internship Experience**

This one semester hour credit/no credit course will assist students in attaining practical experience relevant to the student's area of emphasis.

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**MBAH 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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**MBAH 699 • Independent Studies • 1 - 3 sem. hrs.**

Prerequisite: MBAH 613, 614, 615 or 616 or as designated by the MBA Office. Cannot be taken in first year.



## **MBAI: Integrative Experience Courses**

The Integrative Experience provides a unique final capstone to the MBA Program. Three available options enable the student to provide focus for the knowledge gained in earlier courses.

Integrative Experience courses are designed as capstone courses to culminate the student's graduate studies. Students should select and anticipate the scheduling of the course(s) that will provide the best possible conclusion to the MBA curriculum. Integrative courses should be taken toward the end of the Advanced Curriculum. The intent of the Integrative Experience is to focus the student's previous business training on a single conclusion. Through this opportunity, the student experiences the interrelationships and interactions that exist between all the functional areas of the modern business firm. Integrative Experience courses are both comprehensive and demanding of the student's time and effort.

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### **MBAI 610 • Management Strategy**

This course deals with the strategic direction of the firm. Tools for the in-depth analysis of industries and competition and techniques for the analysis and creation of competitive advantage are presented. Issues of both formulation and implementation of strategy within the firm are explored. The course seeks to develop the capability to understand and evaluate a firm's strategic situation in depth, and to advance viable approaches to addressing the key issues facing it.

Prerequisites: MBAA 601 – 609

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### **MBAI 688 • CMS Preparation – Fall**

This noncredit class is required for CMS activities and mandatory for those planning to participate in the CMS class departing in May. Students will register for this class as they would for any Fall Semester course. No tuition is paid at the time of registration, but rather a CMS travel deposit is required. The class will meet one Saturday per month. The schedule will be posted outside the MBA Office.

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### **MBAI 689 • CMS Preparation – Spring**

This noncredit class is equivalent to 688, but takes place in the Spring. Students will pay the remaining travel costs required for the CMS trip to be determined by the MBA Office. The balance will be due upon registration.

Prerequisite: MBAI 688

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### **MBAI 690**

#### **International Regional Strategies: Cultural and Industrial**

Class sessions held over each month emphasize tools of analysis and comparison, international strategy, regional studies and the industry that has been selected for the year's focus. Individual papers are written on cultural aspects of the international region to be visited and on the group process to date. Group papers are written on the industry and group presentations are given on visits to representative local firms visited by each group.

Prerequisite: Completion of the core plus MBAI 688 and 689

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### **MBAI 691**

#### **Comparative Management Systems (CMS)**

The CMS course commences immediately at the conclusion of MBAI 690. Students continue with the same groups to visit business firms in a number of different countries. Their preparation in the previous course provides them a significant degree of industry and cultural awareness.

The duration of the trip is about three weeks. En route, the student groups conduct pre-arranged visits to firms in the designated industry and meet with executives who manage their group's functional area. After each visit, the groups make informal presentations to the rest of the class integrating information gleaned from the visit with that from previous visits. Additional visits with relevant government and industry organizations are included for overall learning enrichment.

At the conclusion of the course, each student submits a final analysis of his/her group. Sub groups write papers on topics of interest and present them to their peers in an academic conference.

Although students may have only one integrative course sequence in their MBA program, it is possible for students to participate a second time in the CMS experience on a directed study elective (MBAG 698) basis.

Prerequisite: MBAI 690

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### **MBAI 692 • Integrative Project**

The course provides an opportunity for the student to integrate three fields of study in solving on-the-job problems or by doing primary research. An intensive original research study within one field may also be acceptable. Admission requires approval of the Integrative Project Coordinator. The student works independently with the Integrative Project Coordinator in completing the project. Each project is an effort that is unique to the student and his/her field of study and provides a definite state of the art advancement.

Prerequisite: MBAI 610 or 690

## **MBAJ Accounting Decision Systems**

Businesses communicate financial data through the language of accounting. Courses in this area of emphasis are designed to enhance the understanding of how accounting information is developed and how it can be used to optimize organizational goals. Students choosing this area of emphasis will find the knowledge useful in the financial field as well as for strategic and day-to-day business decisions.

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### **MBAJ 611 • Modern Corporate Reporting**

This course will examine basic concepts that govern financial statement reporting by publicly-held corporations. Actual statements will be used to illustrate the complexities of current disclosure issues. The policy-making environment that produces generally accepted accounting principles in the United States will be critically examined, along with some procedural aspects of financial accounting.

Prerequisite: MBAA 602

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### **MBAJ 613 • Profit Planning and Managerial Decisions**

This course provides a conceptual framework for decisions involving a firm's strategies and profitability. Partly based on case study approach, the importance of performance measurement in the decision process is emphasized. Various issues related to the firm's cost structure and pricing models as well as budgeting are covered. Other topics related to the profitability measure such as cost assignment, performance appraisal, and resource allocation are discussed.

Prerequisite: MBAA 602

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### **MBAJ 615 • Tax Planning for Management Decisions**

An analysis of the effects of the tax law on the investment and business decisions of individuals and organizations. The course will survey tax principles that managers should understand whether they are a sole proprietor or an executive in a partnership or corporation. Tax planning and savings opportunities from the perspective of the entrepreneur, the business enterprise, the employee and the investor will be emphasized. Also listed as MBAF 615.

Prerequisite: MBAA 602 and 608

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### **MBAJ 638 • International Accounting**

This course focuses on issues important to those involved with accounting and financial control in international business. Topics include international accounting standards and harmonization, financial reporting practices among industrial nations, accounting for foreign exchange translation and inflation, and the special problem of financial planning and control in multinational enterprises. Also listed as MBAG 638.

Prerequisite: MBAA 602

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### **MBAJ 697 • Internship Experience**

This one semester hour credit/no credit course will assist students in attaining practical experience relevant to the student's area of emphasis.

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### **MBAJ 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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### **MBAJ 699 • Independent Studies • 1 - 3 sem. hrs.**

Prerequisite: An MBAJ course or as designated by the MBA Office. Cannot be taken in first year.

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## The Executive MBA Program

The Executive MBA (EMBA) program is designed to prepare executives for the future. It teaches managers how to address, not just identify, issues before they become problems. Many of today's – and tomorrow's – management challenges don't come with prepackaged solutions. Issues, solutions, and alternatives have to be identified and decisions made before "management theories" are even written. The LMU corporate classroom environment simulates the executive boardroom, complete with current technology, where you'll develop and apply concepts in an experimental environment before taking them to your workplace.

The Executive MBA program curriculum is efficiently structured to maximize learning by eliminating overlap and redundancy. Corporate sponsorship, the EMBA advisory board, projects addressing real business issues and continuing alumni business relationships help ensure the emphasis remains on the relevance of the curriculum to real business challenges.

Classes meet all day Friday and Saturday, every other week for 21 months.

Classes begin in August 2004 and end in April 2006.

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### CANDIDATE QUALIFICATIONS

A Bachelor's degree with an acceptable level of scholarship from an accredited institution of higher learning and six or more years of increasing responsibility in professional, management, or entrepreneurial positions.

The admission decision to the EMBA program is individualized and based on a candidate's potential to pursue graduate study. Each candidate is evaluated on several kinds of evidence taken together including, but not limited to, work and management experience, career accomplishments, potential for advancement, letters of recommendation, personal interview, information provided in the application form, undergraduate and graduate (if any) record and GMAT (if required). The Graduate Management Admission Test (GMAT) is required only if your prior academic work and professional experience does not show clear evidence of strong quantitative and analytical reasoning skills. A determination that the GMAT is required will be made after your personal interview and application screening. Selection is based on academic potential without regard to race, creed, color, gender, sexual orientation, national origin, age or disability.

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### THE CURRICULUM

The EMBA is built and organized around key business challenges, integrating core business concepts and tools with real business situations to address these challenges. The 21-month, 58 credit hour program is divided into four modules and a summer project; each module builds on and supports the previous module. The major components of each module include the Classroom Experience, Skill Application Projects and Learning Experiences.

#### **Classroom Experience**

Classroom sessions are comprised of presentations by highly-qualified faculty and business leaders. Learning is facilitated through interaction between participants and faculty, exercises approximating real management issues, case studies, and exploring management concepts found in readings and text materials. Individual skill development is stressed, with the aim of equipping executives with strategies they can use to improve their own decision-making and leadership capabilities.

#### **Skill Application Projects**

Skill application projects provide important experiential learning by "forcing" the use of business concepts learned in the classroom to solve real business problems. Each module or major curriculum focus uses an individual and/or team project to facilitate the transference of knowledge into practical application. Projects are real business issues faced every day, such as a merger or acquisition, the development of a new product or service, opening new markets, major reorganization, or a functional business problem. Web-based group interaction and e-mail are used to facilitate completion of group assignments.

#### **Learning Experiences**

Three learning experiences provide unique off-site educational opportunities that augment classroom instruction.

- **The Leadership Retreat**, at the beginning of the EMBA program, is a residential program to help participants set goals for themselves, form study teams, and begin the learning process. In addition, a workshop is offered for participants and their spouses/significant others that addresses balancing family, work, and school requirements.
- **The Washington, D.C. Experience** provides intensive, first-hand exposure to the forces and personalities in Washington that shape America's business policy. In sessions with top policy-makers, participants learn how to understand and anticipate the impact of public policy on business.
- **The International Experience** uses a visit to one or more major, non-U.S. business centers to provide an understanding of business practices, political realities, and social and cultural sensitivities of a specific international business problem.

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## THE EMBA CURRICULUM SEQUENCE AND COURSE DESCRIPTIONS

The EMBA is an MBA program taught in an executive format. It is built and organized around key business challenges, integrating core business concepts and tools with real business situations to address these challenges. The 21-month, 58 credit hour program is divided into four modules; each module builds on and supports the previous module. Credit hours for an individual course may vary from 1-4 units, however the total credit hours for the program will not exceed 58 units. The MBA degree is awarded by the College of Business Administration at the successful completion of the program.

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**MODULE 1 • Knowledge Foundation and Language of Business** • The emphasis of this module is to assess the impact of the global economy on the economic value of the firm by strengthening your executive ability to acquire and maintain capital resources. Course work aims at improving decision making by laying a solid foundation in quantitative and analytical skills.

MBAP 602 Accounting and Control  
MBAP 603 Decision Support Foundation  
MBAP 604 Applied Business Economics  
MBAP 608 Managerial Finance  
MBAP 611 Corporate Expansion Project  
12-14 units Total

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**MODULE 2 • Leadership to Improve Organizational Performance** • The focus of this module is to enable executives to maximize human potential for improving organizational performance. You develop an understanding of your own leadership and decision-making styles to greatly improve your leadership ability.

MBAP 622 Managing Performance for Results  
MBAP 623 Leadership and the 21st Century Executive  
MBAP 624 The Manager as a Decision Maker  
MBAP 661 Team Performance and Group Dynamics  
12-14 units Total

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**SUMMER BETWEEN MODULE 1 AND 2 • Summer Skill Application Project**

MBAP 615 Performance in Non-Profit and Disadvantaged Firms  
2-3 units Total

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**MODULE 3 • Knowledge to Lead in the Global Business Environment** • This module expands your horizons beyond functional and internal topics to global approaches, presenting you with a variety of complex and interrelated issues.

MBAP 631 Changing Global Business Environment  
MBAP 632 Applied Economics Environment  
MBAP 633 Changing Global Economic Environment  
MBAP 634 Marketing and Social-Cultural Environment  
MBAP 635 Legal Environment of Business  
MBAP 613 Business Opportunity Assessment Project  
12-14 units Total

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**MODULE 4 • Strategic Leadership to Achieve Long-Term Success** • This module, the capstone experience of the Program, emphasizes executive leadership required to create and communicate clear direction for the organization's future and for carrying out change to achieve long-term results. The main objective is to enhance your ability to apply human and capital resources to achieve a long-term competitive advantage for your organization. Particular emphasis is given to ethical conduct, integrity, and socially responsible action.

MBAP 641 Strategic Management & Implementation  
MBAP 642 Deal Making  
MBAP 643 Strategic Marketing  
MBAP 644 Corporate Governance  
MBAP 662 Ethics and Spirituality in the Workplace  
MBAP 663 Professional Growth Planning  
MBAP 614 Strategy Implementation Project  
12-14 units Total

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**LEARNING EXPERIENCES** • Three learning experiences provide off-site educational opportunities that augment classroom instruction.

MBAP 651 Introduction to Executive Leadership  
MBAP 652 Relationship of Government and Business  
MBAP 653 Business in the International Environment  
5 units Total

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Program Total 58 units

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# School of Film & Television

**Office Location:** Xavier 320

**Telephone:** (310) 338-2779

## ■ INTRODUCTION

The School of Film and Television offers the Master of Fine Arts (M.F.A.) degree in the areas of Film Production, Television Production, and Screenwriting. The purpose, admission requirements, and program requirements for each of these areas are described in the pages that follow.

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## Master of Fine Arts in

# Film, Television & Screenwriting

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### School of Film and Television

**Dean:** Teri Schwartz

**Telephone:** (310) 338-5800

**Graduate Director:** Richard P. Hadley, Jr., Ph.D.

**Office Location:** Xavier 319

**Telephone:** (310) 338-2779

### FULL-TIME FACULTY

#### Professors:

Marilyn Beker, M.A., Concordia

Mladen Milicevic, D.M.A., Miami

Art Nomura, M.F.A., California, Los Angeles

John Stewart, M.F.A., California, Los Angeles

Donald Zirpola, M.F.A., Southern California

#### Associate Professors:

Susan Torrey-Barber, Ph.D., Southern California

Robert P. Burchfield, M.F.A., California, Los Angeles

Patrick Connolly, S.J., Ph.D., Southern California

Steve Duncan, M.A., Loyola Marymount

Richard P. Hadley, Jr., Graduate Director, Ph.D.,  
Southern California

Howard Lavick, M.F.A., Southern California

#### Assistant Professors:

Jeffrey Davis, M.F.A., Iowa

Jose Garcia-Moreno, M.F.A., California, Los Angeles

Glenn Gebhard, M.F.A., Southern California

Sylvia Morales, M.F.A., California, Los Angeles

Roger Pardee, M.F.A., Southern California

Susan Scheibler, Ph.D., Southern California

Mark Evan Schwartz, M.F.A., Boston

Slobodan Sijan, M.F.A., University of Arts Belgrade

Charles Swanson, M.F.A., Southern California

Kennedy Wheatley, M.F.A., Southern California



Walter Murch (third from left), conversing with faculty.

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## *Mission Statement*

The Master of Fine Arts degree offered by the School of Film and Television at Loyola Marymount University is based on a professional academic program and designed to foster original and creative work in film and television production and writing. The emphasis is on understanding and mastering these media in an atmosphere which allows students to explore and express their ideas with ever increasing technical skill.

The School of Film and Television is committed to a relatively small graduate program. Given the large number of qualified applicants, the review process is necessarily very selective. Graduate study in this program is a full-time, intensive endeavor; only the most motivated and serious students can be considered.

Entering graduate students are required to select ONE of three areas of emphasis:

- Screenwriting
- Television Production
- Film Production

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## **ADMISSION REQUIREMENTS**

All applicants must have a Bachelor's degree from an accredited university. The department welcomes applicants who have received degrees in unrelated fields.

There are only a limited number of openings in the graduate School of Film and Television program and applications are reviewed and accepted ONLY for the Fall semester each year.

Applicants must submit **ALL** materials to the Graduate Division by February 15th. These materials include: application, detailed personal statement, all transcripts, GRE scores, and two letters of recommendation. Students applying to the Screenwriting emphasis must submit a writing sample.

A \$250 deposit must accompany your letter of acceptance within 15 days of notification by the University of your admittance into the program. The deposit is applied toward tuition and is non-refundable.

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## **PROGRAM OPTIONS**

There are two areas of specialization within the graduate School of Film and Television program at Loyola Marymount University: Screenwriting for film and television, and Production for film or television. These areas of emphasis come to fruition in the graduate thesis project for film and television students, and a portfolio for screenwriting students. Thesis projects take a minimum of one year to complete, usually spanning the final year of graduate work. They comprise 6 units of graduate credit required for the Master of Fine Arts degree. Students do not have the option of the traditional Master's research thesis.

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## **UNDERGRADUATE PREREQUISITES**

Students will also be required to take a specified number of undergraduate prerequisites. Graduate students are on a provisional status until their undergraduate prerequisites are successfully completed. These prerequisites are required and may not be waived.

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## **THE SCREENWRITING EMPHASIS**

Writing for film and television has been a traditional focus in the School of Film and Television. Progressing from the core courses, the writing student must complete a portfolio, which consists of two feature length screenplays and a teleplay which can be either a one hour drama or a half hour situation comedy. All students will be required to take Screenwriting 500, Elements of Screenwriting I. (No waiver will be granted.)

Students applying for the MFA Screenwriting Program are required to submit a writing sample with their application. Graduate students will also be required to take the following undergraduate prerequisites:

### ■ **SCREENWRITING UNDERGRADUATE PREREQUISITES**

- FILM 260 Introduction to Film Production
- FILM 329 Directing and Scene Analysis

Failure to maintain a "B" in prerequisites will lead to disqualification from the program. The student may petition to repeat (one time only) deficient prerequisite course work.

**PLEASE NOTE THAT THESE ARE UNDERGRADUATE COURSES AND DO NOT COUNT TOWARDS THE GRADUATE DEGREE.**

## ■ GRADUATE SCREENWRITING REQUIREMENTS

### A. Film History & Theory (12 units)

#### One of the following (3 units)

FILM 509 Aesthetics of Mass Media  
FILM 510 Theories of Film Criticism  
TVPD 512 Television Criticism

#### One of the following (3 units)

FILM 513 Seminar in American Film  
FILM 514 Seminar in European Film  
FILM 515 Seminar in the Documentary  
TVPD 516 Seminar in Television Programming

#### One of the following (3 units)

FILM 611 Seminar in Film Genres  
FILM 612 Seminar in Film Authors  
FILM 613 Seminar in National Film  
TVPD 614 Seminar in Television & Video

#### Plus: (3 units)

History/Theory Elective

### B. Film Business Courses (3 units)

#### One of the following

Film 610 Communication Topical Seminar **OR** a 600 level elective (3 units)

### C. Plus: (15 units)

Film 688 Intern Practicum (3 units)

#### And four Writing Courses: (12 units)

SCWR 500 Elements of Screenwriting  
SCWR 520 Writing the Feature (Complete the first draft)  
SCWR 521 Rewriting the Feature (Rewrite the first draft)  
SCWR 598 Adaptation

### D. Students must select one of the following tracks: (6 units)

SCWR 629 Writing the One Hour Drama  
SCWR 630 Advanced Writing: The One Hour Drama

#### OR one of the following (6 units)

SCWR 625 Writing the Situation Comedy  
SCWR 627 Advanced Writing: The Situation Comedy

**E. Advanced Screenwriting Project (6 units)** The Advanced Screenwriting Project requires completion of SCWR 690 and SCWR 691, typically completed during the last two semesters in residence. (minimum 6 units)

SCWR 690 Advanced Screenplay Project I  
SCWR 691 Advanced Screenplay Project II

In SCWR 691 all revisions must be completed and approved by May to allow time for binding and signatures on completed portfolio forms. Any Advanced Screenplay that does not receive approval by May 1st will carry over to the following semester. All final forms must be signed before the end of the semester if the student is to graduate.

**All students will be required to take an Orientation with screenwriting faculty to familiarize themselves with the MFA Portfolio process. This includes understanding the annual review of MFA candidate's portfolio projects and the formation and procedures of the MFA Review Committee.**

**42 TOTAL GRADUATE UNITS are required for the M.F.A. in Film and Television with an emphasis in Screenwriting**

If necessary, registration in SCWR 692 will be required in subsequent semesters until the project is completed. The normal sequence of classes is outlined as follows:



*Film students creating a documentary.*

	<b>Fall</b>	<b>Spring</b>
	500	520
<b>First</b>	260	329
<b>Year</b>	History	598
	History/Theory	
<b>Second</b>	521	627 or 630
<b>Year</b>	History/Theory	Writing Elective or 698
	625 or 629	History/Theory
<b>Third</b>	Advanced Screenplay	Advanced Screenplay
<b>Year</b>	Project I	Project II
	Internship	Elective

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## THE TELEVISION PRODUCTION EMPHASIS

The Television Production Emphasis is designed for students with an undergraduate background in television production. Students must complete all undergraduate prerequisites listed for television.

Progressing from the graduate core courses, the television production students must complete a final thesis project which will be a major production in television or digital video. It must be stressed that these graduate thesis projects involve an academic rigor beyond the ordinary student video class. Students must also bear the cost of tape for their projects.

The Television Production Emphasis requires a full-time commitment. Many required courses are offered only during the day, and the demands of production are such that large blocks of time are often needed. Crewing on the productions of classmates also necessitates the flexibility inherent with a total involvement in the School.

Prior to registration for the Thesis Project (TVPD 640), the student must come before the Thesis Committee to advance to candidacy based upon the work completed towards this goal. Once advanced to candidacy, the student must take TVPD 640 (with the instructor of record) and TVPD 670 (with the instructor of record) until the project is completed and signed off by the Thesis Committee, Graduate Director and Dean of the School in order to successfully complete the requirements for the M.F.A. degree. The Thesis Committee form adopted by the School must be obtained from the Graduate Director and signed by all committee members in order for the student to be advanced to candidacy.

42 total graduate units are required for the M.F.A. in Television Production.

### ■ TELEVISION UNDERGRADUATE PREREQUISITES

SCWR 500 Beginning Film and Television Writing  
 FILM 241 Television Production Techniques  
 TVPD 345 Electronic Cinematography  
 TVPD 346 Video Editing  
 FILM 379 Fundamentals of Directing

**and ONE from:**

TVPD 341 Intermediate Television Production  
 TVPD 344 Remote Television Production

Failure to maintain a "B" in prerequisites will lead to disqualification from the program. The student may petition to repeat (one time only) deficient prerequisite course work.

**PLEASE NOTE THAT THESE ARE UNDERGRADUATE COURSES AND DO NOT COUNT TOWARDS THE GRADUATE DEGREE.**



*TV Production students finalizing their editing decisions.*



## ■ GRADUATE TELEVISION PRODUCTION REQUIREMENTS

### A. Film History & Theory (9 units)

#### One of the following (3 units)

- FILM 509 Aesthetics of Mass Media
- FILM 510 Theories of Film Criticism
- TVPD 512 Television Criticism

#### One of the following (3 units)

- FILM 513 Seminar in American Film
- FILM 514 Seminar in European Film
- FILM 515 Seminar on the Documentary
- TVPD 516 Seminar in Television Programming

#### And one of the following (3 units)

- FILM 611 Seminar in Film Genres
- FILM 612 Seminar in Film Authors
- FILM 613 Seminar in National Film
- TVPD 614 Seminar in Television & Video

### B. Screenwriting (6 units)

#### One of the following (3 units)

- SCWR 520 Intermediate Screenwriting
- SCWR 625 Comedy Writing
- SCWR 629 Writing the One Hour Dramatic Episodic Teleplay

#### And one of the following (3 units)

- SCWR 620 Writing the Thesis Project (Narrative)
- SCWR 626 Writing the Thesis Project (Documentary)

### C. Production (6 units)

- TVPD 540 Advanced Television Production
- FILM 667 Seminar in Production and Post-Production Sound

### D. Film Process Seminars (6 units)

- FILM 668 Seminar/Contemporary Production Problems
- FILM 680 Seminar in Directing

### E. Advanced Television Techniques (9 units)

#### Choose three of the following:

- SCWR 521 Advanced Feature Writing
- FILM 667 Advanced Audio Post Production
- FILM 610 Communication Topical Seminar
- FILM 666 Advanced Editing
- FILM 669 Advanced Electronic Cinematography
- FILM 688 Internship
- 600 level elective

### F. Thesis Project (6 units)

The Television Production Thesis Project requires completion of two courses which divide the project into a production and post-production phase. (minimum 6 units)

- TVPD 640 Thesis Project: Television
- TVPD 670 Thesis: Post-Production

The student must supply the School with sweetened 3/4 inch copy of thesis with titles for approval before graduation. All Thesis productions are required to have a full card that reads:

**This production was done in partial fulfillment of degree requirements at  
LOYOLA MARYMOUNT UNIVERSITY**

If necessary, registration in TVPD 671 (3 units each semester) will be required in subsequent semesters until the project is completed. The normal sequence of classes is as follows:



*Students receive a great sense of personal fulfillment when their work is exposed to the general public.*

	<b>Fall</b>	<b>Spring</b>
	500	341 or 344 (346 prerequisite)
<b>First</b>	345	379
<b>Year</b>	241 or 341	667 Sound
	346 History (516)	520 or 629 or History/Criticism
	540	620 or 626
<b>Second</b>	680	Television Technique (666)
<b>Year</b>	668 625 or History/Criticism	History/Criticism
<b>Third</b>	Thesis	Thesis
<b>Year</b>	Internship	Elective

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## THE FILM PRODUCTION EMPHASIS

The Film Production Emphasis is designed for students with an undergraduate background in film production. All students must complete all undergraduate prerequisites listed for film production.

Progressing from the graduate core courses, the film production students must complete a final thesis project which will be a major production in film. It must be stressed that these graduate thesis projects involve an academic rigor beyond the ordinary student film class. Students must also bear the cost of raw stock and processing for their film projects.

The Film Production Emphasis requires a full-time commitment. Many required courses are offered only during the day, and the demands of production are such that large blocks of time are often needed. Crewing on the productions of classmates also necessitates the flexibility inherent with a total involvement in the Department.

Prior to registration for the Thesis Project (FILM 660), the student must come before the Thesis Committee to advance to candidacy based upon the work completed towards this goal. Once advanced to candidacy, the student must take FILM 660 (with the instructor of record) and FILM 670 (with the instructor of record) until the project is completed and signed off by the Graduate Director and Dean of the School in order to successfully complete the requirements for the M.F.A. degree.

The Thesis Committee form adopted by the School must be obtained from the Graduate Director and signed by all committee members in order for the student to be advanced to candidacy.

42 total graduate units are required for the M.F.A. in Film Production.

### ■ FILM PRODUCTION UNDERGRADUATE REQUIREMENTS

- SCWR 220 Beginning Film and Television Writing (Writing for Production)
- FILM 360 Intermediate Film Production
- FILM 365 Cinematography
- FILM 366 Film Editing
- FILM 379 Fundamentals of Directing

Failure to maintain a "B" in prerequisites will lead to disqualification from the program. The student may petition to repeat (one time only) deficient prerequisite course work. PLEASE NOTE THAT THESE ARE UNDERGRADUATE COURSES AND DO NOT COUNT TOWARDS THE GRADUATE DEGREE.

### ■ GRADUATE FILM PRODUCTION REQUIREMENTS

#### A. Film History & Theory (9 units)

##### One of the following (3 units)

- FILM 509 Aesthetics of Mass Media
- FILM 510 Theories of Film Criticism
- TVPD 512 Television Criticism

**One of the following (3 units)**

- FILM 513 Seminar in American Film
- FILM 514 Seminar in European Film
- FILM 515 Seminar on the Documentary
- TVPD 516 Seminar in Television Programming

**And one of the following (3 units)**

- FILM 611 Seminar in Film Genres
- FILM 612 Seminar in Film Authors
- FILM 613 Seminar in National Film
- TVPD 614 Seminar in Television & Video

**B. Screenwriting (6 units)**

**One of the following (3 units)**

- SCWR 520 Intermediate Screenwriting
- SCWR 625 Comedy Writing
- SCWR 629 Writing the One Hour Dramatic Episodic Teleplay

**And one of the following (3 units)**

- SCWR 620 Writing the Thesis Project (Narrative)
- SCWR 626 Writing the Thesis Project (Documentary)

**C. Production (6 units)**

- FILM 560 Advanced Film Production
- FILM 570 Post Production (560 Project)

**D. Film Process Seminars (6 units)**

- FILM 667 Seminar in Production and Post-Production Sound
- FILM 668 Seminar/Contemporary Production Problems

**E. Advanced Film Technique Seminars (9 units)**

**Choose three of the following:**

- SCWR 521 Writing the Feature
- FILM 610 Topical Seminar
- FILM 666 Advanced Editing
- FILM 669 Advanced Cinematography
- FILM 680 Advanced Directing
- FILM 688 Internship
- 600 level elective

**F. Thesis Project (6 units)**

The Film Production Thesis Project requires completion of two courses which divide the project into a production and post-production phase.

- FILM 660 Thesis Project: Film (3 units)
- FILM 670 Thesis: Post-Production (3 units)

Students must supply composite print or 3/4" Beta SP (sweetened) of approved thesis to the School before the end of the semester in which he/she is to graduate. All Thesis productions are required to have a full card that reads:

**This production was done in partial fulfillment of degree requirements at  
LOYOLA MARYMOUNT UNIVERSITY**

If necessary, additional registration in FILM 671 (for 3 units each semester) will be required in subsequent semesters until the project is completed. The normal sequence of classes is outlined below:

	<b>Fall</b>	<b>Spring</b>
	500	360
<b>First Year</b>	365	667 Prod. and Post-Prod. Sound
	366	History/Theory
	379	520 or 668
	History	
	560	620 or 626
<b>Second Year</b>	History or	570
	Adv. Elective (669)	History or
	668 or 520	Adv. Elective (666)
	660 Thesis (3 units)	670 Thesis-Post
<b>Third Year</b>	History or Adv. Elective	Advanced Elective (610)

## Course Descriptions

All courses are 3 semester hours unless otherwise noted.

### SCWR 500 • Elements of Screenwriting

An intensive course in the practical applications of character, story structure and the visual nature of screenwriting with an emphasis on the elements of writing popular feature film genres. Students develop the screenplay for Intermediate Screenwriting.

### FILM 509 • Aesthetics of Mass Media

The philosophical bases of media criticism and evaluation.

Prerequisite: Senior or graduate standing.

Lab fee.

### FILM 510 \* Theories of Film Criticism

An examination of representative philosophies of film drawn from the writings of outstanding critics and informed viewings of selected films.

Prerequisite: Senior or graduate standing.

### TVPD 512 • Television Criticism

The roles of television as a popular art is explored through developing critical frameworks for analyzing such genres of television programming as drama, situation comedy, news talk shows, sports, children's shows, daytime serials, etc.

Prerequisite: Senior or graduate standing.

Lab fee.

### FILM 513 • Seminar in American Film

Advanced studies in American film and filmmakers. Screenings, lectures and discussions.

Lab fee.

### FILM 514 • Seminar in European Film

Advanced studies of European filmmakers' film styles. Screenings, lectures and discussions.

Lab fee.

### FILM 515 • Seminar on the Documentary

Advanced critical and analytical study of the evolution of documentary film/videos. Screenings, lectures and discussion.

Lab fee.

### TVPD 516 • Seminar in Television Programming

Advanced critical and analytical study of broadcast programming in the United States and abroad. Screenings, lectures and discussions.

Prerequisite: Senior or graduate standing.

Lab fee.

### SCWR 520 • Intermediate Screenwriting

Practical experience writing a first draft feature-length screenplay.

### SCWR 521 • Intermediate Screenwriting

Practical experience re-writing the Feature Screenplay.

Prerequisite: SCWR 520.

### FILM 530 • Communication Law

A case study of significant legal cases and Federal law affecting and regulating broadcasting and various mass media.

Prerequisite: Senior or graduate standing.

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**TVDP 540 • Advanced Television Production**

Further practical experience in television production with individual responsibility of a major project and team experience on studio or location projects. Note: Insurance is required for location use of video equipment.

Prerequisites: TVPD 341 or 344, and approval of project by the instructor prior to registration.

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**FILM 560 • Advanced Film Production**

Further practical experience in motion picture production on a paraprofessional level including the producing, directing and editing of a 16mm sync sound film (15 minutes). Note: Insurance is required for equipment.

Prerequisites: FILM 360 and approval of project by the instructor prior to registration.

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**FILM 598  
SCWR 598  
TVPD 598  
Special Studies**

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**FILM 599  
SCWR 599  
TVPD 599  
Independent Studies**

Further studies in communication research.  
Contact School Chair for details.

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**SCWR 602 • Seminar in Critical Writing in the Arts**

An intensive investigation of the aims of the contemporary cinema through screenings and encounters with working filmmakers, joined with practical experience in the composition of professional level film criticism.

Prerequisites: FILM 509, 510, or TVPD 512

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**FILM 610 • Communication Arts Topical Seminar**

Seminar in current issues in cinema and television; focus changes per offering.

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**FILM 611 • Seminar in Film Genre**

Advanced study in film genre. Screenings, films and lectures.

Lab fee.

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**FILM 612 • Seminar in Film Authors**

Advanced study of films of specific filmmakers. Screenings, lectures and discussions.

Lab fee.

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**FILM 613 • Seminar in National Film**

Advanced study of the films of a specific nationality. Screenings, lectures and discussions.

Lab fee.

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**TVPD 614 • Seminar in Television and Video**

Topical seminar focusing on critical analysis of topical media genres. Screenings, lectures and discussions.

Lab fee.

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**SCWR 620 • Writing the Narrative Thesis for Production**

Writing the thesis (narrative) project and preparing the script for production.

Prerequisite: SCWR 520, 625 or 629

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**SCWR 625 • Writing the Situation Comedy**

Practical experience writing an episode of a current half-hour situation comedy.

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**SCWR 626 • Writing the Documentary for Production**

Writing the thesis (Documentary) project and preparing the script for production.

Prerequisite: SCWR 320, 520 or 629

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**SCWR 627 • Advanced Writing: The Situation Comedy**

Practical experience writing a "spec" teleplay of a current half-hour situation comedy or writing a half-hour pilot for a new situation comedy series.

Prerequisite: SCWR 625

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**SCWR 629 • Writing the One Hour Drama**

Practical experience writing an episode of a current one hour drama.

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**SCWR 630 • Advanced Writing: The One Hour Drama**

Practical experience writing a "spec" teleplay of a current one hour drama or writing a one hour pilot for a new drama series.

Prerequisite: SCWR 629

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**TVPD 640 • Thesis Project: Television**

Pre-production and production of a major project on video tape or digital video (30 minute limit).

Prerequisites: Advancement to candidacy; consent of Graduate Committee; SCWR 620 or 626

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**FILM 660 • Thesis Project: Film**

Pre-production and production of a major project in 16mm or 35mm sync. sound (30 minute limit).

Prerequisites: Advancement to candidacy; consent of Graduate Committee; SCWR 620 or 626

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**FILM 666 • Seminar in Advanced Editing**

Further studies in the techniques of editing for film and/or television.

Prerequisite: FILM 346 or 366

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**FILM 667****Seminar in Production and Post-Production Sound**

Further studies in sound and practical experience in production and post-production sound.

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**FILM 668 • Seminar/Contemporary Production Problems**

Further studies in production planning for film/television.

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**FILM 669 • Seminar in Cinematography**

Further studies in the techniques of camera and lighting for film and video.

Prerequisites: TVPD 345 or 365

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**FILM 670****TVPD 670****Thesis: Post Production**

Lectures and individualized direction on the proper techniques required to enhance a film or television project to the finished level. Additional registration required until project is completed.

Prerequisites: TVPD 640 or FILM 660

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**FILM 671****TVPD 671****Registration is required until Thesis Project is completed**

Prerequisites: FILM or TVPD 670

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**FILM 680 • Seminar in Directing**

Directorial analysis of and practical experience in the special problems of directing actors for the camera. Can emphasize film, TV or the different problems involved in each medium.

Prerequisite: FILM 379

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**FILM 688 • Intern Practicum I**

Internship in some phase of film, television, or communications industry.

Prerequisite: Completion of 18 hrs. of graduate courses.

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**FILM 689 • Intern Practicum II**

A second internship in the communications industry.

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**SCWR 690 • Advanced Screenplay Project I**

Students will write a feature length screenplay.

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**SCWR 691 • Advanced Screenplay Project II**

Students will rewrite a feature length screenplay.

Prerequisite: SCWR 690

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**SCWR 692 • Registration is required until Advanced Screenplay Project is completed**

Prerequisite: SCWR 691

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**FILM 698****SCWR 698****TVPD 698****Special Studies**

Contact School Chair for details.

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**FILM 699****SCWR 699****TVPD 699****Special Studies**

Contact School Chair for details.

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# School of Education

## Master of Arts & Credential Programs in

- Teacher Education
- Professional Services

## Doctor of Education

**Acting Dean:** Shane P. Martin, Ph.D.  
**Acting Associate Dean:** Edmundo F. Litton, Ed.D.  
**Office Location:** University Hall, Suite 2600  
**Telephone:** (310) 338-2863  
**Fax:** (310) 338-1976  
**Email:** education@lmu.edu  
**Web Site:** www.lmu.edu/education

The School of Education offers graduate programs in the following areas of study: Elementary and Secondary Teaching, Special Education, Catholic Inclusive Education, Child & Adolescent Literacy, General Education, Administration, Catholic School Administration, School Counseling, and Educational/School Psychology. In the pages that follow, degree, credential, internship, and certificate programs are described.

The high quality of the education program is confirmed through its accreditation by the California Commission on Teacher Credentialing, the National Council for Accreditation of Teacher Education, and Western Association of Schools and Colleges.

### FACULTY

---

#### Professors:

Thomas M. Batsis, Ph.D., California Graduate Institute  
Paul A. De Sena, Ed.D., Pennsylvania State  
Victoria L. Graf, Ph.D., California, Riverside  
Scott W. Kester, Ph.D., Oklahoma  
Brian P. Leung, Ph.D., Southern California  
Mary K. McCullough, Ph.D., Southern California  
Candace A. Poindexter, Ed.D., California, Los Angeles

#### Associate Professors:

Magaly Lavadenz, Ph.D., Southern California  
Shane P. Martin, Ph.D., Southern California  
Irene Oliver, Ed.D., Pepperdine

#### Assistant Professors:

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Marta P. Baltodano, Ph.D., Claremont  
Michael P. Caruso, S.J., Ed.D., San Francisco  
Terese C. Jimenez, Ph.D. (cand.),  
California, Santa Barbara  
Yvette Lapayese, Ph.D., California, Los Angeles  
Edmundo F. Litton, Ed.D., San Francisco  
Francisco Ramos, Ph.D., Southern California

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Tim Braun, M.A.  
Kathy Clemmer, M.A.T.  
Anthony Collatos, Ph.D. (cand.)

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Sharon Watt, J.D.

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Greg Knotts, M.A.  
Lisa Layne, M.A.  
Marianne Mitchell, M.A., L.E.P.

#### Internship Director:

Maureen Schaukowitch, Ed.D.

#### PLACE Corps Director:

Diana Murphy, M.S.

#### Teach for America Partnership Director:

Andrea Clemons, Ph.D.

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Maria Barillas, Ph.D.  
Kevin Baxter, M.A.  
Laurie Beyer, Ph.D.  
Rose Bomentre, M.A.  
Christine Cain, Ph.D.  
Grace Carpenter, M.A.  
Derrick Chau, Ph.D.  
Brooke Choo, Ph.D.  
John Coleman, S.J., Ph.D.  
Marie Collins, Ph.D.  
Karla Colorado, M.A.  
Martin T. Connell, S.J.  
William Crean, M.A.  
Debra Davis, M.Ed.  
Janis Davis, M.S.  
Carol Dygean, M.A.  
Danielle Else, M.S.  
Alberto Esquinca, Ph.D. (cand.)  
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Lisa Flores, M.A.  
Kate Franceschini, Ph.D.

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Stephanie Graham, M.A.  
Christopher Haddy, M.A.  
Janet Hite, M.A.  
Teresa Holden-Ilgunas, Ed.M.  
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Susan Nelson, Ed.D.  
John Newsom, M.A.  
Jonathon O'Brien, M.S.  
Gustavo Ortiz-Escalante, Ed.D.  
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Thomas Sopp, M.A.  
Jennie Spencer-Green, Ph.D.  
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Andrea Steinfeld, M.A.  
Beth Stoddard, Ph.D.  
Patricia Swiderski, M.A.  
Judith Sydner-Gordon, M.A.  
Christina Vogt, Ph.D.  
Patricia Wedlock, M.S.

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*Sacred Heart Chapel, the landmark of the University.*

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## *School of Education Mission Statement*

In accordance with the Mission of Loyola Marymount University, the faculty, staff, and students of the School of Education understand and declare our purpose to be the encouragement of life-long learning and academic excellence, the education of the whole person, and the promotion of service and justice for all. We commit ourselves to serving public and private education by fostering excellence inspired by the Jesuit and Marymount traditions of Catholic education.

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## *School of Education Goal Statement*

The faculty, staff, and students of the School of Education strive to work collaboratively in a student-centered environment to be professionals who act to:

- *Value and respect all individuals*  
We believe in the worth of each individual. We affirm the inherent dignity and value of each person as a child of God. Therefore, we believe that all individuals have the potential to be successful learners with unique characteristics and experiences that bring a positive value and meaning to the learning experience.
- *Promote social justice*  
We recognize the existence of social inequity, marginalization, and the different faces of oppression, and we commit ourselves to work actively for the establishment of a just and equitable society. While it is important to understand critically the structures, practices, and discourses that cause and perpetuate

injustice, we also aim to nurture transformative structures, practices, and discourses that actively promote greater equity. This commitment challenges us to think with a global perspective, to embrace the notion of a preferential option for the poor, and to act with a conviction of equity.

- *Promote cultural responsiveness*  
We recognize diversity as a strength and we commit ourselves personally and professionally to serve culturally and linguistically diverse populations. These populations include those who represent cultural diversity broadly defined, including race, ethnicity, socioeconomic status, gender, religion, sexual orientation, ability, and age. Among other valuable theories and approaches, we utilize sociocultural and constructivist perspectives in teaching and learning. We value these and other perspectives that promote active participation in learning, meaningful and authentic instruction and assessment, and emphasize students' cultural and linguistic background experiences.
- *Integrate theory and practice*  
We strive to unite theory and practice in a reciprocal relationship that mutually inform each other. We are a community of reflective practitioners, guided by critical inquiry and social responsibility. We actively engage in educational research, including faculty/student collaboration. We affirm the use of technology in education as authentic, meaningful, and assessable to all learners.
- *Develop moral, intellectual, responsible and caring leaders*  
We are committed to the preparation of educators who will be leaders in the field and who reflect high standards of ethics and values. We seek to be, and encourage others to be, women and men who have the intellectual skills to critically evaluate educational issues, have the moral conviction to respond as agents of change, and exhibit an ethic of care in the service to others.
- *Collaborate and share leadership across communities*  
We believe in the value of working collaboratively with the districts, schools, parents, and students of the communities we serve, to successfully educate all learners. We recognize, support and promote the gifts and talents of community members and encourage their participation in decision-making processes.

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## DEGREE PROGRAM REGULATIONS

### School of Education Admissions Policy

Applicants are encouraged to meet regularly with their Program Coordinator and/or Assistant Coordinator for advice and assistance in meeting the admission requirements and registering for classes. Categories of Admission Status for the Credential, Master's, and Doctoral Degree programs within the School of Education are designated as follows:

#### **Levels of Admission**

**Formal Admission** • Formally admitted students are those who have completed the entire application process and have been reviewed and accepted by a particular program with no conditions or provisions.

**Provisional Admission** • Provisionally admitted students are those who are missing one or more items for formal admission.

**Controlled Admission** • Students who are admitted on controlled admission are those who are either missing their official transcripts or, who were accepted by the Exceptions Committee. Controlled admission students are required to complete the following:

- Submit two sets of official transcripts with bachelor's and/or master's degree posted
- Receive at least a "B" (3.0) or better in their first two courses (6 units)
- Remain in good standing in the academic program

Under controlled admissions a candidate may enroll in up to two courses for a maximum of one semester. To continue in the program, students must advance to formal admission status by the end of the first semester or by completion of their first six units.

**Students on controlled status are admitted under academic probation.**

**Non-Degree Status** • Students admitted under non-degree status are not guaranteed admission into the School of Education.

### Exception Policy

Applicants who have been denied admissions based on GPA may appeal to the Exceptions Committee upon recommendation of the program coordinator. A student with a GPA below 2.8 and above 2.5 may submit a written petition. Candidates accepted by the Exceptions Committee will be on controlled admission status as described above.

### Transfer Credit

In order to receive credit toward a degree for post-baccalaureate work taken at other regionally accredited colleges and universities, School of Education students **MUST** submit transfer credit requests at the time of admission. The request must be in writing and accompanied with a course syllabus and Bulletin description for each course they wish to transfer. No course credit may be transferred unless the grade received was at least a "B" (3.0). If a course was used to satisfy a degree requirement at another college or university, it cannot be used for transfer credit with the exception of core or prerequisite requirements. Students may request a transfer for up to 6 semester (9 quarter) units of graduate units. Transfer coursework may not be more than ten years old. Transfer credit requests received after admission will not be considered. Final approval is granted by the Office of the Registrar.

### Adding a Second LMU Master's

A student already possessing a Master's degree from Loyola Marymount's School of Education may apply up to three applicable core courses from that degree toward a second Master's degree. The student must successfully complete all other requirements for the second degree.

### Comprehensive Assessment

All students completing a Master's degree must successfully pass a Comprehensive Examination, a Culminating Experience, or successfully complete a Thesis in their area of concentration.

#### **Comprehensive Examination**

Students are required to enroll in and receive credit for EDUC 695 Comprehensive Examination or EDUC 691 Teacher Performance Assessment to complete the Master's degree. There is no tuition charged for this enrollment. The Master's Comprehensive Examination can be written and/or oral. The various Master's degrees have specific requirements as to what type of Comprehensive Examination is required. Students should consult their program coordinator as to the type of Comprehensive Examination required.



*Teach for America partnership students interacting during class.*

It should be noted that the Comprehensive Examination is not just a quantitative or cumulative extension of the examination content of all required courses. Rather, it examines a candidate's ability to apply acquired knowledge and experiences to a set of practical problems within the candidate's field of specialization.

### **Thesis Option**

Select programs within the School of Education offer a Thesis Option in place of the comprehensive examination. The course requirement section of each program will indicate whether that program has this option available. Students in those programs who are interested in this option must meet the thesis guidelines as specified by their program coordinator. In addition to meeting the thesis criteria and guidelines, students in the Thesis Option must complete EDUC 657 Advanced Research Methods, EDUC 658 Advanced Research Design, and EDUC 659 Master's Thesis I. Continuing course enrollment in EDUC 688 and EDUC 689 Master's Thesis II & III may also be required.

### **Relationship between the Credential and the Degree:**

Some of the Master's degree programs within the School of Education must be combined with state credentials within the same program area. Please consult each individual program for further clarification.

### **Grading**

A number of courses in the School of Education are offered on a Credit/No Credit basis. Credit indicates a student has earned at least a "B" in the course. Certain state-mandated courses must be taken for a grade. Instructors should be consulted for clarification.

### **Support for Candidates Development of Academic and Professional Standards**

The School of Education is committed to the development of the most qualified educators to work in public, private, and Catholic schools. This commitment is made to the candidates who matriculate at LMU, to the students they will work with, and to the general public we serve. The faculty strives to enhance each candidate's ability to work effectively with students and families, and to be highly sought by schools and school districts.

During the candidate's course of study in the School of Education, the faculty will provide feedback and support to candidates in both their academic and professional development.

**Academic Development:** When a candidate is not able to meet the minimum academic expectations in a course, the instructor will conduct one-on-one meeting(s) with the candidate to develop a plan for remediation. This plan may include, but is not limited to the following: referral to the Program Coordinator, specific tutorials provided by the faculty, support from peers, and a referral to the university's Learning Resource Center. If the candidate is not able to attain the minimum course grade needed for graduation, they may re-take the course to attain a higher grade with permission from their Program Coordinator.

All candidates are required to maintain a minimum semester and cumulative GPA of 3.0 during their course of study. Candidates will be placed on academic probation if they fail to meet that minimum GPA. The candidate will be required to meet with the Program Coordinator who will monitor the candidate's progress. Students on academic probation must receive a "B" or better the following semester or be subject to disqualification.

**Non-Academic Qualities:** The School of Education and official accreditation agencies have determined that non-academic qualities are also necessary for successful educators. Students are expected to uphold both academic and non-academic standards embraced by the School of Education. Non-academic factors include behaviors, dispositions, and attitudes that educators must positively develop. If a candidate fails to meet appropriate professional expectations in class or in field placements, the School of Education will work to help with the student's professional development. Assistance with professional development will take the following steps:

- The instructor will consult with the student and fill out a concerns form.
- The instructor and program coordinator will work with the student to develop a plan for remediation.
- The instructor, program coordinator, and student will meet with the associate dean if necessary.
- The program coordinator will monitor the student's progress in accordance with the developed remediation plan.

Assistance may also include: specific tutorials provided by any member of the faculty, a referral to the university's counseling center, or other referrals.

Students who cannot uphold both academic and non-academic standards may be disqualified from their program. Students who are disqualified are not eligible for any other program in the School of Education.

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## Computer Technology

The School of Education emphasizes and fully supports the use of computer technology throughout its programs. To aid in the integration of technology, the School of Education maintains a computer lab as well as two computer eClassrooms in University Hall. The lab is available for use by School of Education students and faculty only. Current hours are posted at the lab and at the School of Education website (<http://www.lmu.edu/education>). The eClassrooms are intended for whole class instruction and are available for faculty to reserve. There are also several general use student computer labs in various locations on campus. Additionally, students should contact the Student Technology Help Desk, located in St. Robert's Hall Annex, One-Card office, for information on free e-mail and network access accounts.

In addition, all applicants must verify that they are capable of basic computer skills that are necessary for success in the School of Education. Applicants may either verify their skills by signing a self-verification form provided by the School of Education or take EDUX 846 Basic Computer Skills for Educators during their first year.

## Degree Clearance

Degrees are formally awarded at the end of the Spring term, Fall term, and Summer term. The candidate must submit a formal application for degree clearance to the Registrar's Office. The deadlines to apply for degree clearance each semester are listed in the University calendar located in the current Schedule of Classes. The degree will not be posted to the candidate's transcript if the application for degree clearance is not submitted. See the Registrar's website for more detailed information.

## Regulations for Graduation

1. All requirements for the degree must be met prior to the degree date.
2. The date of the degree posted on the student's transcript and diploma is the one by which all graduation requirements, including application for degree clearance, are completed.

Failure to comply with these regulations will preclude the granting of a degree. Those who have filed for degree clearance and do not complete the requirements before the projected date of completion for which they filed are required to refile in a later semester. A graduate commencement ceremony is held at the end of the spring term for those candidates who wish to participate. Please consult the Registrar's Office for attendance procedures. See the Registrar's website for more detailed information.

## Credential Application Process

Along with State mandated fees, an application for credential must be submitted to the School of Education Credential Office at the completion of the candidate's program requirements. Final transcripts that reflect completion of program requirements must be requested from the Office of the Registrar and submitted to the Credential Office. See the School of Education credential website at <http://www.lmu.edu/education/credentials> for more detailed information on the credential application process.

## School of Education Awards

The School of Education will name an Outstanding Student of the Year from each program. The recipient must be a student graduating in the current academic year. The candidates for these awards are nominated and voted upon by faculty in recognition of the graduate's academic, personal, and professional qualities that best exemplify the mission and goals of the School of Education.

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*The School of Education holds four Unit Dispositions that shape the professional expectations for all candidates. "We strive to be, and to educate professionals to be, educators who: respect and value all individuals; educate by integrating theory and practice; advocate for access to a socially just education; and lead in order to facilitate transformation."*



**Teach for America** students engaged in computer projects.

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# Teacher Education Division

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## ■ INTRODUCTION

The teacher education programs at Loyola Marymount University have always been constructed with the over-riding principle of teacher preparation: quality. Each candidate, each credentialed teacher, becomes both artist and scientist. Loyola Marymount credentialed elementary, secondary and special education teachers enjoy a reputation both in public and private schools unparalleled within and outside the University.

Our commitment to preparing educators for cultural diversity, adds an emphasis addressing the need for instruction in working with culturally and linguistically diverse youths.

In line with all candidates acquiring a credential that prepares them to work with all learners, experience in multicultural/multilingual classrooms is required as part of the program. Loyola Marymount University is fortunate to be located in Los Angeles where many diverse cultures are represented. A close cooperation exists between local school districts and the University to ensure candidates receive experiences in culturally diverse settings.

The training of highly qualified teachers is a high priority of Loyola Marymount's School of Education. Additionally, being part of a Jesuit and Marymount institution holds the program to special standards, for the cornerstone of Jesuit and Marymount educational theory places the highest importance on the education of youth.



*Dr. Shane Martin, Acting Dean of the School of Education.*

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## Elementary & Secondary Education

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### **THE NEW 2042 MULTIPLE AND SINGLE SUBJECT CREDENTIAL**

The California Commission on Teacher Credentialing created new standards that govern the issuance of multiple and single subject credentials based on California Senate Bill 2042. This new credential is referred to as the '2042 Credential'. In January 2003, Loyola Marymount University received approval to prepare candidates for the 2042 credential. The program described in this bulletin is the preliminary 2042 credential. All candidates admitted as graduate students to the multiple and single subject credential programs at Loyola Marymount University and enrolled in classes for the 2004-2005 academic year who would like to be recommended for a multiple or single subject credential will have to meet the requirements of the 2042 credential.

Graduate students enrolled in classes leading to a multiple or single subject credential at Loyola Marymount University prior to the 2003 Summer term are still governed by the standards of the Crosscultural Language and Academic Development (CLAD) or Bilingual (BCLAD Spanish) credential. **However, all candidates in the CLAD program or pre-2042 BCLAD program must COMPLETE ALL program requirements AND APPLY for a teaching credential by December 1, 2005.** For more information or clarification, candidates in the CLAD or pre-2042 BCLAD program should refer to the bulletin of the year they were accepted into LMU or consult with the appropriate faculty member in the School of Education.

**Teaching credential requirements are governed by the California Commission on Teacher Credentialing and are subject to change.**



Associate Professor Dr. Irene Oliver.

## ■ *2042 Multiple Subjects Preliminary Credential and Master of Arts in Elementary Education (Elementary Teaching)*

**Coordinator:** Irene Oliver, Ed.D.

### ■ INTRODUCTION

The Multiple Subjects Credential Program is designed for graduate students who are currently teaching or seeking teaching positions in grades K-5, or in self contained classrooms in grades 6-8. This program leads towards the Preliminary Teaching Credential granted by the State of California Commission on Teacher Credentialing. Candidates then have five years in which to complete additional requirements leading to the State of California Professional Clear Teaching Credential.

Credential coursework may be combined with other graduate coursework for a master's degree in Elementary Education. The combined credential/MA has additional admission requirements.

There are two general tracks for studying for the 2042 multiple subjects credential. The TRADITIONAL track is designed for candidates who are full-time students or part-time students who are not contracted as full-time teachers in a private or public. The INTERN or TEACHER PRACTITIONER track is designed for candidates who are full time teachers in a private or public school. Candidates in the INTERN track must meet the requirements for an Intern credential that will be issued by the California Commission on Teacher Credentialing. The Teacher Practitioner track is appropriate for teachers who are teaching in a private school where an Intern credential is not required.

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### ADMISSION REQUIREMENTS

Acceptance into the graduate 2042 multiple subjects (elementary) teaching credential program for candidates in the traditional or intern/teacher practitioners track is accomplished by completing and submitting the following to the School of Education:

#### **Admission requirements prior to enrollment in any classes:**

- 1) **INFORMATION MEETING:** Informational Meetings are held regularly at the University. Attendance at one of these meetings is required to obtain appropriate forms, instructions, and further information. Further assistance in filing paperwork may also be obtained from the School of Education office.
- 2) **APPLICATION FORM:** All candidates must complete a Graduate Application form. This form is available in the School of Education and on the web site of Graduate Admissions.
- 3) **MINIMUM GPA:** Candidates must present official transcripts that show an acceptable grade point average (GPA). A minimum GPA of 2.8 from the candidate's undergraduate degree is required for admission to a teaching credential program OR a GPA of 2.85 in the last 60 units of the candidate's undergraduate degree OR a GPA of 3.0 from 9 units of Graduate coursework. Candidates who do not meet this requirement **MAY** be recommended to the Exceptions Committee. Please see Exceptions Policy for further details. Candidates must submit 2 sets of official transcripts from all colleges/universities attended.
- 4) **CBEST SCORE REPORT:** All candidates must show acceptable evidence of registration or submit an original passing score report for the California Basic Educational Skills Test (CBEST). Registration booklets are available in the School of Education. **INTERN CANDIDATES MUST PASS THE CBEST REQUIREMENT PRIOR TO BEING ACCEPTED INTO THE INTERN PROGRAM.**
- 5) **SUBJECT MATTER COMPETENCY:** All candidates must submit acceptable evidence of either completion or a plan for demonstrating mastery of the required subject matter. Candidates must demonstrate mastery of the required subject matter by passing the appropriate subject matter exam or they must provide documentation that states that they have completed an approved elementary subject matter preparation program (e.g. California Liberal Studies). Results of subject matter examinations are valid for only five years. A student must apply for a teaching credential prior to the expiration of the results of the subject matter examinations. **INTERN CANDIDATES MUST MEET THIS SUBJECT MATTER COMPETENCY REQUIREMENT PRIOR TO BEING ACCEPTED INTO THE INTERN PROGRAM.**

- 6) **OBSERVATION/VOLUNTEER HOURS:** All candidates must present acceptable evidence of having completed (or an acceptable plan of completion) at least 60 hours experience with culturally and linguistically diverse youth groups at the 4-13 year age level. **INTERN CANDIDATES WILL COMPLETE THIS REQUIREMENT AS PART OF THEIR PROGRAM. TEACHER PRACTITIONERS WHO ARE WORKING IN PRIVATE SCHOOLS MUST COMPLETE THESE HOURS IN A PUBLIC SCHOOL.**
- 7) **RECOMMENDATION FORMS:** Three recommendation forms must be submitted. These forms are included in the application packet and in the School of Education web site.
- 8) **CERTIFICATE OF CLEARANCE AND VIOLATION AFFIDAVIT:** An application for fingerprint clearance (also called the live scan process) must be submitted prior to acceptance into the program. Fingerprint applications are available in the School of Education and there are additional fees associated with the application that are submitted to the California Commission on Teacher Credentialing. Clear instructions are provided in the application packet. After receiving the Certificate of Clearance, all candidates will be asked to complete a Violation Affidavit prior to enrolling in the final field experience course (e.g. student teaching).
- 9) **TUBERCULIN TEST:** California regulations require all candidates to submit an original copy of results of a tuberculin skin test given within the last year.
- 10) **US CONSTITUTION REQUIREMENT:** All candidates must demonstrate knowledge of the United States Constitution by completing an approved course or passing an approved examination. Candidates must present acceptable evidence of either completing an approved US Constitution course or a plan for completing this requirement. At Loyola Marymount University, approved US Constitution courses are HIST 161, HIST 162, POLS 130, and POLS 135. Candidates who may have taken an approved course from another institution should ask the admissions office of the School of Education to evaluate the course for equivalency. **INTERN CANDIDATES MUST COMPLETE THIS REQUIREMENT PRIOR TO BEING ACCEPTED INTO THE INTERN PROGRAM.**
- 11) **INTERVIEW WITH A FACULTY ADVISOR:** When all application materials have been submitted, candidates must interview with an assigned faculty advisor of the Elementary Education Program
- 12) **LETTER OF INTENT:** Prior to admission to the School of Education, all candidates must formally submit a letter of intent.

**REVIEW BY ADMISSION COMMITTEE:** After all the steps outlined above have been completed, the candidate's file will be submitted to the Teacher Admission and Advisory Committee (TAAC) for review. It is the student's responsibility to ensure that all items have been received. The committee may accept, defer, or deny admission. Candidates will be notified of the committee's decision in writing.

**APPLICATION DEADLINES:** Application deadlines are as follows: July 15th for the Fall semester, November 15th for the Spring semester, and March 15th for the Summer Session.

All documents become the property of the University and will not be released to any person or institution

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## **PRE-FIELD WORK REQUIREMENTS**

**These requirements must be completed prior to the pre-field work assessment.**

- 1) **NEW TEACHER EDUCATION STUDENT ORIENTATION:** All students must attend a new teacher education orientation session during their first semester. Students will receive a letter informing them of the date and time of this orientation.
- 2) **BASIC COMPUTER SKILLS:** All applicants must verify that they are capable of basic computer skills that are necessary for success in the School of Education. Applicants may either verify their skills by signing a self-verification form provided by the School of Education or take EDUX 846 Basic Computer Skills for Educators during their first year.
- 3) **HEALTH EDUCATION FOR EDUCATORS:** All candidates must take a course on Health Education appropriate for future teachers. The course must meet the 2042-credential standards. At Loyola Marymount University, candidates may take EDUX 842 through LMU Extension. Candidates may also take an approved Health Education course at another institution. If a student fulfills this requirement at another institution, it is strongly recommended that the student obtain approval from the School of Education Credential Office prior to taking the class. Official transcripts should be provided as evidence of completion of the course.
- 4) **CBEST SCORE REPORT:** If this requirement was not completed during the initial admission process, all candidates must complete this requirement prior to enrolling in classes for a second semester.
- 5) **SUBJECT MATTER COMPETENCY:** If this requirement was not completed during the initial admission process, all candidates must complete this requirement prior to enrolling in classes for a second semester.
- 6) **US CONSTITUTION REQUIREMENT:** If this requirement was not completed during the initial admission process, all candidates must complete this requirement prior to enrolling in classes for a second semester.
- 7) **OBSERVATION/VOLUNTEER HOURS:** If this requirement was not completed during the initial admission process, all candidates must complete this requirement prior to enrolling in classes for a second semester.

## ■ 2042 Preliminary Teaching Credential Program Requirements for Candidates in the TRADITIONAL Teacher Preparation Program.

- I. **BASIC SKILLS TEST:** All students must pass the California Basic Educational Skills Test (completed during the admission process).
- II. **CERTIFICATE OF CLEARANCE AND VIOLATION AFFIDAVIT:** All students must obtain a Certificate of Clearance issued by the California Commission on Teacher Credentialing (application submitted during the admission process).
- III. **US CONSTITUTION REQUIREMENT:** All students must demonstrate knowledge of the United States Constitution by completing an approved course or passing an approved examination (completed during the admission process).
- IV. **BASIC COMPUTER SKILLS:** All applicants must verify that they are capable of basic computer skills that are necessary for success in the School of Education. Applicants may either verify their skills by signing a self-verification form provided by the School of Education or take EDUC 846 Basic Computer Skills for Educators during their first year.
- V. **HEALTH EDUCATION COURSE:** All students must take a course on Health Education appropriate for future teachers (completed during the admission process).
- VI. **PREREQUISITE COURSES:** (3 units each)
  - EDUC 500 Cultural Paradigms of Education
  - EDUC 501 Educational Psychology for the Childhood and Adolescent Years
  - EDUC 603 Theories of Second Language Acquisition
  - EDUC 629 Psychology and Education of Culturally and Linguistically Diverse Students with Exceptional Needs

*Initial Assessment:* Upon completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional dispositions. The Teacher Admission and Advisory Committee (TAAC) will conduct the review.
- VII. **PROFESSIONAL COURSEWORK:** (3 units each)
  - EDUC 604 ELD Methods and SDAIE
  - EDUC 634 Elementary Curriculum and Methods
  - EDUC 509 Reading/Language Arts in the Elementary Curriculum

*Pre-fieldwork Assessment:* Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, readiness for final fieldwork, and professional dispositions. The Teacher Admission and Advisory Committee (TAAC) will conduct the review.
- VIII. **TEACHING PERFORMANCE ASSESSMENT:** All students must complete and pass the four tasks of the Teaching Performance Assessment. Each course listed below is 0 units and must be completed at specific times during the program. Please consult your program advisor for more information on the Teaching Performance Assessment.
  - EDUC 561 Teaching Performance Assessment Task 1
  - EDUC 562 Teaching Performance Assessment Task 2
  - EDUC 563 Teaching Performance Assessment Task 3
  - EDUC 564 Teaching Performance Assessment Task 4
- IX. **STUDENT TEACHING:** Students can only be admitted to student teaching after all admission, pre-field work, and course requirements are completed. Students are not allowed to enroll in student teaching if they have a grade of 'I' (Incomplete) in any courses.
  - EDUC 510 Elementary Directed Teaching (9 units)
- X. **TRANSCRIPT FROM LOYOLA MARYMOUNT UNIVERSITY:** Students must submit an official transcript to the SOE Credential Office once all credential coursework is completed. Students should contact the University Registrar's Office to request official transcripts.
- XI. **READING INSTRUCTION COMPETENCE ASSESSMENT (RICA):** All candidates for the multiple subjects program are required to pass the RICA. Students must NOT attempt to take this test until after they have completed EDUC 509 (Reading/Language Arts in the Elementary Curriculum).
- XII. **APPLICATION FOR A CREDENTIAL:** When all requirements have been completed, a student must complete an application for a credential through the School of Education to the Commission on Teacher Credentialing, State of California (additional fee required). Please see the SOE website for more detailed information.



## ■ 2042 Preliminary Teaching Credential Program Requirements for Candidates in the TEACHER PRACTITIONER/INTERN Teacher Preparation Program

- I. **BASIC SKILLS TEST:** All students must pass the California Basic Educational Skills Test (completed during the admission process).
- II. **CERTIFICATE OF CLEARANCE AND VIOLATION AFFIDAVIT:** All students must obtain a Certificate of Clearance issued by the California Commission on Teacher Credentialing (application submitted during the admission process).
- III. **US CONSTITUTION REQUIREMENT:** All students must demonstrate knowledge of the United States Constitution by completing an approved course or passing an approved examination (completed during the admission process).
- IV. **BASIC COMPUTER SKILLS:** All applicants must verify that they are capable of basic computer skills that are necessary for success in the School of Education. Applicants may either verify their skills by signing a self-verification form provided by the School of Education or take EDUC 846 Basic Computer Skills for Educators during their first year.
- V. **HEALTH EDUCATION COURSE:** All students must take a course on Health Education appropriate for future teachers (completed during the admission process).
- VI. **PREREQUISITE COURSES:** (3 units each)
  - EDUC 500 Cultural Paradigms of Education
  - EDUC 621 Introduction to Teaching and Learning
  - EDUC 501 Educational Psychology for the Childhood and Adolescent Years.
  - EDUC 603 Theories of Second Language Acquisition
  - EDUC 629 Psychology and Education of Culturally and Linguistically Diverse Students with Exceptional Needs

*Initial Assessment:* Upon completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional dispositions. The Teacher Admission and Advisory Committee (TAAC) will conduct the review.
- VII. **PROFESSIONAL COURSEWORK:** (3 units each)
  - EDUC 604 ELD Methods and SDAIE
  - EDUC 634 Elementary Curriculum and Methods
  - EDUC 624 Foundations of Literacy Instruction

*Pre-fieldwork Assessment:* Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, readiness for final fieldwork, and professional dispositions. The Teacher Admission and Advisory Committee (TAAC) will conduct the review.
- VIII. **FIELD EXPERIENCE:** Teacher Practitioners and Interns participate in a field experience course every semester except for the semester that they are enrolled in EDUC 621, EDUC 622, and during the summer. Enrollment in this field experience course requires that the candidate be observed teaching classes by university personnel. Attendance in seminar classes is required. Each of the field experience classes is 1 unit.
  - EDUC 596 Field Experience 1
  - EDUC 597 Field Experience 2
- IX. **TEACHING PERFORMANCE ASSESSMENT:** All students must complete and pass the four tasks of the Teaching Performance Assessment. Each course listed below is 0 units and must be completed at specific times during the program. Please consult your program advisor for more information on the Teaching Performance Assessment.
  - EDUC 561 Teaching Performance Assessment Task 1
  - EDUC 562 Teaching Performance Assessment Task 2
  - EDUC 563 Teaching Performance Assessment Task 3
  - EDUC 564 Teaching Performance Assessment Task 4
- X. **CULMINATING EXPERIENCE:** Students can only be admitted to the culminating experience course after all admission and course requirements are completed. Students are not allowed to enroll in the culminating experience course if they have a grade of 'I' (Incomplete) in any courses.
  - EDUC 622 Field Exp
- XI. **TRANSCRIPT FROM LOYOLA MARYMOUNT UNIVERSITY:** Students must submit an official transcript to the SOE Credential Office once all credential coursework is completed. Students should contact the University Registrar's Office to request official transcripts.
- XII. **READING INSTRUCTION COMPETENCE ASSESSMENT (RICA):** All candidates for the multiple subjects program are required to pass the RICA. Students must NOT attempt to take this test until after they have completed EDUC 624 (Foundations of Literacy Instruction).
- XIII. **APPLICATION FOR A CREDENTIAL:** When all requirements have been completed, a student must complete an application for a credential through the School of Education to the Commission on Teacher Credentialing, State of California (additional fee required). Please see the SOE website for more detailed information.

## ■ 2042 Professional Multiple Subjects Teaching Credential

After obtaining the preliminary credential, candidates must complete the requirements for the professional credential. Under the 2042 standards, candidates may either complete an approved INDUCTION program through a school district or university, or they may take an approved fifth year program at a university. Please see your program coordinator for more details.



*School of Education students  
working on collaborative projects.*

## ■ 2042 Preliminary Single Subject Teaching Credential and Master of Arts in Secondary Education (Secondary Teaching)

**Acting Coordinator:** Kathy Clemmer, M.A.T.

### ■ INTRODUCTION

The Single Subject Credential Program is designed for graduate students who are currently teaching or seeking teaching positions in grades 9-12, or in grades 6-8 school settings that require teachers to teach single subjects (settings that are departmentalized). The program leads towards the Preliminary 2042 Teaching Credential granted by the State of California Commission on Teacher Credentialing.

Credential coursework may be combined with other graduate coursework for a master's degree in Secondary Education. The combined credential/MA has additional requirements.

There are two general tracks for studying for the 2042 single subject credential. The TRADITIONAL track is designed for candidates who are full-time students or part-time students who are not contracted as full-time teachers in a private or public school. The INTERN or TEACHER PRACTITIONER track is designed for candidates who are full time teachers in a private or public school. Candidates in the INTERN track must meet the requirements for an Intern credential that will be issued by the California Commission on Teacher Credentialing. The Teacher Practitioner track is appropriate for teachers who are teaching in a private school where an Intern credential is not required.

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### ADMISSION REQUIREMENTS

Acceptance into the graduate 2042 single subject (secondary) teaching credential program for candidates in the traditional or intern/teacher practitioners track is accomplished by completing and submitting the following to the School of Education:

#### **Admission requirements prior to enrollment in any classes:**

- 1) **INFORMATION MEETING:** Informational Meetings are held regularly at the University. Attendance at one of these meetings is required to obtain appropriate forms, instructions, and further information. Further assistance in filing paperwork may also be obtained from the School of Education office.
- 2) **APPLICATION FORM:** All candidates must complete a Graduate Application form. This form is available in the School of Education and on the Graduate Admissions website.
- 3) **MINIMUM GPA:** Candidates must present official transcripts that show an acceptable grade point average (GPA). A minimum GPA of 2.8 from the candidate's undergraduate degree is required for admission to a teaching credential program OR a GPA of 2.85 in the last 60 units of the candidate's undergraduate degree OR a GPA of 3.0 from 9 units of Graduate coursework. Candidates who do not meet this requirement **MAY** be recommended to the Exceptions Committee. Please see Exceptions Policy for further details. Candidates must submit 2 sets of official transcripts from all colleges/universities attended.

- 4) **CBEST SCORE REPORT:** All candidates must show acceptable evidence of registration or submit an original passing score report for the California Basic Educational Skills Test (CBEST). Registration booklets are available in the School of Education. **INTERN CANDIDATES MUST PASS THE CBEST REQUIREMENT PRIOR TO BEING ACCEPTED INTO THE INTERN PROGRAM.**
- 5) **SUBJECT MATTER COMPETENCY:** All candidates must submit acceptable evidence of either completion or a plan for demonstrating mastery of the required subject matter. Candidates must demonstrate mastery of the required subject matter by passing the appropriate subject matter exam or they must provide documentation that states that they have completed an approved subject matter preparation program. Results of subject matter examinations are valid for only five years. A student must apply for a teaching credential prior to the expiration of the results of the subject matter examinations. **INTERN CANDIDATES MUST MEET SUBJECT MATTER COMPETENCY PRIOR TO BEING ACCEPTED INTO THE INTERN PROGRAM**
- 6) **OBSERVATION/VOLUNTEER HOURS:** All candidates must present acceptable evidence of having completed (or an acceptable plan for completion) at least 60 hours experience with culturally and linguistically diverse youth groups at the Middle School or High School level. **INTERN CANDIDATES WILL COMPLETE THIS REQUIREMENT AS PART OF THEIR PROGRAM. TEACHER PRACTITIONERS WHO ARE WORKING IN PRIVATE SCHOOLS MUST COMPLETE THESE HOURS IN A PUBLIC SCHOOL.**
- 7) **RECOMMENDATION FORMS:** Three recommendation forms must be submitted. These forms are included in the application packet.
- 8) **CERTIFICATE OF CLEARANCE AND VIOLATION AFFIDAVIT:** An application for fingerprint clearance (also called the live scan process) must be submitted prior to acceptance into the program. Fingerprint applications are available in the School of Education and there are additional fees associated with the application that are submitted to the California Commission on Teacher Credentialing. Clear instructions are provided in the application packet. After receiving the Certificate of Clearance, all candidates will be asked to complete a Violation Affidavit prior to enrolling in the final field experience course (e.g. student teaching).
- 9) **TUBERCULIN TEST:** California regulations require all candidates to submit an original copy of results of a tuberculin skin test given within the last year.
- 10) **US CONSTITUTION REQUIREMENT:** All candidates must demonstrate knowledge of the United States Constitution by completing an approved course or passing an approved examination. Candidates must present acceptable evidence of either completing an approved US Constitution course or a plan for completing this requirement. At Loyola Marymount University, approved US Constitution courses are HIST 161, HIST 162, POLS 130, and POLS 135. Candidates who may have taken an approved course from another institution should ask the admissions office of the School of Education to evaluate the course for equivalency. **INTERN CANDIDATES MUST COMPLETE THIS REQUIREMENT PRIOR TO BEING ACCEPTED INTO THE INTERN PROGRAM.**
- 11) **INTERVIEW WITH A FACULTY ADVISOR:** When all application materials have been submitted, candidates must interview with an assigned faculty advisor of the Secondary Education Program.
- 12) **LETTER OF INTENT:** Prior to admission to the School of Education, all candidates must formally submit a letter of intent.



*Teacher Education candidates involved in mid-term studies.*

**REVIEW BY ADMISSION COMMITTEE:** After all the steps outlined above have been completed, the candidate's file will be submitted to the Teacher Admission and Advisory Committee (TAAC) for review. It is the student's responsibility to ensure that all items have been received. The committee may accept, defer, or deny admission. Candidates will be notified of the committee's decision in writing.

**APPLICATION DEADLINES:** Application deadlines are as follows: July 15th for the Fall semester, November 15th for the Spring semester, and March 15th for the Summer Session.

All documents become the property of the University and will not be released to any person or institution.

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## PRE-FIELD WORK REQUIREMENTS

### **These requirements must be completed prior to the pre-field work assessment:**

- 1) **NEW TEACHER EDUCATION STUDENT ORIENTATION:** All newly admitted credential students must attend a teacher education orientation session during their first semester. Students will receive a letter informing them of the date and time of this orientation.
- 2) **BASIC COMPUTER SKILLS:** All applicants must verify that they are capable of basic computer skills that are necessary for success in the School of Education. Applicants may either verify their skills by signing a self-verification form provided by the School of Education or take EDUX 846 Basic Computer Skills for Educators during their first year.
- 3) **HEALTH EDUCATION FOR EDUCATORS:** All candidates must take a course on Health Education appropriate for future teachers. The course must meet the 2042-credential standards. At Loyola Marymount University, candidates may take EDUX 842 through LMU Extension. Candidates may also take an approved Health Education course at another institution. If a student fulfills this requirement at another institution, it is strongly recommended that the student obtain approval from the School of Education Credential Office prior to taking the class. Official transcripts should be provided as evidence of completion of the course.
- 4) **CBEST SCORE REPORT:** If this requirement was not completed during the initial admission process, all candidates must complete this requirement prior to enrolling in classes for a second semester.
- 5) **SUBJECT MATTER COMPETENCY:** If this requirement was not completed during the initial admission process, all candidates must complete this requirement prior to enrolling in classes for a second semester.
- 6) **US CONSTITUTION REQUIREMENT:** If this requirement was not completed during the initial admission process, all candidates must complete this requirement prior to enrolling in classes for a second semester.
- 7) **OBSERVATION/VOLUNTEER HOURS:** If this requirement was not completed during the initial admission process, all candidates must complete this requirement prior to enrolling in classes for a second semester.

## ■ *2042 Preliminary Single Subject Teaching Credential Program Requirements for Candidates in the TRADITIONAL Teacher Preparation Program*

- I. **BASIC SKILLS TEST:** All students must pass the California Basic Educational Skills Test (completed during the admission process).
- II. **CERTIFICATE OF CLEARANCE AND VIOLATION AFFIDAVIT:** All students must obtain a Certificate of Clearance issued by the California Commission on Teacher Credentialing (application submitted during the admission process).
- III. **US CONSTITUTION REQUIREMENT:** All students must demonstrate knowledge of the United States Constitution by completing an approved course or passing an approved examination (completed during the admission process).
- IV. **BASIC COMPUTER SKILLS:** All applicants must verify that they are capable of basic computer skills that are necessary for success in the School of Education. Applicants may either verify their skills by signing a self-verification form provided by the School of Education or take EDUX 846 Basic Computer Skills for Educators during their first year.
- V. **HEALTH EDUCATION COURSE:** All students must take a course on Health Education appropriate for future teachers (completed during the admission process).
- VI. **PREREQUISITE COURSES:** (3 units each)
  - EDUC 500 Cultural Paradigms of Education
  - EDUC 501 Educational Psychology for the Childhood and Adolescent Years
  - EDUC 603 Theories of Second Language Acquisition
  - EDUC 629 Psychology and Education of Culturally and Linguistically Diverse Students with Exceptional Needs

*Initial Assessment:* Upon completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional dispositions. The Teacher Admission and Advisory Committee (TAAC) will conduct the review.

**VI. PROFESSIONAL COURSEWORK: (3 units each)**

- EDUC 604 ELD Methods and SDAIE
- EDUC 628 Improvement of Literacy in Secondary Schools

One of the following courses depending on the subject emphasis of the credential

- EDUC 584 General Methods Teaching Languages Other than English
- EDUC 585 Teaching Social Studies in Secondary Schools
- EDUC 586 Trends in Teaching English in Secondary Schools
- EDUC 587 Trends in Teaching Secondary Science
- EDUC 588 Recent Trends in Teaching Secondary Mathematics
- EDUC 589 Seminar in Art Education

*Pre-fieldwork Assessment:* Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, readiness for final fieldwork, and professional dispositions. The Teacher Admission and Advisory Committee (TAAC) will conduct the review.

**VIII. TEACHING PERFORMANCE ASSESSMENT:** All students must complete and pass the four tasks of the Teaching Performance Assessment. Each course listed below is 0 units and must be completed at specific times during the program. Please consult your program advisor for more information on the Teaching Performance Assessment.

- EDUC 561 Teaching Performance Assessment Task 1
- EDUC 562 Teaching Performance Assessment Task 2
- EDUC 563 Teaching Performance Assessment Task 3
- EDUC 564 Teaching Performance Assessment Task 4

**IX. STUDENT TEACHING:** Students can only be admitted to student teaching after all admission and course requirements are completed. Students are not allowed to enroll in student teaching if they have a grade of 'I' (Incomplete) in any courses.

- EDUC 512 Secondary Directed Teaching (9 units)

**X. TRANSCRIPT FROM LOYOLA MARYMOUNT UNIVERSITY** Students must submit an official transcript to the SOE Credential Office once all credential coursework is completed. Students should contact the University Registrar's Office to request official transcripts.

**XI. APPLICATION FOR A CREDENTIAL:** When all requirements have been completed, a student must complete an application for a credential through the School of Education to the Commission on Teacher Credentialing, State of California (additional fee required). Please see the SOE website for more detailed information.

## ■ **2042 Preliminary Single Subject Teaching Credential Program Requirements for Candidates in the TEACHER PRACTITIONER/INTERN Teacher Preparation Program**

- I. **BASIC SKILLS TEST:** All students must pass the California Basic Educational Skills Test (completed during the admission process).
- II. **CERTIFICATE OF CLEARANCE AND VIOLATION AFFIDAVIT:** All students must obtain a Certificate of Clearance issued by the California Commission on Teacher Credentialing (application submitted during the admission process).
- III. **US CONSTITUTION REQUIREMENT:** All students must demonstrate knowledge of the United States Constitution by completing an approved course or passing an approved examination (completed during the admission process).
- IV. **BASIC COMPUTER SKILLS:** All applicants must verify that they are capable of basic computer skills that are necessary for success in the School of Education. Applicants may either verify their skills by signing a self-verification form provided by the School of Education or take EDUX 846 Basic Computer Skills for Educators during their first year.
- V. **HEALTH EDUCATION COURSE:** All students must take a course on Health Education appropriate for future teachers (completed during the admission process).
- VI. **PREREQUISITE COURSES: (3 units each)**
  - EDUC 500 Cultural Paradigms of Education
  - EDUC 621 Introduction to Teaching and Learning
  - EDUC 501 Educational Psychology for the Childhood and Adolescent Years.
  - EDUC 603 Theories of Second Language Acquisition
  - EDUC 629 Psychology and Education of Culturally and Linguistically Diverse Students with Exceptional Needs

*Initial Assessment:* Upon completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional dispositions. The Teacher Admission and Advisory Committee (TAAC) will conduct the review.

**VII. PROFESSIONAL COURSEWORK: (3 units each)**

- EDUC 604 ELD Methods and SDAIE
- EDUC 628 Improvement of Literacy in Secondary Schools

One of the following courses depending on the subject emphasis of the credential

- EDUC 584 General Methods Teaching Languages Other than English.
- EDUC 585 Teaching Social Studies in Secondary Schools.
- EDUC 586 Trends in Teaching English in Secondary Schools.
- EDUC 587 Trends in Teaching Secondary Science
- EDUC 588 Recent Trends in Teaching Secondary Mathematics
- EDUC 589 Seminar in Art Education

Pre-fieldwork Assessment: Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, readiness for final fieldwork, and professional dispositions. The Teacher Admission and Advisory Committee (TAAC) will conduct the review.

**VIII. FIELD EXPERIENCE:** Teacher Practitioners and Interns participate in a field experience course every semester except for the semester that they are enrolled in EDUC 621, EDUC 622, and during the summer. Enrollment in this field experience course requires that the candidate be observed teaching classes by university personnel. Attendance in seminar classes is required. Each of the field experience classes is one (1) unit.

- EDUC 596 Field Experience 1
- EDUC 597 Field Experience 2

**IX. TEACHING PERFORMANCE ASSESSMENT:** All students must complete and pass the four tasks of the Teaching Performance Assessment. Each course listed below is 0 units and must be completed at specific times during the program. Please consult your program advisor for more information on the Teaching Performance Assessment.

- EDUC 561 Teaching Performance Assessment Task 1
- EDUC 562 Teaching Performance Assessment Task 2
- EDUC 563 Teaching Performance Assessment Task 3
- EDUC 564 Teaching Performance Assessment Task 4

**X. CULMINATING EXPERIENCE:** Students can only be admitted to the culminating experience course after all admission and course requirements are completed. Students are not allowed to enroll in the culminating experience course if they have a grade of 'I' (Incomplete) in any courses.

- EDUC 622 Field Experience

**XI. TRANSCRIPT FROM LOYOLA MARYMOUNT UNIVERSITY:** Students must submit an official transcript to the SOE Credential Office once all credential coursework is completed. Students should contact the University Registrar's Office to request official transcripts.

**XII. APPLICATION FOR A CREDENTIAL:** When all requirements have been completed, a student must complete an application for a credential through the School of Education to the Commission on Teacher Credentialing, State of California (additional fee required). Please see the SOE website for more detailed information.

## ■ *2042 Professional Single Subject Teaching Credential*

After obtaining the preliminary credential, candidates must complete the requirements for the professional credential. Under the 2042 standards, candidates may either complete an approved INDUCTION program through a school district or university, or they may take an approved fifth year program at a university. Please see the program coordinator for more details.

## ■ *The Bilingual (Spanish Emphasis) Teaching Credential (Elementary, Secondary, and Special Education)*

**Coordinator:** Magaly Lavadenz, Ph.D.

**Assistant Coordinator:** Eduardo Lara, M.A.

The Bilingual Crosscultural Academic and Language Development or BCLAD teaching credential (Spanish emphasis) is designed for educators who conduct classroom instruction in both Spanish and English. The BCLAD component can be added to either a multiple subjects (elementary), single subject (secondary) or education specialist (mild/moderate) teaching credential.

Acceptance into the BCLAD teaching credential program is accomplished by completing and submitting the following items to the School of Education:

- 1) ALL PROGRAM REQUIREMENTS FOR THE MULTIPLE SUBJECTS, SINGLE SUBJECT, or EDUCATION SPECIALIST (MILD/MODERATE) CREDENTIAL: BCLAD candidates must complete all the admission requirements outlined in either the Multiple Subjects, Single Subject, or Education Specialist (Mild/Moderate) credential program as described in previous sections.
- 2) MINIMUM LANGUAGE REQUIREMENT: All students must demonstrate minimum communicative competency in Spanish prior to starting the BCLAD program. BCLAD candidates can meet this language requirement by providing an official transcript showing completion of a Spanish major or minor, passing an approved language examination (such as the one offered by LMU's Department of Modern Languages and Literatures), transcript showing extensive schooling in a Spanish speaking country, or appropriate Peace Corps experience in a Spanish speaking country.

**REVIEW BY ADMISSION COMMITTEE:** After all the steps outlined above have been completed, the candidate's file will be submitted to the Teacher Admission and Advisory Committee (TAAC) for review. It is the student's responsibility to ensure that all items have been received. The committee may accept, defer, or deny admission. Students will be notified of the committee's decision in writing.

**APPLICATION DEADLINES:** Application deadlines are as follows: July 15th for the Fall semester, November 15th for the Spring semester, and March 15th for the Summer Session.

All documents become the property of the University and will not be released to any person or institution.



*LMU students get hands-on teaching experience particular to their field of study.*

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### **REQUIREMENTS FOR THE BILINGUAL (BCLAD SPANISH) TEACHING CREDENTIAL (MULTIPLE SUBJECTS, SINGLE SUBJECT, OR EDUCATION SPECIALIST)**

Candidates for the BCLAD credential must complete all the requirements for either the Multiple or Single Subject credential and the following additional requirements:

- I) ADDITIONAL BCLAD COURSEWORK:
  - EDUC 609 Methodology for Primary Language Instruction in Bilingual Settings
  - EDUC 620 Chicano/Latino Cultures: An Interdisciplinary Perspective
- II) BCLAD TEST 6: BCLAD candidates must pass test 6 (Spanish language) of the BCLAD exam prior to enrolling in student teaching. Candidates who are completing or have completed a degree with a Spanish major are exempt from this requirement.

## ■ *Combined Master's Degree and Teaching Credential Programs*

**Elementary Coordinator:** Irene Oliver, Ed.D.

**Acting Secondary Coordinator:** Kathy Clemmer, M.A.T.

**Literacy and Language Arts Coordinator:** Candace Poindexter, Ed.D.

**Special Education Coordinator:** Victoria Graf, Ph.D.

### ■ INTRODUCTION

The combined programs offer the opportunity for a graduate student to receive both a teaching credential and a master's degree.

#### ***Master's Degrees that may be combined with a Teaching Credential:***

**Master of Arts in Elementary Education or Master of Arts in Secondary Education:** The teaching credential combined with the Master of Arts in Elementary or Secondary Education is designed to provide the graduate student with knowledge and skills to enhance teaching competencies.

**Master of Arts in Literacy and Language Arts:** The teaching credential combined with the Master of Arts in Literacy and Language Arts is designed to provide teachers with knowledge of literacy skills needed for more effective classroom instruction across the curriculum.

**Master of Arts in Special Education with a Crosscultural Emphasis:** The teaching credential combined with the Master of Arts in Special Education is intended to provide teachers with instructional strategies related to culturally and linguistically diverse students with exceptional needs. See Coordinator of Special Education for program details.

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### ADMISSION REQUIREMENTS

All candidates for a combined program must begin with admission to a credential program as outlined on the previous pages. The following are admission requirements for the combined master's degree and teaching credential programs:

- 1) Admission to an LMU teacher credential program (see previous pages for credential program admission procedures).
- 2) Passing scores on the Graduate Record Examination (GRE) – Master of Arts in Special Education only.
- 3) Interview with an advisor of the appropriate Masters program.

**APPLICATION DEADLINES are as follows: JULY 15th for the fall semester, NOVEMBER 15th for the spring semester, and MARCH 15th for summer session.** All documents become the property of the University and will not be released to any person or institution.

**A maximum of SIX semester hours of equivalent graduate coursework completed at another institution may be approved for credit towards a master's degree by the program coordinator. All professional coursework must be completed at LMU.**

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### PROGRAM REQUIREMENTS

There are three master's degree programs which may be combined with a credential in either elementary or secondary education. **Only six units of graduate student teaching may be applied to the Combined Master's Degree program.**

A 'B' (3.0) grade point average must be maintained in all coursework. A 'D' is not acceptable in any of the coursework in the sequence. All courses must be taken for a letter grade unless otherwise indicated (comprehensive examination courses are offered as 'CREDIT/NO CREDIT').

## ■ *Master of Arts in Elementary Education or Master of Arts in Secondary Education (Combined with the 2042 Preliminary Multiple Subjects or Single Subject Teaching Credential)*

The combined program offers the opportunity for a graduate student to receive both a preliminary teaching credential and a master's degree. Candidates who initially applied for admission to the credential program only must add the master's degree prior to the pre-field work assessment.



The requirements for the Master of Arts in Elementary Education or Secondary Education degree are:

- I. All 2042 Preliminary Multiple Subjects or Single Subject Teaching Credential courses
- II. One of the following elective courses:
  - EDUC 602      Assessment and Research Methodology
  - EDUC 610      Human Development and Learning
  - EDUC 619      Anthropological Analysis of Cultural Diversity
  - EDUC 640      Curriculum and Instructional LeadershipCandidates in the Bilingual (BCLAD) teaching credential program may substitute the following courses:
  - EDUC 609      Methodology for Primary Language Instruction in Bilingual Settings
  - EDUC 620      Chicano/Latino Cultures: An Interdisciplinary Perspective
- III. CULMINATING REQUIREMENT: All candidates in the Master of Arts in Elementary Education or Secondary Education program should complete EDUC 695 (Comprehensive Examination). This 0 unit requirement is usually completed during the candidate's last semester.
- IV. APPLICATION FOR DEGREE CLEARANCE: Candidates apply through the Office of the Registrar for degree clearance. Specific deadline exists for each semester.

## ■ *Master of Arts in Literacy and Language Arts (Combined with the 2042 Preliminary Multiple Subjects or Single Subject Teaching Credential)*

The combined program offers the opportunity for a graduate student to receive both a preliminary teaching credential and a master's degree. Candidates who initially applied for admission to the credential program only must add the master's degree prior to the pre-field work assessment.

The requirements for the Master of Arts in Elementary Education or Secondary Education degree are:

- I. All 2042 Preliminary Multiple Subjects or Single Subject Teaching Credential courses.
- II. **Required Course:**
  - EDUC 625      Diagnosing and Developing Literacy Skills**Elective Courses:** (one of the following):
  - EDUC 626      Practicum in Diagnosing and Developing Literacy Skills (One year teaching experience required)
  - EDUC 650      Seminar in Literacy, Research, and Practice
- III. COMPREHENSIVE ASSESSMENT: Candidates meet with the program coordinator to discuss their timeline and enrollment in either the comprehensive exam or the thesis project series.
  - EDUC 695      Comprehensive Exam: Literacy (0 sem. hrs.)**OR**

Thesis Option: See program coordinator for detailed course sequence.
- IV. APPLICATION FOR DEGREE CLEARANCE: Candidates apply through the Office of the Registrar for degree clearance. Specific deadlines exist for each semester.

## ■ *Master of Arts in Biliteracy and Intercultural Education*

**Coordinator:** Magaly Lavadenz, Ph.D.

**Assistant Coordinator:** Eduardo Lara, M.A.

The M.A. in Biliteracy and Intercultural Education will be redesigned during the 2004-2005 Academic Year and is scheduled to commence in Fall 2005. The primary emphasis of the program will be on **Accomplished Teaching and Leadership in Dual Language Education**. The program will be conducted over a three year cycle and will include leadership roles in elementary and secondary schools. Graduates of the M.A. in Biliteracy and Intercultural Education will have enhanced research skills enabling them to teach, evaluate, and implement high quality dual language programs in their communities.

## ■ *Master of Arts in Special Education with a Crosscultural Emphasis*

See Coordinator of Special Education for program details and course sequence.

## ■ *PLACE Corps – Partners in Los Angeles Catholic Education*

**Director:** Diana Murphy, M.S.

This comprehensive two-year program combines coursework for the Master of Arts in Elementary Education or Master of Arts in Secondary Education with a preliminary teaching credential while participating in a Catholic teacher service corps.

### ■ INTRODUCTION

The PLACE Corps is a teaching service corps in partnership with the Archdiocese of Los Angeles and the University of Notre Dame. The PLACE Corps is built upon three pillars: spirituality, community, and professional development. This University program incorporates full-time teaching in an under-resourced Archdiocesan elementary or high school in Los Angeles with an academic program through the School of Education to earn both a Masters in Education and a Preliminary Credential. Students can earn a Multiple Subjects Credential (elementary) or a Single Subject Credential (secondary) with an option to earn a bilingual credential (requires two additional courses). PLACE Corps



*Bishop Wilkerson surrounded by PLACE participants at the Commissioning Mass.*

members work under contract as teachers for the Archdiocese of Los Angeles. A portion of their salary will contribute toward the cost of administering the program, housing, and additional member expenses. Participants of this service corps may be eligible for the AmeriCorps educational award and an LMU grant which, together, covers most of tuition. Because of the demands of the program, PLACE Corps teachers must maintain a single life-style during their two-year commitment.

The ideal candidate for the PLACE Corps is an enthusiastic recent college graduate, who has an appreciation for Catholic education and wishes to “give something back.” The PLACE Corps teacher, serving as a role model in Catholic schools, will be instrumental in maintaining the traditions of Catholic education in Los Angeles. The ideal candidate has an ardent desire to work with young people. There are no prerequisite courses, other than a Bachelors Degree.

Interested students should attend an information meeting in the fall and a subsequent application distribution meeting. For annual summer admission to the two-year program, **the application deadline for PLACE Corps is January 31.** PLACE Corps teachers will begin their teaching in the fall, living in community, while taking two cohort classes (generally one night per week) each semester. Included in the application to the PLACE Corps is the LMU Graduate Division application.

Additional information regarding program specifics can be obtained by contacting the PLACE Corps office or visiting [www.lmu.edu/education/place](http://www.lmu.edu/education/place)

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### ADMISSION REQUIREMENTS

Acceptance into the PLACE Corps is limited to 20 -25 students per cohort. The application process includes:

1. Graduate Division application, PLACE Corps application, statement of intent, three letters of recommendation (personal/character, spirituality, and academic), signed letter of commitment, Judicial Affairs clearance, and a fingerprint clearance.
2. Two official copies of transcripts from all colleges/universities attended. These should be sent directly to the Graduate Division. A Bachelor's Degree and a cumulative GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
3. Interview with PLACE Corps Candidate Selection Committee.
4. California Basic Education Skills (CBEST) score report and card. (If the applicant resides in California, the CBEST should be passed before the interview. If applicant is not a CA resident, CBEST should be taken by September of Year One (Y1) in program.)
5. For the elementary credential – The California Subject Examinations for Teachers (CSET) should be taken/passed for in-state candidates. A candidate with a Liberal Studies major from a California college or university may be eligible to have the CSET waived. (If examination is required, it must be passed to remain in the cohort.) Candidates from outside of California should present proof of registering for the CSET and must pass the exam by December of Year One.

6. For the secondary credential – Verification of subject matter competency by completing a commission-approved subject matter program (waiver) or by passing the CSET exam(s) for the specific subject matter. Candidates from outside of California should present proof of registering for the CSET and must pass the exam by December of Year One.
7. Observation/Volunteer Hours: All candidates must present acceptable evidence of having completed at least 60 hours of observation in a culturally and linguistically diverse public school setting. This will be completed during the summer program of Y1.
8. Meet all admission requirements for the combined Master's Degree and Teaching Credential program through the School of Education. **Please refer to the Teacher Practitioner/Intern sections of Elementary or Secondary Education in this bulletin for more details.**
9. Acceptance into the program is contingent upon the availability of a compatible teaching position in an Archdiocesan PLACE Corps school.



*PLACERs form a strong community with one another.*

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## **PROGRAM REQUIREMENTS**

PLACERs admitted to the new cohort are required to attend the Welcome Orientation Weekend in April. The orientation will include such topics as program expectations, the academic program, housing, and program funding. Incorporated into the weekend is an opportunity for the PLACERs to meet their principals. Contracts for employment will be offered by the Archdiocese through the individual schools.

PLACE Corps teachers will begin their two-year commitment with participation in a summer program retreat designed to support and inspire. Active involvement in the ongoing spiritual and community aspects of the program must be maintained. PLACE Corps teachers must complete all credential requirements as outlined in the Graduate Bulletin and maintain a 'B' (3.0) grade point average in all credential and masters coursework. In addition to specific program requirements, PLACERs must satisfy all contractual obligations of the school to which they are assigned.

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## **RECOMMENDED COURSEWORK SEQUENCE FOR COMBINED MASTERS AND CREDENTIAL PROGRAM**

PLACERs will take their coursework over a period of two years, and for the most part, as a cohort. If a PLACER has an academic background which includes prior education courses, the PLACE Corps staff will work with the PLACER in making appropriate adjustments to his/her respective course of study. (For example, an alternate course of study may make it possible for the PLACER to earn a Master of Arts in Literacy.)

Exceptions to the recommended sequence must be approved by both the PLACE coordinator and the program director. PLACERs may not take any additional courses concurrently.

The sequence of professional coursework will be outlined at the Welcome Orientation Weekend in April. The PLACE Corps academic program is comprehensive and includes all the coursework and field experience required to obtain a preliminary teaching credential and master's degree. **Please refer to the Teacher Practitioner/Intern sections of Elementary or Secondary Education for more details.**



*PLACERs teach in underserved Los Angeles communities, maintaining Catholic traditions in education.*

# Special Education

**Coordinator:** Victoria L. Graf, Ph.D.

## ■ INTRODUCTION

The Special Education program allows graduate students with a variety of academic backgrounds to pursue an Education Specialist Credential: Mild/Moderate Disabilities (Preliminary Level I and Professional Level II) and/or a Master of Arts degree in Special Education with a Crosscultural Emphasis, or a Master of Arts in Catholic Inclusive Education.

The programs include preparation in the education of culturally/linguistically diverse students with exceptional needs. The Education Specialist Credential: Mild/Moderate Disabilities authorizes candidates to teach students with specific learning disability, mild to moderate mental retardation, attention deficit and attention deficit hyperactivity disorder, and serious emotional disturbance.

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## ADMISSION REQUIREMENTS

**Acceptance into the graduate specialist credential program is accomplished by completing and submitting the following to the School of Education:**

**Admission requirements prior to enrollment in any classes:**

- 1) **INFORMATION MEETING:** Informational Meetings are held regularly at the University. Attendance at one of these meetings is required to obtain appropriate forms, instructions, and further information. Further assistance in filing paperwork may also be obtained from the School of Education office.
- 2) **GRADUATE APPLICATION FORM:** All candidates must complete a Graduate Application form. This form is available in the School of Education and on the web site of Graduate Admissions.
- 3) **SPECIAL EDUCATION APPLICATION FORM:** All candidates must complete a Special Education Program application form, including program checklist. This form is available in the School of Education.
- 4) **MINIMUM GPA:** Candidates must present official transcripts that show an acceptable grade point average (GPA). A minimum GPA of 2.8 from the candidate's undergraduate degree is required for admission to a teaching credential program OR a GPA of 2.85 in the last 60 units of the candidate's undergraduate degree OR a GPA of 3.0 from 9 units of Graduate coursework. Candidates who do not meet this requirement MAY be recommended to the Exceptions Committee. Please see Exception Policy for further details. Candidates MUST submit 2 sets of official transcripts from all colleges/universities attended.
- 5) **CBEST SCORE REPORT:** All candidates must show acceptable evidence of registration or submit an original passing score report for the California Basic Educational Skills Test (CBEST). Registration booklets are available in the School of Education. **INTERN CANDIDATES MUST PASS THE CBEST REQUIREMENT PRIOR TO BEING ACCEPTED INTO THE INTERN PROGRAM.** (This requirement is only applicable to those seeking the credential.)
- 6) **SUBJECT MATTER COMPETENCY:** All candidates must submit acceptable evidence of either completion or a plan for demonstrating mastery of the required subject matter. Candidates must demonstrate mastery of the required subject matter by passing the appropriate subject matter exam or they must provide documentation that states that they have completed an approved multiple or single subject matter preparation program (e.g. California Liberal Studies). Results of subject matter examinations are valid for only five years. A student must apply for a teaching credential prior to the expiration of the results of the subject matter examinations. **INTERN CANDIDATES MUST MEET THIS SUBJECT MATTER COMPETENCY REQUIREMENT PRIOR TO BEING ACCEPTED INTO THE INTERN PROGRAM.** (This requirement is only applicable to those seeking the credential.)

**Elementary Education Emphasis:** All candidates must show acceptable evidence of registration or submit an original passing score report for the California Basic Educational Skills Test (CBEST).

**OR**

**Secondary Education Emphasis:** Students must submit evidence of registration for the approved subject matter examination. At the time of this publication, Loyola Marymount University has approved subject matter programs for single subject candidates in Math, English, Art, and Spanish. More programs are being created. Students should consult the School of Education for more information.

- 7) **OBSERVATION/VOLUNTEER HOURS:** All candidates must present acceptable evidence of having completed (or an acceptable plan of completion) at least 60 hours experience with culturally and/or linguistically diverse youth between the ages of 4-22. **INTERN CANDIDATES WILL COMPLETE THIS REQUIREMENT AS PART OF THEIR PROGRAM.** (This requirement is only applicable to those seeking the credential. Applicants who already hold a basic teaching credential have already met this requirement.)
- 8) **RECOMMENDATION FORMS:** Three recommendation forms must be submitted. It is recommended that the forms indicate the applicant's promise as a teacher in special education programs, particularly with culturally and linguistically diverse students with exceptional needs. These forms are included in the application packet and in the School of Education web site.
- 9) **CERTIFICATE OF CLEARANCE AND VIOLATION AFFIDAVIT:** An application for fingerprint clearance (also called the live scan process) must be submitted prior to acceptance into the program. Fingerprint applications are available in the School of Education and there are additional fees associated with the application that are submitted to the California Commission on Teacher Credentialing. Clear instructions are provided in the application packet. After receiving the Certificate of Clearance, all candidates will be asked to complete a Violation Affidavit prior to enrolling in the final field experience course (e.g. student teaching).
- 10) **TUBERCULIN TEST:** California regulations require all candidates to submit an original copy of results of a tuberculin skin test given within the last year.
- 11) **US CONSTITUTION REQUIREMENT:** All candidates must demonstrate knowledge of the United States Constitution by completing an approved course or passing an approved examination. Candidates must present acceptable evidence of either completing an approved US Constitution course or a plan for completing this requirement. At Loyola Marymount University, approved US Constitution courses are HIST 161, HIST 162, POLS 130, and POLS 135. Candidates who may have taken an approved course from another institution should ask the admissions office of the School of Education to evaluate the course for equivalency. **INTERN CANDIDATES MUST COMPLETE THIS REQUIREMENT PRIOR TO BEING ACCEPTED INTO THE INTERN PROGRAM.**
- 12) **GRADUATE RECORD EXAM:** Candidates must present passing scores on the Graduate Record Exam (GRE), General test, prior to or during the first semester of coursework in the program.
- 13) **INTERVIEW WITH PROGRAM COORDINATOR:** When all application materials have been submitted, candidates must interview with the Coordinator of Special Education Programs.
- 14) **INTERVIEW WITH A FACULTY ADVISOR:** When all application materials have been submitted and candidate is pursuing a dual credential in Elementary, Secondary, or Bilingual Education, one must interview with an assigned faculty advisor.

**REVIEW BY ADMISSION COMMITTEE:** After all the steps outlined above have been completed, the candidate's file will be submitted to the Teacher Admission and Advisory Committee (TAAC) for review. It is the student's responsibility to ensure that all items have been received. The committee may accept, defer, or deny admission. Candidates will be notified of the committee's decision in writing.

**APPLICATION DEADLINES:** Application deadlines are as follows: July 15th for the Fall semester, November 15th for the Spring semester, and March 15th for the Summer Session.

All documents become the property of the University and will not be released to any person or institution.

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## **PRE-FIELD WORK REQUIREMENTS**

**These requirements must be completed prior to the pre-field work assessment:**

- 1) **BASIC COMPUTER SKILLS:** All applicants must verify that they are capable of basic computer skills that are necessary for success in the School of Education. Applicants may either verify their skills by signing a self-verification form provided by the School of Education or take EDUX 846 Basic Computer Skills for Educators during their first year.
- 2) **CBEST SCORE REPORT:** If this requirement was not completed during the initial admission process, all candidates must complete this requirement prior to enrolling in classes for a second semester.
- 3) **SUBJECT MATTER COMPETENCY:** If this requirement was not completed during the initial admission process, all candidates must complete this requirement prior to enrolling in classes for a second semester.
- 4) **US CONSTITUTION REQUIREMENT:** If this requirement was not completed during the initial admission process, all candidates must complete this requirement prior to enrolling in classes for a second semester.
- 5) **OBSERVATION/VOLUNTEER HOURS:** If this requirement was not completed during the initial admission process, all candidates must complete this requirement prior to enrolling in classes for a second semester.

# ■ *Education Specialist Credential: Mild/Moderate Disabilities Program*

## *Elementary Education Emphasis*

**Candidates must have completed all requirements listed previously.**

**I. PREREQUISITE COURSEWORK/PRE-EMPLOYMENT COMPONENT:**

- EDUC 529 Introduction to Teaching and Learning in General and Special Education Programs (3 units)
- EDUC 530 Managing Learning Environments (3 units)

*Initial Assessment:* Upon completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional dispositions. The Teacher Admission and Advisory Committee (TAAC) will conduct the review.

**II. PROFESSIONAL COURSEWORK (may vary slightly according to Intern/Traditional Status):**

**FALL**

- EDUC 635 The Context of Schooling (3 units)
- EDUC 629 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 units)
- EDUC 698 Fieldwork and Seminar – Interns Only (2 units)
- EDUC 605 Professional Induction Planning Seminar – Interns Only (0 units)

**SPRING**

- EDUC 500 Cultural Paradigms of Education (3 units)
- EDUC 624 Foundations of Literacy Instruction (3 units)
- EDUC 698 Fieldwork and Seminar – Interns Only (1 unit)

**SUMMER**

- EDUC 603 Theories of Second Language Acquisition (3 units)
- EDUC 627 Creating Effective Classrooms in Diverse Settings (2 units)
- EDUC 636 Creating Collaborative Partnerships (2 units)

**FALL**

- EDUC 643 Informal Assessment and Individual Education Program (IEP) Development (3 units)
- EDUC 634 Elementary and Curriculum and Teaching Methodology (3 units)
- EDUC 698 Fieldwork and Seminar – Interns Only (1 unit)

**SPRING**

- EDUC 675 Teaching and Assessing Students with Mild/Moderate Disabilities (4 units)
- EDUC 644 Directed Teaching – Non-Interns Only (6 units)
- EDUC 698 Fieldwork Assessment and Seminar – Interns Only (2 units)
- EDUC 698 Professional Educator Evaluation Seminar – Interns Only (1 unit)

*Pre-fieldwork Assessment:* Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, readiness for final fieldwork, and professional dispositions. The Teacher Admission and Advisory Committee (TAAC) will conduct the review.

**III. TRANSCRIPT FROM LOYOLA MARYMOUNT UNIVERSITY:** Students must submit an official transcript from Loyola Marymount University once all credential coursework is completed. Students should contact the University Registrar's Office to request official transcripts.

**READING INSTRUCTION COMPETENCE ASSESSMENT (RICA):** All candidates for the Education Specialist Credential program are required to pass the RICA unless they hold a valid California teaching credential. Students must NOT attempt to take this test until after they have completed EDUC 624 (Foundations of Literacy Instruction).

**APPLICATION FOR A CREDENTIAL:** When all requirements have been completed, a student must complete an application for a credential through the School of Education to the California Commission on Teacher Credentialing (additional fee required). Please see the SOE website for more detailed information.

## ■ *Education Specialist Credential: Mild/Moderate Disabilities*

### *Secondary Education Emphasis*

**Candidates must have completed all requirements listed previously.**

**I. PREREQUISITE COURSEWORK/PRE-EMPLOYMENT COMPONENT:**

- EDUC 529 Introduction to Teaching and Learning in General and Special Education Programs (3 units)
- EDUC 530 Managing Learning Environments (3 units)

Initial Assessment: Upon completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional dispositions. The Teacher Admission and Advisory Committee (TAAC) will conduct the review.

**II. PROFESSIONAL COURSEWORK (may vary slightly according to Intern/Traditional Status):**

**FALL**

- EDUC 635 The Context of Schooling (3 units)
- EDUC 629 Psychology and Education of Culturally and Linguistically Diverse Students with Exceptional Needs (3 units)
- EDUC 698 Fieldwork and Seminar – Interns Only (2 units)
- EDUC 605 Professional Induction Planning Seminar – Interns Only (0 units)

**SPRING**

- EDUC 500 Cultural Paradigms of Education (3 units)
- EDUC 628 Improvement of Reading/Language Arts in the Secondary School (3 units)
- EDUC 698 Fieldwork and Seminar – Interns Only (1 unit)

**SUMMER**

- EDUC 603 Theories of Second Language Acquisition (3 units)
- EDUC 627 Creating Effective Classrooms in Diverse Settings (2 units)
- EDUC 636 Creating Collaborative Partnerships (2 units)

**FALL**

- EDUC 643 Informal Assessment and Individual Education Program (IEP) Development (3 units)
- EDUC 584, 585, 586, 587, 588 OR 589 Subject Matter Methodology Courses (3 units)
- EDUC 698 Fieldwork and Seminar – Interns Only (1 unit)

**SPRING**

- EDUC 675 Teaching and Assessing Students with Mild/Moderate Disabilities (4 units)
- EDUC 644 Directed Teaching – Non-Interns Only (6 units)
- EDUC 698 Fieldwork Assessment and Seminar – Interns Only (2 units)
- EDUC 698 Professional Educator Evaluation Seminar – Interns Only (1 unit)

*Pre-fieldwork Assessment:* Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, readiness for final fieldwork, and professional dispositions. The Teacher Admission and Advisory Committee (TAAC) will conduct the review.

**III. TRANSCRIPT FROM LOYOLA MARYMOUNT UNIVERSITY:** Students must submit an official transcript from Loyola Marymount University once all credential coursework is completed. Students should contact the University Registrar's Office to request official transcripts.

**READING INSTRUCTION COMPETENCE ASSESSMENT (RICA):** All candidates for the Education Specialist Credential program are required to pass the RICA unless they hold a valid California teaching credential. Students must NOT attempt to take this test until after they have completed EDUC 628.

**APPLICATION FOR A CREDENTIAL:** When all requirements have been completed, a student must complete an application for a credential through the School of Education to the California Commission on Teacher Credentialing (additional fee required). Please see the SOE website for more detailed information

## ■ Professional Level II Mild/Moderate Specialist Credential

Candidates who have completed the Preliminary Level I Mild/Moderate Specialist credential program and have a full-time special education teaching position working with students with mild/moderate disabilities must enroll in an approved program for the Professional Level II Education Specialist credential within 120 calendar days of service on the Preliminary credential. Teachers in day-to-day substitute or long-term substitute positions are not eligible for this program.

In the Professional Level II program, candidates work with a district assigned support provider and a university advisor to develop a Professional Induction plan that includes advanced coursework, professional experiences, and a one-year mentorship with the assigned support provider. The program is designed to meet the candidate's individual needs and professional development goals. Candidates may complete a Master's degree, a multiple or single subject credential or non-college professional development activities as part of their Professional Education Specialist program.

A candidate has five years after obtaining the Preliminary Level I Mild/Moderate Specialist credential in which to complete the requirements for the Professional Level II Mild/Moderate Specialist credential.

**Thirty units (upper division) beyond the Bachelor's degree must be successfully completed which must include the following courses:**

### I. CORE SPECIAL EDUCATION REQUIREMENT (10 UNITS)

EDUC 605	Professional Induction Planning Seminar (0 units)
EDUC 633	Advanced Issues in Assessment & Instruction of Students with Special Needs (3 units)
EDUC 639	Consultation and Collaboration for Students with Special Needs (3 units)
EDUC 669	Supportive Environments for Students with Behavior and Emotional Needs (3 units)
EDUC 698	Professional Educator Evaluation Seminar (1 unit)

**\*The Professional Level II program is a collaborative program with Mount St. Mary's College. Loyola Marymount University candidates will enroll for courses at LMU but will take selected courses at the Doheny campus of Mount St. Mary's College. Please contact Dr. Victoria Graf for more details.**

### II. PROFESSIONAL CLEAR REQUIREMENTS

1. HEALTH EDUCATION FOR EDUCATORS: All candidates must take a course on Health Education appropriate for future teachers. The course must meet the state credential standards. At Loyola Marymount University, candidates may take EDUX 842 through LMU Extension. Candidates may also take an approved Health Education course at another institution. If a student fulfills this requirement at another institution, it is strongly recommended that the student obtain approval from the School of Education Credential Office prior to taking the class. Official transcripts should be provided as evidence of completion of the course.
2. ADVANCED COMPUTER SKILLS: All candidates must be able to show evidence of knowledge of advanced computer skills. Candidates may take EDUX 843 (Integrating Technology for Elementary Educators) or EDUX 844 (Technology in Secondary Education) through LMU Extension or take an equivalent course at another institution. If a student fulfills this requirement at another institution, it is strongly recommended that the student obtain approval from the School of Education Credential Office prior to taking the class. Office transcripts should be provided as evidence of completion of the course.
3. CPR (CARDIOPULMONARY RESUSCITATION) CERTIFICATION: Candidates must show current Adult, Infant and Child CPR certification.

- ### III. ELECTIVE (3 UNITS) OR NON-UNIVERSITY OPTION (45 HOURS)
- Depending on their individual needs and professional goals, candidates may elect to complete an elective course or by completing 45 hours of approved professional development activities.



*Clinical supervisor Kimberly Haag and Dr. Vicki Graf review a service learning project on building schools in Tijuana.*



## ■ *Master of Arts in Special Education with a Crosscultural Emphasis*

### ■ INTRODUCTION

The Master of Arts Degree in Special Education with a Crosscultural Emphasis enables candidates to develop a deeper understanding of both theory/research and practice in Special Education with a particular concentration on students with mild/moderate disabilities from diverse cultural and linguistic backgrounds. Eligible students will also be able to complete courses towards the Education Specialist: Mild/Moderate Disabilities Teaching Credential. Upon completion of the program, candidates should be prepared for the public/private school classroom or doctoral program and to make a significant contribution to the field of Special Education.

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### PROGRAM REQUIREMENTS

**OPTION I:** This program is designed for candidates who are also pursuing the Education Specialist Mild/Moderate Disabilities Teaching Credential. This program is a total of 30 semester hours. 500-level coursework and directed student teaching semester hours are not credited toward an academic degree. In addition to the program sequence specified for the Mild/Moderate Disabilities Specialist Credential, this program would include the following:

EDUC 610 Human Development and Learning  
Comprehensive Assessment (see next section)

Candidates may choose to pursue additional coursework for the SB 2042 Multiple Subjects Teaching Credential along with this course of study (as specified earlier).

**OPTION II:** This program is designed for candidates who want an advanced degree in preparation for doctoral studies or specialization in the field of special education. This program is a total 30 semester hours and includes:

1. At least 3 semester hours in statistics and research methods.
2. A Special Education core of at least 15 semester hours.
3. Appropriate restricted electives as approved by a Special Education advisor to complete the minimum number of program semester hours.
4. Comprehensive Assessment (see next section).

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### COMPREHENSIVE ASSESSMENT

EDUC 695 Comprehensive Exam: Special Education (0 sem hrs.)

**OR Thesis Option: (See Coordinator for approval)**

EDUC 657 Advanced Research Methods (3 sem. hrs.)

EDUC 658 Advanced Research Design (1 sem. hr.)

EDUC 659 Master's Thesis I (1 sem. hr.)

EDUC 688 Master's Thesis II (as needed) (1 sem. hr.)

EDUC 689 Master's Thesis III (as needed) (1 sem. hr.)

## ■ *Master of Arts in Catholic Inclusive Education*

The Master of Arts in Catholic Inclusive Education is designed to prepare teachers and administrators in Catholic schools to become leaders in supporting students with exceptional needs in parochial schools. Courses are designed to provide a foundation in both general and special education with a specific emphasis on inclusion within the Catholic school context.

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### **ADMISSION REQUIREMENTS**

The following are required for consideration of acceptance into the Master of Arts in Catholic Inclusive Education:

1. The Graduate Division application, including letter of intent. These should be submitted directly to the Graduate Admissions Office.
2. Special Education Program application form.
3. Two sets of official transcripts from all colleges/universities attended. All transcripts should be sent directly to the Graduate Admissions Office. A Bachelor's degree and a cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
4. A letter of recommendation from the candidate's principal or supervisor.
5. Completion of the Graduate Record Examination (GRE) prior to or during the first semester of coursework in the program.
6. Interview with the Coordinator of the Program.

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### **COURSE REQUIREMENTS**

EDUC 654 Education of Students with Exceptional Needs in Catholic Schools  
EDUC 672 Informal Assessment and Program Development in Catholic Schools  
EDUC 627 Creating Effective Classrooms in Diverse Settings  
EDUC 636 Creating Collaborative Partnerships in Catholic Schools  
EDUC 673 Creating Successful Inclusion Programs  
EDUC 614 Foundations of Catholic Education  
EDUC 610 Human Development and Learning  
EDUC 619 Anthropological Analysis of Cultural Diversity  
EDUC 676 Policies and Issues in Education for Diverse Learners with Disabilities  
EDUC 680 Advanced Practicum in Catholic Inclusive Education  
EDUC 691 Teacher Performance Assessment (0 semester hours)  
OR

The following Thesis Options with University Approval

EDUC 657 Advanced Research Methods (3 semester hours)  
EDUC 658 Advanced Research Design (1 semester hour)  
EDUC 659 Master's Thesis I (1 semester hour)  
EDUC 688 Master's Thesis II (1 semester hour) as needed  
EDUC 689 Master's Thesis (1 semester hour) as needed

# Teaching Certificate Programs

## ■ Certificate in Catholic Inclusive Education

The Certificate in Catholic Inclusive Education is designed to recognize those candidates who have completed a five course sequence in Catholic Inclusive Education. Candidates will be prepared to develop and implement programs which will support students with exceptional needs in parochial schools. Courses are designed with an emphasis on inclusive education in a Catholic school context.

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### ADMISSION REQUIREMENTS

1. The Graduate Division application, including letter of intent. These should be submitted directly to the Graduate Admissions Office.
2. Two sets of official transcripts from all colleges/universities attended. All transcripts should be sent directly to the Graduate Admissions Office. A Bachelor's degree and a cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
3. A letter of recommendation from applicant's principal.
4. Interview with the Coordinator of the Program.

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### COURSE REQUIREMENTS

- EDUC 627 Creating Effective Classrooms in Diverse Settings
- EDUC 640 Curriculum and Instructional Leadership
- EDUC 654 Education of Students with Exceptional Needs in Catholic Schools
- EDUC 672 Informal Assessment and Program Development in Catholic Schools
- EDUC 673 Creating Successful Inclusion Programs



# Child and Adolescent Literacy

## ■ Master of Arts in Child & Adolescent Literacy

**Coordinator:** Candace A. Poindexter, Ed.D.

This program offers an area of specialization in child and adolescent literacy. It is a carefully planned sequence of thirty semester hours designed to prepare the candidate with professional competencies and skills to more effectively teach and promote literacy skills at the elementary and secondary school levels.

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### ADMISSION REQUIREMENTS

Acceptance into the Child and Adolescent Literacy Master's degree program is accomplished by completing and submitting the following to the School of Education (unless otherwise noted):

1. Graduate Division application form. This should be submitted directly to the Graduate Admissions Office.
2. Two copies of official transcripts from all colleges/universities attended. These should be sent directly to the Graduate Admissions Office.
3. Child and Adolescent Literacy Program application. (Form may be obtained in the School of Education.)
4. Letter of intent.
5. Two letters of recommendation. (Forms may be obtained in the School of Education.)
6. Interview with the Program Coordinator.
7. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
8. After steps 1-7 have been completed, the candidate's file will be submitted to the Admissions Committee for review. Steps 1-7 must be completed for review for formal acceptance. The committee may accept, defer or deny admission.

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### COURSE REQUIREMENTS

Core courses:

- EDUC 602 Assessment and Research Methodology
- EDUC 610 Human Development and Learning
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 640 Curriculum and Instructional Leadership

Courses in area of specialization:

- EDUC 624 Foundations of Literacy Instruction
- EDUC 625 Diagnosing and Developing Literacy Skills
- EDUC 626 Practicum in Diagnosing and Developing Literacy Skills
- EDUC 629 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 650 Seminar in Literacy, Research, and Practice
- EDUC 611 Educational Linguistics

Comprehensive Assessment (see next section)



*Dr. Candace Poindexter gives an instrument demonstration to community kids.*

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### COMPREHENSIVE ASSESSMENT

EDUC 695 Comprehensive Examination: Literacy (0 sem. hrs.)

**OR Thesis Option with approval:**

- EDUC 657 Advanced Research Methods (3 sem. hrs.)
- EDUC 658 Advanced Research Design (1 sem. hr.)
- EDUC 659 Master's Thesis I (1 sem. hr.)
- EDUC 688 Master's Thesis II (1 sem. hr.) as needed
- EDUC 689 Master's Thesis III (1 sem. hr.) as needed

## ■ *Reading Certificate Program*

The Reading Certificate is a state certification which authorizes the holder to assess student reading and provide reading instruction in response to those assessments. Certificate holders are also authorized to develop, implement and adapt the reading content curriculum and assist classroom teachers in these areas, at one or more school sites. The Certificate program may be taken concurrently with the Master of Arts in Child and Adolescent Literacy.

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### **ADMISSION REQUIREMENTS**

1. Graduate Division application form. This should be submitted directly to the Graduate Admissions Office.
2. Two copies of official transcripts from all colleges/universities attended. These should be sent directly to the Graduate Admissions Office.
3. Reading Certificate Program application. (Forms available in the School of Education.)
4. Letter of Intent.
5. Two letters of recommendation. (Forms available in the School of Education.)
6. Interview with the Program Coordinator.
7. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
8. Copy of current, valid teaching credential.
9. Verification of CBEST passage.
10. Verification of three years successful, full-time teaching experience in grades preschool through adult.

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### **COURSE REQUIREMENTS**

- EDUC 624 Foundations of Literacy Instructions
- EDUC 625 Diagnosing and Developing Literacy Skills
- EDUC 626 Practicum: Diagnosing and Developing Literacy Skills
- EDUC 640 Curriculum and Instructional Leadership
- EDUC 611 Educational Linguistics

## ■ *Reading Endorsement for Catholic School Teachers (On-Line Program)*

This program will provide Catholic School teachers with the skills and knowledge to better promote literacy in their classrooms. Candidates will learn to assess students and provide research-based reading strategies in response to those assessments. Teachers who currently hold a valid California teaching credential may apply for the California Reading Certificate. This program may be taken concurrently with the Master of Arts in Child and Adolescent Literacy. (Admission and course requirements are the same as for the Reading Certificate program above).

# General Education

## ■ *Master of Arts in General Education*

**Coordinator:** Candace A. Poindexter, Ed.D.

### ■ INTRODUCTION

This program provides experiences which are tailored to meet the general teaching and curriculum needs of teachers and other professionals. The teaching credential is **not** required. The candidate for this degree selects coursework centered around his/her goals and objectives. This program allows a maximum flexibility in selecting a course of study for a Master's degree.

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### ADMISSION REQUIREMENTS

Acceptance into the Master's of Education in General Education degree program is accomplished by completing and submitting the following:

1. Application for admission to the Graduate Admissions Office, along with two official copies of transcripts from all colleges/universities attended, and a completed Letter of Intent.
2. General Education program application (available in the School of Education).
3. Two letters of recommendation. (Forms may be obtained in the School of Education.)
4. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
5. Interview with Program Coordinator.

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### COURSE REQUIREMENTS

Core courses: (4)

EDUC 602 Assessment and Research Methodology  
EDUC 610 Human Development and Learning  
EDUC 619 Anthropological Analysis of Cultural Diversity  
EDUC 640 Curriculum and Instructional Leadership

**Electives:** Student selects six additional 500/600 level Education classes with approval of Program Coordinator (depending on student's goals), two of which may be in another discipline. At least 18 sem. hrs. of coursework in the total program must be at the 600 level.

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### COMPREHENSIVE ASSESSMENT

EDUC 695 Comprehensive Examination: General Education (0 sem. hrs.)

**OR Thesis Option with approval:**

EDUC 657 Advanced Research Methods (3 sem. hrs.)  
EDUC 658 Advanced Research Design (1 sem. hr.)  
EDUC 659 Master's Thesis I (1 sem. hr.)  
EDUC 688 Master's Thesis II (1 sem. hr.) as needed  
EDUC 689 Master's Thesis III (1 sem. hr.) as needed

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# ***Professional Services Division***

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## ■ INTRODUCTION

The Professional Services Division of the School of Education offers programs in Administration, School Counseling, and School Psychology. Students may choose from credential programs, master of arts programs, and a doctorate in Educational Leadership for Social Justice.

## ■ PLACEMENT SERVICE

The Career Placement Office is maintained by the University to assist the student with job searches. Position openings are available to all students. Additionally, graduates may choose to establish a placement file which contains complete records of school achievements, personal qualifications, recommendations, and experiences, which are sent upon request to prospective employers.

## ***Counseling***

**Co-Coordinator:** Paul A. De Sena, Ed.D.

**Co-Coordinator:** Thomas M. Batsis, Ph.D.

## ■ INTRODUCTION

The Counseling programs are designed to prepare graduate students with a variety of academic backgrounds to work in this field in elementary, middle, and secondary schools as well as the community colleges. The Master of Arts in Counseling is combined with the Pupil Personnel Services Internship Credential (School Counseling.) The Combined program consists of 48 semester hours plus the comprehensive examination. The coursework in these programs may also be used simultaneously to fulfill all but three course requirements for the Preliminary Administrative Services Credential.

A Master of Arts in Guidance and Counseling (33 semester hours), not related to the credential program, is offered for those students who plan to implement their training in the community, rather than a school setting. This program offers more elective coursework.

A Master of Arts in Catholic School Counseling (33 semester hours) is also available for those currently employed or interested in working in the Catholic School system.

The coursework for the School Counseling Program also meets course requirements for the Preliminary Administrative Services Credential with the addition of two courses and four units of School Administration fieldwork.



# ■ *Master of Arts in Counseling and Pupil Personnel Services Internship Credential – School Counseling*

A candidate will obtain the Master of Arts in Counseling degree along with the Pupil Personnel Services Credential (School Counseling) through the combined degree/credential program. Candidates who already possess a Master's degree may pursue a PPS credential only.

The program leading to the Pupil Personnel Services Credential (School Counseling) is approved by the State of California Commission on Teacher Credentialing and the National Council for the Accreditation of Teacher Education. A counselor employed by the public schools in California is required to hold this credential.

Also available is a Master of Arts in Guidance and Counseling without the credential for those candidates who do not plan to implement their training in a school setting.

The California Commission on Teacher Credentialing adopted new program standards that were implemented on January 30, 2003. All California Pupil Personnel Services/School Counseling Credential programs require a minimum of 48 semester hours. Students enrolling in the previous program must complete all credential requirements by June 30, 2006.

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## **ADMISSION REQUIREMENTS**

The items listed below should be submitted directly to the School of Education Office, unless otherwise noted:

1. Completion of the Graduate Division application form. This should be submitted directly to the Graduate Admissions Office.
2. Two official copies of transcripts from all colleges/universities attended. These should be sent directly to the Graduate Admissions Office.
3. A letter of application (intent) to the Program Coordinator in which the following issues are addressed:  
(a) why the applicant wants to be a school counselor; (b) what characteristics the applicant possesses that he or she thinks will make him/her an effective school counselor; (c) what is the applicant's commitment toward preparing himself/herself to be an effective school counselor (e.g., devote the required time to an internship; become active in related professional organizations); and (d) a summary of experiences with culturally diverse school age individuals.
4. Two letters of recommendation. (Forms may be obtained in the School of Education.)
5. Interview and approval by Program Coordinators.
6. After steps 1-5 above have been completed, the candidate's file will be reviewed for provisional or controlled admission. Under this designation, candidates are able to enroll in their first semester of coursework.
7. Completion of the CBEST no later than the end of the first semester of enrollment and before fieldwork assignment. (The CBEST is not required for those students pursuing the Masters degree without the credential.) Intern candidates must pass CBEST prior to beginning the internship program.
8. Completion of the Graduate Record Examination (GRE) no later than the end of the first semester of enrollment. (This requirement is waived for those candidates who already possess a Master's degree).
9. Fingerprint Clearance. (Completion of fingerprint clearance no later than the end of the first semester of enrollment and before field work assignment.) Fingerprint applications area available in the School of Education.
10. A signed recommendation form from a faculty member in the School of Education by the end of the first semester of enrollment.
11. All entering candidates should first enroll in EDUC 664, Counseling Theories and Techniques when offered. Candidates will be reviewed for formal acceptance upon completion of this course and steps 1 - 9 above.
12. One additional signed recommendation form from a School of Education faculty member is required upon the completion of the candidate's fourth course.
13. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken or a 3.0 GPA in at least 9 units of graduate level coursework is required. An appeal may be made to the Exceptions Committee.
14. Basic Computer Skills: All applicants must verify that they are capable of basic computer skills that are necessary for success in the School of Education. Applicants may either verify their skills by signing a self-verification form provided by the School of Education or take EDUX 846 Basic Computer Skills for Educators during their first year.
15. Prior to beginning field work, candidates must verify one hundred (100) clock hours in a "practica" experience, i.e. shadowing a counselor, observing classroom instruction, attending school-based meetings, peer counseling, personal or group counseling experiences, etc.



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## **COURSE REQUIREMENTS**

The generic courses consisting of 24 semester hours are:

- EDUC 610 Human Development and Learning
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 629 Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 640 Curriculum and Instructional Leadership
- EDUC 641 Evaluation of Instruction, Learning, and Achievement
- EDUC 647 Professional Ethics, Legal Mandates, and Political Relationships
- EDUC 664 Counseling Theories and Techniques
- EDUC 665 Prevention, Intervention, and Consultation in Pupil Personnel Services

The specialization courses for the School Counseling Credential, consisting of 18 additional semester hours are:

- EDUC 602 Assessment and Research Methodology
- EDUC 655 Communication Process and Counseling in Groups
- EDUC 662 Educational and Career Planning
- EDUC 667 Principles, Organization, and Administration of Pupil Personnel Services
- EDUC 671 Social Responsibility, Violence Prevention and Crisis Intervention in Schools
- EDUC 687 Field Work in School Counseling (Required course for credential candidates)

The advanced specialization courses for the School Counseling Credential, consisting of 6 additional semester hours are:

- EDUC 668 Practicum in Culturally Responsive Counseling
- EDUC 692 Fieldwork in School Counseling II
- EDUC 695 Comprehensive Examination: Counseling (0 credits, required for degree candidates)

## **■ Master of Arts in Guidance & Counseling**

This program leads to a Master of Arts in Guidance and Counseling (33 semester hours), awarded without a credential, for those candidates who do not plan to implement their training in the school setting. Intended for those entering community services or preparing for doctoral studies, it offers more elective coursework. All courses will apply to the PPS Services Credential should the candidate wish to pursue it.

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## **ADMISSION REQUIREMENTS**

See Master of Arts in Counseling and Pupil Personnel Services Credential - School Counseling requirements.

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## **COURSE REQUIREMENTS**

Three of the following core courses:

- EDUC 602 Assessment and Research Methodology
- EDUC 610 Human Development and Learning
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 629 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 640 Curriculum and Instructional Leadership

Required courses:

- EDUC 655 Communication Process and Counseling in Groups
- EDUC 664 Counseling Theories and Techniques
- EDUC 668 Practicum in Culturally Responsive Counseling

Five other courses may be selected from the core courses above and the following:

- EDUC 641 Evaluation of Instruction, Learning, and Achievement
- EDUC 647 Professional Ethics, Legal Mandates, and political Relationships
- EDUC 662 Educational and Career Planning
- EDUC 665 Prevention, Intervention, and Consultation in Pupil Personnel Services
- EDUC 667 Principles, Organization, and Administration of Pupil Personnel Services
- EDUC 671 Social Responsibility, Violence Prevention, and Crisis Intervention in Schools

Comprehensive Assessment:

- EDUC 695 Oral Comprehensive Exam

## ■ *Master of Arts in Catholic School Counseling*

The Master of Arts in Catholic School Counseling (33 semester hours) is designed to promote the Gospel message, to develop and support leaders, to maintain excellence in the Catholic education system, and to ensure growth and development of Catholic school communities. All courses, except those related to Catholic School Education and Pastoral Theology, will count towards the PPS Services Credential should a candidate wish to pursue it.

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### **ADMISSION REQUIREMENTS**

The following are required for consideration of acceptance into the Master of Arts in Catholic School Counseling Program:

1. The Graduate Division application, along with two official transcripts from all colleges/universities attended.
2. Statement of Intent.
3. Two letters of recommendation (forms may be obtained in the School of Education).
4. Official Graduate Record Examination (GRE) scores.
5. Interview with a Coordinator of the Counseling Program.
6. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken or a 3.0 GPA in at least 9 units of graduate level coursework is required. An appeal may be made to the Exceptions Committee.

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### **COURSE REQUIREMENTS**

Three of the following core courses:

- EDUC 612 Theological/Catechetical Methodology
- EDUC 614 Foundations of Catholic Education
- EDUC 615 Private School Finance and Law
- EDUC 648 Educational Leadership in Catholic Education
- THST 670\* Foundations of Pastoral Theology

\*with permission from course instructor

Required courses:

- EDUC 602 Assessment and Research Methodology
- EDUC 610 Human Development and Learning
- EDUC 655 Communication Process and Counseling in Groups
- EDUC 664 Counseling Theories and Techniques
- EDUC 668 Practicum in Culturally Responsive Counseling

Three of the following elective courses:

- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 647 Professional Ethics, Legal Mandates, and Political Relationships
- EDUC 662 Educational and Career Planning
- EDUC 665 Prevention, Intervention, and Consultation in Pupil Personnel Services
- EDUC 667 Principles, Organization, and Administration of Pupil Personnel Services
- EDUC 671 Social Responsibility, Violence Prevention, and Crisis Intervention in Schools

Comprehensive Assessment:

- EDUC 695 Oral Comprehensive Examination



*Dr. Paul DeSena instructing  
a class on Counseling.*

# Educational Psychology

**Coordinator:** Brian P. Leung, Ph.D.

**Assistant Coordinator:** Scott Kester, Ph.D.

## ■ INTRODUCTION

The program leading to the Pupil Personnel Services Credential (School Psychology) is designed to prepare graduate students to work in this field in elementary and secondary schools. The Master of Arts degree in Educational Psychology is a 63 semester hour program and granted only to those concurrently enrolled in the School Psychology credential program. Successful completion of the comprehensive examination is also necessary for this program. Completion of the School Psychology credential also meets the academic and internship requirements for the Educational Psychologist license for private practice in California. **The application deadline for School/Educational Psychology is February 15.**

## ■ *Master of Arts in Educational Psychology Combined with a PPS Credential – School Psychology*

The program leading to the Pupil Personnel Services Credential (School Psychology) is approved by the State of California Commission on Teacher Credentialing. All psychologists employed by the public schools in California are required to hold this credential. An undergraduate major or minor in Psychology or a closely related field is required. Applicants whose undergraduate major is other than psychology may be considered but will be required to have taken 18 selected undergraduate units in psychology (6 courses) which cover the following topics:

- Introduction to Psychology
- Learning Theories
- Developmental Psychology
- Physiological Psychology or Neuropsychology
- Statistics or Experimental Psychology

Plus a course from at least one of the following areas:

- Social Psychology
- Abnormal Psychology
- Personality Theory

**Applicants who have not fulfilled these psychology prerequisites are strongly recommended to speak with a program coordinator prior to applying.**

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## ADMISSION REQUIREMENTS

The items listed below should be submitted directly to the School of Education Office, unless otherwise noted:

1. Completion of the Graduate Division application form. This should be submitted directly to the Graduate Admissions Office.
2. Two copies of official transcripts from all colleges/universities attended. These should be sent directly to the Graduate Admissions Office.
3. Completion of the Graduate Record Examination (GRE.) (This requirement is waived for those candidates who already possess a Master's degree from an accredited university.)
4. Completion of CBEST no later than the end of the first semester.
5. All applicants must verify that they are capable of basic computer skills that are necessary for success in the School of Education. Applicants may either verify their skills by signing a self-verification form provided by the School of Education or take EDUX 846 Basic Computer Skills for Educators during their first year.
6. A letter of application (intent) to the Program Coordinator in which the following issues are addressed: (a) why the applicant wants to be a school psychologist; (b) what characteristics the applicant possesses that he or she thinks will make him/her an effective school psychologist; (c) what is the applicant's commitment toward preparing himself/herself to be an effective school psychologist (e.g., devote the required time to an internship; become active in related professional organizations); (d) a summary of experiences with school-age individuals including those from culturally diverse backgrounds; and (e) the congruence between the applicant's personal values and the Conceptual Framework of the School of Education.
7. Three letters of recommendation. At least one of these should be from a practicing school psychologist, Director of Psychological Services, Director of Pupil Personnel Services, or licensed psychologist familiar with the role of a School Psychologist.

8. Fingerprint clearance within first year. (An application for fingerprint clearance must be submitted to the Credential Office prior to enrolling in EDUC 690, Practicum in School Psychology, if not previously obtained.) Fingerprint applications are available in the School of Education.
9. After steps 1-8 above have been completed, the candidate's file will be reviewed by the School Psychology Admissions Committee to determine the candidate pool for the group interview. This group interview will be scheduled in early March. Participation in this interview is mandatory for admission. Candidates selected for admission will be notified by the end of March.

School Psychology students are required to possess a Master's degree prior to obtaining the School Psychology credential. The Master of Arts degree in Educational Psychology is only available to those concurrently enrolled in the School Psychology credential program, with the completion of a Comprehensive Examination.

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## **COURSE REQUIREMENTS**

EDUC 602	Assessment and Research Methodology
EDUC 607	Service Delivery, Legal Mandates, and Professional Ethics in School Psychology
EDUC 610	Human Development and Learning
EDUC 619	Anthropological Analysis of Cultural Diversity
EDUC 629	Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 641	Evaluation of Instruction, Learning, and Achievement
EDUC 655	Communication Process and Counseling in Groups
EDUC 664	Counseling Theories and Techniques
EDUC 665	Prevention, Intervention, and Consultation in Pupil Personnel Services
EDUC 671	Social Responsibility, Violence Prevention, and Crisis Intervention in Schools
EDUC 690	Practicum in School Psychology

The Advanced Specialization courses for the School Psychology Credential are:

EDUC 656	Individual Assessment and Research
EDUC 663	Advanced Individual Psychology
EDUC 677	Psychological Services in the Schools
EDUC 678	Diagnostic Assessment, Interpretation, and Remediation of Special Learning Problems
EDUC 679	Assessment of Emotional and Behavioral Disorders
EDUC 681	Special Issues and Practices in School Psychological Service Delivery
EDUC 683	Advanced Behavioral Intervention Strategies
EDUC 684	Mental Disorders in Children and Adolescents
EDUC 696	Supervised Internship in School Psychology I
EDUC 697	Supervised Internship in School Psychology II

# Administration

The Administrative Services program offers degrees and credentials specializing in empowering moral, ethical leaders who respect differences, value reflective practice, understand change facilitation, build learning communities, and work effectively in diverse settings.

The Educational Administrative Program offers the following: Master of Arts in Administration, Master of Arts in Catholic School Administration, Preliminary Administrative Services Credential (Tier I), Administrative Services Internship (Tier I), Professional Administrative Services Credential (Tier II) and (Tier II option), and a Certificate in Catholic School Administration.

The School of Education offers an Ed.D. in Educational Leadership for Social Justice that includes coursework for the Professional Administrative Services Credential.

## ■ *The Preliminary Administrative Services Credential*

**Coordinator:** Mary K. McCullough, Ph.D.

The California Administrative Services Credential is divided into two tiers: a Preliminary Administrative Services Credential (Tier I) and a Professional Administrative Services Credential (Tier II) Program. Both Administrative Credential programs are approved by the California Commission on Teacher Credentialing.

The Preliminary Administrative Services Credential Program consists of the completion of 31 semester hours, including field experience, focused on the preparation of candidates for positions in administration in public and private schools. Candidates must successfully complete a Comprehensive Exam. An Administrative Services Internship (Tier I) is also available in collaboration with local districts.

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### ADMISSION REQUIREMENTS

The following are required for consideration of acceptance into the Preliminary Administrative Services Credential (Tier I) Program:

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of Intent.
3. Two completed reference forms or letters of recommendation from education administrators/personnel (forms available in the School of Education).
4. Original teaching and/or service credential(s) submitted to the School of Education for verification.
5. A minimum of one year verified successful completion of work in schools.
  - A completed "Verification of Experience" form (available in the School of Education) which documents three years of experience working in the schools is required for completion of the Administrative Services Credential.
6. Verification of CBEST passage.
7. Official Graduate Record Examination (GRE) scores.
8. Interview with the Coordinator of Administrative Services.
9. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.

**Admission Process:** When a candidate file is complete, all admission materials will be reviewed by the Administrative Services panel for either recommendation for admission, or referral to the Administrative Professional Services Division, or Exceptions Committee for admission consideration/recommendation.

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### COURSE REQUIREMENTS

EDUC 602	Assessment and Research Methodology
EDUC 610	Human Development and Learning
EDUC 619	Anthropological Analysis of Cultural Diversity
EDUC 629	Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 632	Institutional Management
EDUC 635	The Context of Schooling
EDUC 640	Elementary and Secondary Curriculum
EDUC 641	Evaluation of Instruction, Learning, and Achievement
EDUC 686	Educational Leadership
EDUC 693	Field Experience in Administration I (2 sem. hrs.)
EDUC 694	Field Experience in Administration II (2 sem. hrs.)
EDUC 695	Comprehensive Examination: Administration

## ■ *Administrative Services Internship Leading to the Preliminary Administrative Services Credential and Master of Arts Degree*

**Coordinator:** Mary K. McCullough, Ph.D.

The Administrative Services Program is approved to offer an Internship Program in collaboration with a local school district. This will allow Interns to enroll in courses while they serve as administrators under the supervision of professionals from the school district and the University. Each Intern earns a salary from the employing school district.

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### **ADMISSION REQUIREMENTS**

The admission requirements for the Internship Program are the same as the requirements for the Preliminary Administrative Services Credential with the addition of the following:

1. Letter of Intent to include desired Internship placement.
2. Approval from District for placement, including a signed Memorandum of Understanding.
3. District supervisor information.

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### **COURSE REQUIREMENTS**

EDUC 602	Assessment and Research Methodology
EDUC 610	Human Development and Learning
EDUC 619	Anthropological Analysis of Cultural Diversity
EDUC 629	Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 632	Institutional Management
EDUC 635	The Context of Schooling
EDUC 640	Curriculum and Instructional Leadership
EDUC 641	Evaluation of Instruction, Learning, and Achievement
EDUC 686	Educational Leadership
EDUC 695	Comprehensive Exam
EDUC 699	Internship Seminar I
EDUC 699	Internship Seminar II
EDUC 699	Internship Seminar III
EDUC 699	Internship Seminar IV



*Dr. Brian Leung teaching a graduate class.*

## ■ *Master of Arts in Administration*

**Coordinator:** Mary K. McCullough, Ph.D.

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### ADMISSION REQUIREMENTS

The following are required for consideration of acceptance into the Master of Arts in Administration program:

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of Intent.
3. Two letters of recommendation or reference.
4. Official Graduate Record Examination (GRE) scores.
5. Interview with the Coordinator of Administrative Services.
6. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.

**Admission Process:** When a candidate file is complete, all admission materials will be reviewed by the Administrative Services panel for either recommendation for admission, or referral to the Professional Services Division, or Exceptions Committee for admission consideration/recommendation.

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### COURSE REQUIREMENTS

EDUC 602	Assessment and Research Methodology
EDUC 610	Human Development and Learning
EDUC 619	Anthropological Analysis of Cultural Diversity
EDUC 629	Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 632	Institutional Management*
EDUC 635	The Context of Schooling
EDUC 640	Curriculum and Instructional Leadership*
EDUC 641	Evaluation of Instruction, Learning, and Achievement*
EDUC 686	Educational Leadership
EDUC 693	Field Experience in Administration I (2 sem. hrs.)
EDUC 694	Field Experience in Administration II (2 sem. hrs.)

Comprehensive Assessment (see next section)

\*Elective coursework may be chosen in place of two of the asterisked courses above for those students pursuing the Master of Arts Degree only (without credential).

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### COMPREHENSIVE ASSESSMENT

EDUC 695 Comprehensive Examination (0 sem. hrs.)

**OR Thesis Option with approval:**

EDUC 657	Advanced Research Methods (3 sem. hrs.)
EDUC 658	Advanced Research Design (1 sem. hr.)
EDUC 659	Master's Thesis I (1 sem. hr.)
EDUC 688	Master's Thesis II (1 sem. hr.) as needed
EDUC 689	Master's Thesis III (1 sem. hr.) as needed

## ■ *Professional Administrative Services Credential Program*

**Coordinator:** Mary K. McCullough, Ph.D.

The Professional Administrative Services Credential (Tier II) program is designed for students who hold the Preliminary Administrative Services Credential and have secured a position in administration. Loyola Marymount University offers two paths to the credential, either through coursework taken as part of the doctoral program or the credential option described below.

Candidates enrolled in the Ed.D. Program in Educational Leadership for Social Justice have the option to complete the Professional Administrative Credential if they meet the requirements of the Preliminary Administrative Credential and complete the required coursework.

Other candidates, not enrolled in the doctoral program, may enroll in the Professional Administrative Services Credential Option program described below. The credential option program consists of two courses for a total of four units.

All candidates for the Professional Administrative Services Credential must verify completion of a minimum of two years of successful administrative experience in a full-time position in a public or private school of equivalent status while holding the Preliminary Administrative Services Credential prior to obtaining University recommendation for the Professional Administrative Services Credential.

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### **ADMISSION REQUIREMENTS**

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of Intent and a current Resume.
3. Original Preliminary Administrative Services credential (Tier I) submitted to the School of Education for verification.
4. Verification of CBEST passage.
5. Verification of employment in an administrative position in a public school or private school of equivalent status. An appropriate form "Verification of Employment as an Administrator" is available in the School of Education.
6. Recommendation of the employing school system (an appropriate reference form is available in the School of Education).
7. Secure a Mentor Administrator in the field and gain approval from the University Program Coordinator.
8. Interview with the Coordinator of Administrative Services.
9. Candidates begin this program with enrollment in EDUC 660 Professional Administrative Induction Plan.

**Admission Process:** When a candidate file is complete, all admission materials will be reviewed by the Administrative Services panel for either recommendation for admission, or referral to the Pupil Personnel and Administrative Services Division (PPAS), or Exceptions Committee for admission consideration/recommendation.

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### **PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL OPTION**

Candidates enrolling in this option will be required to complete the courses listed below. Candidates are required to secure a mentor in the local school district.

EDUC 660 Professional Administrative Induction Plan (2 sem. hrs.)

EDUC 661 Comprehensive Assessment in Professional Administration (2 sem. hrs.)



## ■ *Master of Arts in Catholic School Administration*

**Coordinator:** Michael P. Caruso, S.J., Ed.D.

The Master of Arts in Catholic School Administration is designed to promote the Gospel message, to develop and support leaders, to maintain excellence in the Catholic education system, and to ensure growth and development of Catholic school communities.

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### ADMISSION REQUIREMENTS

The following are required for consideration of acceptance into the Master of Arts in Catholic School Administration Program:

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of Intent.
3. Two completed reference forms or letters of recommendation.
4. Official Graduate Record Examination (GRE) scores.
5. Interview with the Coordinator of Administrative Services.
6. Concurrent employment in the Catholic school system.
7. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.

**Admission Process:** When a candidate file is complete, all admission materials will be reviewed by the Administrative Services panel for either recommendation for admission, or referral to the Pupil Personnel and Administrative Services Division (PPAS), or Exceptions Committee for admission consideration/recommendation.



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### COURSE REQUIREMENTS

- EDUC 602 Assessment and Research Methodology
- EDUC 610 Human Development and Learning
- EDUC 612 Catechetical Leadership in Catholic Education
- EDUC 614 Foundations of Catholic Education
- EDUC 615 Private School Law and Ethics
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 640 Curriculum and Instructional Leadership
- EDUC 641 Evaluation of Instruction, Learning, and Achievement
- OR** EDUC 629 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 648 Educational Leadership in Catholic Education
- EDUC 693 Field Experience in Administration I (2 sem. hrs.)
- EDUC 694 Field Experience in Administration II (2 sem. hrs.)

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### COMPREHENSIVE ASSESSMENT

- EDUC 695 Comprehensive Examination (0 semester hours)
- OR** Thesis Option with University Approval
- EDUC 657 Advanced Research Methods (3 semester hours)
- EDUC 658 Advanced Research Design (1 semester hour)
- EDUC 659 Master's Thesis I (1 semester hour)
- EDUC 688 Master's Thesis II (1 semester hour) as needed
- EDUC 689 Master's Thesis III (1 semester hour) as needed

## ■ *Preliminary Administrative Services Credential Option for Candidates in the Master of Arts in Catholic School Administration*

**Coordinator:** Michael P. Caruso, S.J., Ed.D.

To qualify for the Preliminary Administrative Services Credential (Tier I), candidates must complete the following in addition to the Master of Arts requirements.

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### **COURSE REQUIREMENTS**

To complete the Preliminary Administrative Services Credential (Tier I) Program, the following courses must be added to the Master of Arts in Catholic School Administration course requirements.

- EDUC 635 The Context of Schooling
- EDUC 629 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs

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### **ADDITIONAL REQUIREMENTS**

1. A copy of a current California teaching and/or service credential(s).
2. A completed "Verification of Experience" form, verifying three years of successful full-time experience working in the schools, is required for the Administrative Services Credential.
3. A copy of CBEST results.
4. Some portions of Field Experience must be completed in the public schools.

## ■ *Certificate in Catholic School Administration*

Students who hold a Master's degree from an accredited College or University may apply for a Certificate in Catholic School Administration after completing the following:

1. Admission requirements listed under Master of Arts in Catholic School Administration.
2. Successful completion of EDUC 612, EDUC 614, EDUC 615, and EDUC 648.

## ■ *Doctorate in Education*

### *Ed.D. in Educational Leadership for Social Justice*

**Director:** Mary K. McCullough, Ph.D.

**Associate Director:** Magaly Lavadenz, Ph.D.

The Ed.D. in Educational Leadership for Social Justice is a three year cohort program which prepares leaders for public, Catholic, and private schools. The program will prepare leaders to assume positions of responsibility, transform educational settings, serve as agents of social change, and raise academic achievements for all students. The focus of the program will be on the promotion of leadership for equity, the study of educational reform, and research in diverse contexts for the purpose of integrating academic excellence with social responsibility. The program will have two emphases supported by an integrated Research Core.

- Leadership Core
- Specialization: P-12 Public Education or P-12 Catholic/Private/Charter Education

Candidates who meet the Professional Administrative Services admission requirements and are enrolled in the doctoral program may earn the Professional Administrative Services Credential by completing the required coursework. This does not apply to the Preliminary Administrative Services Credential. **Deadline to apply is January 7.**

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## ADMISSION REQUIREMENTS

The following are required for consideration of acceptance into the Ed.D. in Educational Leadership for Social Justice:

1. Application for Ed.D. Program
2. Admission Test: GRE with minimum score of 1100 (Combined Verbal and Math Scores) and Writing Score of 4.5
3. A two to three page Statement of Purpose following the format described in application materials.
4. GPA of 3.75 (4.0 scale) in master's coursework
5. Earned Master's degree from an accredited institution verified by official transcripts (2 copies)
6. 20 graduate level semester units in a related field, which includes verified content in research methods, diversity, and psychology
7. Current Resumé
8. Professional writing sample
9. Three Recommendation forms (at least one from a current employer and one from a professor in a completed master's level program)
10. Interview with Doctoral Admissions Committee
11. Minimum of 3 years full-time experience in public, Catholic, or private schools

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## COURSE REQUIREMENTS

### **Core courses**

Candidates must complete all of the following courses:

- EDUC 7000 Sociopolitical Context of Education: Policy and Reform
- EDUC 7001 Social Justice and Education
- EDUC 7002 Moral and Ethical Leadership
- EDUC 7003 Leadership for Educational Achievement
- EDUC 7004 Organizational Theory and Change
- EDUC 7020 Situated Inquiry in Education
- EDUC 7021 Statistical Analysis in Education
- EDUC 7022 Ethnography in Education

### **Specializations**

Candidates select one of the following specializations:

#### ***P-12 Public Education Specialization***

- EDUC 7040 Context and Current Topics in Public Education
- EDUC 7041 Transformative Leadership in Diverse Learning Communities
- EDUC 7042 Management of Fiscal/Human Capital
- EDUC 7043 Legal and Policy Issues in Education
- EDUC 7049 Research Seminar: Public Education

**OR**

#### ***P-12 Catholic/Private/Charter School Education Specialization***

- EDUC 7060 Context and Current Topics in Private Education
- EDUC 7061 Mission and Stewardship in Education
- EDUC 7062 Managing Financial Resources in Private Education
- EDUC 7063 Law and Policy in Private Education
- EDUC 7069 Research Seminar: Catholic/Private/Charter Education

### **Dissertation**

Candidates complete at least 6 units of dissertation coursework, including:

- EDUC 7950 Dissertation Proposal Design
- EDUC 7951 Dissertation Seminar I
- EDUC 7952 Dissertation Seminar II
- EDUC 7953 Doctoral Dissertation I
- EDUC 7954 Doctoral Dissertation II (as needed; candidates enroll in 2 units each semester leading to completion and acceptance of dissertation)
- EDUC 7955 Doctoral Dissertation III (as needed; candidates enroll in 2 units each semester leading to completion and acceptance of dissertation)

## Course Descriptions

All courses are 3 semester hours unless otherwise noted.

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### **EDUC 500 • Cultural Paradigms of Education**

A study of the sociological and anthropological analysis of contemporary education with emphases on cultural contexts, culturally sensitive pedagogy, cultural and ethnic diversity, social/cultural issues, and demographic trends in schools and society. Emphasis is placed on the preparation of professionals for the teaching profession and their awareness of social, psychological, and cultural forces shaping society today.

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### **EDUC 501 • Applied Educational Psychology for the Childhood and Adolescent Years**

A study of the learning environment, the evaluation of learning and the teaching/learning process. An analysis of the physical, intellectual, emotional, cultural and ethnic factors affecting development, learning and behavior. This course is a prerequisite for acceptance into the Multiple Subject Credential Program. Emphasis is placed on implications for teaching and learning in the primary and elementary grades. Field work is required.

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### **EDUC 502 • Applied Educational Psychology for the Adolescent Years**

A study of the learning environment, the evaluation of learning and the teaching/learning process. An analysis of the physical, intellectual, emotional, cultural and ethnic factors affecting development, learning and behavior. This course is a prerequisite for acceptance into the Single Subject Credential Program. Emphasis is placed on implications for teaching and learning in middle schools, junior and senior high schools. Field work is required.

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### **EDUC 504 • Science in the Elementary Curriculum 2 sem. hrs.**

This course is designed to provide opportunities for prospective teachers to develop their understanding and ability to teach science to culturally diverse students in elementary grades. Particular emphasis is placed on strategies which will accommodate linguistically diverse students. Laboratory type activities provide opportunities for the students to investigate a variety of methods related to teaching science using a conceptual approach. Investigations stress processes, attitudes, values, and technological relationships that are effective in multicultural and multilingual classrooms. Focus is on the interaction between the teacher, students, and the discipline of science, and how the student is actively involved in learning through a constructivist and experiential approach.

Lab fee required.

Prerequisite: Admission to program.

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### **EDUC 505 • Mathematics in the Elementary Curriculum 2 sem. hrs.**

This course is designed to provide opportunities for prospective teachers to develop their understanding and ability to teach mathematics in the elementary grades. Particular emphasis is placed on laboratory activities, where students investigate a variety of methods related to teaching math using a conceptual approach and utilizing strategies which are successful with culturally and linguistically diverse learners. Focus is on the development of lessons and long term plans to actively involve the learner in all of the math strands through experiential activities.

Lab fee required.

Prerequisite: Admission to program.

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### **EDUC 506 • Social Studies in the Elementary Curriculum 2 sem. hrs.**

This course is designed to provide opportunities for prospective teachers to develop professional knowledge and competence for teaching social studies. This course deals with purpose, content, procedures, and organization of instruction in those curricular areas as prescribed in the California State adopted framework. The current trends and social issues affecting the teacher's selection of instructional approaches and the selection of instructional resources will be explored. All state-mandated content areas including culturally and linguistically diverse teaching techniques and methods for social studies are included.

Prerequisite: Admission to program.

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### **EDUC 509**

#### **Reading/Language Arts in the Elementary Curriculum**

This course is designed to provide opportunities for prospective teachers to develop their understanding and ability to teach reading/language arts to all students in the elementary grades. Particular emphasis will be placed on strategies which will accommodate culturally and linguistically diverse learners. Consideration is given to the procedures, skills development, organizations, systems of instruction and instructional materials utilized in the development of an effective balanced and integrated approach to the teaching of reading/language arts instruction in the elementary school.

Prerequisites or concurrent enrollment in: Admission to program; EDUC 504, EDUC 505, EDUC 506 and EDUC 608

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**EDUC 510 • Elementary Directed Teaching • 6-12 sem. hrs.**

Prospective teachers engage in full-time supervised teaching in two culturally diverse public elementary schools for the purpose of developing professional competence in all phases of the elementary instructional program for CLAD and BCLAD candidates. Seminar sessions, emphasizing sound instructional practices, will be held throughout the term including instruction in art, music and physical education. (Application for fingerprint clearance must be submitted at least four to six months prior to enrolling in this course). Credit/No Credit.

Admission by consent of Coordinator. (Additional fee required). All Incompletes must be removed prior to registration.

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**EDUC 511 • Fieldwork: Observation and Participation**

A practical application analysis of contemporary secondary education; preparation of candidates for entry into the student teaching experience. The course provides future student teaching candidates an opportunity to (1) expand on theories and pedagogical practices by attending on-campus seminar workshops and (2) participate in secondary school-site supervised field work where students are afforded an opportunity to interrelate these theories and practices with real-life experience. (Application for fingerprint clearance must be submitted at least four to six months prior to enrolling in this course). Offered on a Credit/No Credit basis only.

Admission by consent of Coordinator.

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**EDUC 512 • Fieldwork: Secondary Directed Teaching 12 sem. hrs.**

Use of good instructional practices in public schools, analysis of the secondary curriculum with special emphasis on the student's major; development of a professional viewpoint through participation in organized group discussion. During the term the student engages in supervised teaching in an accredited public junior or senior high school. Student must have passed the Praxis specialty area exam or completed the subject area competency prior to enrolling in this course.

Offered on a Credit/No Credit basis only. (Additional Fee Required). Admission by consent of Coordinator. All Incompletes must be removed prior to registration.

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**EDUC 516 • Methodology for Primary Language Instruction in Bilingual Settings**

Consideration is given to current trends and social issues affecting bilingual programs including program characteristics, instructional approaches, and selection and use of primary language materials. Specific emphasis is placed on literacy/biliteracy in the primary language, with an integrated approach to content area instruction. Fluency and literacy in Spanish is required. This course is required for BCLAD teacher credential candidates.

Admission by consent of Coordinator.  
Prerequisite: EDUC 515  
Credential students only.

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**EDUC 528 • Reading/Language Arts for Single Subject Teachers**

Designed to provide opportunities for prospective teachers to develop understanding of the nature of the reading process in grades 7-12. Emphasis is placed on the role of subject matter teachers in the overall school reading program. Provides training in a variety of instructional methodologies including strategies designed for culturally and linguistically diverse students.

Admission to program required.

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**EDUC 529 • Introduction to Teaching and Learning in General and Special Education**

This course will provide initial instruction in the essential themes, concepts, and skills related to the duties of a special educator before the candidate assumes intern/teaching responsibilities.

Admission to program required.

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**EDUC 530 • Managing Learning Environments**

This course is designed to prepare candidates to be able to demonstrate knowledge and skills in managing environments for diverse learners that are safe and effective for students.

Admission to program required.

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**EDUC 543 • Informal Assessment and Individual Education Program (IEP) Development for Students with Exceptional Needs**

See description for EDUC 643.  
Admission to program required.  
Prerequisite: EDUC 440 or PSYC 422.

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**EDUC 544 • Field Experience with FEP and LEP Students with Exceptional Needs**

Admission to program required.

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**EDUC 552 • Psychological and Educational Assessment**

Basic concepts of psychological testing, measurement, and evaluation applicable to the rationale, construction, evaluation, use and interpretation of test, rating scales, etc.; essential statistics. Practice required.

Admission to program required.

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**EDUC 556 • Directed Teaching/Internship with Students with Mild/Moderate Disabilities 3 - 9 sem. hrs.**

Actual teaching experience with FEP and LEP students with learning handicaps. Credit/No Credit.

Admission by consent of Coordinator.

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**EDUC 561 • Teaching Performance Assessment 1 • 0 sem. hrs.**

Students enrolled in this course will complete Task 1 of the Teaching Performance Assessment. Offered on a Credit/No Credit basis only.

Prerequisites: Completion of EDUC 562, 624 or 509, 604, and 634.

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**EDUC 562 • Teaching Performance Assessment 2 • 0 sem. hrs.**

Students enrolled in this course will complete Task 2 of the Teaching Performance Assessment. Offered on a Credit/No Credit basis only.

Prerequisites: Completion of EDUC 500, 501, 603, and 629.

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**EDUC 563 • Teaching Performance Assessment 3 • 0 sem. hrs.**

Students enrolled in this course will complete Task 3 of the Teaching Performance Assessment. Offered on a Credit/No Credit basis only.

Prerequisites: Completion of EDUC 561 and 562  
Concurrent enrollment with EDUC 622 or EDUC 510 or 512 required.

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**EDUC 564 • Teaching Performance Assessment 4 • 0 sem. hrs.**

Students enrolled in this course will complete Task 4 of the Teaching Performance Assessment. Offered on a Credit/No Credit basis only.

Prerequisites: Completion of EDUC 461 and 462  
Concurrent enrollment with EDUC 622 or EDUC 510 or 512 required.

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**EDUC 584 • General Methods Teaching Languages other than English**

This class will address the communicative approach to language instruction. Major themes to include: proficiency-based instruction; the competency-based classroom/curriculum; critical issues in the reception and the production stages of second language acquisition; strategies to support and achieve these goals.

Admission to program required.

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**EDUC 585 • Teaching Social Studies in the Secondary Schools**

This course is designed to provide opportunities for prospective teachers to observe, develop and practice a variety of methods to create positive learning environments, effective discipline, and traditional and alternative assessments. Emphasis is placed on strategies to include and challenge students with widely ranging linguistic and academic abilities, diverse learning styles and varying cultural backgrounds. Methods and content are closely tied to the California State Framework for grades 6-12.

Admission to program required.

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**EDUC 586 • Trends Teaching English in the Secondary Schools**

This course addresses the concerns and needs of future English teachers. Major areas covered include developing a multicultural curriculum for all students, creating lesson plans, examining meaning, making strategies for reading, instructing the writing process, teaching grammar in context, looking at methods of authentic classroom assessment, and building classroom portfolios.

Admission to program required.

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**EDUC 587 • Trends in the Teaching of Secondary Science**

This course covers programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to science; continuous progress curriculum; and individualized science labs.

Admission to program required.

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**EDUC 588 • Trends in the Teaching of Secondary Math**

This course covers programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to mathematics; uses of technology; and continuous progress curriculum.

Admission to program required.

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**EDUC 589 • Seminar in Art Education**

This seminar introduces and examines the theoretical, historical and practical issues of art education. The class provides a context in which to engage in a critical dialogue about the multiple components and issues of arts education for practicing professionals. Through study of important historical as well as contemporary examples of successful models of arts education, students will learn on a very practical level, about the development, implementation and assessment of a successful and responsible art education curriculum. The study of theory, as well as practice, will be presented in student written reports and through observation of various styles of art education. Projects will involve creating a curriculum and lesson plans that demonstrate both theoretical and practical applications of the following: teaching methods, classroom practices, assessment, community and collaboration, teacher preparation and content issues such as multiculturalism, artists and art history, and integration of academic disciplines into art education. Students will compile projects into a teaching portfolio for the semester final. The portfolio will include all class projects and demonstration of understanding exhibited through written and presented materials.

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**EDUC 592 • Behavior and Classroom Management Techniques for Teachers**

Explores current, alternative approaches to classroom discipline, management and organization. Focuses on how teacher behavior, the learning task and the classroom environment affect student behavior.

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**EDUC 596 • Fieldwork 1 • 1 sem. hr.**

This course, offered in a seminar format, is designed to enhance the field experiences of teacher practitioners/interns through reflective discussions that evolve around events in content classes and field experiences, supervised teaching, and collaboration between the candidates, university personnel and the mentor teacher. The course is designed around the needs of the candidates. Offered on a Credit/No Credit basis only.

Interns and Teacher Practitioners only.

Consent of Coordinator required.

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**EDUC 597 • Fieldwork 2 • 1 sem. hrs.**

This course is a continuation of Fieldwork 1. Offered on a Credit/No Credit basis only.

Interns and Teacher Practitioners only.  
Consent of Coordinator required.

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**EDUC 598 • Special Studies**

Subject matter and credit by arrangement.

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**EDUC 599 • Independent Studies**

Subject matter and credit by arrangement.

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**EDUC 602 • Assessment and Research Methodology**

Essential descriptive statistics; basic concepts of psychological and educational assessment. Overview of individual and group tests and inventories; test construction and evaluation; alternative assessment; and comprehensive testing programs. Preparation in designing and implementing a research study and competence in reviewing and using the professional literature.

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**EDUC 603 • Theories of Second Language Acquisition**

Historical, political and social factors related to second language acquisition are addressed. Course content also includes theoretical perspectives in second language learning, including assessment, identification, and program placement for Limited English Proficient students. An overview of instructional strategies including English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE) and cooperative learning.

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**EDUC 604 • Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)**

This course explores and develops instructional models, strategies, approaches, and assessment for ESL and content based second language teaching in diverse cultural and linguistic settings. Fieldwork observation is included.

Prerequisite: EDUC 603 or CHST 503

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**EDUC 605 • Professional Induction Planning Seminar  
0 sem. hrs.**

Candidates for the Professional Level II Education Specialist credential are required to take this course at the beginning of their Level II program. During this individualized seminar, the candidate develops a Professional Induction Plan with an assigned district support provider and a college advisor.

Admission by consent of coordinator.

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**EDUC 606 • Applied Linguistics**

Seminar in the theoretical and practical applications of linguistics, socio- and ethnolinguistics, psycholinguistics, language based content area instruction and language policy and planning as they relate to second language learners.

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**EDUC 607 • Service Delivery, Legal Mandates,  
and Professional Ethics in School Psychology**

This course is designed to provide candidates with knowledge of the history and foundations of the profession of School Psychology. Content will include discussion of past, current, and possible future service delivery models, and development of policies to support children and families. Ethical, professional, and legal standards for practice will be reviewed.

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**EDUC 608 • Education and Politics**

This course examines the intersection of education and language politics for linguistically and culturally diverse populations. It will provide an in-depth examination of the philosophical and organizational structures within schools from both historical and contemporary perspectives. Federal, state, local decision-making processes will be highlighted.

Prerequisite: EDUC 603

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**EDUC 609 • Methodology for Primary Language Instruction  
in a Bilingual Setting**

Consideration is given to current trends and social issues affecting bilingual programs including program characteristics, instructional approaches, and selection and use of primary language materials. Specific emphasis is placed on literacy/biliteracy in the primary language, with an integrated approach to content and instruction. Fluency and literacy in Spanish is required.

Admission by consent of Coordinator.

Prerequisite: EDUC 515 or 608

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**EDUC 610 • Human Development and Learning**

The study of major psychological theories and their application to the understanding of human behavior and the processes of learning. Appraisal of human biological, psychological and social development from infancy through adolescence.

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**EDUC 611 • Educational Linguistics**

An in-depth study of the interrelationship between language and schooling. Classroom-based analysis of contexts of language variation and usage is emphasized, with a focus on language testing, the teaching of phonology, vocabulary and grammar, and discourse analysis.

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**EDUC 612 • Catechetical Leadership in Catholic Education**

An exploration of, and reflection on, the history and theory of Christian religious education/catechesis, treating the relationships between religious education/catechesis and the allied fields of pastoral care, liturgy, justice, and service activities. Specific theories and methods that support the development of catechetical programs in Catholic schools will be explored.

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**EDUC 614 • Foundations of Catholic Education**

This course presents an analysis of the theological, philosophical, historical, and sociological aspects of American Catholic education, with a focus on policy implications.

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**EDUC 615 • Private School Law and Ethics**

This course is designed for aspiring and new private school administrators to become knowledgeable of the history and practice of educational law as it pertains to private education. Topics include: constitutional law, administrative law, common law, contract law, canon law, torts, contracts and unions, rights and duties, anti-discrimination law as it applies to individuals with disabilities, property rights, the duties and ethics of principals and teachers, copyright laws, and child abuse reporting procedures.

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**EDUC 619 • Anthropological Analysis of Cultural Diversity**

An in-depth study of cultural diversity using methods from educational sociology and anthropology. The course will examine the major theoretical models advocating responses to cultural diversity and their practical implications for education. Themes/issues covered: contemporary demographics, genetic and cultural deficit theory, cultural mismatch theory, cultural-ecological theory, sociocultural theory (neo-Vygotskian) and culturally responsive instruction, multicultural education and intercultural communication, critical pedagogy, and qualitative evaluation.

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**EDUC 620 • Chicano/Latino Cultures:  
An Interdisciplinary Perspective**

This course presents a cultural analysis of the diversity within Chicano/Latino groups, particularly as represented in educational settings. Historical, political and social issues will be addressed, including communicative styles, dialectical differences, and cross-cultural interactions between cultural and linguistic groups.

Admission by consent of Coordinator.

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**EDUC 621 • Seminar:  
Fundamentals and Assessment of Teaching**

This course is for candidates who are employed as full-time teachers either in a private/parochial school or with an emergency permit or intern credential in a public school. This prerequisite should be one of the first courses in the combined master's/teaching credential program sequence. Seminars focus on analysis of effective classroom practices and problem solving. Initial on-site assessment will be made by a university supervisor as to professional competency in all phases of the elementary or secondary CLAD/BCLAD program. Areas for professional growth and development are identified and addressed individually through portfolio assessment. Candidates must submit a school-site supervisor/mentor contract agreement. Additionally, for private/parochial school teachers, this course requires 30 hours of public school observation/participation and a comprehensive journal. Application for fingerprint clearance must be submitted by private/parochial teachers immediately upon enrollment in this course.

Admission by consent of Coordinator.

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**EDUC 622 • Fieldwork Supervision:  
Portfolio and Assessment of Teaching • 3 - 6 sem. hrs.**

This course is for candidates who are employed as full-time teachers either in a private/parochial school or with an emergency permit or intern credential in a public school. This should be the last course in the combined master's/teaching credential program sequence. Supervised field experience, portfolio assessment of personal growth, development, problem-solving and documentation of teaching competencies will be completed during this course. Candidates must submit a school-site supervisor/mentor contract agreement. Additionally, for private/parochial school teachers, this course requires 30 hours of public school observation/participation and a comprehensive journal. The EDUC 621/622 course sequence meets the California State requirement of student teaching for CLAD/BCLAD candidates.

**Only one other course may be taken during the semester of fieldwork supervision.**

Prerequisites: EDUC 621, all professional education courses in program sequence, formal documentation of completed subject matter competency, and passage of all appropriate examinations.

Admission by consent of Coordinator.

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**EDUC 624 • Foundations of Literacy Instruction**

This course considers linguistic, physiological, psychological, and cultural concerns covering appraisal of literacy needs, premises and goals of language arts/literacy instruction, and approaches, methods, processes, and techniques for teaching literacy skills in grades K-12.

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**EDUC 625 • Diagnosing and Developing Literacy Skills**

Theoretical and practical considerations of the causes of deficiencies in the literacy skills of elementary and secondary students; methods and materials best suited for correcting deficiencies; and techniques for promoting better literacy habits.

Prerequisite: EDUC 624

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**EDUC 626 • Practicum in Diagnosing and  
Developing Literacy Skills**

Practicum taken in conjunction with EDUC 625; each student works with two readers deficient in literacy skills; learns diagnostic and prescriptive teaching techniques; administers psychological tests, screening tests of vision and hearing; and formulates case histories.

Credit/No Credit.

Co-requisite: EDUC 625



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**EDUC 627 • Creating Effective Classrooms in Diverse Settings  
2 sem. hrs.**

This course is designed to prepare candidates to be able to demonstrate knowledge and skills in managing environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. In addition, the candidate will be prepared to demonstrate knowledge of behavior management strategies, varying communication styles that impact learning and laws and regulations for promoting behavior that is positive and self-regulatory.

Admission by consent of coordinator.

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**EDUC 628 • Improvement of Literacy  
in Single Subject Classrooms**

This course is designed to develop an understanding of the nature of literacy and how it impacts content area learning. Provides training in a variety of instructional methodologies including strategies designed for culturally and linguistically diverse students.

Admission to program required.

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**EDUC 629 • Psychology and Education of Culturally/  
Linguistically Diverse Students with Exceptional Needs**

An overview of the problems confronting educators of students with exceptional needs with a view to developing an understanding of the psychological and educational implications for instruction and program planning. An overview of major exceptionalities and implications of recent legislation for the disabled ("mainstreaming") will be emphasized.

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**EDUC 630 • Secondary School Curriculum and Methods**

Objectives, methods, materials and problems involved in teaching various subjects in the secondary schools. Explores methods of long and short range planning, course overviews, unit plans and lesson planning. Presents alternative strategies of instruction and methods of diagnosing needs and evaluating learning. Current approaches to classroom discipline, management, and organization are studied.

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**EDUC 632 • Institutional Management**

Students study how to plan, organize, implement, manage, facilitate, and evaluate the daily operations of schools. This management approach stresses systems models, needs assessment, management plans, administering contracts, technology use, management information systems, decision making processes, problem solving, decentralization, and accountability in a diverse cultural setting.

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**EDUC 633 • Advanced Issues in Assessment and  
Instruction of Students with Special Needs**

In this advanced course, candidates acquire knowledge and skills to appropriately assess and instruct students with Mild/Moderate Disabilities. Course content includes selecting and administering a variety of formal and informal assessment procedures in order to be able to teach, adapt and integrate curriculum appropriate to the educational needs of students.

Admission by consent of coordinator.

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**EDUC 634 • Elementary School Curriculum and Methods**

This course focuses on instructional methods and classroom management for the culturally diverse elementary classroom. Students should acquire skills in classroom discipline, creation of lesson plans utilizing a variety of instructional and evaluation methods, and classroom teaching. Course shall include all state-mandated content areas.

Lab Fee.

Admission to program required.

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**EDUC 635 • The Context of Schooling**

This course focuses on the governmental, political, financial, legal, and historical perspectives of education in the United States. Students are given opportunities to integrate course topics and relate policy initiatives to the welfare of all students in responsible and ethical ways. School governance and management of human and fiscal resources in culturally diverse settings are stressed.

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**EDUC 636 • Creating Collaborative Partnerships • 2 sem. hrs.**

This course is designed to prepare candidates to be able to collaborate and communicate effectively with individuals with disabilities and their parents, other family members and primary care givers, school administrators, general and special education teachers, specialists, paraprofessionals and community agency and related service personnel. The candidate will learn how to work in partnership to be able to design, implement and evaluate integrated services that reflect transitional stages across life span for all learners.

Admission by consent of coordinator.

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**EDUC 639 • Consultation and Collaboration  
for Students with Special Needs**

This course will provide opportunities for candidates to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals and parents. A specific area of emphasis will be on the communication of relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment and legal requirements. At the completion of the course, candidates will be prepared to coordinate the process involved in special education placements.

Admission by consent of coordinator.

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**EDUC 640 • Curriculum and Instructional Leadership**

Designed to provide background in process education, trends in subject matter areas, innovations in curriculum, and methods of effecting curriculum change and improvement.

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**EDUC 641 • Evaluation of Instruction, Learning and Achievement**

Designed for school management and institutional trainers to afford understanding of individualization of instruction, evaluation and assessment of instructional practices, skill in design and implementation of instructional sequences, and elements of effective instruction for all students.

Prerequisite: EDUC 640

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**EDUC 642 • Organizational Theory and Practice**

Administrators will focus on the context within which schooling takes place. They will explore theory and functions of human organizations in American society; structure and composition of groups in various organizational settings including school boards, parent, community and staff groups, and professional, state and regional organizations; political and social forces that affect school practices; knowledge of state and local cultural, ethnic, language and socioeconomic diversity and diverse needs within the school organization; and parent involvement in planning and reaching educational objectives.

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**EDUC 643 • Informal Assessment and Individual Education Program (IEP) Development for Students with Exceptional Needs**

A survey of strategies for assessing and teaching FEP and LEP students in all areas of exceptionality. Course content includes principles and techniques for assessing learning and behavioral patterns, development of individualized behavioral and instructional objectives, development and implementation of instructional strategies based on individual needs, and designing and using pupil performance criteria to evaluate pupil learning and behavior. Includes lecture and practicum.

Admission to program required.

Prerequisite: EDUC 629, EDUC 440, or PSYC 422

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**EDUC 644 • Directed Teaching with Students with Mild/Moderate Disabilities • 3 - 9 sem. hrs.**

Teaching experience with culturally and linguistically diverse students with Mild/Moderate disabilities. Seminar required. Credit/No credit.

Admission by consent of Coordinator.

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**EDUC 645 • Management of Fiscal, Human and Material Resources**

Administrators learn how to assess needs, garner and use appropriate resources to achieve student and school success. This course includes fiscal management, district-level funding and budgeting, personnel and other contractual obligations; problems affecting school finance on state and local levels; district business services organization and function; management of human and material resources, including effective staff utilization, credentialing law and assignment authorization; personnel policies; filling needs for staff and for buildings, equipment and supplies. Candidates explore the resources of cultural diversity and strategies for building effective learning communities.

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**EDUC 646 • Advanced Educational Leadership**

This course in Advanced Educational Leadership builds upon the theories and practices addressed in the Preliminary Administrative Credential course and focuses on new models of leadership in specific contexts, including: leading groups in a variety of settings such as school boards, parent, community and staff groups, and regional and state groups; instructional leadership including human relationships and group dynamics; theories related to learning and instructional research; educational issues and trends; creating positive organizational cultures; dimensions of moral, ethical, and reflective leadership and practice; improvement of curriculum and practices; computer technology applicable to instructional practices; recognizing and responding to the cultural diversities in school communities; and evaluation related to student outcomes, curriculum effectiveness, and staff performance, and individual practice.

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**EDUC 647 • Professional Ethics, Legal Mandates, and Political Relationships**

Candidates examine legal framework of national, state and local schools, including statutory and constitutional provisions; political jurisdictions that make or affect school policies; political and sociological forces affecting school practices; application; theory and application in achieving consensus and compromise; coalitions to achieve educational goals; credentialing law and assignment authorization; and application of legal principles to policies and practices.

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**EDUC 648 • Educational Leadership in Catholic Education**

This course is designed to give new and aspiring administrators theory and research in the following areas: leadership, management, organizations, change facilitation, and decision-making within the context of the Catholic Church and its educational institutions. This course will also focus upon the role and responsibilities associated with school finance, accounting, development, and management.

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**EDUC 650 • Seminar in Literacy, Research, and Practice**

A comprehensive study of current research on literacy processes and the philosophies of instruction in literacy/language arts, and other curricular areas. Various instructional approaches and programs will be evaluated.

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**EDUC 651 • Seminar in Second Language Literacy**

This course explores the relationships between literacy and language diversity in the United States as well as on the international levels. Current research addressing pre-school through adult populations of second language learners will be analyzed. Students will be required to do fieldwork in second language literacy settings as part of this course.

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**EDUC 654 • Education of Students with Exceptional Needs in Catholic Schools**

An overview of the problems confronting educators in Catholic schools regarding students with exceptional needs with a view to developing an understanding of the educational implications for instruction and program planning. An overview of major exceptionalities and implications of recent legislation will be emphasized.

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**EDUC 655 • Communication Process and Counseling in Groups**

Theories, techniques, and development of human communication processes, both verbal and non-verbal, in group situations. Experience in group participation is provided. Use of communication skills applicable to counseling. Credit/No Credit.

Prerequisite: EDUC 664

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**EDUC 656 • Individual Assessment and Research**

This course covers theories and techniques of individual assessment using individual intelligence tests and alternate techniques. Integration of information into reports and survey of related research procedures are also presented. Practice required.

Lab fee required.

Prerequisites: EDUC 602 and 663

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**EDUC 657 • Advanced Research Methods**

An advanced research methods course focusing on: the nature of educational research, statistical methods, qualitative methods and survey design.

Prerequisites: EDUC 602 and Consent of Coordinator.

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**EDUC 658 • Advanced Research Design • 1 sem. hr.**

An advanced research design institute intended for students accepted into the master's thesis option. The course will focus on: framing the research question, choosing appropriate methodology, reviewing the literature, reliability and validity, and writing the master's thesis proposal.

Prerequisites: EDUC 657 and acceptance into Master's Thesis Option.

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**EDUC 659 • Master's Thesis I • 1 sem. hr.**

This course is intended for students working on a master's thesis. The committee chair provides ongoing support for the master's thesis.

Prerequisites: EDUC 658

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**EDUC 660 • Professional Administrative Induction Plan 2 sem. hrs.**

The development and implementation of an individualized induction plan involving the candidate, the employing school district, and the university, including designation of a local mentor and the proposed district support available to the student. Also included are plans for ongoing professional growth opportunities to meet the candidate's needs and credential competencies in the individualized plan.

Admission to the program is required.

Credit/No Credit.

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**EDUC 661 • Comprehensive Assessment in Professional Administration • 2 sem. hrs.**

The process of ongoing assessment, in cooperation with district, system, or agency designees and the University representative(s) determines the completion of the Induction Plan and appropriate documentation. A minimum of two years of successful administrative experience in a full-time administrative position in public school or private school of equivalent status, and evidence of effectiveness in administration is required. Comprehensive Assessment is to also include the determination of attainment of required competencies and the exit interview, in line with University and School standards of practice. This process must be completed prior to recommendation for the Professional Administrative Services credential.

Credit/No Credit.

Prerequisite: EDUC 660

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**EDUC 662 • Educational and Career Planning**

Educational and career planning in the K-12 curriculum, counseling students, technology and career centers, occupational and educational information, vocational and educational placement, vocational choice theory and occupational trends, and work experience programs. Emphasis is on contemporary trends in educational and career guidance.

Lab Fee.

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**EDUC 663 • Advanced Individual Psychology**

Theories and research related to human learning and personality development to include cognition, motivation, emotional and social development, and biological influences on behavior; sociocultural and linguistic influences on behavior; and applications related to school, family and community. Admission to School Psychology Program and permission of School Psychology Program Coordinator required.

Prerequisite: EDUC 610

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**EDUC 664 • Counseling Theories and Techniques**

A survey of major theoretical orientations to the practice of counseling. An overview of basic counseling skills with particular emphasis on communication skills applicable to the counseling relationship. Candidates are introduced to experiences that will give them a greater understanding of self and others. Required prior to formal admission to the School Counseling program.

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**EDUC 665 • Prevention, Intervention, and Consultation in Pupil Personnel Services**

A graduate level course designed to support learning and application of knowledge and skill in consultation with adults on academic and behavioral issues which negatively impact student achievement in schools; and prevention and early intervention in events such as violence, suicide, pregnancy, and others that may lead to individual crises. Involvement in a school-based crisis team will be facilitated.

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**EDUC 667 • Principles, Organization, and Administration of Pupil Personnel and Human Services**

Knowledge of professional ethics and laws in Pupil Personnel and other helping service professions; procedures for implementing relevant laws and regulations; emphasis on guidelines for the development, implementation, coordination, and evaluation of pupil personnel services in elementary, middle, and high school. Facilitating staff roles and relationships; utilization of community services and referral processes.

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**EDUC 668 • Practicum in Culturally Responsive Counseling**

Through the use of videotaped sessions with volunteer clients, advanced candidates under the supervision of licensed professionals observe and critique their counseling skills with individuals and groups. This class involves peer evaluation and discussion. Cross-cultural counseling experiences are emphasized. Credit/No Credit.

Admission by permission of Coordinator.

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**EDUC 669 • Supportive Environments for Students with Behavioral and Emotional Needs**

In this advanced course, candidates develop systems for academic and social skills instruction for students with complex behavioral and emotional needs including attention disorders, conduct disorders, depression and suicidal behavior, psychotic behavior, anxiety and related disorders, and delinquency and substance abuse. Course content includes advanced study of behavioral supports, social skills instruction, crisis management, and positive learning environments. Collaborative work with other professionals and community agencies is emphasized in the development of comprehensive support programs for these students.

Admission by consent of coordinator.

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**EDUC 671 • Social Responsibility, Violence Prevention, and Crisis Intervention in Schools**

Complex pressures of today's society produce conditions that inhibit the maximum social, intellectual, and emotional development of students. An important pupil attribute, self esteem, must be well supported as a bridge to positive outcomes, including but not limited to, academic achievement, personal responsibility, and to become an active and contributing citizen. PPS providers must be equipped with skills and knowledge to understand the myriad of factors that contribute to making a safe school for pupils and adults. This graduate level course is designed to support learning and application of knowledge and skill in (1) the concept of resiliency and how it protects; (2) prevention and early intervention in events such as violence, suicide, pregnancy, and others that may lead to individual crises; (3) quality indicators of a school-based crisis team.

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**EDUC 672 • Informal Assessment and Program Development in Catholic Schools**

A survey of strategies for assessing and teaching students with exceptional needs in Catholic schools. Course content includes principles and techniques for assessing learning and behavioral patterns, development of individual learning programs, development and implementation of instructional strategies based on individual needs, and designing and using pupil performance criteria to evaluate pupil learning and behavior. Includes lecture and practicum.

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**EDUC 673 • Creating Successful Inclusion Programs**

This course will stimulate discussion and decision making about the mission of individual Catholic schools in providing an appropriate educational experience for all its students. This course will focus on essential components to be included in an individual school's inclusion plan.

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**EDUC 675 • Teaching and Assessing Students with Mild/Moderate Disabilities • 4 sem. hrs.**

Principles and techniques for diagnosing learning and behavioral strengths and weaknesses in children and youth with learning disability, mental retardation, other health impairments or serious disturbance. Additional emphasis is placed on effective techniques and methods in working with culturally and linguistically diverse youth. Development of teaching strategies, goals and objectives suitable for direct intervention, implementation of individual instructional programs and evaluation of program approaches and effectiveness.

Admission to program required.

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**EDUC 676 • Policies and Issues in Education for Diverse Learners with Disabilities**

Survey of current issues and trends in the psychology and education of students with learning handicaps, e.g., “mainstreaming” theoretical instructional systems, use of research findings in program implementation, counseling, career guidance, and program evaluation, with emphasis on history and practices of bilingual education including organizational models and instructional strategies.

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**EDUC 677 • Psychological Services in the Schools**

Preparation for advanced internship in school psychology. This course emphasizes further role development, professional ethics and conduct, legal aspects of the practice of school psychology principles and techniques of supervision, and selected topics in assessment and intervention.

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**EDUC 678 • Diagnostic Assessment and Remediation of Special Learning Problems**

In depth study of learning-related processes and practices in assessment techniques used by the school psychologists to assess learning-related problems and plan for their prevention and remediation. Practice required.

Lab fee required.

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**EDUC 679 • Assessment of Emotional and Behavioral Disorders**

This course emphasizes various procedures, techniques and tests useful in assessing the emotional and behavioral status of school-age individuals. Special attention will be given to assessing children and youth using a multicultural/pluralistic perspective. Practice required.

Lab fee required.

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**EDUC 680 • Advanced Practicum in Catholic Inclusive Education**

This course is a practicum during which candidates will support staff at practicum sites in the identification, assessment and intervention of learning differences. Candidates will participate as case managers and engage in trainings for assessment and intervention instruments.

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**EDUC 681 • Special Issues and Practices in School Psychological Service Delivery**

This course covers advanced issues and recommended practices in the delivery of psychological services in elementary and secondary school settings. Among the topics included are program evaluation, serving culturally and linguistically diverse (CLD) students, serving students with selected low-incidence handicaps, and assessment and programming of preschool populations. Additional topics in learning and cognition will be addressed.

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**EDUC 683 • Advanced Behavioral Intervention Strategies**

This course builds on theories and techniques of individual and group counseling. Emphasis is placed on training school psychologists in the use of functional behavioral analysis, cognitive analysis, program evaluation, positive behavioral intervention, and cognitive/cognitive behavioral intervention approaches with school-age individuals.

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**EDUC 684 • Mental Disorders in Children and Adolescents**

Study of relevant theories and major patterns of mental disorders in school-age individuals. Syndromes and Special Education criteria related to behavioral and emotional disorders are emphasized.

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**EDUC 686 • Educational Leadership**

The focus of this course is on the educator as leader and change facilitator. Leadership theory, effective communication, effective group facilitation, community relations, and personnel functions are stressed. Candidates explore methods to articulate a vision consistent with well-developed educational philosophy and ways to lead and empower individuals and groups to accomplish common goals and objectives aimed at continuous methods of school improvement.

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**EDUC 687 • Field Work in School Counseling I**

Work in this area will be developed around supervised on-site practicum experiences and seminar sessions on campus. Supervised field work experiences will focus upon the direct application of classroom knowledge and training. Enrollment limited to advanced candidates. An application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course; the CBEST must have been passed, and a minimum of nine courses in the counseling sequence completed.

Credit/No Credit.

Prerequisite or concurrent enrollment in EDUC 668.

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**EDUC 688 • Master's Thesis II • 1 sem. hr.**

A continuation of EDUC 659 for students who have not completed their master's thesis.

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**EDUC 689 • Master's Thesis III • 1 sem. hr.**

A continuation of EDUC 688 for students who have not completed their master's thesis. Students must complete the thesis during this course.

Prerequisite: EDUC 689

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**EDUC 690 • Practicum in School Psychology**

On-site supervised field work experiences and on-campus demonstrations, practicum and seminars designed to develop the student's competence in performance of School Psychologist functions and working knowledge and beginning competencies of the School Psychologist. Experiences focus upon the direct application of classroom knowledge and training. Enrollment limited to students accepted and enrolled in the School Psychology Credential Program. (Application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course). Credit/No Credit.

Consent of School Psychology Coordinator required.

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**EDUC 691 • Teacher Performance Assessment • 0 sem. hrs.**

This culminating experience for the Master of Arts in Elementary Education or the Master of Arts in Secondary Education is usually taken during, or immediately following the last semester of coursework completion. You are required to complete a final entry to your professional portfolio generated in either EDUC 510, 512, or 622, the student teaching/assessment course. Candidates should register for the specific section required for their program.

Credit/No Credit.

Admission by consent of Coordinator.

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**EDUC 692 • Field Work in School Counseling II**

Course description under construction.

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**EDUC 693 • Field Experience in Administration I • 2 sem. hrs.**

An internship designed to develop the student's competence in performance of administrative and management functions. Candidates participate in significant field experiences designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the state standards and the major duties and responsibilities authorized by the administrative services credential in a variety of realistic and diverse settings.

Credit/No Credit.

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**EDUC 694 • Field Experience in Administration II • 2 sem. hrs.**

An extension of the internship described for EDUC 693. The candidate continues to complete and document field experiences that include intensive experiences both in the day-to-day functions of administrators and in long-term policy design and implementation. A site visit by the University representative and a positive recommendation by a practicing administrator supervising the candidate in field experiences is required for the Administrative Services Credential.

Credit/No Credit.

Prerequisite: EDUC 693

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**EDUC 695 • Comprehensive Examination • 0 sem. hrs.**

The Comprehensive Examination is usually taken during, or immediately following, the last semester of coursework completion. It may be a written and/or oral examination. Candidates should register for the specific section required for their program.

Credit/No Credit.

Consent of Coordinator required.

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**EDUC 696 • Supervised Internship in School Psychology I**

Internship in public schools, an educational center, or an educational clinic experience may also be included with permission under the direct supervision of a certified school psychologist or licensed educational psychologist. Experiences include the full range of tasks to be performed by a school psychologist. (Application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course).

Credit/No Credit.

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**EDUC 697 • Supervised Internship in School Psychology II**

An extension of the internship described for EDUC 696. May precede EDUC 696 in the sequence with approval of the Program Coordinator.

Credit/No Credit.

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**EDUC 698 • Professional Educator Evaluation Seminar 1 sem. hr.**

This seminar is the culminating experience for the Professional Education Specialist credential program. Students reevaluate their professional competency to assess and teach culturally diverse students with learning and behavior problems. They compile a Professional Educator Portfolio, which includes artifacts documenting their professional competence and a plan for their continuing professional growth. The district support provider and the college advisor continue to support the student in this process.

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**EDUC 698 • Special Studies**

Subject matter and credit by arrangement.

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**EDUC 699 • Independent Studies**

Subject matter and credit by arrangement.

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**EDUC 7000 • Sociopolitical Context of Education: Policy and Reform**

This course provides an in-depth examination of educational policy making processes, utilizing a historical and ideological approach. The course will focus on the history and analysis of national, state, and local policies, processes, standards, and reform movements applied to general and special education. An additional focus of the course will be the study of school finance and an analysis of the equity and adequacy issues governing school finance.

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**EDUC 7001 • Social Justice and Education**

This course examines various approaches to conceptualizing, interpreting, and operationalizing social justice. The course will review the historical development of the concept of social justice in an inter-disciplinary manner. Particular attention will be given to the way institutions such as higher education, the Catholic Church, and other traditions have theorized and operationalized social justice, including a global perspective. This course will examine the implications of social activism and advocacy, including ways educators can embrace social justice as a commitment to change the economic, political, and social structures that dehumanize and destroy the dignity of human life.

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**EDUC 7002 • Moral and Ethical Leadership**

This course examines ethics in education, moral development theory, and leadership theory. Emphasis will be placed on the role of the individual in the development of principles and practices of just and caring leadership. Critical inquiry into the responsibility of leaders for the protection and promotion of democratic schooling and global citizenship is highlighted.

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**EDUC 7003 • Leadership for Educational Achievement**

This course examines components of instructional reflective leadership and the relationship to educational achievement for diverse populations. The course will critically examine the following topics related to achievement: standards-based education, assessment and accountability systems, processes for equitable access to curriculum and learning, participatory education, inclusive critical pedagogy, and the equitable and appropriate use of technology. The sociocultural perspective and the psychology of learning will guide the exploration of leadership, accountability, instruction, and assessment.

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**EDUC 7004 • Organizational Theory and Change**

This course will focus on organizational theory and culture, systemic change, and supervision of programs and personnel. The role of the leader as an agent for transformative change, an informed implementer of technology to reduce the digital divide, and facilitator for community collaboration is examined.

*Equivalent: EDUC 642 Organizational Theory and Practice*

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**EDUC 7020 • Situated Inquiry in Education**

This introductory course provides educational leaders with an integrated methodological approach to practitioner research through school and classroom-based research. A survey of quantitative and qualitative methods will be the basis for situated inquiry in which candidates are introduced to field-based, problem-solving research, survey research methodology, program evaluation research, and technology. Candidates will improve skills in the development of research instruments and tools for data collection.

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**EDUC 7021 • Statistical Analysis in Education**

This advanced quantitative research course focuses on univariate and multivariate methods utilizing advanced technology and desktop statistical software to conduct and design field-based analyses of diverse data sets from educational settings.

Prerequisite: EDUC 602 or equivalent

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**EDUC 7022 • Ethnography in Education**

This advanced qualitative research course focuses on ethnographic methods and designs in educational research in diverse educational settings, including observations, interviews, and case studies. The research will be focused through the lens of social justice.

Prerequisite: EDUC 619 or equivalent

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**EDUC 7040 • Context and Current Topics in Public Education**

This seminar explores the historical, philosophical, and structural issues in public education. The seminar will include a discussion and analysis of the current issues defining and challenging public P-12 education.

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**EDUC 7041 • Transformative Leadership in Diverse Learning Communities**

This is an advanced course in leadership theory and the study of organizational structure, culture, and climate. The course will emphasize the following: reflective, shared, and servant leadership; multiple assessment measures to evaluate learning; design, implementation, and evaluation of professional development, accountability systems; the processes involved in establishing positive organizational culture; diversity in school communities; and communication and collaboration with diverse families and community members.

Prerequisite: EDUC 686 or equivalent

*Equivalent: EDUC 646 Advanced Educational Leadership*

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**EDUC 7042 • Management of Fiscal/Human Capital**

The recruitment, management, and assessment of fiscal and human resources will be explored through the lens of social justice. This course includes the following: national, state, and local funding and fiscal management; human resource recruitment, retention, and evaluation; equity analysis of resources for diversity; and strategies for building effective learning communities.

*Equivalent: EDUC 645 Management of Fiscal, Human, and Material Resources*

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**EDUC 7043 • Legal and Policy Issues in Education**

Candidates examine legal frameworks of national, state, and local government and educational entities. The focus of the course will be on the political and sociological forces affecting general education programs, services for students with exceptional needs, and other categorical programs. Course topics include laws affecting education and the application of legal principles to current policies and practices.

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**EDUC 7049 • Research Seminar: Public Education  
2 sem. hrs.**

This course focuses on the practitioner researcher's formulation of research questions, preparation of the design and methodology to be used in the researcher's study of public education. The outcome of this course will be the design and methodology chapter of the candidate's dissertation.

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**EDUC 7060 • Context and Current Topics in  
Private Education**

This seminar explores the historical, philosophical, structural, and theological issues in Catholic, private, and charter schools, as well as non-public schools serving students with exceptional needs. The seminar will include a discussion and analysis of the current issues defining and challenging Private K-12 education and the influence of Catholic Social teaching in these topics.

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**EDUC 7061 • Mission and Stewardship in Education**

This course focuses on the stewardship dynamic of leadership, the mission-driven focus of the Catholic or Private context, and the foundations of building community within organizations in which the service of faith promotes justice. The focus of the course will include the spiritual dimension of leadership, the ethic of care, the importance of reflection, and the links to personal, organizational, and community applications.

Prerequisite: EDUC 614 or equivalent

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**EDUC 7062 • Managing Financial Resources  
in Private Education**

An advanced study of private education, charter schools, and non-profit organizations from the management and financial resource perspective which includes: strategic planning, finance management, fiscal resources, marketing, grant writing, trustee development, and fundraising.

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**EDUC 7063 • Law and Policy in Private Education**

This course explores legal, government, and political processes as they apply to private and Catholic education. Strategies for advocating for the rights of all children, including children with exceptional needs will be emphasized. Faith-based ethics rooted in the scripture, tradition, and Catholic social teaching will centralize issues and topics.

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**EDUC 7069 • Research Seminar:  
Catholic/Private/Charter Education  
2 sem. hrs.**

This course focuses on the practitioner researcher's formulation of research questions, preparation of the design and methodology to be used in the researcher's study of private education. The outcome of this course will be the design and methodology chapter of the candidate's dissertation.

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**EDUC 7950 • Dissertation Proposal Design • 2 sem. hrs.**

A seminar designed to assist candidates in the development and design of the dissertation proposal. Graded CR/NC.

*\*Human Subjects Review Board Approval*

In the beginning of the research phase of the proposed doctoral program, candidates will be required to submit a proposal to the Human Subjects Review Board for approval prior to conducting research.

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**EDUC 7951 • Dissertation Seminar I • 2 sem. hrs.**

Seminar designed to support doctoral candidates in developing research design, conducting literature search, and collecting data. Graded CR/NC.

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**EDUC 7952 • Dissertation Seminar II • 2 sem. hrs.**

Seminar designed to support doctoral candidates in completing research and analyzing data. Graded CR/NC.

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**EDUC 7953 • Doctoral Dissertation I • 2 sem. hrs.  
2 sem. hrs. each semester until completion**

Candidates will enroll in 2 semester hours each semester leading to completion and acceptance of dissertation. Graded CR/NC.

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**EDUC 7954 • Doctoral Dissertation II • 2 sem. hrs.**

2 semester hours each semester until completion.

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**EDUC 7955 • Doctoral Dissertation III • 2 sem. hrs.**

2 semester hours each semester until completion.



# Department of Marital & Family Therapy



*Current faculty and former program directors.*

**Office Location:** University Hall, Suite 2518

**Telephone:** (310) 338-4562

**Fax:** (310) 338-4518

Debra Linesch, Ph.D., M.F.T., A.T.R.-B.C., Chair

Paige Asawa, Ph.D., M.F.T., A.T.R.-B.C.

## ■ INTRODUCTION

The Department of Marital and Family Therapy offers the Master of Arts degree in Marital and Family Therapy and specialized training in the modality of art therapy. The purpose, admission requirements and program requirements are described in the pages that follow.

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## Master of Arts in

# Marital and Family Therapy

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## FACULTY

### Professor:

Debra Linesch, Chairperson, Ph.D., Union Institute, M.F.T., A.T.R.-B.C.

### Assistant Professor:

Paige Asawa, Ph.D., Union Institute, M.F.T., A.T.R.-B.C.

### Lecturers:

Janet Carnay, M.A., Loyola Marymount, M.F.T., A.T.R.

Vallerie Coleman, Ph.D., California School of Professional Psychology

Rita Coufal, Psy.D., The Institute of Contemporary Psychoanalysis,  
M.F.T., A.T.R.

Carla Cross, M.A., Loyola Marymount, M.F.T., A.T.R.

Kathleen Fogel-Richmond, M.A., Loyola Marymount, M.F.T., A.T.R.

Joellen Lapidus, Psy.D., Los Angeles Institute and Society for  
Psychoanalytic Studies

Philip Levin, Ph.D., California School of Professional Psychology

Jane Schulman, M.A., Loyola Marymount, M.F.T., A.T.R.

Brian Ura, M.A., M.F.T., A.T.R., Antioch



*Marital and Family Therapy student, Jose Cabrera, explores drawings made by children in response to the September 11th terrorist attacks.*

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## *Mission Statement*

The Graduate Department of Marital and Family Therapy offers a graduate program leading to a Master of Arts in Marital and Family Therapy. In addition to State of California required curriculum in traditional marital and family therapy coursework, the program is augmented with art therapy coursework. The department provides its graduates with comprehensive training in both verbal and nonverbal modalities. The structure of the program begins with the foundational marital and family therapy coursework, teaching sound theoretical understandings as well as a variety of clinical strategies, including art therapy as a modality. Additional coursework focuses on the art therapy process providing graduates with training in clinical art therapy and giving them breadth and skill in a nonverbal modality.

The Department trains clinicians to work in facilities providing psychological therapeutic services such as: community mental health centers, family counseling agencies, psychiatric hospitals, general hospitals, therapeutic and public schools, residential treatment facilities, drug, alcohol and rehabilitation centers.

The Department provides two and three year programs of rigorous academic work combined with two clinical internships of a minimum of 840 hours and 420 hours of direct client contact.

Initiated at Immaculate Heart College in 1974, the Department moved to Loyola Marymount in 1980. Its endeavor is to encourage well-trained, traditionally grounded marital and family therapists who can expertly utilize art therapy within their clinical work. This current philosophy effectively facilitates the comprehensive successes of our graduates within the systems that deliver mental health services within our communities.

The curriculum is designed to meet the academic requirements established by the State of California's Board of Behavioral Science Examiners for the M.F.T. license. The core curriculum and the additional training in art therapy allow the graduate to apply for registration with the American Art Therapy Association.

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## **ADMISSION REQUIREMENTS**

- A Bachelor's degree from an accredited institution with a GPA of 3.0 ("B") average or higher.
- Prerequisites in Psychology and Studio Art.
  - Psychology requirements:** a) Theories of Personality; b) Developmental or Child or Adolescent Psychology; c) Abnormal Psychology, d) plus another psychology course of the student's choice.
  - Studio Art requirements:** a) one semester drawing or design; b) two semesters painting; c) one semester sculpture; and d) one other semester of sculpture or ceramics.
- Satisfactory score on the Miller Analogies Test (MAT).
- Autobiography with emphasis on personal life experiences rather than educational or occupational information.
- Portfolio of art work.
- Personal interview.
- A \$250 deposit must accompany your letter of acceptance within 15 days of notification by the University of your admittance into the program. The deposit is applied toward tuition and is non-refundable.
- Admission is on a rolling basis.

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## **PROGRAM REQUIREMENTS**

The Master of Arts degree will be granted upon satisfactory completion of a minimum of 53 units. A total of eleven practicum units are applied towards the required total units (semester hours) of credit. The internship fulfills a minimum of 840 hours with 420 direct client contact hours. The internship includes a minimum of two hours a week of supervision. This is provided by a licensed psychotherapist who are approved by Loyola Marymount University.

Students enrolled in the full-time day Master of Arts in Marital and Family Therapy program will complete the degree requirements in two years. A three year day program is also available.

Students are required to maintain a "B" grade point average in both classroom and internship tracks.

The Department takes seriously its role in the training of therapists. The personality as well as the intellectual capability of each student is carefully evaluated. In light of this, a student may be disqualified from the program for factors other than grades.

Students are required to receive personal psychotherapy during the first two semesters in the program.

Faculty members are practicing clinicians. The courses they teach are directly related to their work experience and area of expertise.

## COURSE WORK SEQUENCE

FIRST SEMESTER (Fall)	MFTH 602	Fundamentals of Marriage/Family Systems	2	units
	MFTH 604	Child Psychotherapy: Theory and Practice	3	units
	MFTH 638	Psychopathology	2	units
	MFTH 640	Psychological Tests	2	units
	MFTH 615	Group Dynamics	2	units
	MFTH 600*	Art Therapy Literature	2	units
	MFTH 601*	Art Explorations	<u>2</u>	<u>units</u>
			15	units
SECOND SEMESTER (Spring)	MFTH 606	Adolescent Psychotherapy: Theory and Practice	2	units
	MFTH 607	Adult Psychotherapy: Drug and Alcohol Treatment	3	units
	MFTH 608	Theories of Marriage and Family Therapy	4	units
	MFTH 612	Marriage and Family Psychotherapy: Issues and Applications	3	units
	MFTH 617	Practicum/Supervision I	<u>3</u>	<u>units</u>
			15	units
THIRD SEMESTER (Fall)	MFTH 618	Practicum/Supervision II	4	units
	MFTH 630	Marriage/Family Psychotherapy: Clinical Studies	3	units
	MFTH 621	Cultural & Ethnic Issues in Marriage/Family Therapy	3	units
	MFTH 691	Research Methodology	<u>2</u>	<u>units</u>
			12	units
FOURTH SEMESTER (Spring)	MFTH 619	Practicum/Supervision III	4	units
	MFTH 614	Seminar: Professional Ethics	3	units
	MFTH 696	Research/Clinical Paper	3	units
	MFTH 616	Human Sexuality	<u>1</u>	<u>unit</u>
			11	units
			<b>Program Total</b>	<b>53 units</b>

### Course Descriptions

#### MFTH 600\* • 2 sem. hrs.

##### Art Therapy Literature/Assessment

Comparative study of art therapy and its history in relation to theory and application. Also included is an overview of current art therapy assessment protocols.

#### MFTH 601\* • 2 sem. hrs. • Art Explorations

Explorations in art making to support an understanding of the art therapy modality.

#### MFTH 602 • 2 sem. hrs.

##### Fundamentals of Marriage/Family Systems

This course provides an introduction to systems theory as a foundation to therapeutic intervention in marital and family therapy. The groundwork provides the conceptual view for the exploration of theoretical perspectives in the family therapy literature. A variety of family structures including traditional and non-traditional forms are studied as well as their clinical implications for the marital and family therapist.

#### MFTH 604 • 3 sem. hrs.

##### Child Psychotherapy: Theory and Practice

Theories of Freud, Erikson, Piaget, and Lowenfeld are critically surveyed. Normal child development, psychopathology and psychotherapy theory, literature, and treatment approaches are coordinated. Verbal and nonverbal treatment approaches are coordinated.

#### MFTH 606 • 2 sem. hrs.

##### Adolescent Psychotherapy: Theory and Practice

Continuation of MFTH 604. Within a family context, this course coordinates normal adolescent development, psychopathology and techniques of psychotherapy. Theoretical and practical aspects of treatment are explored. Case material includes focuses the discussion on verbal and nonverbal treatment interventions.

#### MFTH 607 • 3 sem. hrs.

##### Adult Psychotherapy/Drug and Alcohol Treatment

Normal adult development and theories of dysfunction are presented. Family, marital, individual, and group treatment strategies are addressed exploring both verbal and nonverbal treatment interventions. Emphasis is placed on the differential approach between psychiatric hospital, day treatment, and out-patient settings. Course includes one unit (15 hours) of theories and applications of drug and alcohol treatment.



*Marital and Family Therapy students at work*

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**MFTH 608 • 4 sem. hrs.****Theories of Marriage and Family Therapy**

Within a conceptual framework of systems theory in marital and family treatment, major theories are surveyed including psychodynamic, structural, strategic, communications, experiential, and post-modern. To demonstrate these theories, videotape of live supervision of cases is utilized where possible. Verbal and nonverbal treatment approaches are explored.

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**MFTH 612 • 3 sem. hrs.****Marriage and Family Psychotherapy: Issues and Applications**

Provides a study of various concepts of psychotherapy through didactic and experiential methods. Includes a focus on effective approaches to communications as well as resolution of problematic issues of the treatment process, including both verbal and nonverbal interventions.

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**MFTH 614 • 3 sem. hrs. • Seminar: Professional Ethics**

Overview of issues in law and ethics for marriage and family therapists and clinical art therapists, such as licensure, values, legal and ethical responsibilities, malpractice, and confidentiality. Also discussed is the development of professional identity.

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**MFTH 615 • 2 sem. hrs. • Group Dynamics**

This course reviews the theory and practice of group psychotherapy. The dynamics of group therapy are focused on including group process, group formation and maintenance, leadership styles, therapeutic factors, and group stages of development. Various theoretical approaches integrate the verbal and nonverbal experiential exercises.

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**MFTH 616 • 1 sem. hr. • Human Sexuality**

A survey of human sexuality including ethical and professional issues in the assessment and treatment of sexual disorders. A review of the research literature is included.

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**MFTH 617 • 3 sem. hrs. • Practicum/Supervision I**

Internship includes 2 individual weekly supervisions by licensed psychotherapists. Students attend institutional training seminars and appropriate staff meetings. A minimum of 16 hours per week for 15 weeks in the field is required. Internships include work with children/adolescents/adults/geriatrics within a marital and family context.

The following types of institutional setting are available: outpatient clinics and community mental health centers, residential treatment (including abused children), therapeutic and public schools, rehabilitation centers, psychiatric in-patient, and day-treatment hospital settings. The practicum includes a variety of ethnic minority populations.

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**MFTH 618 • 4 sem. hrs. • Practicum/Supervision II**

Refer to Practicum/Supervision I. Requires a minimum of 20 hours per week for 15 weeks.

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**MFTH 619 • 4 sem. hrs. • Practicum/Supervision III**

Same as course description for MFTH 618.



*MFTH students  
enjoying a break  
between classes.*

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**MFTH 621 • 2-3 sem. hrs.****Cultural and Ethnic Issues in Marital and Family Therapy**

Multicultural values in psychotherapy and counseling are explored. Racial and ethnic factors are examined in the therapeutic process.

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**MFTH 630 • 2-3 sem. hrs.****Marital and Family Therapy: Clinical Studies**

Advanced studies in marriage and family therapy including the exploration of a range of verbal and nonverbal treatment interventions and strategies from a variety of theoretical viewpoints. Case presentations provide a format to articulate and explore theoretical frameworks.

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**MFTH 638 • 2 sem. hrs. • Psychopathology**

Psychopathology as stated in DSM IV is reviewed and comprehensively explored. The process of assessment and diagnosis focuses on verbal and nonverbal communications.

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**MFTH 640 • 2 sem. hrs. • Psychological Tests**

Review of formal and informal psychological tests used for assessment, including issues of reliability, validity, and item content. Projective drawings and structured clinical interviews are covered.

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**MFTH 691 • 2 sem. hrs. • Research Methodology**

An overview of research design, ethics, and philosophy from a variety of research paradigms and approaches. Critical study of the relevant literature and the development of an in-depth proposal for a research/clinical project or paper to be carried out in the following semester.

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**MFTH 696 • 3 sem. hrs. • Research/Clinical Paper**

The student carries out a research project and writes a research report under the direction of a faculty member.

Requires consent of instructor.

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**MFTH 698 • Special Studies**

Contact Department Chairperson for details.

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**MFTH 699 • Independent Studies**

Contact Department Chairperson for details.

# *College of Science & Engineering*



*School of Engineering – Pereira Hall*

## *Master of Arts in Teaching Mathematics, Master of Science, Master of Science in Engineering, and Certificate Programs*

### **College of Science and Engineering**

**Office Location:** Pereira Hall, Room 1

**Telephone:** (310) 338-2834

**Fax:** (310) 338-7339

Gerald S. Jakubowski, Ph.D., P.E., Dean

W. Thomas Calder, M.S., Associate Dean

### **■ INTRODUCTION**

The College of Science and Engineering offers Certificate Programs and the Master of Arts in Teaching Mathematics (M.A.T.), Master of Science (M.S.), and Master of Science in Engineering (M.S.E.) degrees. The M.S. degree is offered in the areas of Computer Science, Environmental Science, and Engineering and Production Management. The M.S.E. degree is offered in the areas of Civil, Electrical and Mechanical Engineering. The Certificate Programs are offered in Mechanical Engineering and Engineering and Production Management.

The purpose, admission requirements, and program requirements for each of these areas are described in the pages that follow.

NOTE: Courses in the 500 group which receive a grade of “B-” or less will not be accepted in a degree program.

# ***Mathematics***

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**Graduate Director:** Jacqueline Dewar, Ph.D.

**Office Location:** University Hall 2767

**Telephone:** (310) 338-5106

**Fax:** (310) 338-3768

**E-Mail:** jdewar@lmu.edu

## **FACULTY**

### **Professors:**

Lev Abolnikov, Ph.D., Leningrad

Michael Berg, Ph.D., UCLA

Jacqueline Dewar, Ph.D., Southern California

Ben Fitzpatrick, Ph.D., Brown

Michael Grady, Chairperson, Ph.D., Utah

Suzanne Larson, Ph.D., Claremont Graduate School

David Smith, Ph.D., Oklahoma

Connie Weeks, Ph.D., Southern California

Scott Wright, M.S., Southern California

Dennis Zill, Ph.D., Iowa

### **Associate Professors:**

Curtis Bennett, Ph.D., Chicago

Herbert Medina, Ph.D., California, Berkeley

Patrick Shanahan, Ph.D., California, Santa Barbara

Thomas Zachariah, Ph.D., Claremont Graduate School

### **Assistant Professors:**

Lily Khadjavi, Ph.D., California, Berkeley

Blake Mellor, Ph.D., California, Berkeley

Edward Mosteig, Ph.D., Cornell

### **Adjunct Professor:**

Robert Vangor, M.A., Southern California

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## ***Mission Statement***

The Master of Arts in Teaching Mathematics program provides an opportunity for secondary school teachers to broaden their background in mathematical science and to correlate this knowledge with current education practice.

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## **ADMISSION REQUIREMENTS**

Students seeking admission to the Master of Arts in Teaching mathematics should have completed an undergraduate program in mathematics or a closely related field. The applicant must have completed a minimum of six upper division courses in Mathematics with a 3.0 ("B") average. If an upper division course in algebra is not included in the six courses required as prerequisites, a student entering the program will be required to take an upper division algebra course.

To be considered for admission, students must submit a Graduate Division application, a statement of intent, and transcripts from all colleges/universities attended. A cumulative GPA of 2.8 as an undergraduate or a 3.0 GPA in at least 9 units of graduate level coursework is required. A letter of recommendation addressing the student's mathematical background and teaching experience, if any, is also required.

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## PROGRAM REQUIREMENTS

During the first semester of attendance, the student should prepare a program of study with a faculty advisor. A degree candidate is required to complete, with an average grade of at least 3.0 ("B"), a program of study that may include prerequisite undergraduate-level coursework, and that must include thirty or more semester hours of graduate-level coursework, as deemed appropriate by the advisor in consultation with the department. Of the graduate level coursework, at least fifteen semester hours are to be in Mathematics and fifteen in Education. Available courses in Mathematics include topics courses in Real Variables, Complex Variables, Algebraic Structures, Geometry, Topology, Numerical Analysis, Probability and Statistics, Mathematical Modeling, Operations Research, and History of Mathematics. All fifteen hours of work in Education are to be 600-level courses.

In addition, all candidates for the Master of Arts in Teaching Mathematics are required to register for and complete an approved project in mathematics education.

## Course Descriptions

All courses are three (3) semester hours unless otherwise noted.

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### MATH 550 • Fundamental Concepts of Geometry

Euclidean and non-Euclidean planar geometries, axiomatic systems, synthetic and analytic representations, relationships with algebra, and selected topics and applications.

Prerequisites: MATH 248 and 250

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### MATH 560 • Advanced Topics in Probability and Statistics

Material to be covered will be determined by the instructor. Consult with the instructor for the specific topics in probability and statistics that will be covered in any given semester.

Prerequisites: MATH 360

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### MATH 561 • Computational Methods in Linear Algebra

Numerical solutions of linear systems of equations, Gauss elimination and iterative methods, eigenvalues and eigenvectors.

Prerequisites: CMSI 185 or MATH 282, and MATH 250 or consent of instructor.

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### MATH 562 • Numerical Analysis

Numerical solutions of non-linear equations, interpolation, numerical differentiation, integration, and solution of differential equations.

Prerequisites: CMSI 185 or MATH 282, and MATH 245 or consent of instructor.

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### MATH 568 • Mathematical Methods of Operations Research

Linear and dynamic programming, network analysis, inventory control.

Prerequisite: MATH 360

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### MATH 575 • Introduction to Orbit Determination

A brief introduction to Banach and Hilbert spaces, the Projection Theorem, linear minimum variance estimates, the Kalman filter, variational equations and orbit determination examples. The final exam is a computer problem that involves tracking a spacecraft orbiting an asteroid by means of Doppler measurements.

Prerequisites: MATH 245, 250, and consent of instructor.

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### MATH 582 • Analysis of Algorithms

Design, comparison, and analysis of mathematical algorithms, including implementation and testing using Fortran.

Prerequisites: CMSI 185 or MATH 282 or consent of instructor.

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### MATH 598 • Special Studies • 1-3 sem. hrs.

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### MATH 599 • Independent Studies • 1-3 sem. hrs.

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### MATH 695 • MAT Final Project • 0 sem. hrs.

To complete the requirements for the MAT in Mathematics degree, the student will complete a substantive project under the guidance of a faculty member, prepare a written report and give an oral presentation on the project.



*Professor Joe Reichenberger explaining settleable solids - an important characteristic of wastewater.*

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## *Degree Programs in*

# ***Civil Engineering & Environmental Science***

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**Graduate Director:** Joseph C. Reichenberger

**Office Location:** South Hall

**Telephone:** (310) 338-2830

**Fax:** (310) 338-5896

**email:** jreichenberger@lmu.edu

### **FACULTY**

#### **Professors:**

Michael E. Mulvihill, \* Ph.D., California, Los Angeles

Joseph C. Reichenberger, \* Department Director of  
Graduate Studies, M.S.C.E., Southern California

William J. Trott, \* Chairperson, Ph.D., California, Los Angeles

#### **Associate Professor:**

Michael E. Manoogian, \* Ph.D., Southern California

#### **Assistant Professors:**

Rachel G. Adams, Ph.D., Massachusetts Institute of Technology

Jose Saez, \* Ph.D., California, Los Angeles

#### **Adjunct Professor:**

Joseph G. Haworth, Jr., \* M.S., Stanford

\*Registered Professional Civil Engineers

#### **Professor Emeritus:**

James E. Foxworthy, \* Ph.D., Southern California

#### **Lecturers:**

Richard E. Burke, M.S., Washington

Donald Kendall, \* Ph.D., California, Los Angeles

Heather Lamberson, M.S., Loyola Marymount

Ranjit Sahu, Ph.D., California Institute of Technology

### **NATURAL SCIENCE DEPARTMENT FACULTY**

#### **Professor:**

James M. Landry, Ph.D., Miami of Ohio

#### **Assistant Professor:**

John Dorsey, Ph.D., Melbourne

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## ***Mission Statement***

The Department of Civil Engineering and Environmental Science provides opportunity for graduate education in the areas of Environmental Engineering and Environmental Science, primarily on a part-time basis through evening classes. The program is intended for students with a Bachelor's degree in Engineering or the Sciences. The objective of the program is to provide the necessary educational background needed by engineers and scientists who will be coping with the complex problems of water and air pollution, flood control, water supply, hazardous materials management, and overall environmental management.

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## **ADMISSION REQUIREMENTS**

Admission into the program is in strict conformity with the requirements for all graduate students. Upon review of the student's undergraduate and professional preparation, additional admission requirements may be set by the Civil Engineering Graduate Studies Committee of the Department.

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## **PROGRAM REQUIREMENTS**

The candidate for the Master of Science in Engineering degree in Civil Engineering must satisfy the following requirements:

1. Possess an undergraduate Engineering degree or pass the Fundamentals of Engineering examination given by the State of California. Students who do not qualify under this condition will receive the Master of Science degree in Environmental Science upon completion of the program.
2. Complete with a 3.0 ("B") average a minimum of 30 semester hours of which, according to major, 16 to 18 hours must be selected from the core courses listed below and 12 to 14 hours must be elective courses. At least 16 semester hours must be at the 600 level.



**Core Courses (16-18 Semester Hours)**

ENVS 610	Chemistry for Environmental Engineers
ENVS 631	Principles of Water Quality Management
ENVS 633	Aquatic Chemistry
ENVS 644	Applied Microbiology
ENVS 645	Environmental Engineering Laboratory
CIVL 504	Applied Fluid Mechanics*
CIVL 605	Engineering Communications
CIVL 620	Computers and Environmental Analysis
CIVL 643	Unit Operations and Processes for Water and Wastewater Treatment**



*Students study the effects of wave motion.*

**Elective Courses (12-14 Semester Hours)**

CIVL 510	Open Channel Hydraulics
CIVL 511	Hydraulic Analysis and Design
CIVL 515	Groundwater Hydrology
CIVL 610	Water Treatment Systems Design
CIVL 611	Wastewater Treatment Systems Design
CIVL 612	Air Pollution Analysis
CIVL 614	Industrial Waste Management
CIVL 615	Theory and Design of Waste Outfall Systems
CIVL 634	Groundwater Management
CIVL 635	Contaminant Transport in Groundwater
CIVL 648	Hazardous Substances Management
CIVL 649	Contaminated Site Remediation
CIVL 650	Fundamentals of Environmental Health Risk Assessment
CIVL 656	Water Resource Systems Modeling
CIVL 665	Economics of Water Resources
CIVL 670	Contracts and Specifications
ENVS 500	Geology
ENVS 613	Solid Wastes Engineering
ENVS 615	Environmental Impact Reports
ENVS 618	Applied Oceanography
ENVS 625	Inland Waters
ENVS 650	Watershed Management

\*Required – Science Majors

\*\*Required – Engineering Majors

- Achieve a grade of “B” or better in all 500 level courses.
- Successfully complete the Comprehensive Examination (CIVL 600).
- Elective courses in other departments may be taken with the consent of the Program Director.
- Thesis Option. With the consent of the Department, the student may elect a thesis. The thesis may satisfy up to 8 units of the elective requirements. The student may enroll for a maximum of 4 units of Master’s Thesis in any given semester (CIVL 695 Thesis). The student electing the thesis option must obtain a thesis advisor before Departmental consent will be considered. Formal requirements may be obtained from the Department.

## Course Descriptions

**CIVL 504 • 2 sem. hrs.**
**Variable Offering**
**Applied Fluid Mechanics**

Fundamentals of fluid mechanics, and review of the underlying mathematical principles, viscosity, fluid statics, conservation of mass, energy equation. Momentum principle, fluid flow in pipes, hydraulic machinery. This course is intended for environmental science students and other students who have not had an undergraduate fluid mechanics or hydraulics course.

Prerequisite: Permission of Instructor.

**CIVL 510 • 4 sem. hrs.**
**Offered: Fall Term**
**Open Channel Hydraulics**

Study of the steady uniform and non-uniform flow in open channels; design of channels, transitions, confluences and culverts. Study of the elements of the hydrologic cycle related to open channel systems including rainfall runoff models; analysis and design of reservoirs and dams, reservoir routing.

Prerequisite: CIVL 504 or equivalent

**CIVL 511 • 4 sem. hrs.**
**Variable offering**
**Hydraulic Analysis and Design**

Analysis and design of hydraulic structures; hydraulic machinery; water hammer; flood routing techniques; and sediment transport.

Prerequisite: CIVL 504 or equivalent

**CIVL 515 • 2 sem. hrs.**
**Variable offering**
**Groundwater Hydrology**

Theory of the movement and occurrence of water in a porous medium; steady and unsteady flow in confined and unconfined aquifers; Darcy’s law; equilibrium and nonequilibrium hydraulics of wells; computer applications.

Prerequisite: CIVL 504 or equivalent

**CIVL 598 • 1-4 sem. hrs.**
**Special Studies**
**CIVL 599 • 1-4 sem. hrs.**
**Independent Studies**

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**CIVL 600 • 0 sem. hrs.**  
**Comprehensive Examination**

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**CIVL 605 • 2 sem. hrs.**                      **Offered: Fall Term**  
**Engineering Communications**

Written and verbal communication in the engineering profession.

Prerequisite: Students for whom English is a second language may not enroll in this class until their second year at LMU.

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**CIVL 610 • 2 sem. hrs.**                      **Variable offering**  
**Water Treatment Systems Design**

Integration of unit processes and operations and functional engineering design of water treatment systems.

Prerequisites: CIVL 643

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**CIVL 611 • 2 sem. hrs.**                      **Variable offering**  
**Wastewater Treatment Systems Design**

Integration of unit processes and unit operations and functional engineering design of municipal wastewater treatment and water reclamation systems.

Prerequisite: CIVL 643

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**CIVL 612 • 2 sem. hrs.**                      **Variable offering**  
**Air Pollution Analysis**

Detailed analysis of emission sources, emission calculation methods, and air pollution controls. The dispersion of air pollutants in the atmosphere (fates and lifetimes, dispersion modeling methods). In-depth techniques of conducting risk assessments due to exposure to air pollutants.

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**CIVL 614 • 2 sem. hrs.**                      **Variable offering**  
**Industrial Waste Management**

Principles and methods of treatment and disposal of industrial wastes that may adversely affect the environment, including general characterization of wastes from industries of major significance and typical treatment processes involved. Regulatory constraints.

Prerequisites: ENVS 610, ENVS 631

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**CIVL 615 • 2 sem. hrs.**                      **Variable offering**  
**Theory and Design of Waste Outfall Systems**

The theory of turbulent mixing as applied to the design of submarine waste and thermal outfall systems; a review of the regulations and their impact on the design of outfall systems.

Prerequisite: ENVS 610, ENVS 631, and CIVL 504 or undergraduate fluid mechanics.

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**CIVL 620 • 2 sem. hrs.**                      **Offered: Summer Session**  
**Computers and Environmental Analysis**

Applications of digital simulations in the analysis of problems in the environment, water quality modeling, numerical methods, statistical analysis, and use of a large scale application program.

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**CIVL 634 • 2 sem. hrs.**                      **Variable offering**  
**Groundwater Management**

Management of groundwater basins for optimum yield, quality, and environmental considerations; artificial recharge; methods of exploration; groundwater models; water rights; and conjunctive use of surface and groundwater.

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**CIVL 635 • 2 sem. hrs.**                      **Variable offering**  
**Contaminant Transport in Groundwater**

Processes affecting the transport and fate of inorganic and organic contaminants in groundwater. Emphasis is placed on processes involving phase equilibrium, mass transfer, dissolution, etc. Review of flow and contaminant transport models, remediation technologies and practical/regulatory considerations.

Prerequisites: ENVS 610, ENVS 631, CIVL 515

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**CIVL 643 • 4 sem. hrs.**                      **Offered: Fall Term**  
**Unit Operations and Processes for Water and Wastewater Treatment**

Theory of the physical, chemical, and biological unit operations and processes for water and wastewater treatment; industrial water and wastewater problems; and advanced wastewater treatment processes. The integration of individual processes into practical treatment trains is discussed.

Prerequisite: ENVS 644, ENVS 631, CIVL 504 or equivalent

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**CIVL 648 • 2 sem. hrs.**                      **Variable offering**  
**Hazardous Substances Management**

The study of regulation and management strategies for environmental programs (hazardous substances) including hazardous waste, asbestos, underground tanks, air pollution, and the California Environmental Quality Act.

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**CIVL 649 • 2 sem. hrs.**                      **Variable offering**  
**Contaminated Site Remediation**

An overview of the regulatory framework, site assessment and sampling techniques, and remediation technologies for contaminated sites. Emphasis is placed on cost-effective remediation technologies, regulatory agency coordination, and new and emerging technologies for site clean-up projects.

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**CIVL 650 • 2 sem. hrs.**                      **Variable offering**  
**Fundamentals of Environmental Health Risk Assessment**

The fundamental technical aspects and non-technical policy aspects of environmental health risk assessments. Basics of environmental chemistry; partitioning, fate and transport of pollutants in the atmosphere and water; human exposure scenarios, fundamentals of toxicology and epidemiology.

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**CIVL 656 • 2 sem. hrs. Variable offering****Water Resources Systems Modeling**

Analyze and implement current simulation models in water resources. Topics may include: hydrologic and watershed models; reservoir operation models; surface water and groundwater quality models; computer applications.

Prerequisite: Permission of instructor.

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**CIVL 665 • 2 sem. hrs. Variable offering****Economics of Water Resources**

Fundamentals of microeconomics; analysis of demand; production; theory of costs; welfare economics; benefit-cost analysis; applications in water resources management and environmental engineering.

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**CIVL 670 • 2 sem. hrs. Variable offering****Contracts and Specifications**

Discussion of the design and construction process, contract documents and specifications, contract changes, claims and disputes, property issues, selection of the design professional and professional service contracts.

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**CIVL 695  
Master Thesis****CIVL 698  
Special Studies****CIVL 699  
Independent Studies**

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**ENVS 500 • 2 sem. hrs. Offered: Fall Term**  
**Geology**

Atmospheric, aqueous, and igneous agencies; river and marine deposits, glacier, earth movement, volcanos, earthquakes. Emphasis placed on factors affecting engineering projects; field trips.

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**ENVS 610 • 2 sem. hrs. Offered: Fall Term**  
**Chemistry for Environmental Engineers**

Review of inorganic chemistry with particular emphasis on solution equilibria and gas-solid solution interaction.

Prerequisite: Undergraduate chemistry.

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**ENVS 613 • 2 sem. hrs. Variable offering**  
**Solid Wastes Engineering**

An application of current technology in landfill design and the control, disposal, and recovery of value from municipal solid wastes.

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**ENVS 615 • 2 sem. hrs. Variable offering**  
**Environmental Impact Reports**

An engineering perspective of managing water and wastewater projects through the California Environmental Quality Act (CEQA) process.

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**ENVS 618 • 2 sem. hrs. Variable offering**  
**Applied Oceanography**

A study of the physical, chemical and biological characteristics of the oceans which must be considered in the design of wastewater outfalls, marine structures, etc.

Prerequisites: Adequate mathematics/science background.

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**ENVS 625 • 2 sem. hrs. Variable offering**  
**Inland Waters**

The structure of and movement of water in lakes, rivers, and estuaries; cyclical and progressive changes of the physical, chemical, and biological composition of aquatic systems are discussed along with an explanation of lake remediation techniques.

Prerequisites: ENVS 610, ENVS 644

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**ENVS 631 • 2 sem. hrs. Offered: Fall Term**  
**Principles of Water Quality Management**

Review of basic parameters used to describe water quality. Fundamentals of aquatic interaction in natural systems and fate of pollutants in the natural environments. Basic water and wastewater treatment systems.

Prerequisite: Introductory calculus, basic physics and chemistry.

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**ENVS 633 • 2 sem. hrs. Offered: Spring Term**  
**Aquatic Chemistry**

Kinetics, Equilibrium and solubility concepts applied to natural water systems. Oxidation-Reduction in the aquatic environment.

Prerequisite: ENVS 610

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**ENVS 644 • 2 sem. hrs. Offered: Spring Term**  
**Applied Microbiology**

Emphasis on physical and biochemical aspects of bacterial metabolism and behavior as applied to environmental engineering; kinetics and energetics of microbial growth.

Prerequisites: ENVS 610, ENVS 631

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**ENVS 645 • 2 sem. hrs. Offered: Summer Session**  
**Environmental Engineering Laboratory**

The application of standard tests to determine the chemical and biological quality characteristics in aquatic systems.

Prerequisites: ENVS 610, ENVS 644, ENVS 631

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**ENVS 650 • 2 sem. hrs. Variable offering**  
**Watershed Management**

Discussion of the regulatory implications and comparison and contrast of different approaches to watershed management through case studies. Topics include Total Maximum Daily Loads (TMDLs) and EPS's "net environmental benefit"; pollutants studied include nutrients, salts, pesticides, trash, and sediments. A class project, involving application and modeling of basic hydrologic principles for an actual watershed, is assigned.

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# ***Electrical Engineering & Computer Science***

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**Graduate Director:** Stephanie E. August, Ph.D.

**Office Location:** Doolan Hall, Room 108

**Telephone:** (310) 338-5973

**Fax:** (310) 338-2782

## **FACULTY**

### **Professors:**

Philip M. Dorin, Ph.D., California, Los Angeles

Tai-Wu Kao, Ph.D., Utah

John A. Page, Ph.D., California, Los Angeles

Paul A. Rude, Ph.D., Pittsburgh

Raymond J. Toal, Ph.D., California, Los Angeles

Nazmul Ula, Ph.D., California, Davis

### **Associate Professor:**

Barbara E. Marino, Chairperson, Ph.D., Notre Dame

### **Assistant Professors:**

Stephanie E. August, Department Director of Graduate Studies,  
Ph.D., California, Los Angeles

Lei Huang, Ph.D., Southern California

### **Lecturers:**

Terry Benson, B.S.E.E., Loyola Marymount

Cliff d'Autremont, M.S., Loyola Marymount

Frank Davarian, Ph.D., Southern California

Anil Kantak, Ph.D., Southern California

Donald Lanzinger, M.S., Fullerton State

Jeff Lankford, M.S., Tennessee Space Institute

Amir Mostafavi, Ph.D., Southern California

Peter Pawlowski, Ph.D., Southern California



*Courses combine underlying foundation and current technologies in a small class size setting. As an example, this class on Operating Systems is discussing client-server systems and various supporting constructs found in operating system and programming languages.*

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## ***Mission Statement***

The Master of Science programs in Electrical Engineering and Computer Science are designed to provide theoretical knowledge as well as practical applications in the areas of communication systems, software systems theory and engineering, and computer systems engineering. Through these programs, working engineers and computer scientists are given an opportunity to continue their education on a part-time basis.

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## **ADMISSION REQUIREMENTS**

Students seeking admission should have completed an undergraduate program in electrical engineering, computer science, or a closely related field. To be considered for admission, students must submit an application, a statement of intent, and transcripts. Letters of recommendation and the Graduate Record Exam (G.R.E.) are optional. However, the G.R.E. Subject Test in Computer Science is strongly recommended for all applicants to the Master of Science in Computer Science who do not hold an undergraduate degree in Computer Science. Additional coursework may be recommended or required as a condition of admission.

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## PROGRAM REQUIREMENTS

During the first semester of attendance, the student should prepare a program of study with a faculty advisor. A degree candidate is required to complete, with an average grade of at least 3.0 ("B"), a program of study that must include thirty or more semester hours of graduate-level coursework and which may include additional prerequisite (undergraduate) courses, as deemed appropriate by the advisor in consultation with the department. Of the graduate-level coursework, at least fifteen semester hours are to be in 600-level courses. Applicable courses generally include both CMSI and ELEC courses offered by this department, as well as appropriate courses from mathematics or other disciplines.

### Computer Science

An applicant to the MS Program in Computer Science is assumed to have an undergraduate degree in Computer Science or Mathematics. The undergraduate preparation of all applicants, regardless of their previous degrees, should include, at least, the following subject areas:

- Computer Programming (CMSI 185)
- Data Structures/Algorithms (CMSI 281)
- Computer Systems Organization (CMSI 284)

And at least one of the following:

- Introduction to Microprocessors (ELEC 384)
- Operating Systems (CMSI 387)
- Programming Languages (CMSI 386)

These courses need not be taken at Loyola Marymount University. However, the student should make certain that courses taken elsewhere satisfy the above requirements.

A Master of Science (M.S.) degree is offered in Computer Science. In addition to prerequisite courses and at least fifteen semester hours at the 600 level, including CMSI 601, the following courses are required:

1. Theory of Computation (CMSI 583)
2. Programming Languages (CMSI 585)
3. Operating Systems (CMSI 587)
4. Compiler Construction (CMSI 588 )
5. Introduction to Microprocessors II (ELEC 584)

One or more of these required courses may be waived if the student demonstrates satisfactory completion of a similar course, or competence in the subject matter. Waived courses will be replaced by electives at the 500 or 600 level.

### Electrical Engineering

A Master of Science in Engineering (M.S.E.) degree is offered in Electrical Engineering. Programs of study are composed of courses in the areas of VLSI design communications and computer engineering. The program must include at least fifteen hours at the 600 level, including ELEC 601, plus the following courses:

1. Introduction to Microprocessors II (ELEC 584)
2. Probability and Random Processes (ELEC 532)
3. Introduction to Communication Systems (ELEC 521)

One or more of these required courses may be waived if the student demonstrates satisfactory completion of a similar course, or competence in the subject matter. Waived courses will be replaced by electives at the 500 or 600 level.



*Dr. Tai-Wu Kao, Electrical Engineering Professor, employs various teaching methods to instruct his class.*

## Course Descriptions

### Computer Science

All courses are three (3) semester hours unless otherwise noted.

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#### CMSI 583 • Theory of Computation

Finite automata, regular expressions, pushdown automata, context free languages; Turing machines and unrestricted grammars; computability and decidability; complexity and intractability; introduction to the theory of NP-completeness.

Prerequisite: CMSI 281

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#### CMSI 585 • Programming Languages

Study of major programming languages, concepts, features, and implementation. Topics include: scope and extent, procedures and functions, types, modules, exception handling, concurrency, object-oriented programming, logic programming, and semantics. Examples are taken from Ada, ML, Prolog and Smalltalk.

Prerequisite: CMSI 284 and 386

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#### CMSI 587 • Operating Systems

Topics in the design of digital computer operating systems with emphasis on large-scale multiprocessing, multiprogramming and distributed environments. Topics include process scheduling, interprocess communication, I/O management, virtual memory management, file systems, and network, distributed, and real-time operating systems.

Prerequisite: CMSI 284

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#### CMSI 588 • Compiler Construction

Topics in the theory and design of compilers and interpreters for high-level programming languages, including scanners and scanner-generators; context-free grammars and pushdown automata; parser construction; intermediate representations; error recovery; code generation; optimization and data-flow analysis.

Prerequisite: CMSI 583 and CMSI 585

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#### CMSI 598 • Special Studies • 1-3 sem. hrs.

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#### CMSI 599 • Independent Studies • 1-3 sem. hrs.

Special study areas defined by a student in cooperation with a faculty member and approved by the Department Chairperson. A maximum of two Independent Studies courses may be applied towards the Master's degree.

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#### CMSI 601 • Graduate Seminar

Project-based seminar in which students will be required to select, research, write about, and discuss some aspect of a broad area of current interest to computer scientists and electrical engineers (e.g., computer networks, digital communication).

Prerequisites: Successful completion of coursework and the endorsement of the faculty advisor. (The seminar can be taken during the final semester of coursework subject to the approval of the faculty advisor.)

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#### CMSI 641 • Software Engineering

Development of large-scale software systems which are reliable and easily maintainable. The course covers each step of the development process from the initial needs analysis through design and implementation to final testing and maintenance.

Prerequisites: CMSI 585 and CMSI 587

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#### CMSI 655 • Internet Technologies

Study of the basic architecture, protocols and services of the global Internet. Topics include: internetworking principles, the TCP/IP protocol suite, socket-level programming, DNS, MIME, HTTP, FTP, and POP; XML technologies; web programming with XHTML, CSS, JavaScript and web server extensions; the design of database-backed systems, middleware, scalability and security.

Prerequisite: CMSI 585

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#### CMSI 671 • Computer Graphics

Topics in computer graphics, including: raster display systems, interactive computer graphics and user interface design, object modeling, transformations, synthetic image generation, animation, image processing and fractal geometry.

Prerequisite: CMSI 281

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#### CMSI 673 • Distributed and Concurrent Programming

Study of paradigms and languages for concurrent and distributed computing. Topics include concurrent programming foundations; Win32 processes and threads; Java threads, networking and RMI; Ada 95 tasks, protected objects, real-time and distributed systems; COM and CORBA.

Prerequisite: CMSI 284

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#### CMSI 674 • Topics in Operating Systems

Topics include concepts and design issues in distributed operating systems and UNIX implementation.

Prerequisite: CMSI 587

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#### CMSI 675 • Declarative Programming Languages

A survey of theoretical foundations and computer languages for functional and logic programming, with examples from LISP, Scheme, Haskell, ML, FL, and Prolog.

Prerequisite: CMSI 585

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#### CMSI 677 • Introduction to Artificial Intelligence

Introduction to the field of artificial intelligence. Topics include: problem solving methods; heuristic search and game playing; knowledge representation, frames, inheritance and commonsense reasoning; neural nets and genetic algorithms; and machine learning.

Prerequisites: CMSI 385 and CMSI 386

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**CMSI 682 • Knowledge-Based Systems**

Detailed study of design and implementation of knowledge-based systems. Topics include: logic and theorem proving; deduction systems; reaction systems; forward and backward chaining; knowledge acquisition; and explanatory interfaces.

Prerequisite: CMSI 677 or consent of professor.

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**CMSI 685 • Natural Language Processing**

Role of syntax, semantics and pragmatics in human language processing by computers. Topics include: natural language generators and parsers; inference, conceptual analysis; and discourse processing.

Prerequisite: CMSI 677 or consent of instructor.

---

**CMSI 686 • Database Systems**

Fundamental concepts in the field of database technology. Topics include: database system structure, semantic data modeling, relational and object-oriented databases, query languages, integrity and security, physical database design, crash recovery, and concurrency.

Prerequisite: CMSI 587

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**CMSI 687 • Topics in Theoretical Computer Science**

Topics from: Computational complexity; theory of formal languages; program schemes, recursion schemes; discrete developmental systems. (May be repeated for credit.)

Prerequisites: CMSI 583 and consent of instructor.

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**CMSI 688 • Object Technologies**

Study of object-oriented philosophy and its applications in software architecture and programming languages. Topics include: object-oriented design, abstraction, inheritance, polymorphism, component models and design patterns.

Prerequisites: CMSI 585 or equivalent.

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**CMSI 689 • Computer Networks (See ELEC 687)**

Concepts in and design of large-scale distributed networks and local area networks, including topologies, standards and protocols.

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**CMSI 698 • Special Studies • 1-3 sem. hrs.****CMSI 699 • Independent Studies\* • 1-3 sem. hrs.**

Special study areas defined by a student in cooperation with a faculty member and approved by the Department Chairperson. A maximum of two such courses may be applied towards the Master's degree.

\*A student wishing to enroll during a given term must submit a proposal to the concerned faculty member at least one month prior to the beginning of that term.

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**Electrical Engineering**

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**All courses are three (3) semester hours unless otherwise noted.**

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**ELEC 521 • Introduction to Communication Systems**

The concepts of signal formation, modulation, transmission and reception, and demodulation of signals in noise will be discussed.

Prerequisite: ELEC 532 and ELEC 423, or consent of instructor.

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**ELEC 525 • Digital Signal Processing**

In this class the representation, analysis, and processing of discrete signals are discussed. Topics include sampling, quantization, Z-transform of signal, discrete Fourier and fast Fourier transforms, analysis and design of digital filters, and spectral estimation of random digital signals.

Prerequisites: ELEC 371 or equivalent course in linear systems.

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**ELEC 532 • Probability and Random Processes**

A study of the concepts of probability, random variables and stochastic processes. The topics of correlation, power spectral density, and linear mean-square estimation are included. Applications in communications will be cited.

Prerequisite: Senior or Graduate Standing.

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**ELEC 552 • Semiconductor Device Physics**

In-depth coverage of semi-conductor device physics, including: principle of quantum mechanics, carrier transport phenomena in semiconductor materials, P-N junctions, metal-semiconductor and semiconductor heterojunctions, and MOS transistors.

Prerequisite: MECH 212 or equivalent.

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**ELEC 561 • IC Fabrication Processes**

Overview of processes in manufacture of Integrated Circuits. Topics include: single crystal growth, oxide growth, photolithographic processes, ion implantation and impurity diffusion, metal deposition, and passivation and packaging of chips. Use is made of SUN SparcStations for modeling and simulation.

Prerequisites: MECH 212 or ELEC 353 or equivalent.

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**ELEC 562 • Digital System Design with VHDL**

Computer aided design of digital VLSI (Very Large Scale Integrated) systems using Very High Speed Integrated Circuits (VHSIC) using the VHDL hardware description language.

Prerequisites: ELEC 383 or equivalent.

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**ELEC 563 • ASIC Design**

Topics include programmable logic devices and gate array architectures, programmability of PLDs and gate arrays, field programmable gate arrays (FPGAs) and applications of FPGAs in digital system design. Course includes laboratory experiments and extensive use of Computer Aided Design tools.

Prerequisites: ELEC 383 or permission of Instructor.

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**ELEC 567 • Introduction to Digital VLSI Design**

Custom and semi-custom design of VLSI circuits using standard cells, design methodologies of advanced complimentary metal-oxide-semiconductor (CMOS) circuits, and simulation of designed circuits will be emphasized. At the end of the semester, circuits designed by the students will be sent for fabrication through MOSIS and later tested by the students for functionality.

Prerequisites: ELEC 383 or permission of Instructor.

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**ELEC 583 • Finite State Machines**

An introduction to the theory and design of finite state automata and sequential machines.

Prerequisites: ELEC 281 or equivalent.

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**ELEC 584 • Introduction to Microprocessors II**

Design and applications of Intel microprocessors. Topics include: basic concepts, architecture, assembly language programming, interfacing and system design. (Not open to students with credit in ELEC 384.)

Prerequisite: ELEC 383 or equivalent course in microprocessors.

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**ELEC 585 • Computer Organization and Architecture**

System structure of minicomputers and main frame computers. Structured memory based systems; parallel and multiunit processors; introduction to input/output processing.

Prerequisite: ELEC 385 or equivalent course in computer system design.

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**ELEC 598 • Special Studies • 1-3 sem. hrs.**

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**ELEC 599 • 1-3 sem. hrs. • Independent Studies**

Special study areas defined by a student in cooperation with a faculty member and approved by the Department Chairperson. A maximum of two Independent Studies courses may be applied toward a Masters degree.

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**ELEC 601 • Graduate Seminar**

(See description of CMSI 601.)

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**ELEC 621 • Information Theory and Coding**

The concepts of information measures and channel capacity are introduced. The applications of Shannon theory to evaluate the effectiveness of practical communication links is developed. Error correction coding and its application in reliable communications are emphasized in this class.

Prerequisite: ELEC 532

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**ELEC 624 • Digital Communication Theory**

This course provides the foundation of digital communication theory. Topics include representation of bandpass signals, frequency and phase shift keying, M-ary signal, detection in additive Gaussian noise channel, intersymbol interference, and efficient signaling with coding.

Prerequisites: ELEC 521 and ELEC 532

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**ELEC 626 • Satellite Communication Systems**

This course provides an introduction to the practical and theoretical analysis of the performance of satellite communications. Topics in link design, satellite orbit dynamics, antenna gain and coverage, frequency and time division multiple access, component and subsystem nonlinearity, signal format, and error correction coding will be discussed.

Prerequisites: ELEC 521 and ELEC 532

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**ELEC 627****Phase-Lock Techniques for Communication and Control**

Phase-lock loop concepts, stability, noise response, acquisition, frequency response and topics of applications in coherent communications such as PLL costas loop, byte synchronization will be discussed.

Prerequisite: ELEC 532

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**ELEC 628 • Spread Spectrum Systems**

The system performance and signal design of spread communication systems will be discussed. Topics addressed are frequency hopping and direct sequence systems and their performance in jamming and CDMA environments.

Prerequisites: ELEC 521, ELEC 532, and ELEC 624 are recommended.



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**ELEC 631 • Numerical Methods in Engineering**

A course in numerical techniques of computing. Numerical techniques; errors in computing; generation of functions; roots of polynomials, integration techniques; solution of simultaneous linear equations; ordinary differential equations; partial differential equations. (Note: Same as MECH 604)

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**ELEC 632 • Optimization Techniques in Signal Processing**

An introduction to the theory, analysis, and design of optimum signal processing systems in both discrete and continuous time. Topics include spectral factorization, least-mean-square theory and estimation algorithms, linear signal estimation, Wiener and Kalman filtering, linear prediction, spectral estimation, and matched filtering. Access to computer with MATLAB, Fortran, Pascal, or other high level language compiler for assignments is required.

Prerequisite: ELEC 532

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**ELEC 637 • Optical Communication Systems**

This course presents the analytical basis for fiberoptic and laser communication systems.

Prerequisites: ELEC 521 and ELEC 532

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**ELEC 651 • Communication Electronics**

Theory and design aspects of analog electronic circuits as applied to the generation, amplification, detection, transmission, and modulation of electrical signals will be discussed.

Prerequisite: Undergraduate electronics course.

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**ELEC 662 • Analog VLSI Design**

Topics in computer-aided design of analog VLSI systems. Topics include: custom and semi-custom design, design methodologies, and simulation of designed circuits. Circuits designed will be fabricated for testing by student.

Prerequisite: ELEC 354 and ELEC 383 or equivalent.

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**ELEC 663 • Digital VLSI Design**

Topics in computer-aided design of digital VLSI systems. Topics include: custom and semi-custom design, design methodologies of advanced CMOS circuits, and simulation of designed circuits. Circuits designed will be fabricated for testing by student.

Prerequisite: ELEC 354 and ELEC 383 or equivalent.

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**ELEC 682 • Arithmetic Processors**

Concepts of number systems, digital numbers algorithms; logic and organization of digital arithmetic processors; conventional arithmetic; algorithm acceleration; floating-point and significance arithmetics; redundant, signed-digit, residue number systems; error detection in digital arithmetic.

Prerequisite: ELEC 585 or equivalent.

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**ELEC 685****Diagnostic Design and Fault-Tolerant Computers**

Theory and techniques for testing digital circuits and systems, design techniques for fault-tolerant digital systems, test generation for combinational and sequential circuits, self-checking and self-testing circuits, gate-level simulation on a fault-model.

Prerequisites: ELEC 584 and ELEC 585

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**ELEC 686 • Microprocessor Applications**

Applications of microprocessors and microprocessor control in the design of digital and hybrid systems, including digital computer systems.

Prerequisite: ELEC 584 or equivalent.

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**ELEC 687 • Computer Networks**

Concepts in and design of large-scale distributed networks and local area networks, including topologies, standards, and protocols.

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**ELEC 688 • Advanced Computer Architecture**

Design and implementation of reduced instruction set computer architectures. Topics include pipelining, parameter passing, register windows compiling techniques, and comparison with CISC architectures.

Prerequisite: ELEC 585

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**ELEC 689 • Advanced Topics in Computer Design**

Selected topics from microprogramming, performance measurement and chip-slice architectures.

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**ELEC 698 • Special Studies • 1-3 sem. hrs.**

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**ELEC 699 • Independent Studies • 1-3 sem. hrs.**

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# ***Mechanical Engineering***

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**Graduate Director:** Bohdan W. Oppenheim, Ph.D.

**Office Location:** Pereira Hall, Room 204

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**E-mail:** boppenheim@lmu.edu



## **FACULTY**

### **Professors:**

Omar S. Es-Said, Ph.D., Kentucky

Franklin E. Fisher\*, Ph.D., Maryland, Emeritus

Mel I. Mendelson, Ph.D., Northwestern

Rafiqul I. Noorani, Ph.D., Texas A&M

Bohdan W. Oppenheim, Graduate Director of Mechanical

Engineering, Ph.D., Southampton, England

Nader Saniei, Chairperson, Ph.D., California, Davis

### **Assistant Professor:**

Matthew Siniawski, Ph.D. (cand.), Northwestern

### **Lecturers:**

Sam Dimaggio, Ph.D., Stanford

William Faust, E.C.E., Southern California

Alvar Kabe\*, Ph.D., California, Los Angeles

Brian Sako, Ph.D., California, Los Angeles

Marty Smith, M.S., Loyola Marymount

Chris Schauwecker, M.S., Southern California

Dan Veronda, Ph.D., Southern California

\*Registered Professional Mechanical Engineers

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## ***Mission Statement***

The mission of the graduate programs in Mechanical Engineering is to serve engineers desiring to advance their careers by providing modern, professionally rigorous and conveniently administered educational programs leading to Certificates in various Mechanical Engineering disciplines and multidisciplinary areas, and to the Master of Science in Engineering (M.S.E.) degree in Mechanical Engineering.

The department prides itself on making a special effort to offer flexible course sequences and time schedules with convenient evening and Saturday classes in order to make studies possible for both a full-time working engineer and a full-time student.

The programs, which place strong emphasis on industrial relevance, are periodically reviewed by the department's Industrial Advisory Board. The full-time and part-time faculty have extensive industrial experience.

The M.S.E. degree can be obtained upon completion of the three core courses plus two certificate programs, plus either a capstone Project course or two Elective courses. Each certificate program includes three courses. The certificate programs are optional, and can be replaced by six elective courses. The certificate programs, if chosen, must be completed prior to the M.S.E. program. The M.S.E. program provides the balance between the technical and management areas required in contemporary industry.

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## IAC SCHOLARSHIPS

The College of Science & Engineering offers an attractive assistantship to graduate students in the LMU Industrial Assessment Center (LMU-IAC). The role of the Center is to conduct assessments of energy conservation, waste conservation, and productivity in small and medium manufacturing plants in Southern California. LMU-IAC is a part of the national network of 26 universities sponsored by the US Department of Energy. The assessment costs are paid by the US DOE and the services are free to the manufacturers. Graduate and undergraduate students are paid for the IAC work and gain hands-on experience in industrial equipment, and the energy, waste and productivity issues, as well as management, communications, and team skills. Qualifications required: regular graduate student status in any of the LMU graduate engineering programs; excellent oral and written communications skills; B.S. degree in Mechanical, Electrical or Industrial Engineering or equivalent; a commitment to work up to 20 hours per week for 40 weeks per year; physical ability to move around factories and a strong interest in the Center's goals. Please direct inquires to: Dr. Bohdan W. Oppenheim, IAC Director and Professor of Mechanical Engineering, Pereira Hall of Engineering, Room 204. Telephone: (310) 338-2825, e-mail: boppenheim@lmu.edu

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## LEAN AEROSPACE INITIATIVE

Lean Aerospace Initiative (LAI) is a consortium of aerospace firms and federal agencies, based at MIT, with the mission to develop Lean methods for Product Development, Enterprise, Supply Networks, and Manufacturing. In April 2002, LMU was invited as the first university in the nation to join a network of academic centers affiliated with LAI. The LAI industrial members and academic affiliates will explore opportunities in all areas of interest to the LAI community, including continued development and teaching of Lean curriculum, Lean improvement in industry, and R&D work. Please direct inquiries to: Dr. Bohdan "Bo" W. Oppenheim, Professor and Graduate Director of Mechanical Engineering, Pereira Hall of Engineering, Room 204. Telephone: (310) 338-2825, e-mail: boppenheim@lmu.edu

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## ADMISSION REQUIREMENTS

Students seeking admission into the M.S. program should have completed an undergraduate curriculum in Mechanical Engineering or a related field from an ABET-accredited university. Students seeking admission into the Certificate in Lean and Quality program should have completed an undergraduate curriculum in any engineering discipline from an ABET-accredited university. Computer proficiency is required (Windows, spreadsheets, word processors, engineering software). If, in the judgement of the Mechanical Engineering Graduate Studies Committee, a particular applicant does not have the required background, a series of 'catch-up' courses will be suggested. Upon the successful completion of these courses the applicant would then be admitted into the graduate program. Detailed information about the admission requirements for foreign students is available from the Graduate Admissions Office (phone 310/338-2721).

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## PROGRAM REQUIREMENTS

All courses listed below are 3 semester hours, unless otherwise noted. Each lecture-type course meets once a week.

### Requirements for Master of Science in Engineering Degree, major in Mechanical Engineering

The candidate for the degree of Master of Science in Engineering who majors in Mechanical Engineering is required to complete, with a 3.0 ("B") grade-point average, all of the following elements (a through e) of the studies:

a) The following three core courses:

- MECH 500 Quality
- MECH 594 Project Management
- MECH 604 Engineering Design Mathematics

Note: The course MECH 500 is also a part of several certificate programs. If this course is already taken for a certificate, then another elective course (see requirement "c" below) must be taken to satisfy either the core or the other certificate requirement.

- b) Either two Mechanical Engineering certificate programs selected from the seven certificate programs listed below, (for a total of six courses); or six Mechanical Engineering courses in disciplinary groupings selected by a particular student and the Program Director with the approval of the Mechanical Engineering Graduate Studies Committee, or one certificate program plus three approved courses. Disciplinary grouping may include a maximum of two courses of Independent Studies, MECH 599 or 699. The certificate program, if chosen, must be completed prior to enrolling onto the M.S.E. program.
- c) Either two Elective engineering courses or the Independent Project course MECH 686. The selection of the elective courses must be approved by the Program Director. Possible courses include Mechanical Engineering courses, all Engineering & Production Management courses, and non-restricted Electrical and Civil Engineering and Computer Science courses, or courses transferred from other institutions upon the prior approval of the Program Director.

- d) All 500-level courses must have the grade of at least 3.0 (“B”). The grade for each course transferred from another institution must be at least 3.0 (“B”). The grade for any 600-level course must be at least 2.0 (“C”), provided the overall GPA in the program is at least 3.0 (“B”).
- e) A total of 33 semester hours of coursework (30 semester hours if Project option, MECH 686, is selected).

Upon completion of 18 semester hours of course work, which must include MECH 500, MECH 594, and MECH 604, a student is eligible for advancement to candidacy.

### Requirements for Certificate Programs

The candidate for any certificate program in Mechanical Engineering is required to complete the three courses listed under that certificate program. The grade in any 500-level course must be at least 3.0 (B), the grade in a particular 600-level course must be at least 2.0 (“C”), and the grade-point average for all three courses must be at least 2.7 (“B-”). The certificate will be granted upon the completion of the three courses.

A student completing any certificate program is free to apply for admission to another certificate program, in the M.S.E. program in Mechanical Engineering, or in the M.S. program in Engineering and Production Management if the requirements have been satisfied.

#### Certificate in Mechanical Design

- MECH 525 Advanced Mechanics of Materials
- MECH 671 The Elements of Design
- MECH 672 The Principles and Methods of Design

#### Certificate in Materials Engineering

- MECH 516 Materials Selection in Design
- MECH 618 Electronic Properties of Materials
- MECH 619 Composites

A student may elect to replace MECH 618 or MECH 619 with MECH 686, Independent Project, Research in Materials and Engineering.

#### Certificate in Structural Dynamics

- MECH 536 Shock & Vibration Engineering
- MECH 540 Structural Dynamics
- MECH 638 Random Vibrations

#### Certificate in Finite Element Methods

- MECH 525 Advanced Mechanics of Materials
- MECH 527 Fundamentals of Finite Element Methods
- MECH 626 Elasticity

#### Certificate in Systems Engineering

- MECH 500 Quality
- MECH 552 Systems Engineering I
- MECH 650 Systems Engineering II

#### Certificate in Thermal Engineering

- MECH 558 Propulsion
- MECH 560 Turbomachinery
- MECH 661 Thermal System Design

#### Certificate in Lean and Quality

- MECH 500 Quality
  - MECH 660 Lean Methods
- And one of the following:
- MECH 552 Systems Engineering I
  - MECH 668 Manufacturing Engineering Tools

**Note: The courses listed under the certificate programs are for guidance only. A student enrolled in any certificate program may petition the Program Director to have any listed course replaced by another course to pursue his/her individual educational goals, or if that course is canceled, or already taken.**



*Pereira Hall, the home to the School of Engineering.*

## Course Descriptions

All courses are three (3) semester hours unless otherwise noted.

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### MECH 500 • Quality (also listed as EGPM 500)

History and Philosophy of Quality; Concurrent Engineering: design and optimization of both product and process, optimization of matrix organizations; Continuous Improvement: spontaneous suggestions, PDCA cycle, Kaizen, Six Sigma, Theory of Constraint, benchmarking, brainstorming, re-engineering; Deming's profound knowledge and 14 points, Quantitative Methods: charts, Andon, Design of Experiments (optimization of processes, robustness, full factorials, fractional factorials, folding, Plackett-Burman, introduction to nonlinear designs), Statistical Process Control; Quality systems: ISO 9001:2000, ISO 14001, CMMI, Malcolm Baldrige, TQM Self-Assessment Tool.

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### MECH 516 • Materials Selection in Design

Application of principles of materials engineering to selection of materials for optimized engineering design; Case Studies in failure analysis.

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### MECH 525 • Advanced Mechanics of Materials

General case of bending, combined bending and axial loads, curved bars, energy methods, buckling and elastic stability, inelastic and plastic deformations.

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### MECH 527 • Fundamentals of Finite Element Methods

Introduction to finite element methods, its theory and applications. Derivations of single elements; matrix application; meshing loads; and computer exercises.

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### MECH 536 • Shock and Vibration Engineering

Harmonic Motion; phasors; vibration terminology; energy basics; single degree-of-freedom systems (free and forced undamped and damped vibration, free and forced transient vibration); Laplace transform; response spectrum; two-degree-of-freedom systems; frequency response; absorbers; normal modes; coordinate coupling; orthogonality; Lagrange's equation; continuous systems (longitudinal and torsional vibration of a rod), approximate and exact solutions; wave propagation.

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### MECH 540 • Structural Dynamics

Beam vibration; boundary conditions; modes; approximate and exact solutions; general matrix formulations and interrelationships; decoupling by transformation to modal coordinates; free and forced response; experimental approaches; modal truncation; mode acceleration method; component mode synthesis; formulation of large-order system responses (time and frequency domain); load transform matrices; introduction to finite elements.

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### MECH 550 • Systems Engineering I

Systems Engineering vs. Program Office in IPT environment; SE in Product Life Cycle; Requirements; Operational and functional flows and architecture; Decomposing a system into product design teams, Managing interfaces; Configuration management for engineering changes; Acquisition; Suppliers; Risk; Value stream mapping in SE; Design Reviews; Integration of software and hardware; Design to cost, life cycle cost; Producibility; Reliability; Maintainability; Survivability; Human factors; Logistics; Verification and validation; Models and simulations.

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### MECH 558 • Propulsion

Fluid mechanical and thermodynamic analysis of propulsion systems and components: turbojets, turbofans, ramjets, and rockets.

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### MECH 560 • Turbomachinery

Compressor, pump, fan selection and applied theory.

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### MECH 594 • Project Management

Concepts and procedures associated with management of an engineering project, including management principles and organizational structures; the project manager and team; planning; cost and scheduling control.  
(Restricted to graduate students).

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### MECH 598d • Special Studies • 1-3 sem. hrs.

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### MECH 599 • Independent Studies • 1-3 sem. hrs.

Study areas defined by a student in cooperation with a faculty member and approved by the Mechanical Engineering Graduate Studies Committee. Evaluation is made by the faculty member on the basis of written assignments, and a final report or final exam. A maximum of two such courses may be applied towards the Master's degree, and a maximum of one such course may be applied towards any certificate program.

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### MECH 604 Engineering Design Mathematics (same as ELEC 631)

Advanced topic in applied mathematics with computer programming emphasizing numerical techniques. Determinants; matrices and matrix algebra; solution of simultaneous linear equations; characteristic values and vectors, finite difference methods; integration techniques; ordinary and partial differential equations.

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**MECH 618 • Electronic Properties of Materials**

Theory, properties and device applications of materials from the point of view of their dielectric, electrical, optical, and magnetic behavior.

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**MECH 619 • Composites**

Forms and properties of resins, fibers and composites; material and structural design and analysis; manufacturing, machining and assembly; quality assurance and testing; metal and ceramic based materials; information resources.

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**MECH 626 • Elasticity**

Elasticity; elastic stability; plates and shells, application of elasticity equations to engineering problems.

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**MECH 638 • Random Vibrations**

Classification and description of random data (stationarity, ergodicity, cross-correlation, cross spectra); stationary random process theory (one or two variables, Gaussian distribution, correlation, spectral density); linear input-output relations (single and multiple inputs, ordinary, multiple and partial coherence); statistical error in random data analysis; bias; digital signal processing (FFT, spectra, coherence, aliasing, windowing, averaging); nonstationary data; specifications for testing for structural and equipment survival.

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**MECH 650 • Systems Engineering II**

Systems Engineering management; risk assessment and management, tools and automation; human-computer interface and human factors; standards and methods of controlling industrial and engineering systems; optimization and reliability of large systems.

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**MECH 660 • Lean Methods**

History of Lean: JIT, Toyota Production System, Womack, Lean Aerospace Initiative, Lean Enterprise book, Five Principles of Lean; Value Stream Mapping; Lean Manufacturing with detailed coverage of JIT Tools; Lean Enterprise: stakeholders, waste, multiple value streams, LESAT, Transitioning to Lean Enterprise, Lean Enterprise Model, Labor relations and NUMMI Case Study; layoffs; Lean Product Development: definitions, waste, principles, systems engineering, concurrency, matrix organization optimization; design takt time, scheduling and assessing progress, acquisition reform, Skunk Works; Lean Suppliers Network; Keiretsu, Quality, JIT and the right price; Theory of constraints and critical chain; optional field trip, simulations.

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**MECH 661 • The Thermal System Design**

The disciplines of thermodynamics, fluid mechanics, and heat transfer are reviewed and their principles applied to the analysis and design of engineering systems and components. Topics treated include refrigeration systems; power and propulsion systems; turbomachinery; heat exchangers; solar collectors.

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**MECH 668****Manufacturing Engineering Tools (MET curriculum)**

Tools and techniques for lean operations; Value stream mapping in manufacturing; Shop floor simulations; Application of operations research tools (time and motion study, optimizing plant, line and layout); Streamlined setups; Shop Floor Statistics; Interfaces; ISO-9000; Time-to-Market Reduction; Integrating Enterprise; Databases; New Technologies; Make/Buy selection; Interface with Suppliers; Int. vs. US manufacturing; Learning Curves; Non-traditional measurements; Design to Cost; Manufacturing and process plan; Virtual manufacturing; Tactical Curriculum.

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**MECH 671 • The Elements of Design**

Review and extension of analysis of mechanical components using plastic, honeycomb, composite, and reinforced materials. Introduction to analysis by fracture mechanics, limit design, creep, and plasticity of nonhomogeneous beams.

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**MECH 672 • The Principles and Methods of Design**

Principles of design: problem recognition and formulation. Synthesis (creativity, group dynamics, etc.) analysis and iteration, specifications, cost analysis, scheduling, probability, reliability, optimization, decision theory.

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**MECH 686 • Independent Project or Thesis**

A design, analysis or research project formally proposed in writing by the student in cooperation with and approved by the Mechanical Engineering Graduate Studies Committee prior to the beginning of the semester in which the course is taken. This project can be a cooperative effort with industry. Midterm and final written and oral presentations are required.

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**MECH 698 • Industrial Assessment Center Practicum**

A student who completes the specified number of industrial assessments, including assessment reports in the LMU Industrial Assessment Center (see above in this section) will receive 3 semester hours of credits.

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**MECH 699 • Independent Studies • 1 - 3 sem. hrs.**

Study areas defined by a student in cooperation with a faculty member and approved by the Mechanical Engineering Graduate Studies Committee. Evaluation is made by the faculty member on the basis of written assignments, and a final report or final exam. A maximum of two such courses may be applied towards the Master's degree.

# Engineering & Production Management

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*Dr. Gerald Jakubowski, Dean, and Dr. Rafiqul Noorani, Chairperson (center and right respectively), demonstrate the campus' technology to a visitor.*

**Graduate Director:** Mel Mendelson, Ph.D.

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## FACULTY

### Professors:

Gerald S. Jakubowski\*, Ph.D., Toledo

Mel I. Mendelson, Director, Ph.D., Northwestern

Bohdan H. Oppenheim, Ph.D., Southampton, England

### Lecturers:

Rafael Abramovitch, D.B.A., U.S. International

Nick Friesen, MBA, Southern California

John G. Stupar, Ed.D., Claremont

\*Registered Professional Mechanical Engineer

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## Mission Statement

The mission of the Engineering and Production Management (EAPM) program is to educate engineers and managers in the manufacturing and management of globally competitive products for the 21st century. Our goals are to (1) teach product design, manufacturing and concurrent engineering, (2) integrate engineering and business skills for the global economy, and (3) provide a relevant curriculum that meets the changing needs of industry.

The Master of Science degree prepares students to undertake the multi-disciplinary role of the product developer and project manager in technology-intensive organizations. The strength of the program lies in its combination of engineering and business courses. Both the faculty of the College of Science & Engineering and College of Business Administration teach in the program.

A post-baccalaureate certificate is offered in Total Quality Engineering. Its purpose is to introduce the skills required to manufacture competitive products. Prospective candidates take selected courses from the EAPM program which can be counted toward the M.S. degree.

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## ADMISSION REQUIREMENTS

Admission to the EAPM graduate program is competitive. All of the following requirements must be satisfied:

- 1) Bachelor of Science degree in engineering (or a science-related degree) from an ABET accredited program with a GPA of 3.0 (“B”) average.
- 2) Three or more years of related industrial work experience.
- 3) Three letters of recommendation from present or former managers, letter of intent, and transcripts from all undergraduate and graduate universities.

Promising applicants who do not satisfy these requirements will be considered for provisional admission based upon their performance on the GRE or GMAT test and/or their classroom performance during their first semester in the program. Acceptance may be contingent upon completion of special undergraduate or graduate engineering, mathematics and computer courses.

The same admission standards are required for the certificate program in Total Quality Engineering. Students seeking to enroll in the certificate program must apply for admission into the EAPM program. Students who complete the certificate and wish to continue their education for an M.S. degree must satisfy all of the normal admission requirements and must be formally admitted into the EAPM program.

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## SCHEDULE

The EAPM curriculum is designed to be completed in about two years by a working student taking two courses per semester. The Total Quality Engineering certificate program can be completed within one year. Each course is offered on the LMU Westchester campus once a week for 3 hours in the evenings during the regular semester. Students can be admitted into both the EAPM program and certificate program throughout the academic year. The application deadlines for admission are as follows: **April 15** for the summer session, **July 15** for the fall semester, and December 15 for spring semester.

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## PROGRAM REQUIREMENTS

A description of the programs and their requirements are outlined for: (A) Certificate Program in Total Quality Engineering, and (B) Master’s Program in Engineering and Production Management.

### A. Certificate in Total Quality Engineering

This certificate allows the student to sample courses from the EAPM program that are focused on the manufacturing of robust products. No prerequisite graduate courses are required to enroll in this program. The certificate requires that 9 semester hours (3 courses) are completed with a grade point average of 2.7 or better. Six semester hours are required in the following courses:

- EGPM 500 Production Engineering and Total Quality
- EGPM 520 Statistics for Quality

The additional 3 semester hours may be selected from one of the following courses:

- EGPM 510 Computer-Aided Engineering Applications
- EGPM 540 Ethical Engineering Strategies

### B. Master’s Program in Engineering and Production Management

The M.S. program covers a broad overview of both engineering and business. The candidate for the Master of Science degree in Engineering and Production Management is required to complete at least 33 semester hours (11 courses) with a grade point average of 3.0 (“B”) or better. The student must complete: 27 semester hours (9 courses) of required courses, and 6 semester hours (2 courses) of electives in (a) manufacturing management, (b) engineering management, and (c) other selected engineering courses. The curriculum is as follows:

Courses at the 500-level that receive less than a “B” will not be accepted in the degree program.

#### Required courses – 27 semester hours (9 courses)

- EGPM 500 Production Engineering and Total Quality
- EGPM 510 Computer-Aided Engineering Applications
- EGPM 520 Statistics for Quality
- EGPM 540 Ethical Engineering Strategies
- EGPM 620 New Product Development
- EGPM 630 Operations Analysis and Decision Support Systems (same as MBAA 607)
- EGPM 695 Project or Thesis
- MBAA 601 The Legal and Ethical Environments of Business
- MBAA 602 Financial and Managerial Accounting



**Electives – 6 semester hours (2 courses) in (a), (b) and (c)**

(a) Manufacturing Management

EGPM 600 Manufacturing and Production Engineering  
EGPM 622 Design for Manufacturing

(b) Engineering Management

EGPM 650 Systems Engineering II  
EGPM 670 Advanced Project Management

(c) Other Selected Engineering Courses

Six semester hours (with at least 3 sem. hrs. in a 600-level course) taken in any graduate engineering program including EAPM, Mechanical Engineering, Electrical Engineering/Computer Science, or Civil Engineering/Environmental Science with prior approval from the EAPM Director.

The courses EGPM 500, 510 and 520 should be taken at the start of the program since they are prerequisites for many other courses. Course EGPM 695 must be taken as the last course in the program. The remaining courses can be taken in any order; however, the student should review the recommended course sequence with the EAPM Director. In exceptional cases, one or two courses may be replaced with elective courses if the student can clearly demonstrate sufficient knowledge in the given field.

Students will have the option of replacing EGPM 695 with EGPM 680 and one 600-level course that is approved by the Director. If the student selects this option, then a minimum of 36 semester hours (12 courses) will be required for the M.S. degree. Only one 500-level course can be used as an elective.

## Course Descriptions

All courses are three (3) semester hours unless otherwise noted.

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### EGPM 500 • Production Engineering and Total Quality

Introduction to Total Quality (TQ) in engineering and production applications. TQ philosophy, rules and quantitative methods: Deming's rules, M. Baldrige award, ISO9000, manufacturing case studies, cross-disciplinary links, design of experiments and team projects.

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### EGPM 510 • Computer Aided Engineering Applications

Modern computer-aided and computer-integrated systems for product definition and delivery. CAD simulation, CAM applications, integrated engineering and manufacturing, databases, configuration management and virtual teams.

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### EGPM 520 • Statistics for Quality

Probability and statistical applications in engineering, manufacturing and management. Probability concepts, discrete/continuous distributions, statistical inference, hypothesis testing, regression and correlation, analysis of variance, statistical quality/process control examples.

Prerequisite: Calculus I and II (or the equivalent).

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### EGPM 530 • EAPM Case Studies

Seminars and lectures by industrial leaders on past successes and failures in the areas of manufacturing, engineering management and total quality. Field trips are included.

Prerequisite: EGPM 500

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### EGPM 540 • Ethical Engineering Strategies

Ethical implications of engineers' work. Introduction to ethical reasoning, obligations and rights of engineers and managers, engineering and management case studies, and current global issues.

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### EGPM 552 • Systems Engineering I

This course is the same as MECH 552.

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### EGPM 580 • International Studies

Spending time abroad studying manufacturing methods, technologies, opportunities, and related issues or studying foreign methods in the U.S. Prior permission must be obtained from the Program Director, which will be contingent upon the depth and breadth of the proposed study. A formal report and an oral presentation are required upon completion.

Prerequisite: EGPM 500

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### EGPM 594 • Project Management

Concepts and procedures associated with managing engineering projects. Includes management principles, organizational structures, interaction of project manager with the team, planning, cost estimating and scheduling.

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### EGPM 598 • Special Studies

New 500-level courses that are introduced into the curriculum.

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**EGPM 600 • Manufacturing and Production Engineering**

Overview of the concepts and models of production operations in modern manufacturing. Production flow, production planning, product and process planning, inventory analysis, material requirements planning, resource scheduling and allocation, related case studies and class project.

Prerequisite: EGPM 510

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**EGPM 620 • New Product Development**

Using the team approach and multi-disciplinary planning for creating new products. Product planning, team dynamics, marketing, customer needs, design, prototyping, manufacturing, product economics, business and management of product development.

Prerequisite: EGPM 500

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**EGPM 622 • Design for Manufacturing**

Integration of design and manufacturing via concurrent engineering. Quality Function Deployment (QFD), failure mode and effects analysis, reliability, product and process optimization, materials selection, life cycle performance, design to cost, profitability and applications of the learning curve.

Prerequisites: EGPM 500, 520

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**EGPM 630****Operations Analysis and Decision Support Systems**

Quantitative modeling approach to production, operations management and decision making. Course includes an introduction to decision support systems with computer applications.

Prerequisite: EGPM 520 (or the equivalent)

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**EGPM 640 • Manufacturing Facility Planning**

Planning a large-volume production facility with capacity issues.

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**EGPM 650 • Systems Engineering II**

This course is the same as MECH 650.

Prerequisite: EGPM 552 or permission of instructor.

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**EGPM 660 • Lean Methods**

This course is the same as MECH 660.

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**EGPM 670 • Advanced Project Management**

Advanced concepts and case studies that relate to managing technical projects, costs, schedules and manpower.

Prerequisite: EGPM 594 (MECH 594) or permission of instructor.

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*Anuj Bhargava and James Farris hold their winning invention the "Cargo Organizer." A team of five graduate students won the competition sponsored by the National Collegiate Inventors and Innovators Alliance.*

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**EGPM 680 • Engineering Management and Leadership**

The integration of human factors, communication and leadership in modern technical organizations. Problem solving and strategic planning are applied to contemporary management issues. Class projects in the students' workplace will be used to demonstrate the course principles.

Prerequisite: Completion of at least ten courses in the EAPM program.

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**EGPM 695 • Thesis • 3 - 9 sem. hrs.**

This is the last course taken in the M.S. program, a Thesis (3-9 sem. hrs.) depending upon its complexity. The topic will be jointly conceived by the student and his/her employer and will require a proposal that is approved by the Director. The course objective is to solve an engineering or management problem which utilizes the principles learned in earlier courses.

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**EGPM 698 • Special Studies**

New 600-level courses that are introduced into the curriculum.

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**EGPM 699 • Independent Studies**

Study areas defined by the student in cooperation with the Program Director.

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**MBAA 601****The Legal and Ethical Environments of Business**

See M.B.A. Core Curriculum

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**MBAA 602****Financial Managerial Accounting**

See M.B.A. Core Curriculum

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**MBAA 607****Operations Analysis and Decision Support Systems (same as EGPM 630)**

See M.B.A. Core Curriculum

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# ***Systems Engineering Leadership***

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## **FACULTY**

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### **Visiting Professor:**

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### **Lecturers:**

Rafael Abramovitch, D.B.A., U.S. International

Whitey Brewer, Ph.D., UCLA

Nick Friesen, MBA, Southern California

Arnold J. Galloway, Ph.D., Michigan

Karen Miller, Ed.D., Southern California

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## ***Mission Statement***

The mission of the Systems Engineering Leadership Program (SELP) is to educate working engineers and scientists in the engineering and business disciplines that will make them leaders of highly complex technical endeavors within their sponsoring organizations.

The SELP will confer dual-degrees upon its graduates: an MBA and an MS in Systems Engineering. There is considerable interaction between the Colleges of Business Administration and Science and Engineering in creating and teaching the curriculum using the strengths of both colleges.

Students may obtain either an MS in Systems Engineering or an MBA degree as a stand-alone by fulfilling the individual degree requirements as stated in the Graduate Bulletin. A certificate program in Systems Engineering is also available.

The SELP will serve working engineers and scientists in local industry and government organizations. The program will develop the following attributes in its graduates:

1. Ability to execute the systems engineering discipline with excellence;
2. Capability to lead a complex systems engineering activity and manage an interdisciplinary team of engineers and scientists; and
3. Solid expertise in business fundamentals and their application to prepare systems engineers to do trades and make decisions based on the whole of the customer's requirements.

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## Admission Requirements

Students applying to the SELP must be accepted for admission by both the MBA program in the College of Business of Administration and the Systems Engineering Program in the College of Science and Engineering. The admissions process to both Colleges, as described elsewhere in the Graduate Bulletin, will be coordinated within the University. Prospective students need to submit only one application to the LMU Graduate Division.

### A. Dual-degree program requirements

- Bachelor's degree in engineering or science from an ABET accredited program
- GMAT (for MBA program)
- Three or more years of related work experience
- Resume
- Three letters of recommendation
- Essay discussing how SELP fits into your career development

### B. MS in Systems Engineering (SE) requirements

- Bachelor's degree in engineering or science from an ABET accredited program
- Three or more years of related work experience
- Resume
- Three letters of recommendation
- Essay discussing how MS in SE fits into your career development

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## Schedule

Scheduling of the courses constituting the SELP and the MS in Systems Engineering curriculum is the student's responsibility. A student is expected to make reasonable progress toward the degrees to remain in good standing at the University.

All engineering and business courses are offered on the LMU Westchester campus and typically meet in the evenings. Usually courses meet one evening per week for three hours except during the summer semesters when each course may meet two evenings per week for three hours.

Students can be admitted into either the SELP or Master's Degree in SE programs throughout the year and begin their course work in any semester including the summer. The application deadlines are as follows: July 15 for the Fall Semester; December 15 for the Spring Semester; April 15 for the summer session.

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## Program Requirements

### A. Dual Master's Degrees

The SELP students will be expected to meet the course requirements in the both the Systems Engineering and accredited MBA programs. SELP students will be expected to adhere to the policies and procedures established for all students in the MBA program. The MBA program will accept for credit some engineering courses having significant financial, economics, management, and/or marketing content. In a like manner, the engineering program will accept for credit some MBA courses having significant statistics, operations, and/or project management content. Of the 22 courses required from the Systems Engineering and MBA Program curriculum for the two degrees, eight will receive credit toward both degrees.

Students may be allowed to waive as many as nine core MBA courses based on prior academic accomplishment at an accredited U.S. university or demonstrated knowledge of course content. Additional information about MBA core course waivers and the process can be found in the MBA section of this Bulletin. Waiver decisions will be at the discretion of the Director of the MBA Program.

Students who receive a grade of less than B in 500-level courses will not have the course count toward their degree.

The curriculum of 22 required courses for the two degrees is as follows:

### Systems Engineering Courses

- EGPM 500 Quality\*
- EGPM 552 Systems Engineering I
- EGPM 620 New Product Development\*
- SELP 650 Systems Management
- EGPM 660 Lean Methods
- EGPM 670 Advanced Project Management\*
- EGPM 698 Engineering Economy\*
- SELP 685 Advanced SE Concepts & Case Studies\*
- SELP 695 Systems Engineering Integrative Project ( taken 2 semesters)\*

## **MBA Courses**

### *Core MBA Courses*

MBAA 601	Business Law & Ethics
MBAA 602	Financial & Managerial Accounting
EGPM 520	Statistics*
MBAA 604	Business Economics
MBAA 605	Management and Organizational Behavior
MBAA 606	Marketing Management
EGPM 630	Operations Analysis & Decision Support Systems*
MBAA 608	Financial Management
MBAA 609	Management Information Systems

### *Advanced MBA Courses*

MBAI 610	Management Strategy
MBAB 615	Program Management*
MBAG 64X	International Elective, selected from MBAG 640, 641, 642, 649

\* denotes courses counting toward both the MBA and MS in Systems Engineering degrees

## **B. Master of Science in Systems Engineering**

The curriculum of 12 required courses for the MS degree is as follows:

EGPM 500	Quality
EGPM 552	Systems Engineering I
EGPM 594	Project Management
EGPM 620	New Product Development
SELP 650	Systems Management
EGPM 660	Lean Methods
EGPM 670	Advanced Project Management
EGPM 698	Engineering Economy
SELP 685	Advanced SE Concepts & Case Studies
SELP 695	Systems Engineering Integrative Project (taken 2 semesters)
Elective	selected from 600-level engineering courses

## **C. Certificate in Systems Engineering**

The curriculum of 3 required courses is as follows:

EGPM 500	Quality Systems
EGPM 552	Systems Engineering I
EGPM 594	Project Management

## Course Descriptions

The Systems Engineering courses are listed below. The MBA course descriptions can be found in the MBA section of this Bulletin. **All courses are three (3) semester hours unless otherwise noted.**

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### EGPM 500 • Quality

The course covers all the significant topics in quality management and measurement including the following: history of quality, philosophy of quality, concurrent engineering, continuous improvement, quantitative methods, quality systems, design of experiments, and statistical process control.

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### EGPM 520 • Statistics for Quality

Probability and statistical applications in engineering, manufacturing, and management. Probability concepts, discrete/continuous distributions, statistical inference, hypothesis testing, regression and correlation, analysis of variance, statistical quality/process control examples.

Prerequisites: Calculus I and II (or equivalent)

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### EGPM 552 • Systems Engineering I

Overview and role of systems engineering; requirements management; trade studies; systems engineering management; integration of large systems with minimum of iterations and high quality and reliability; configuration management; concurrent engineering; design reviews; software supportability verification and validation; technical performance measures.

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### EGPM 594 • Project Management

Concepts and procedures associated with managing engineering projects. Includes management principles, organizational structures, interaction of project manager with the team, planning, cost estimating and scheduling.

Prerequisite: EGPM 500

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### EGPM 620 • New Product Development

Using the team approach and multi-disciplinary planning for creating new products. Product planning, team dynamics, marketing, customer needs, design, prototyping, manufacturing, product economics, business and management of product development.

Prerequisite: EGPM 500

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### EGPM 630 • Operations Analysis and Decision Support Systems

Quantitative modeling approach to production, operations management and decision making. Course includes an introduction to decision support systems with computer applications.

Prerequisite: EGPM 520

---

### SELP 650 – Systems Management

Systems engineering management; risk assessment & management, tools and automation; technology maturity assessment; cost & schedule estimation and management; interfaces with program management, contracts, subcontracts, suppliers; customer interfaces, communication & management.

Prerequisite: EGPM 552

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### EGPM 660 • Lean Methods

In-depth examination of the principles of a lean enterprise including history of lean, principles of lean, lean manufacturing and JIT/TPS tools, lean enterprise, lean product development, lean suppliers network and supply chain management.

Prerequisite: EGPM 552

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### EGPM 670 • Advanced Project Management

Advanced concepts and case studies that relate to managing technical projects, costs, schedules and manpower.

Prerequisite: EGPM 594 or MBAA 615

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### EGPM 698 • Engineering Economy

Introduces advanced optimization modeling techniques that support financial decision-making. Deals with ethics considerations in financial decision-making. Examines design-to-cost approaches and methodologies. Studies methods for cash budgeting, portfolio management, short-term financial planning, capital budgeting, and project management. Deals with approaches to re-estimating project costs as requirements change. Importance of distinguishing between direct and indirect project costs. Uses case studies to examine economic impacts on engineering endeavors.

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### SELP 685 • Advanced SE Concepts and Case Studies

An in-depth examination of notable successes and failures in major, technology-driven programs where systems engineering played a significant role in the programs' final outcome. Defines the causes for program successes and failures and how future failures can be avoided. Presents how systems engineering is being currently applied in complex civil and government endeavors. Asks students to apply ethics considerations to case studies and class projects. Class projects will be conducted by small, integrated teams covering a range of systems engineering functions.

Prerequisites: EGPM 552, SELP 650, EGPM 594 or MBAA 615

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### SELP 695 • Systems Engineering Integrative Project

A two-semester course in which students work in integrated teams to apply the principles of management and systems engineering to a complex technical endeavor. The product will be a written report, accompanied by a verbal presentation, illustrating how the team would approach and manage the endeavor. The report will be evaluated by a faculty team with members from both the College of Science & Engineering and Business Administration, supported by invited industry experts.

Prerequisites: EGPM 620, EGPM 670, EGPM 698, SELP 650, SELP 685 and MBAI 610 for SELP students

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**DARYL GRAVER, ID.**

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**LAURA LEWIS, ID.**

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**RICHARD MORRIS**

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**A. SALEH-JAHROMI**

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**SHARON WATT, ID.**

School of Education

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**ALEX ALOIA**

*Education*

**DONALD R. ANDERSON**

*Civil Engineering*

**WALTER ARLEN**

*Music*

**BOGDAR AVRAMOV**

*Music*

**VIRGINIA BARNELLE**

*Theatre Arts*

**JAMES G. BOWIE**

*Business Administration*

**ROBERT J. BRAUS**

*Theology*

**JULIUS S. BROWN**

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**CHARLES BUNKER**

*Business Administration*

**DIANE CALLAHAN**

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**JOSEPH CALLINAN**

*Mechanical Engineering*

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**ROBERT O. CLEYMAET**

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**ANGELO A. DEGENNARO**

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*Theology*

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*Political Science*

**JOHN GARSTKA**

*Accounting*

**PAUL A. GROSCH**

*Business Administration*

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*English*

**JOHN C. HAGGART**

*Business Administration*

**THOMAS G. HANRAHAN**

*Modern Languages*

**ROGER TIM HAUG**

*Civil Engineering*

**EMMET JACOBS**

*Theatre Arts*

**FLOYD A. JENKINS, S.I.**

*Biology*

**CARL G. KADNER**

*Biology*

**BORIS KAPLAN**

*Communication Arts*

**CARROLL KEARLEY**

*Philosophy*

**IRVING KESSLER**

*Psychology*

**HERBERT KINDLER**

*Business Administration*

**HELEN LANDGARTEN**

*Art Therapy*

**LEON LEVITT**

*Business Administration*

**SARA LIEBERMAN**

*Psychology*

**ALFRED LIGHTFOOT**

*Education*

**GRACIELA LIMON**

*Chicano/a Studies*

**RODERICK MACLEOD**

*Chemistry*

**TERRANCE MAHAN, S.I.**

*History*

**PAULINE KHURI MAJOLI**

*Art*

**M. RAYMUNDE MCKAY, R.S.H.M.**

*Economics*

**WILLIAM D.C. MOERS**

*Physics*

**WADE A. PETERSON**

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**CLAIRE PFENNIGER**

*Modern Languages*

**LUCIEN RICO**

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**PAUL SALAMUNOVICH**

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**PAUL SCHUMANN**

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**WARREN SHERLOCK**

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**RICHARD L. WILLIAMSON**

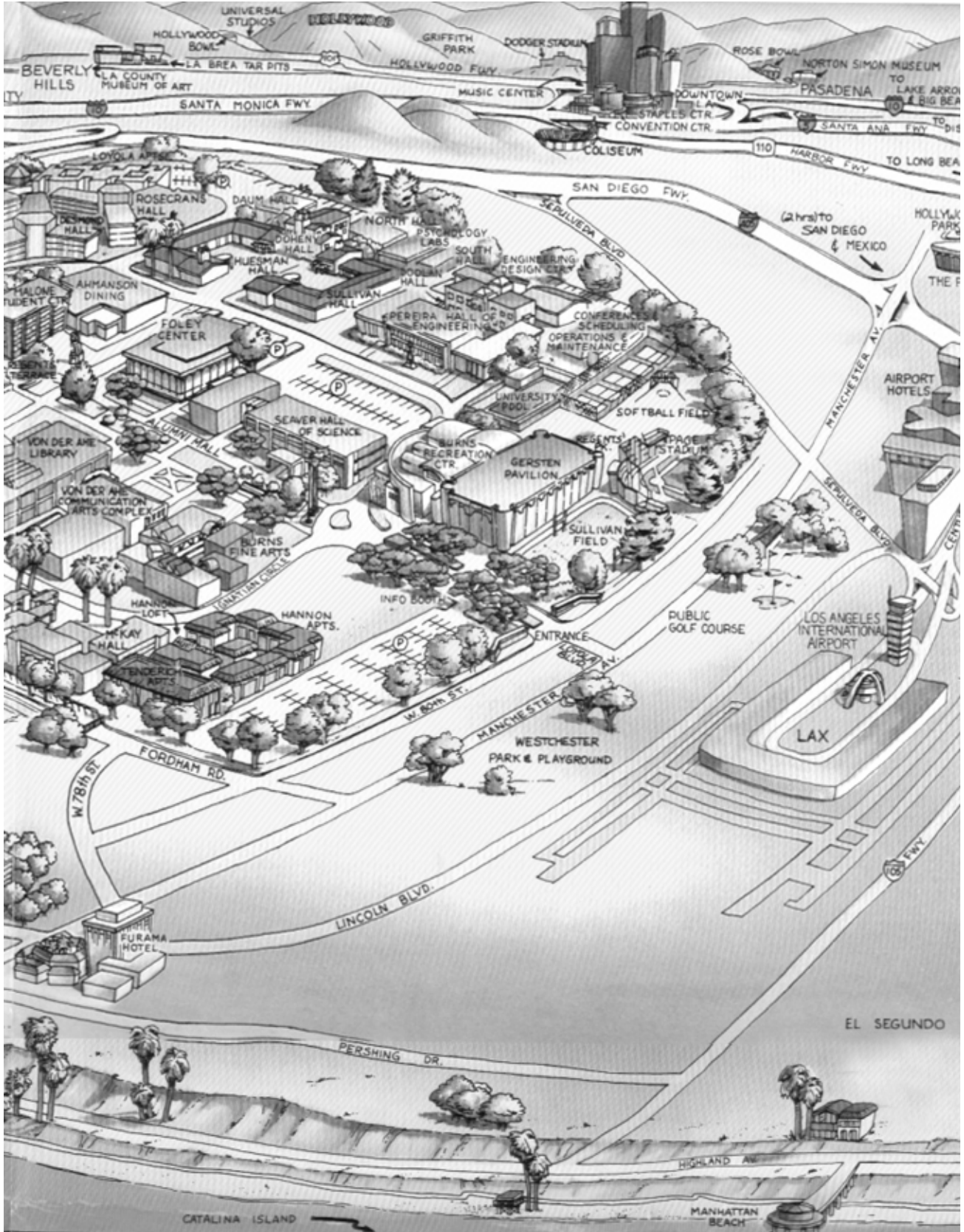
*Business Administration*

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Marital and Family Therapy .....			
Marymount Institute for Faith,			
Culture and the Arts .....			

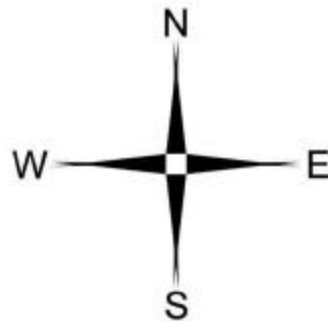




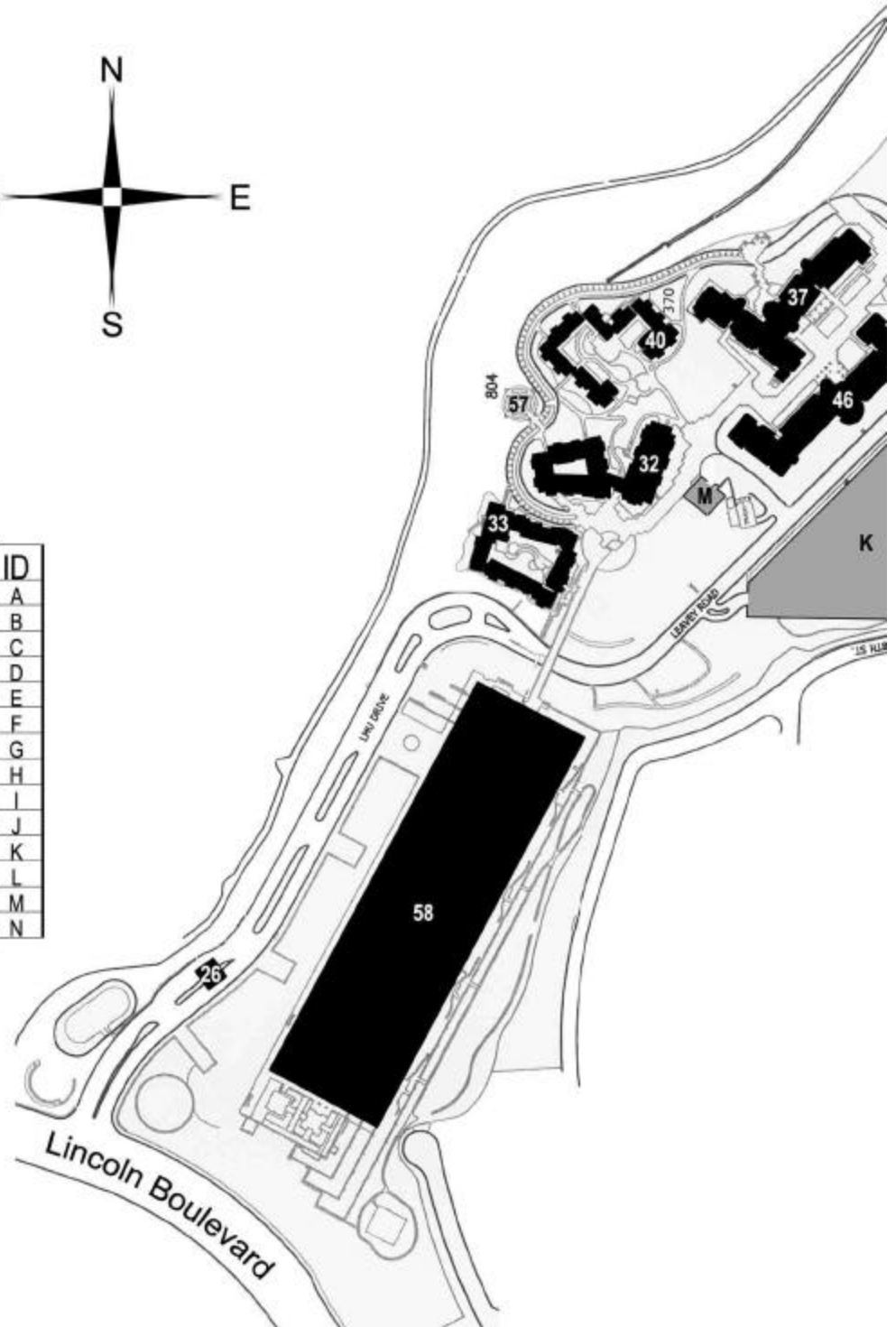
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## Campus Map (Detail)

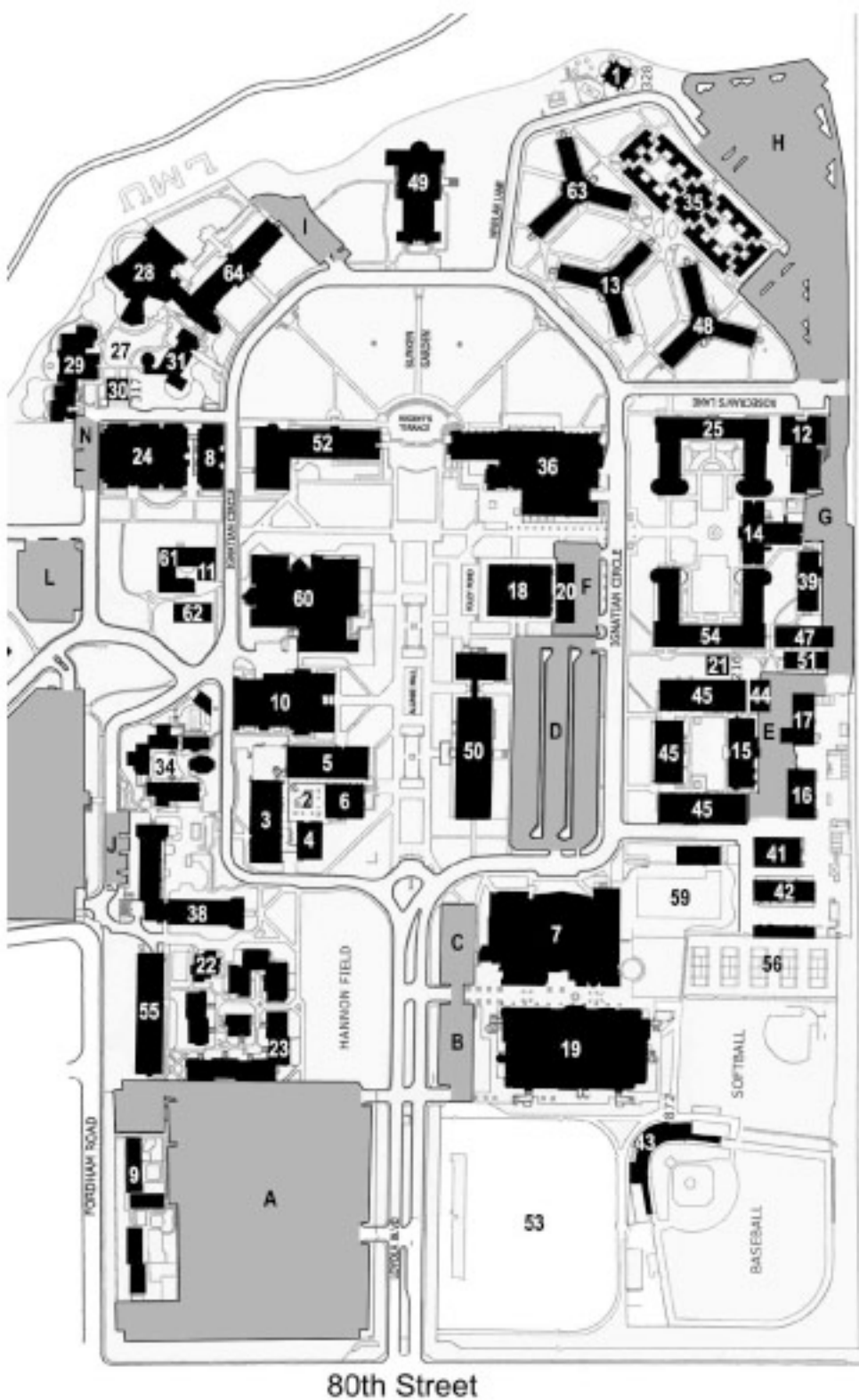
# Loyola Marymount University



Parking Lots	ID
Visitor/Stud. Hannon Lot	A
Employee/Stud. Gersten Lot	B
Employee/Stud. Burns Rec. Lot	C
Employee Seaver Lot	D
Employee/Student Lot	E
10 Min. & Disabled Lot	F
Employee/Student Lot	G
Student Loyola Lot	H
Admissions Lot	I
Student Leavey Lot	J
Drollinger Plaza	K
Student Rains Lot	L
10 Min. & Disabled Lot	M
Jesuit Lot	N







80th Street

Building	ID#
Bird Nest	1
Burns Fine Arts Center	2
Hogan Hall	3
Laband Art Gallery	4
Lemons Hall	5
Murphy Recital Hall	6
Burns Recreation Center	7
Central Plant	8
Child Care Center	9
Communication Arts	10
Conference & Event Services	11
Daum Hall	12
Desmond Hall	13
Doherty Hall	14
Doolan Hall	15
East Hall	16
Engineering Design Center	17
Foley Building	18
Gersten Pavilion	19
Gracian Hall	20
Greenhouse	21
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Graduate Division / University Hall  
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 Los Angeles, California 90045-2659

**General Location**



**Location Detail**

