

LMU|LA

GRADUATE DIVISION BULLETIN

Fall Term 2005 • Spring Term 2006

Summer Session 2006



LMU|LA

Graduate Division Bulletin



**Fall Term 2005 • Spring Term 2006
Summer Session 2006**

GRADUATE DIVISION

Telephone: (310) 338-2721

Fax: (310) 338-6086

Loyola Marymount University

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



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.

The information in the bulletin applies to the academic year 2005-2006 and is accurate and current, to the best of our knowledge, as of June 2005. 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.

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 (Candidate Member)
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 2005-2006

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 2005

August 29	M	Classes Begin
September 2	F	Last Day for Late Registration and Change of Program
September 5	M	UNIVERSITY HOLIDAY - Labor Day
September 28	W	Last Day to file Application for Degree for December 2005
October 24-25	M-T	UNDERGRADUATE HOLIDAYS
November 4	F	Last Day to withdraw or apply for Credit/No Credit grading
November 14	M	Academic Advisement & Advance Registration for Spring Semester Begins
November 24	TH	HOLIDAY - Thanksgiving
November 25	F	HOLIDAY - Thanksgiving
December 12	M	Registration begins for new students for Spring 2005
December 12-16	M-F	Final Examinations
December 23 - January 1		Christmas Holidays; Administrative Offices closed

SPRING 2006

January 9	M	Classes begin
January 13	F	Last day to file for May Commencement and Last Day for Late Registration and Change of Program
January 16	M	UNIVERSITY HOLIDAY - Martin Luther King, Jr. Day
February 20	M	UNIVERSITY HOLIDAY - President's Day
February 27	M	Summer Session Registration begins
March 6-10	M-F	SPRING BREAK
March 17	F	Last Day to withdraw or apply for Credit/No Credit grading
March 31	F	UNIVERSITY HOLIDAY - Cesar Chavez Day
April 3	M	Academic Advisement and Advance Registration for Fall 2006
April 14	F	UNIVERSITY HOLIDAY - Good Friday
May 1-5	M-F	Final Examinations
May 5	F	Baccalaureate Mass, Gerston Pavilion, 7:30 p.m.
May 6	SA	Undergraduate Commencement Exercises Sunken Gardens, 10:00 a.m.
May 7	SU	Graduate Commencement Exercises • Gerston Pavilion, 10:00 a.m.

SUMMER 2006

May 15	M	Session I begins
May 19	F	Last Day for Late Registration and Change of Program
May 29	M	UNIVERSITY HOLIDAY - Memorial Day
June 9	F	Last Day to Withdraw; Last Day to file for Credit/No Credit grading
June 23	F	Session I ends
June 26	M	Session II begins
June 30	F	Last Day for Late Registration and Change of Program
July 4	M	UNIVERSITY HOLIDAY - Independence Day
July 21	F	Last Day to Withdraw; Last Day to file for Credit/No Credit grading
August 9	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

All communication concerning Graduate Studies should be addressed to:

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

Graduate Division	Building	Extension
Graduate Admissions	University Hall, Suite 2500	2721
Office of the Academic Vice President		
*Ernest Rose, Ph.D., Vice President, Academic Affairs, Chair, Graduate Council	University Hall, Suite 4800	
*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
Financial Aid Office		
Rosie Pulido • Assistant Director of Graduate Financial Aid	University Hall, Suite 2500	1810
College of Liberal Arts	Building	Extension
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
College of Business Administration	Building	Extension
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
College of Science and Engineering	Building	Extension
Richard G. Plumb, Dean	Pereira 100	2834
<i>Civil Engineering and Environmental Science</i>		
*Joe Reichenberger, Graduate Director	South Hall	2830
<i>Electrical Engineering and Computer Science</i>		
Stephanie August, Graduate Director	Doolan 108	5973
<i>Mechanical Engineering</i>		
Bohdan W. Oppenheim, Graduate Director	Pereira 204	2825
<i>Engineering and Productivity 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
School of Film and Television	Building	Extension
Teri Schwartz, Dean	St. Roberts 102	5806
*Roy Eric Xavier, Ph.D., Associate Dean	Comm Arts 304	3999
Mary Abshire, Administrative Assistant to Graduate Director	Xavier 320	5991
College of Communication and Fine Arts	Building	Extension
<i>Department of Marital and Family Therapy</i>		
Barbara Busse, Dean	St. Roberts 100	7430
*Debra Linesch, Department Chair and Graduate Director	University Hall, 2517	4562
Lori Gloyd, Administrative Assistant	University Hall, 2518	4562

School of Education	Building	Extension
*Shane P. Martin, Dean	University Hall, 2612	7301
Elizabeth Stoddard, Associate Dean	University Hall, 2653	7457
Ramiro Euyoke, Manager, Budget and Administration	University Hall, 2616	5763
Sharon Coulter, Director of Development	University Hall, Suite 2800	8752
Gloria Davidson, Assistant to the Dean	University Hall, 2623	5882
Tangee Smith-Hill, Manager, Credential and Degree Services	University Hall, 2612	2798
Mary Fraser, Manager, Academic and Instructional Technology	University Hall, 2423	5892
Kay Dueñas, Assessment and Accreditation Coordinator	University Hall, 2612	7309
Theresa Asuncion, Admissions Coordinator	University Hall, 2619	7845
Elaine Coates, Instruction Technology Analyst	University Hall, 2420	7494
Steven Siu, Administrative Assistant	University Hall, 2616	5209
Sheila Duke, Administrative Assistant	University Hall, 2348	7449
Terri Taylor, Administrative Assistant	University Hall, 2600	2863
Dale Steinbacher, Administrative Assistant	University Hall, 2600	7755
LaCresha Stanford, Credential Assistant	University Hall, 2616	4619
Yolanda Neal, Administrative Assistant	University Hall, 2429	7307
Teacher Education • Magaly Lavadenz, Chair	University Hall, 2637	2924
Professional Services • Mary McCullough, Chair	University Hall, 2639	7312
Administration • Franca Dell'Olio, Acting Director – Public School Systems	University Hall, 2612	2863
Michael Caruso, S.J., Director – Private and Catholic School Systems	University Hall, 2620	7862
Bilingual Education • Magaly Lavadenz, Director	University Hall, 2637	2924
Counseling • Paul DeSena, Director	University Hall, 2635	7300
Thomas Batis, Fieldwork Coordinator	University Hall, 2649	7303
Doctoral Program • Mary McCullough, Director	University Hall, 2639	7312
Lucretia Peebles, Assistant Director	University Hall, 2612	2863
Educational Psychology • Brian Leung, Director	University Hall, 2645	7313
Elementary Education • Irene Oliver, Director	University Hall, 2641	7302
Fifth Year Program • Lisa Layne, Director	University Hall, 2415	3769
General Education/Child and Adolescent Literacy • Candace Poindexter, Director	University Hall, 2643	7314
Internship Programs • Maureen Schaukowitz, Director	University Hall, 2429	3775
PLACE Corps • Diana Murphy, Director	University Hall, 2419	3774
Betty DeLong, Coordinator	University Hall, 2419	4502
Secondary Education • Kathy Clemmer, Director	University Hall, 2624	3783
Special Education • Victoria Graf, Director / Marianne Mitchell, Assistant Director	University Hall, 2651	7305
Teach for America Partnership • Andrea Clemons, Director	University Hall, 2417	3779
Eduardo Lara, Coordinator	University Hall, 2442	3780
Campus Offices	Building	Extension
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 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
Bookstores	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 1,600 graduate students attend LMU each year.

An Introduction to Graduate Studies 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*

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.

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



INTERCULTURALISM

MISSION OF LOYOLA MARYMOUNT UNIVERSITY

Founded in 1911 and located in Los Angeles, Loyola Marymount is the only Jesuit/Marymount University in the southwestern United States. It is institutionally committed to Roman Catholicism and takes its fundamental inspiration from the traditions of its sponsoring religious orders. Loyola Marymount has always been, above all, a student-centered university.

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*

INTERCULTURALISM

Interculturalism is sharing and learning across cultures with the aim of promoting understanding, equity, harmony, and justice in a diverse society. Our actions must be grounded in, and guided by, the following:

- LMU is composed of individuals and groups who continue to grow in knowledge of the historical contexts from which we emerged.
- Knowledge of self and others, inspired by a commitment to human dignity and justice, is the hallmark of interculturalism.
- Promotion of the common good requires the recognition of similarities within a common humanity, the appreciation of differences, and the willingness to share cross-cultural experiences.
- Interculturalism is a dynamic and critical endeavor that involves the acquisition of knowledge, ongoing examination of the way we view the world, and purposeful action to promote a just and harmonious society at LMU and beyond.

VISION

Grounded in the Catholic intellectual tradition, Loyola Marymount University affirms human dignity and promotes justice. Different cultures are unique expressions of these common aspirations. All cultures can contribute to the search for knowledge and the building of communities based on the common humanity of all people. At LMU, interculturalism is an essential source of academic excellence and a defining characteristic of our campus community. We draw upon interculturalism to create a university of excellence, to serve as a model Catholic institution, and to be a catalyst for the creation of a more just society built on respect and a sense of shared destiny.

We embody interculturalism in our policies, practices, and curricula. We promote personal and professional interaction, encouraging intercultural engagement to engender trust, respect, and compassion. Intercultural engagement enables us to share power and responsibility as we grow in self-knowledge, learn to value the unique qualities of diverse cultural groups, and understand the common elements of our shared humanity.

GOALS

As part of a broad effort to fulfill our mission to promote educational excellence, the education of the whole person, service of faith and the promotion of justice, we will:

- Promote a diverse LMU community at all levels: boards, administrators, faculty, staff, and students.
- Support academic success for all students, acknowledging the importance of retaining and graduating students from underrepresented groups and first generation college students.
- Support Faculty and Staff retention and promotion, acknowledging the importance of underrepresented groups.
- Enhance curriculum, pedagogy, scholarship and creative work, to involve students and faculty in the learning process and to prepare them to engage issues of diversity as concerned citizens of the world.
- Provide ongoing education and development about interculturalism for the university community.
- Provide resources to create and sustain a culture of evidence that emphasizes assessment, critical analysis, and the identification of solutions that promote educational equity and excellence.

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).



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

- 1) The Master of Arts degree is offered in the following:
 - Administration
 - Bioethics
 - 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 Productivity 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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

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.

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.

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.

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.

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.

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.

ACADEMIC CALENDAR

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

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.

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. Group Work – Group and team work are an integral part of the Executive MBA and some other graduate programs.

Classmates are encouraged to work with and support each other as much of the learning results from mutually shared experiences and expertise of classmates. There is a point, however, where students must make their own use of materials and present their own ideas, thoughts and solutions. Examples where work must be clearly individual include individual papers, exams and projects. There is a fine line between shared learning and cheating. If the student is unclear between what constitutes group work and what constitutes individual work, it is the student's responsibility to contact the instructor to clarify the ambiguity.

H. 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.

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 three Faculty members.



II. Departmental Appeal

- A. The Student may appeal the Instructor's decision under section I(C) or (D) to the Program Director. In accordance with the grade appeal policy in the 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 Program Director 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 three Faculty members 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 Program Director'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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

GRADING SYSTEM

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

A	Superior
B	Satisfactory
C	Poor
F	Failure
CR	Credit – Equivalent to a grade 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. 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).

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 three 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 Dean of the respective College 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 Dean of the College, 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.

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."

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.

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.

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.

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.

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.

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.

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.

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.

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.

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. Transfer credits are not used to calculate GPA. School of Education students please refer to page 89.

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.

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 450,000 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 Boltstern 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.

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.



The Academic Computing Lab, Seaver Hall.

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.

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

Web Site • Additional information about LMU Information Technology Services may be obtained via the ITS website located at ITS.lmu.edu

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. The Disability Support Services Coordinator constantly interacts 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 current 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>

CAREER DEVELOPMENT SERVICES

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 the 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, on and off campus employment listings, educational 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. Students and Alumni of the MBA program are encouraged to visit the Office of MBA Career Services located in the Hilton Building or by calling (310) 338-7558.

STUDENT HEALTH SERVICES

Student Health Services provides a wide range of services to meet most students' needs including: treatment of acute illness, injuries, immunizations, and routine gynecological services. The Health Center's staff of patient-friendly caregivers include a Board Certified Internist, Nurse Practitioners, Registered Nurses, Medical Assistant, 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, or other necessary medical supplies.

Student Health Services is located on the north side of the Burns Recreation Center, 1st floor. Office hours are 8am–5pm Monday, Tuesday, Thursday, and Friday and 8am–7pm on Wednesdays.

Students are seen on an "appointment-only" basis unless it is an urgent or emergency problem. During office hours, appointments may be scheduled by calling (310) 338-2881. For after hours urgent problems or emergencies, please call Public Safety at (310) 338-2893.

For further information, please call (310) 338-2881 or visit the Student Health Services Web page at www.lmu.edu/stuaff/health

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**.

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) 338-2847** or visit <http://www.lmu.edu/lrc>

HOUSING

On-campus graduate student housing is available. It operates on a first come first-served basis.

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.

OFFICE FOR INTERNATIONAL STUDENTS AND SCHOLARS

The Office for International Students and Scholars (OISS) promotes the general interest of international education, mutual understanding, and cultural exchange through the administration of international programs and services designed to promote greater collaboration among the international and domestic communities.

The OISS provides vital immigration assistance to international students and faculty, both at the Westchester Campus and Loyola Law School. OISS provides assistance in matters related to maintaining non-immigrant status under LMU's international programs and complying with the regulations of the Department of Homeland Security, U.S. Citizenship and Immigration Service (USCIS), and the U.S. Department of State.

Moreover, the OISS acts as a resource for the international concerns of the University community through its contacts with embassies, consulates, and other international and U.S. government agencies.



Charles von der Ahe Library.



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

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.

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

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.)

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 2005 Fall semester.

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.

GRADUATE TUITION PER SEMESTER HOUR

Department of Marital and Family Therapy.....	\$770.00
Film and Television.....	\$770.00
Engineering and Productivity Management (EAPM) and Systems Engineering Leadership (SELP).....	\$895.00
MBA / MBA Certificate / PGM.....	\$895.00
School of Education.....	\$735.00
Other Masters Programs.....	\$730.00
Doctorate Education.....	\$950.00

OTHER FEES

Application Fee (<i>Mandatory</i>).....	\$50.00
(Payable upon filing of application – not refundable)	
Registration Fee (<i>Mandatory</i>) Per semester / summer.....	\$50.00
Mandatory Accident Insurance estimated cost per year (For all graduate students enrolled in 7 or more units.).....	\$142.00
Sickness Insurance Plan estimated cost per year.....	\$550.00
(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 (including SELP), per semester (<i>Mandatory</i>).....	\$60.00

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

Deferred Payment Fee (<i>Mandatory</i>).....	\$90.00
Late Payment Fee (<i>Monthly</i>).....	\$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

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.....	\$3,800.00
Plan I, per academic year.....	\$2,900.00
Plan O, per academic year.....	\$2,450.00
Plan N, per academic year.....	\$2,000.00

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.)

DEGREE APPLICATION

*Graduation Fee (<i>Mandatory</i>).....	\$150.00
Confidential File for students who are working for or who have obtained their Master's degree or teaching credential, Initial Fee	\$30.00

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.

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, 2005 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, 2006.

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 \$692.00 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.

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.

FINANCIAL REFUND POLICY – GRADUATE STUDENTS

Refunds for tuition and/or housing are made after a 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 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 refund period. The following refund schedule applies:

Fall 2005 Semester

Withdrawal Percentage for all Students

- 100% through September 2, 2005
- 90% through September 6, 2005
- 70% through September 13, 2005
- 50% through September 20, 2005
- 25% through October 21, 2005
- 0% on or after October 22, 2005

Spring 2006 Semester

Withdrawal Percentage for all Students

- 100% through January 13, 2006
- 90% through January 17, 2006
- 70% through January 24, 2006
- 50% through January 31, 2006
- 25% through March 3, 2006
- 0% on or after March 4, 2006

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



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.

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 Financial Aid Office, Graduate Division, is available to support students who require Financial Aid to pursue their graduate education at Loyola Marymount University. Any student interested in receiving Federal, State, or Loyola Marymount University grants, scholarships, loans or student employment is encouraged to apply for Financial Aid. International students are eligible for LMU grants, scholarships and assistantships. However, only U.S. Citizens and eligible non-citizens can apply for Federal and State assistance, in addition to LMU grants and scholarships.

Counseling is available to students and prospective students on a walk-in or appointment basis. Contact the Financial Aid Office, Graduate Division, (310) 338-1810 to schedule an appointment.

Admissions and Enrollment Eligibility Requirements for Financial Aid

Provisional and Controlled Admitted Students

Provisional and Controlled admitted students must submit the necessary requirements of their particular program as specified by Graduate Admissions to receive federal financial aid.

Enrollment Requirement & Financial Aid Budgets

Any graduate student enrolled in six (6) or more semester hours is considered to be a full-time student. Students taking fewer than six (6) units are considered part-time students. A graduate student is eligible for Financial Aid if enrolled in at least three (3) units of graduate level coursework. Courses numbered 500 or higher are considered graduate level. Financial Aid budgets are determined by a student's unit load each term.

MASTER'S, DOCTORAL AND CREDENTIAL PROGRAMS

Enrollment Status	Unit Load	Financial Aid Budget
Flat Rate	12 or more	Based on 12 units
Full-time	6 or more	Based on 6 units
Half-time	3-5 units	Based on 4 units
Less than half-time	0-2 units	Not eligible for aid

Students enrolled in a number of units higher than the amount of units upon which their financial aid budget is based may contact the Financial Aid Office to increase the amount of loan eligibility.

Maintaining Financial Aid Eligibility and Satisfactory Academic Progress (SAP)

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 are 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 Financial Aid Office, whether to extend or deny the student additional financial aid.

APPLYING FOR FINANCIAL AID

- 1) Complete the **Free Application for Federal Student Aid (FAFSA)** online at www.fafsa.ed.gov. Only U.S. citizens and eligible non-citizens can apply for Federal and State assistance.
- 2) A small number of students will be selected for verification. If requested, please submit signed copies of your **2004 Federal Income Tax Returns and Schedules** along with an **Independent Verification Worksheet** which can be downloaded from the Financial Aid website at www.lmu.edu/financialaid. If you did not file taxes in 2004, a **Student Non-Filer Form**, also available on the Financial Aid website, must be submitted.
- 3) Complete your department's **Graduate Scholarship Application** available in the download section of the Financial Aid website at www.lmu.edu/financialaid

DEADLINES

May 1, 2005	Marital & Family Therapy Department
June 1, 2005	All other Graduate Departments

Students who apply after these dates will only be considered for Federal Financial Aid and may not be considered for LMU grants or scholarships. Disbursement of Financial Aid is not guaranteed by the start of the semester for students who apply after June 1, 2005.

For students who will be enrolling for Spring 2006, Financial Aid forms should be completed by December 1, 2005.

AID PROGRAMS

LMU GRANTS

University Department Grant

Each graduate program awards a certain number of grants and scholarships every year. Amounts vary by program and are often renewed for up to two years. To be considered for a department grant or scholarship complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov and submit the Department Scholarship Application also available online at www.lmu.edu/financialaid

Catholic Teacher/Ministry Fund

Students who teach full-time in a Catholic Elementary or Secondary Education or work full-time in Catholic Ministry are eligible to receive tuition assistance. Students must be enrolled in a Master's degree program in Education, English, Pastoral Studies, Philosophy, or Theology. Details on how to apply are listed on your Department's Scholarship Application.

Religious Grant

LMU funds a grant of 25% of tuition costs for members of the Catholic clergy or Catholic religious orders. Awards will be made until all monies have been allocated. Details on how to apply are listed on your Department's Scholarship Application.

LMU SCHOLARSHIPS

BUSINESS

MBA Alumni Association Scholarship for students enrolled in the MBA program.

Francesco Salvo Scholarship for MBA students specializing in International Business.

Robert W. Zinn Memorial Scholarship for MBA students specializing in Marketing.

EDUCATION

Juan F. Salinda Endowed Scholarship awards are based upon financial need and merit.

Ouriz Kouyoumjian Scholarship awards are based upon financial need and academic standing.

FILM AND TELEVISION

Film and Television Graduate Scholarship for students enrolled in the M.F.A. in Film and Television. This scholarship is made possible by donations from the Metromedia Scholarship Fund, Mervyn Leroy Scholarship Funds, Harold Lloyd Memorial Fund and the Daniel Murphy Scholarship Fund.

MARITAL AND FAMILY THERAPY

Alumni Art Therapy Scholarship funds are raised by department alumni for students in the Marital & Family Therapy Program; based on financial need.

HARC Foundation Art Therapy Scholarship for students working with abused children; funds are privately donated by the Marchese Family.

Elizabeth Taylor Endowed Scholarship for students who are involved in AIDS-related work; funds are donated by the Elizabeth Taylor Foundation.

Helen Landgarten Scholarship awards are based on financial need; funds are raised in acknowledgment of Landgarten's contributions.

Maxine Borowsky Junge Scholarship for women in midlife who are entering the field of Art Therapy Studies; funds are raised in acknowledgment of Junge's contributions.

GENERAL

Endlein Scholarship is a donated scholarship for African American and Native American students and is based on financial need. All graduate students who meet eligibility are encouraged to apply.

STATE GRANT

California Grant A or B Extension

Students who received a Cal Grant A or B as undergraduates and begin an Elementary or Secondary Teaching program within 15 months of their last Cal Grant payment, may apply to renew their Cal Grant for one additional year. Eligible students must complete a G-44 renewal form available at www.csac.ed.gov, in addition to the FAFSA.

ASSISTANTSHIPS AND EMPLOYMENT

Graduate Assistantships – Students in any graduate program can apply for a variety of two-year on-campus positions. The average pay is about \$17 per hour for an average of 20 hours per week. 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 Work Study – Maximum earnings of \$3,200 per academic year for work on campus. Recipients must be eligible under federal guidelines. Eligibility is determined by the Financial Aid Office.

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

LOANS

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 in subsidized and/or unsubsidized loans. Students enrolled in a Non-Degree Credential program may be eligible to borrow up to \$10,500 per academic year. The amount of the loan cannot exceed the financial aid budget, less grants, scholarships or employment awards from any source. Some students may qualify to have the Stafford Loan interest paid by the federal government while they are in school. The interest rate for the Stafford Loan is variable. The interest rate is adjusted every July 1st and will not exceed 8.25%. First-time borrowers at Loyola Marymount University will be required to complete Entrance Loan Counseling and a Master Promissory Note before loans will be processed. Students may complete Entrance Loan Counseling online at www.edfund.org/edtest and complete a Master Promissory Note for the lender of their choosing. See our preferred lender list for more details at www.lmu.edu/financialaid

Hanna Weitz Loan

An institutional loan, for tuition only, offered at zero interest, while in school at least half-time. A fixed interest rate of 2% begins six-months after graduation or when the student falls below half-time status.

Federal Perkins Loan

An interest free loan while in school at least half-time; offered to students who qualify based on financial need. Interest rate is fixed at 5%.

Alternative Educational Loan

A private loan, interest rate varies by lender and depends on creditworthiness of the student. See our preferred lender list for more details at www.lmu.edu/financialaid

LOAN FORGIVENESS PROGRAMS

Assumption Program of Loans for Education (APLE)

APLE is a competitive teacher incentive program designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers. Recipients must agree to teach in a shortage and low-income school. The commission may assume a maximum of \$19,000 in outstanding loan balance in exchange for four years of teaching. If participants teach in math, science, or special education they are eligible for an additional \$1,000 in loan assumption benefits, and an additional \$1,000 if they teach in a school ranking in the lowest 20th percentile on the Academic Performance Index.

<http://www.csac.ca.gov/>

Teacher Loan Forgiveness (TLF)

TLF is a Federal program to assist students in repayment of Federal Stafford Loans and Direct Loan Programs. Students who received these loans after Oct. 1, 1998, and have taught for five years in a low-income school may be eligible to have up to \$5,000 of their loan cancelled.

http://www.edfund.org/pdfs/TLF_Chart.pdf

http://www.edfund.org/pdfs/TLF_Process.pdf

<http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelstaff.jsp?tab>

Perkins Loan Cancellation

In order to qualify for cancellation (discharge) of up to 100% of a Federal Perkins Loan a student must have served full time in a public or nonprofit elementary or secondary school system as a teacher in a school serving students from low-income families or special-education teacher, including teachers of infants, toddlers, children, or youth with disabilities, or teacher in the fields of mathematics, science, foreign languages, or bilingual education, or in any other field of expertise determined by a state education agency to have a shortage of qualified teachers in that state. www.studentaid.ed.gov

REFUND CALCULATIONS

When students receiving Financial Aid are eligible for a refund or a cancellation of LMU charges, their Financial Aid funding will also be adjusted. A refund is calculated when a student withdraws from the university, drops out, takes an unapproved leave of absence that will exceed 60 days, is expelled or otherwise does not complete the period of enrollment for which he or she was charged. The Financial Aid award will be recalculated based on federal refund requirements and the Controller's Office will be notified. Any resulting charge will be added to the student's account. Any resulting refund, due to a Federal Financial Aid program will be made by LMU for the student. The Controller's Office will prepare a refund check for the student to pick up or be sent by mail.

Disclosure

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.



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

■ *Bioethics*

■ *English*

■ *Philosophy*

■ *Theological Studies*

College of Liberal Arts

Office Location: University Hall, Suite 4600

Telephone: (310) 338-2716

Fax: (310) 338-2704

Website: Bellarmino.lmu.edu

Michael E. Engh, S.J., Dean

Jennifer Abe-Kim, Ph.D., Associate Dean

John Popiden, Ph.D., Associate Dean

■ **MISSION OF THE COLLEGE**

The Bellarmine College of Liberal Arts embodies the wider University goals of liberal education and commitment to Roman Catholicism and the Judaeo-Christian tradition. The curriculum in the College liberates the mind, nourishes the spirit, and cultivates creativity for the challenges of today and tomorrow. The College offers the Master of Arts (M.A.) in Bioethics, 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.

Bioethics

Graduate Director: Roberto Dell'Oro, Ph.D.

Email: rdelloro@lmu.edu

Telephone: (310) 338-2752

Office Location: University Hall 4500

Fax: (310) 258-8642

Website: www.lmu.edu/pages/9424.asp

Administrative Assistant: MaryAnne Walter

Telephone: (310) 338-4205

Email: mwalter@lmu.edu

FACULTY

Professor:

James J. Walter, O'Malley Professor & Chairperson, Ph.D., Katholieke Universiteit Leuven, Belgium

Assistant Professor:

Roberto Dell'Oro, Ph.D., Gregorian University, Rome

Adjunct Professor:

Michael B. Pesce, M.D., Mt. Sinai School of Medicine; J.D., University of San Diego School of Law

Mission Statement

The graduate program in bioethics at Loyola Marymount University is a distinctive program of studies leading to the Master of Arts degree. It seeks to provide graduate educational opportunities that will enable students to reflect systematically on contemporary issues in bioethics and healthcare principally through the prism of the intellectual heritage of the Roman Catholic philosophical and theological tradition. It also seeks to promote an awareness of social justice in the delivery of healthcare. The Master's program is multidisciplinary and encourages learning and thinking from an interdisciplinary perspective, and it fosters the critical analysis of bioethical topics through the interplay between moral theory and medical practice. For those interested in pursuing a Ph.D. in bioethics, it will prepare them well to enter into a doctoral program at another institution.

ADMISSION REQUIREMENTS

- Baccalaureate degree, or its equivalent, from an accredited institution.
- The General Test of the Graduate Record Examination (GRE) or Miller Analogies Test (Waived for applicants who already have a terminal degree, e.g., M.D. or J.D.).
- Undergraduate GPA of at least 3.0.
- Two letters of recommendation from persons acquainted with the applicant's professional or academic background.
- A personal statement, of no more than four typed single-spaced pages, addressing the following three areas: 1) the applicant's academic and/or professional background; 2) why the applicant wishes to pursue graduate studies in bioethics at LMU; and 3) how the applicant intends to use the degree after graduation.
- Personal Interview

All applicants for admission to the master's degree program are required to submit a Graduate Division application and \$50.00 fee and two copies of all post-secondary transcripts (in some cases submission of transcripts may be waived for applicants with terminal degrees). All materials should be sent to the Graduate Admissions Office. Applicants who have applied for admissions 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.

March 1st for the Fall Semester

October 1st for the Spring Semester

February 1st for the Summer Session

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

FINANCIAL ASSISTANCE

Graduate Research Assistantships are available and are awarded normally for a two-year period to full-time graduate students. Some scholarship funds are available to part-time students. A number of on-campus jobs are available by application, as well.

DEGREE REQUIREMENTS

Required Core Courses in Bioethics: 15 hours

BIOE 600	Methodological Issues in Bioethics
BIOE 610	Theological Issues in Bioethics
BIOE 620	Jurisprudence & Healthcare Law
BIOE 630	Topics in Bioethics
BIOE 640	Clinical Bioethics and Religious Traditions

Required General Ethics Courses: 6 hours

BIOE 660	Ethical Theories in Bioethics or PHIL 678 Ethics (Philosophy)
BIOE 670	Foundations of Theological Ethics or THST 660 Foundations of Christian Moral Life (Theological Studies)

Elective Courses: 9 hours

These courses may be taken in any allied graduate department at LMU, e.g., Theological Studies or Philosophy, or up to six credits at another university with the approval of the Graduate Director.

BIOE 650	Introduction to Clinical Medicine [Students who do not have a sufficient background in clinical medicine/nursing must take this course as one of their electives]
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Course Descriptions

All Courses are three semester hours unless otherwise noted.

BIOE 600 (Core) • Methodological Issues in Bioethics

Bioethics represents a complex intellectual phenomenon. Although an established academic field, it still struggles to find a formal and coherent methodology for the analysis of ethical problems triggered by advances in medicine and the life sciences. The course will, first, look at the historical roots of bioethics, concentrating, in particular, upon the original contribution of theologians and, later on, of philosophers to the field. It will, then, discuss the dominant theories in contemporary bioethics, among others: principlism in its various versions, rights-based theories, casuistry, virtue ethics and the ethics of care.

BIOE 610 (Core) • Theological 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. After reviewing the various relationships between religion and medicine and the role that theological reflection can play in bioethics, several specific topics will be discussed and analyzed in depth. 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.

BIOE 620 (Core) • Jurisprudence & Healthcare Law

This course will introduce the student to the basic theories and principles of jurisprudence. In addition, it will familiarize the student with the various types of constitutional and statutory laws that have been promulgated on issues related to bioethics. Special attention will be given to how legal theories and promulgated laws have contributed to bioethics.

BIOE 630 (Core) • Topics in Bioethics

The course is an analysis of some of the important topics in bioethics. Students will familiarize themselves with the ethical questions surrounding major topics in contemporary bioethics. The course will focus on one or more of the following topics: medical research with human subjects, the new genetic medicine, social justice and the delivery of healthcare, organ transplantation, death and dying, and the development of techniques for human reproduction.

BIOE 640 (Core) • Clinical Bioethics and Religious Traditions (Offered in the Summer Only)

This course will focus on the clinical and religious aspects of bioethics in a hospital setting. Every week the students will attend two sets of clinical rounds in an Intensive Care Unit (ICU). During these rounds certain ethical issues will emerge from patient care, and the students will be responsible for researching these issues during the week. On the other class day, the students will attend class at LMU, and seminar discussions of various ethical issues involved in clinical medicine from different religious traditions, e.g., Catholic, Protestant, Jewish, Islamic, etc., will be held.

BIOE 650 • Introduction to Clinical Medicine (Elective, but required of those who do not have sufficient clinical background)

This course will introduce the non-clinically trained students to basic medical terminology and clinical medicine in order that they will be able to participate in a bioethics consultation in a medical center. In addition, the course will discuss the ethical dimensions of the physician-patient relationship through a study of the philosophy of medicine.

BIOE 660 • Ethical Theories in Bioethics

This course will study from a philosophical perspective the various ethical theories that have influenced the development of bioethics. The course will use an historical method and concentrate, among others, on the ethical theories of virtue, teleology and deontology in their historical contexts. These theories will then be placed in the context of the development of contemporary bioethics in the United States and Europe.

BIOE 670 • Foundations of Theological Ethics

This course is devoted to a critical analysis of theological ethics firmly rooted in the historical method. The goals are to uncover the foundations of theological ethics and then to study the various ethical methods, methodological issues, critical questions, and the personalities who have shaped the discipline of theological ethics. Special attention will be given to the Roman Catholic tradition. The course will proceed through both lecture and discussion formats, and applications will be made to contemporary topics in bioethics.

English

- *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, 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
Paul A. Harris, Ph.D., Graduate Director, California, Irvine
David Killoran, Ph.D., Tulane
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
Theresia de Vroom, Ph.D., Southern California
Lucy Wilson, Ph.D., Temple
Gail Wronsky, Ph.D., Utah

Associate Professors:

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

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.

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 an application, \$50 application fee, and 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 \$12 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.



Happy faces on graduation day.

DEGREE REQUIREMENTS

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.

ENGL 532 • Nineteenth Century English Novel

The development of the English novel from Austen to Hardy.

ENGL 533 • Victorian Literature

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

ENGL 534 • Literature of the Holocaust

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

ENGL 541 • British Fiction: 1900-1950

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

ENGL 542 • British Fiction: 1950 to the Present

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

ENGL 543 • British Poetry, 1900-1950

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

ENGL 544 • Modern Irish Literature

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

ENGL 545 • Contemporary Irish Literature

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

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.

ENGL 547 • Irish Short Story

A study of the short story in Ireland during the twentieth century.

ENGL 551 • Early American Literature, Art, and Ideas

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

ENGL 552 • American Romanticism

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

ENGL 553 • American Realism and Naturalism

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

ENGL 554 • Modern American Fiction

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

ENGL 555 • American Fiction Since 1950

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

ENGL 556 • Modern American Poetry

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

ENGL 557 • Modern Drama

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

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.

ENGL 559 • Survey of Literary Criticism

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

ENGL 561 • Contemporary Literary Criticism

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

ENGL 562 • Contemporary Rhetorical Theory

Textual analysis and production based on contemporary rhetorical theory.

ENGL 563 • Creative Writing Seminar

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

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.

ENGL 566 • Metaphor: Theory and Practice

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

ENGL 567 • Style in Writing

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

ENGL 569 • Linguistics

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

ENGL 571 • Writing the Novella: Workshop

Practice in writing extended narrative forms.

ENGL 574 • Rhetoric and Media

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

ENGL 575 • The Art of Rhetoric

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



Panoramic view of Xavier Hall and the Chapel.

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.

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.

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.

ENGL 584 • The Black Aesthetic

Study of theories of African American aesthetics.

ENGL 585 • Portraits of the Artist

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

ENGL 598 • Special Studies

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

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., Yale

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

Assistant Professors:

Jason Baehr, Ph.D., Washington

V. Martin Nemoianu, Ph.D., Toronto

Thomas Sherman, Ph.D., Toronto

Brad Stone, Ph.D., Memphis

Brian Treanor, Ph.D., Boston College

Jeffrey Wilson, Ph.D., Emory

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.

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. An application, \$50 application fee, and 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.

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.

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 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.

PHIL 602 • Plato

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

PHIL 604 • Aristotle

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

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*.

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.

PHIL 612 • Practical Wisdom

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

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*.

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.

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.

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.

PHIL 630 • Kant

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

PHIL 634 • Hegel

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

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*.

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.

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.

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."

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.

PHIL 647 • American Philosophy

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

PHIL 648 • Lonergan

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

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.

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.

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.

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.

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.

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?

PHIL 672 • Virtue Ethics

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

PHIL 678 • Ethics

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

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.

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.

PHIL 696 • Teacher Orientation and Practicum

0 sem. hrs.

PHIL 697 • Comprehensive Examinations

0 sem. hrs.

PHIL 698 • Special Studies

1-3 sem. hrs.

PHIL 699 • Independent Studies

1-3 sem. hrs.



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

Department of Theological Studies

Master of Arts Programs in

Theology & Pastoral Theology

Graduate Director: Douglas Burton-Christie, Ph.D.

Office Location: University Hall, Room 3753

Telephone: (310) 338-1921

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
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

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
Amir Hussain, Ph.D., Toronto
John R. Popiden, Ph.D., Notre Dame

Assistant Professors:

Kristen E. Heyer, Ph.D., Boston College
Charlotte C. Radler, Ph.D., Chicago
Jeffrey VanderWilt, Ph.D., Notre Dame



Theology faculty enjoying a light moment.

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.

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.

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)



*Dr. Wilkie Au and Dr. Douglas Burton-Christie,
Professors of Theological Studies*

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.

Students who wish to concentrate their electives in a spiritual direction would take the following four courses:

- THST 685 The Theory and Practice of Spiritual Direction
- THST 686 Ignatian Spirituality
- THST 687 Psychological Foundations of Spiritual Direction
- THST 688 Practicum and Supervision in Spiritual Direction

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, 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.

THST 685 • The Theory and Practice of Spiritual Direction

This course seeks to further the student's understanding of spiritual direction as a form of pastoral care and as a helping relationship. Among the topics to be considered are: various forms of spiritual guidance within the Christian tradition, the distinctive nature of spiritual direction, the qualities and skills required to be an effective spiritual director, and the role of spiritual direction in facilitating spiritual growth and development.

THST 686 • Ignatian Spirituality and Discernment

This course seeks to further the student's understanding of the spirituality of Ignatius of Loyola by a close reading of his spiritual classic, *The Spiritual Exercises*, and by a study of contemporary writing on Ignatian spirituality. Praxis, the reflection upon experience, is a central aspect of this course and reflects the hypothesis that some of the dynamics of the Spiritual Exercises can be experienced by individuals in a group learning situation when they are approached in a critical and prayerful way.

THST 687 • Psychological Foundations of Spiritual Direction

This course focuses on the psychological dynamics of spiritual direction as a helping relationship, as well as the cultivation of communication skills needed to be an effective spiritual director. Principal topics to be covered include the following: how spiritual direction differs from psychotherapy; the importance of self-knowledge and personal awareness on the part of helpers; the nature of empathic understanding and its relationship to psychological and spiritual growth; basic counseling skills.

THST 688 • Practicum and Supervision in Spiritual Direction

The art of spiritual direction is best fostered through practice and reflection on that practice in a supervisory setting. This course will give students an opportunity to grow in spiritual direction skills, self-awareness, and interior freedom under the guidance of experienced spiritual directors.

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: Rachele 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

Rachele Katz, Ph.D., Stanford

Lawrence Kalbers, Ph.D., C.P.A., Pennsylvania State

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
Ying Sai, Ph.D., Texas
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, two dual degree programs are available. Students may apply for separate admission to the Loyola Law School and earn the JD/MBA degree or apply to the Systems Engineering Leadership Program and earn an MBA and an MS in Systems Engineering.

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.

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.

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 and a \$50 application fee 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.

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.

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.

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

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

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.

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. Waivers will only be granted during a student's first semester of enrollment. 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.

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:

MBABManagement and Organizational Behavior
MBACMarketing Management
MBADInformation and Decision Sciences
MBAEHuman Resource Management
MBAFFinancial Decision Systems
MBAGInternational Business Systems
MBAHEntrepreneurial Organizations
MBAJAccounting 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.

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.

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.

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

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.

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.

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.

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.

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.

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.

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

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

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.

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.

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

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

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

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

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

MBAB 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 the client can quickly understand the recommended action. Business experience is a plus. Also listed as MBAH 622.

Prerequisite: MBAA 605

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

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.

Prerequisites: MBAA 601-609; one international elective also recommended.

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

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

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

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

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

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

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

MBAC: Marketing Management

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.

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

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

MBAB 696 • Directed Research in Management

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

MBAB 698 • Special Studies

Prerequisite: as designated by the MBA Office.

MBAB 699 • Independent Studies • 1-3 sem hrs

Prerequisites: MBAA 601-609

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

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

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

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

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.

Prerequisites: MBAA 601-609

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

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



The Hilton Center for Business houses the latest technological equipment providing graduates with the tools and skills necessary for today's fast-paced working world.

MBAC 664 • Advertising and Promotional Strategy

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 606

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

MBAC 698 • Special Studies

Prerequisite: as designated by the MBA Office.

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

Prerequisites: MBAA 601-609

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.

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

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

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

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

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, 608

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, 608

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

MBAD 698 • Special Studies

Prerequisite: as designated by the MBA Office.

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

Prerequisites: MBAA 601-609

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.

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

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

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

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 601-609

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

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

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

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

MBAE 698

Special Studies

Prerequisite: as designated by the MBA Office.

MBAE 699 • 1 - 3 sem. hrs.

Independent Studies

Prerequisites: MBAA 601-609

MBAF: Financial Decision Systems

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.

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

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

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

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.

Prerequisites: MBAA 601, 602

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, 608

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, 608

MBAF 620 • Financial Strategy

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

Prerequisites: MBAA 608; a finance elective or instructor approval

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 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

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.

Prerequisite: MBAA 608

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.

Prerequisite: MBAA 608

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

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

MBAF 698 • Special Studies

Prerequisite: as designated by the MBA Office.

MBAG 699 • Independent Studies

Prerequisites: MBAA 601-609

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.

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

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

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

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

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

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

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

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 682 Regional Studies: East Asia

MBAG 683 Regional Studies: Europe

MBAG 684 Regional Studies: Latin America

■ 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.

**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

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

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

MBAG 698 • Special Studies

Prerequisite: as designated by the MBA Office.

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

Prerequisites: MBAA 601-609



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.

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

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.

Prerequisite: MBAA 605

MBAH 614 • New Venture Idea Development and Feasibility Analysis

This course has been designed to provide the graduate student participant with an overall understanding of the concepts and methodologies of DEVELOPING AN IDEA for a new business, and then doing an initial INVESTIGATION OF THE FEASIBILITY OF THE IDEA to determine if it is worth pursuing in the dynamic world of entrepreneurship. Strong emphasis is placed on the development of a real world, workable, implementable NEW BUSINESS IDEA AND FEASIBILITY STUDY.

Prerequisites: MBAA 605, 606, 608

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

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

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

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

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

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, 608

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

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.

Prerequisite: MBAA 608

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.

Prerequisite: MBAA 608

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

MBAH 698 • Special Studies

Prerequisite: as designated by the MBA Office.

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

Prerequisites: MBAA 601-609.

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.

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

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.

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

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

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

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

MBAI 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.

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.

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

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

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, 608

MBAJ 618 • Fraud Examination

An introductory course designed for business managers and those beginning careers in accounting and auditing. The course stresses the nature of fraud, its litigation, approaches to detecting and preventing fraud, fraud inquiry methods and reports issued by fraud examiners. Specific topics covered include: financial statement fraud, asset conversion frauds, computer frauds, and bankruptcy frauds. The course advocates a more careful and skeptical view of financial transactions and information.

Prerequisite: MBAA 602

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

MBAJ 698 • Special Studies

Prerequisite: as designated by the MBA Office.

MBAJ 699 • Independent Studies • 1 - 3 sem. hrs.

Prerequisite: MBAA 601-609

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 for over 21 months, every other week.

The program begins in August 2005 and ends in April 2007.

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.

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 the executive consulting project during the summer between modules 1 and 2; 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, ethical decisions, 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 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.

THE EMBA CURRICULUM SEQUENCE AND COURSE DESCRIPTIONS

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 the executive consulting project during the summer between Modules 1 and 2; 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.

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

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 612	Center for 21st Century Leadership	
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

SUMMER BETWEEN MODULE 1 AND 2 • Executive Consulting 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 that impact business growth and long-term performance.

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

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 (begins in Module 1)	
MBAP 663	Professional Growth Planning (begins in Module 3)	
MBAP 614	Strategy Implementation Project	12-14 units Total

LEARNING EXPERIENCES • Three learning experiences provide educational opportunities that augment classroom instruction.

MBAP 651	Introduction to Executive Leadership (The Leadership Retreat)	
MBAP 652	Relationship of Government and Business (The Washington, DC Experience)	
MBAP 653	Business in the International Environment (The International Experience)	5 units Total

Program Total: 58 units

EXECUTIVE MBA BEHAVIORAL GUIDELINES

1. Expectations

The Executive MBA is a cohort program where students proceed through a fixed curriculum as a group. Learning is facilitated through collaborative assignments where students work closely with each other, with faculty and within study teams. A significant and critical part of the learning is achieved through open and honest dialog with fellow students and faculty.

Success in the program depends heavily on attitude and how students interact with and work with other classmates. Students are expected to develop an awareness of self that requires a willingness to engage in self discovery, to look at oneself objectively and honestly, and to respect the opinions and perspectives of fellow classmates, faculty and administrators.

Students agree to and accept the following guidelines:

- Actively participate in regular team meetings and activities
- Fulfill commitments made to the team including homework and team projects
- Support other team members
- Actively work to create a high performance team
- Be open to feedback from other teams and class members
- Provide feedback to other teams and class members
- Treat fellow students, faculty and administrators with dignity, decency and mutual respect

2. Violations

Student(s) who violate behavioral guidelines may be dismissed from the program. Violations should first be dealt with within the study team. If the study team cannot resolve the issue(s), then the following procedures proscribe how suspected violations are to be handled:

- 1) Violations must be fully documented and submitted, in writing, to the program director.
- 2) Infringements can be submitted by the study team and/or by a faculty member
- 3) The program director will review all relevant documentation and make a disposition, which could include dismissal from the program.

3. Appeal

- 1) A student may appeal the decision to the Dean of the College of Business Administration.
- 2) The Dean may appoint a panel of two faculty and two Executive MBA students who will review the case and make recommendations for disposition.
- 3) The Dean will render a final decision, in writing, to the student.

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.

Master of Fine Arts in

Film, Television & Screenwriting

School of Film and Television

Dean: Teri Schwartz

Telephone: (310) 338-5800

Associate Dean and

Chair, Graduate Committee: Roy Eric Xavier, Ph.D.

Office Location: Com 304

Telephone: (310) 338-3999

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

Glenn Gebhard, M.F.A., Southern California

Richard P. Hadley, Jr., Ph.D., Southern California

Howard Lavick, M.F.A., Southern California

Roger Pardee, M.F.A., Southern California

Assistant Professors:

Jeffrey Davis, M.F.A., Iowa

Jose Garcia-Moreno, M.F.A., California, Los Angeles

Sylvia Morales, M.F.A., California, Los Angeles

Luis Proenca, S.J., M.F.A., Loyola Marymount

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.

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 visual storytelling in an atmosphere which allows students to explore and express their ideas with ever increasing *creative and technical skills*.

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

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, \$50 application fee, detailed personal statement, creative writing sample, 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.

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.

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.

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.

	Fall	Spring
First Year	500	520
	260	329
	History	598
	History/Theory	
Second Year	521	627 or 630
	History/Theory	Writing Elective or 698
	625 or 629	History/Theory
Third Year	Advanced Screenplay Project I	Advanced Screenplay Project II
	Internship	Elective

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 and Graduate Committee Chair 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 SFTV Graduate Office 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 400	Writing for Production I
TVPD 341	Intermediate Television Production
TVPD 344	Remote Television Production
TVPD 345	Electronic Cinematography
TVPD 346	Video 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.



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 for Production II
- SCWR 626 Writing the Documentary

C. Production (6 units)

- TVPD 540 Advanced Television Production
- TVPD 570 Post Production (540 Project)

D. TV Process Seminars (6 units)

- FILM 667 Seminar in Production and Post-Production Sound
- FILM 668 Seminar/Contemporary Production Problems

E. Advanced Television Techniques (9 units)

Choose three of the following:

- SCWR 521 Re-writing the Feature
- FILM 667 Advanced Audio Post Production
- FILM 610 Communication Topical Seminar
- FILM 666 Advanced Editing
- TVPD 669 Advanced Electronic Cinematography
- FILM 680 Seminar in Directing
- 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 a broadcast DV cam copy of thesis with titles for approval 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, 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.

	Fall	Spring
First Year	400	344 (346 prerequisite)
	345	379
	341	667 Sound
	346 History (516)	520 or 629 or History/Criticism
Second Year	540	620 or 626
	680	570
	668	Television Technique (666)
	625 or History/Criticism	History/Criticism
Third Year	Thesis	Thesis
	Internship	Elective

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 Thesis Committee and the Graduate Committee Chair 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 SFTV Graduate Office 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 400 Writing for Production I
- 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 for Production II
- SCWR 626 Writing the 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 Re-writing the Feature
- FILM 610 Topical Seminar
- FILM 666 Advanced Editing
- FILM 669 Advanced Cinematography
- FILM 680 Seminar in 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 a composite 16mm or 35mm print or a professional DV-cam copy 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:

	Fall	Spring
First Year	400	360
	365	667 Prod. and Post-Prod. Sound
	366	History/Theory
	379 History	520 or 668
Second Year	560	570
	History or Adv. Elective (669) 668 or 520	620 or 626 History or Adv. Elective (666)
Third Year	660 Thesis (3 units)	670 Thesis-Post
	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 screenstory 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 • Re-writing the Feature

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.

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 and 344, and approval of project by the instructor prior to registration.

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.

FILM 570 • Advanced Film Production

Post production of FILM 560 project.

Prerequisite: FILM 560

TVPD 570 • Advanced TV Production

Post production of TVPD 540 project.

Prerequisite: TVPD 540

FILM 598**SCWR 598****TVPD 598****Special Studies**

FILM 599**SCWR 599****TVPD 599****Independent Studies**

Further studies in communication research.
Contact School Chair for details.

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

FILM 610 • Communication Arts Topical Seminar

Seminar in current issues in cinema and television; focus changes per offering.

FILM 611 • Seminar in Film Genre

Advanced study in film genre. Screenings, films and lectures.

Lab fee.

FILM 612 • Seminar in Film Authors

Advanced study of films of specific filmmakers.
Screenings, lectures and discussions.

Lab fee.

FILM 613 • Seminar in National Film

Advanced study of the films of a specific nationality. Screenings, lectures and discussions.

Lab fee.

TVPD 614 • Seminar in Television and Video

Topical seminar focusing on critical analysis of topical media genres. Screenings, lectures and discussions.

Lab fee.

SCWR 620 • Writing for Production II

Writing the thesis (narrative) project and preparing the script for production.

Prerequisite: SCWR 520, 625 or 629

SCWR 625 • Writing the Situation Comedy

Practical experience writing an episode of a current half-hour situation comedy.

SCWR 626 • Writing the Documentary for Production

Researching, writing and pre-producing the thesis documentary.

Prerequisite: SCWR 520 or 629

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

SCWR 629 • Writing the One Hour Drama

Practical experience writing an episode of a current one hour drama.

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

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

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

FILM 666 • Seminar in Advanced Editing

Further studies in the techniques of editing for film and/or television.

Prerequisite: TVPD 346 or FILM 366

FILM 667**Seminar in Production and Post-Production Sound**

Further studies in sound and practical experience in production and post-production sound.

FILM 668 • Seminar/Contemporary Production Problems

Further studies in production planning for film/television.

FILM 669 • Seminar in Cinematography

Further studies in the techniques of camera and lighting for film and video.

Prerequisites: TVPD 345 or 365

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

FILM 671**TVPD 671****Registration is required until Thesis Project is completed**

Prerequisites: FILM or TVPD 670

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

FILM 688 • Intern Practicum I

Internship in some phase of film, television, or communications industry.

Prerequisite: Completion of 18 hrs. of graduate courses.

FILM 689 • Intern Practicum II

A second internship in the communications industry.

SCWR 690 • Advanced Screenplay Project I

Students will write a feature length screenplay.

SCWR 691 • Advanced Screenplay Project II

Students will rewrite a feature length screenplay.

Prerequisite: SCWR 690

SCWR 692 • Registration is required until Advanced Screenplay Project is completed

Prerequisite: SCWR 691

FILM 698**SCWR 698****TVPD 698****Special Studies**

Contact School Chair for details.

FILM 699**SCWR 699****TVPD 699****Special Studies**

Contact School of Film and Television Graduate Director for details.

College of Communication and Fine Arts



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 College of Communication and Fine Arts 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.

Master of Arts in

Marital and Family Therapy

College of Communication and Fine Arts

Dean: Barbara J. Busse, Dean

Telephone: (310) 338-7430

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.

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.

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.
 - 1) A minimum of eighteen (18) semester hour credits (or twenty-seven [27] quarter-hour credits) of study in studio art which demonstrates proficiency and disciplined commitment in art making.
 - 2) A minimum of twelve (12) semester hours credits (or [18] quarter-hour credits) of study in psychology, which must include developmental psychology and abnormal psychology.
- Submit an application with a \$50 application fee.
- 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.



Marital and Family Therapy students at work

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 psychotherapists 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> units
			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> units
			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> units
			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> unit
			11 units
			Program Total 53 units

Summer Study Abroad in Mexico

The Graduate Department of Marital and Family Therapy has established a summer Study Abroad program in San Miguel de Allende, Mexico, pictured below. While obtaining a masters degree at LMU, students are encouraged to attend the summer program at which they are able to fulfill degree requirements, broaden their appreciation for issues of culture and, specifically, the Mexican culture.



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 603 • 1 sem. hr.

Art Therapy Explorations in Mexico

An introduction to the foundations and applications of art psychotherapy in clinical practice through both didactic and experiential art processes.

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.

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.

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.

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.

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.

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.

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.

MFTH 618 • 4 sem. hrs. • Practicum/Supervision II

Refer to Practicum/Supervision I. Requires a minimum of 20 hours per week for 15 weeks.

MFTH 619 • 4 sem. hrs. • Practicum/Supervision III

Same as course description for MFTH 618.

MFTH 620 • 1 sem. hr.**Multiculturalism and Art Therapy in Mexico**

An exploration of cultural issues including art-based processes in support of expanding multicultural clinical competencies.

MFTH 621 • 2-3 sem. hrs.

(Enrollment for 2 units is contingent upon completion of MFTH 620)

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.

MFTH 629 • 1 sem. hr.**Family Art Therapy in Mexico**

An integrated exploration of family art therapy within the context of family therapy theory. Experiential learning is facilitated through the art process.

MFTH 630 • 2-3 sem. hrs.

(Enrollment for 2 units is contingent upon completion of MFTH 629)

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.

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.

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.

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.

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.

MFTH 698 • Special Studies

Contact Department Chairperson for details.

MFTH 699 • Independent Studies

Contact Department Chairperson for details.



*MFTH students
enjoying a break
between classes.*

School of Education

Master of Arts & Credential Programs in

■ *Teacher Education*

■ *Professional Services*

Doctor of Education

School of Education

Office Location: University Hall, Suite 2600

Telephone: (310) 338-2863

Fax: (310) 338-1976

Email: education@lmu.edu

Web Site: www.lmu.edu/education

Shane P. Martin, Ph.D., Dean

■ INTRODUCTION

The School of Education offers graduate programs in the following areas of study: Elementary and Secondary Teaching, Special Education, Catholic Inclusive Education, Biliteracy, Leadership & Intercultural 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.



Dr. Shane Martin, Dean of the School of Education.

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Sacred Heart Chapel, the landmark of the University.

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.

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.

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 6995 Comprehensive Examination 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 6950 Advanced Research Methods, EDUC 6951 Advanced Research Design, and EDUC 6955 Master's Thesis I. Continuing course enrollment in EDUC 6956 and EDUC 6957 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.

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.

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.

Teacher Education

- *Elementary and Secondary Education*
- *Bilingual Education*
- *Special Education*
- *Teacher Certificate Programs*
- *Child and Adolescent Literacy*
- *General Education*

Department Chairperson: Magaly Lavadenz, Ph.D.
Email: education@lmu.edu
Website: www.lmu.edu/education
Office Location: University Hall, Room 2612
Telephone: (310) 338-2862
Fax: (310) 338-1976



LMU focuses on educating the whole person.

FACULTY

Professors:

Victoria L. Graf, Ph.D., California, Riverside
Shane P. Martin, Ph.D., Southern California
Candace A. Poindexter, Ed.D., California, Los Angeles
Ernest Rose, Ph.D., Utah

Associate Professors:

Magaly Lavadenz, Ph.D., Southern California
Edmundo F. Litton, Ed.D., San Francisco
Irene Oliver, Ed.D., Pepperdine

Assistant Professors:

Emily D. Arms, Ph.D., California, Los Angeles
Ignacio Higareda, Ph.D. (cand.), Southern California
Terese C. Jimenez, Ph.D., California, Santa Barbara
Yvette Lapayese, Ph.D., California, Los Angeles
Francisco Ramos, Ph.D., Southern California

Visiting Assistant Professors:

Tim Braun, M.A.
Kathy Clemmer, M.A.T.
Anthony Collatos, Ph.D. (cand.)

Adjunct Professors:

Rita Esquivel, Ed.D., (Hon.)

Clinical Faculty:

Patricia DelHagen, M.A.
Greg Knotts, M.A.
Lisa Layne, M.A.
Marianne Mitchell, M.A., L.E.P.

Internship Director:

Maureen Schaukowitz, Ed.D.

PLACE Corps Director:

Diana Murphy, M.S.
Coordinator -- Betty DeLong, B.A.

Teach for America

Partnership Director:

Andrea Clemons, Ph.D.
Coordinator -- Eduardo Lara, M.A.

Lecturers:

Maria Barillas, Ph.D.
Kevin Baxter, Ed.D.
Grace Carpenter, M.A.
Derrick Chau, Ph.D.
Marie Collins, Ph.D.
Karla Colorado, M.A.
William Crean, M.A.
Danielle Else, M.S.
John Evans, M.A.
Lisa Flores, M.A.
Kate Franceshini, Ph.D.
Lanore Galvin, B.A.
Stephanie Graham, M.A.
Janet Hite, M.A.
Teresa Holden-Ilgunas, Ed.M.
JoAnn Isken, M.Ed.
Diana Limon, M.A.
Susan Nelson, Ed.D.
John Newsom, M.A.
Rosemarie Paguirigan-Steiner, M.A.
Robin Potchka, M.A.
Shirley Roberts, M.S.
Melodie Santana, M.A.
Jennie Spencer-Green, Ph.D.
Andrea Steinfeld, M.A.
Patricia Swiderski, M.A.
Judith Sydner-Gordon, M.A.
Patricia Wedlock, M.S.

■ 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.

Elementary & Secondary Education

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.

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.

■ *2042 Multiple Subjects Preliminary Credential and Master of Arts in Elementary Education (Elementary Teaching)*



*Director of Elementary Education,
Dr. Irene Oliver.*

Director: 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.

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 school. The INTERN 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.

TRADITIONAL TRACK for the 2042 Multiple Subject Preliminary Teaching Credential Program Requirements:

APPLICATION DEADLINES: Application deadlines are as follows: July 15 for the Fall semester, November 15 for the Spring semester, and March 15 for the Summer Session.

I. ADMISSION REQUIREMENTS

All of these requirements must be met in order to be eligible for an admissions interview with an Elementary Education Advisor:

1. ATTEND AN INFORMATION SESSION
 - These are held regularly at the School of Education. Please contact the Admissions Coordinator at (310) 338-7845 to reserve a space.
 - Applicants will receive an information packet which includes the following: Graduate Application, Candidate Information Sheet, 3 Recommendation Forms, Technology Self-Verification Form, Fingerprint Clearance Form, and Program FAQ sheet.
2. GRADUATE APPLICATION AND APPLICATION FEE
 - Applicants may either submit a hard copy (received during information session) or complete the online application.
3. STATEMENT OF INTENT
 - Applicants must write a brief 1 to 2 page essay describing the way in which their experiences, qualities, and goals reflect the School of Education's motto- REAL (Respect, Educate, Advocate, Lead) (See website for complete explanation of REAL <http://www.lmu.edu/education/accred/framework.pdf>)
4. THREE LETTERS OF RECOMMENDATION
 - Applicants must submit three letters of recommendation prior to scheduling an interview. At least one of these letters needs to verify the applicant's experience and familiarity with the age group appropriate to the credential interested in.
5. GRADE POINT AVERAGE (GPA) REQUIREMENT

The GPA requirement may be met by one of the following conditions:

 - A cumulative GPA of 2.8 or higher is required from the applicant's undergraduate degree.
 - A GPA of 2.85 or higher in the last 60 units of the applicant's undergraduate degree
 - A GPA of 3.0 or higher obtained in 9 units of Graduate work

Students who do not meet this requirement may be recommended to the Exceptions Committee by an Elementary Education coordinator. Please see the Exceptions Policy for further details.
6. TRANSCRIPTS
 - Applicants must submit 2 sets of official transcripts with their bachelor's degree posted
 - If the applicant is in the process of completing their degree at the time of applying, they will have until the start of registration for the following semester to submit official transcripts with their degree posted.
 - If candidate has attended other colleges/universities they must submit 2 sets of official transcripts from college/university attended.
7. FINGERPRINT CLEARANCE
 - An application for fingerprint clearance (also known as live scan) is included in the information packet and must be submitted with the Graduate Application.
 - All fees associated with the fingerprint clearance application must be included with the application.
 - Out of State Students ONLY: The fingerprint clearance application is due by the start of registration in the second semester.

■ INTERVIEW WITH AN ELEMENTARY EDUCATION ADVISOR

- Following the submission of all the requirements to the Graduate Division (Numbers 1-7 listed above), the School of Education's Admissions Coordinator will contact the candidate to schedule an interview with an Elementary Education Advisor.
- The interview with the Elementary Education Advisor will determine the candidate's admission to the program.

All candidates, if accepted, are Provisionally Admitted to the Elementary Education Master's and Credential Program.

TO RECEIVE FORMAL ADMISSION THE FOLLOWING ITEMS NEED TO BE COMPLETED AND SUBMITTED TO THE SCHOOL OF EDUCATION BEFORE THE COMPLETION OF THE FOUR PREREQUISITE COURSES:

8. CBEST SCORE REPORT (CALIFORNIA BASIC EDUCATION SKILLS TEST):
 - Candidates must submit an original passing score report.
9. SUBJECT MATTER COMPETENCY TEST (CSET)
 - Candidates must demonstrate mastery of the required subject matter by passing the appropriate subject matter exam (CSET). Candidates must provide an original passing score report to the School of Education.

If a candidate does not pass the CSET, they must provide proof of re-registration for the CSET in order to continue in the credential program.

10. U.S. CONSTITUTION REQUIREMENT

Candidates may satisfy the U.S. Constitution requirement by one of the following methods:

- Taking **ONE** of the following LMU courses: HIST 161, HIST 162, POLS 130, or POLS 135
- Completing an EQUIVALENT course at another institution. *The course must be approved by the Admissions Coordinator in the School of Education by presenting a course syllabus and course description.*
- Passing an approved examination (offered through LMU's History Department)

11. HEALTH EDUCATION FOR EDUCATORS

Candidates may satisfy the Health Education requirement by one of the following methods:

- Taking EDUC 8000
- Taking a 2042 approved course through another institution. It is recommended that the candidate obtain approval from the School of Education Credential Office prior to taking class. Official transcripts must be submitted as evidence of course completion.

12. TECHNOLOGY REQUIREMENT

- Candidates must demonstrate knowledge of basic computer skills by completing either a self-verification form or taking EDUX 846 through LMU Extension (3 continuing education units).

13. OBSERVATION/VOLUNTEER HOURS

- Candidates must submit verification of at least 20 hours of experience working with culturally diverse youths at the 4 – 13 year age level.

14. 2042 TRADITIONAL NEW STUDENT ORIENTATION

- Candidates must attend this orientation meeting in order to receive a Student Handbook which contains necessary credential/program information.

15. PREREQUISITE COURSES

- Once provisionally accepted into the program, candidates must complete the following four courses with a grade of "B" (3.0) or better:

EDUC 5000	Cultural Paradigms of Education
EDUC 5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDUC 5003	Theories of Second Language Acquisition
EDUC 6001	Teaching Culturally and Linguistically Diverse Students with Exceptional Needs

REVIEW BY ADMISSIONS 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 candidate's responsibility to ensure that all items have been completed. Candidates will be notified of the committee's decision in writing. **ALL OUTSTANDING REQUIREMENTS MUST BE SUBMITTED TO THE SCHOOL OF EDUCATION PRIOR TO REGISTERING FOR ANY METHODS COURSES.**

All documents become property of the University and will not be released to any person or institute unless required by law.

II. METHODS COURSEWORK

After being formally admitted, candidates will need to complete the following coursework:

EDUC 5200	Methodology in English Language Development and Specially Designed Academic Instruction in English for Elementary Educators
EDUC 6201	Foundations of Elementary Literacy Instruction
EDUC 6200	Elementary Curriculum and Methods

CANDIDATE PERFORMANCE ASSESSMENT

At this stage of the program the candidate's performance will be assessed using the following criteria:

- **GPA REQUIREMENT:**
 - A grade of "B" (3.0) must be maintained in all education coursework. Candidates must clear all incompletes in **ANY** courses prior to student teaching. Courses may not be taken for a grade of "Credit/No Credit" (with the exception of student teaching).
- **SUBJECT MATTER COMPETENCY**
 - Candidates must successfully complete all subtests of the CSET.
 - Original passing score reports must be turned in to the School of Education in order to be eligible for student teaching.
 - Results of the subject matter exams (CSET) are only valid for 5 years.
 - Candidates must apply for a teaching credential prior to the expiration of their CSET scores.
- **TUBERCULIN TEST**
 - Candidates must submit an official copy of their tuberculin skin test results, given within one year.

- **TEACHING PERFORMANCE ASSESSMENT:**
 - Tasks 1 and 2 (Two zero unit courses with an associated fee):
 - EDUC 5950 TPA Task 1 *AND*
 - EDUC 5951 TPA Task 2
- **ORAL PRESENTATION TO THE TEACHER ADMISSIONS AND ADVISORY COMMITTEE (TAAC)**
- **STUDENT TEACHING INFORMATION MEETING**
 - Candidates must attend a mandatory student teaching information meeting in order to complete the fieldwork application, violation affidavit, and schedule an interview with an Elementary Education clinical faculty member.

III. STUDENT TEACHING REQUIREMENT

Once all of the above items have been met, candidates must complete the following items:

- Enroll in Student Teaching
 - EDUC 5976 Elementary Directed Teaching (9 Semester Hours)
- Enroll in TPA Tasks 3 and 4 (Two zero unit courses with an associated fee):
 - EDUC 5952 TPA Task 3 *AND*
 - EDUC 5953 TPA Task 4
- **RICA (Reading Instruction Competence Assessment):**
 - After completing EDUC 6201 (Foundations of Elementary Literacy Instruction), candidates are required to take, pass, and submit an original score report of the RICA to the School of Education prior the completion of their student teaching.

IV. TRANSCRIPT REQUEST FROM LOYOLA MARYMOUNT UNIVERSITY

- Candidates must submit an official transcript to the Credential Office in the School of Education once all credential coursework is complete.

V. APPLICATION FOR CREDENTIAL

- When all requirements have been completed, candidates must complete an application for a preliminary teaching credential (additional fee required, see website for more information).
- When all requirements have been completed, candidates must complete an application for a preliminary teaching credential (additional fee required, see website for more information).

■ 2042 PROFESSIONAL CLEAR MULTIPLE SUBJECT TEACHING CREDENTIAL

A candidate has five years after obtaining their preliminary credential in which to complete the requirements for a professional clear credential. LMU offers an approved 5th Year Professional Clear Credential Program for those teachers who do not have access to an Induction program at their school site. (See 5th Year of Professional Study in this bulletin for more information)



School of Education students working on collaborative projects.

INTERN Track for the 2042 Multiple Subject Preliminary Teaching Credential Program Requirements:

An Intern is a candidate who is employed full-time at a public school. Eligibility for the Intern Credential is determined by the Director of Internships and Fieldwork following guidelines set by the California Commission on Teacher Credentialing (CCTC). The CCTC is responsible for the final decision on the Intern Credential.

APPLICATION DEADLINES: Application deadlines are as follows: July 15 for the Fall semester, November 15 for the Spring semester, and March 15 for the Summer Session.

I. ADMISSION REQUIREMENTS

All of these requirements must be met in order to be eligible for an admissions interview with an Elementary Education Advisor:

1. ATTEND AN INFORMATION SESSION

- These are held regularly at the School of Education. Please contact the Admissions Coordinator at (310) 338-7845 to reserve a space.
- Applicants will receive an information packet which includes the following: Graduate Application, Candidate Information Sheet, 3 Recommendation Forms, Technology Self-Verification Form, Fingerprint Clearance Form, and Program FAQ sheet.

2. GRADUATE APPLICATION AND APPLICATION FEE

- Applicants may either submit a hard copy (received during information session) or complete the online application.

3. STATEMENT OF INTENT

- Applicants must write a brief 1 to 2 page essay describing the way in which their experiences, qualities, and goals reflect the School of Education's motto- REAL (Respect, Educate, Advocate, Lead) (See website for complete explanation of REAL <http://www.lmu.edu/education/accred/framework.pdf>)

4. THREE LETTERS OF RECOMMENDATION

- Applicants must submit three letters of recommendation prior to scheduling an interview. At least one of these letters needs to verify the applicant's experience and familiarity with the age group appropriate to the credential interested in.

5. GRADE POINT AVERAGE (GPA) REQUIREMENT

The GPA requirement may be met by one of the following conditions:

- A cumulative GPA of 2.8 or higher is required from the applicant's undergraduate degree.
- A GPA of 2.85 or higher in the last 60 units of the applicant's undergraduate degree
- A GPA of 3.0 or higher obtained in 9 units of Graduate work

Students who do not meet this requirement may be recommended to the Exceptions Committee by an Elementary Education coordinator. Please see the Exceptions Policy for further details.

6. TRANSCRIPTS

- Applicants must submit 2 sets of official transcripts with their bachelor's degree posted
- If the applicant is in the process of completing their degree at the time of applying, they will have until the start of registration for the following semester to submit official transcripts with their degree posted.
- If candidate has attended other colleges/universities they must submit 2 sets of official transcripts from college/university attended.

7. FINGERPRINT CLEARANCE

- An application for fingerprint clearance (also known as live scan) is included in the information packet and must be submitted with the Graduate Application.
- All fees associated with the fingerprint clearance application must be included with the application.

8. CBEST SCORE REPORT (CALIFORNIA BASIC EDUCATION SKILLS TEST):

- Candidates must submit an original passing score report.

9. SUBJECT MATTER COMPETENCY TEST (CSET)

- Candidates must demonstrate mastery of the required subject matter by passing the appropriate subject matter exam (CSET). Candidates must provide an original passing score report to the School of Education.
 - Intern candidates must have all sections of the CSET passed prior to applying for the Intern credential.
- Results of the subject matter exams are only valid for 5 years.

10. U.S. CONSTITUTION REQUIREMENT

Candidates may satisfy the U.S. Constitution requirement by one of the following methods:

- Taking **ONE** of the following LMU courses: HIST 161, HIST 162, POLS 130, or POLS 135
- Completing an EQUIVALENT course at another institution. *The course must be approved by the Admissions Coordinator in the School of Education by presenting a course syllabus and course description.*
- Passing an approved examination (offered through LMU's History Department)

11. INTENT TO HIRE

- Candidates must submit an Intent to Hire letter from a school district that holds a partnership agreement with Loyola Marymount University.

■ INTERVIEW WITH AN ELEMENTARY EDUCATION ADVISOR

- Following the submission of all the requirements to the Graduate Division (Numbers 1-11 listed above), the School of Education's Admissions Coordinator will contact the candidate to schedule an interview with an Elementary Education Advisor.
- The interview with the Elementary Education Advisor will determine the candidate's admission to the program.

All candidates, if accepted, are Provisionally Admitted to the Elementary Education Master's and Credential Program.

TO RECEIVE FORMAL ADMISSION THE FOLLOWING ITEMS NEED TO BE COMPLETED AND SUBMITTED TO THE SCHOOL OF EDUCATION BEFORE THE COMPLETION OF THE FOUR PREREQUISITE COURSES:

12. OBSERVATION/VOLUNTEER HOURS

- Candidates must submit verification of at least 20 hours of experience working with culturally diverse youths at the 4 – 13 year age level.

13. TUBERCULIN TEST

- Candidates must submit an official copy of their tuberculin skin test results, given within one year.

14. 2042 NEW STUDENT ORIENTATION

- Candidates must attend this orientation meeting in order to receive a Student Handbook which contains necessary credential/program information.

15. PREREQUISITE COURSES

- Once provisionally accepted into the program, candidates must complete the following four courses with a grade of "B" (3.0) or better:

EDUC 5970	Fieldwork I
EDUC 6200	Elementary School Curriculum and Methods
EDUC 6960	Introduction to Teaching and Learning

REVIEW BY ADMISSIONS 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 candidate's responsibility to ensure that all items have been completed. Candidates will be notified of the committee's decision in writing. **ALL OUTSTANDING REQUIREMENTS MUST BE SUBMITTED TO THE SCHOOL OF EDUCATION PRIOR TO REGISTERING FOR ANY METHODS COURSES.**

All documents become property of the University and will not be released to any person or institute unless required by law.

II. COURSEWORK

After being formally admitted, candidates will need to complete the following coursework with a grade of "B" or better:

PHASE ONE (*Candidates must complete the first four courses with a "B" or better*)

EDUC 5000	Cultural Paradigms of Education
EDUC 5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDUC 5003	Theories of Second Language Acquisition
EDUC 6001	Teaching Culturally and Linguistically Diverse Students with Exceptional Needs
EDUC 5971	Fieldwork 2

PHASE TWO

EDUC 5200	Methodology in English Language Development and Specially Designed Academic Instruction in English for Elementary Educators
EDUC 6341	Foundations of Elementary Literacy Instruction



Teacher Education candidates involved in mid-term studies.

CANDIDATE PERFORMANCE ASSESSMENT

At this stage of the program the candidate's performance will be assessed using the following criteria:

- **GRADE POINT AVERAGE REQUIREMENT**
 - A grade of "B" (3.0) must be maintained in all education coursework.
 - Candidates must clear all incompletes in **ANY** courses prior to EDUC 6961.
Courses may not be taken for a grade of "Credit/No Credit" (with the exception of EDUC 6961).

- **HEALTH EDUCATION FOR EDUCATORS**

Candidates may satisfy the Health Education requirement by one of the following methods:

- Taking EDUC 8000
 - Taking a 2042 approved course through another institution. It is recommended that the candidate obtain approval from the School of Education Credential Office prior to taking class. Official transcripts must be submitted as evidence of course completion.
- **TEACHING PERFORMANCE ASSESSMENT**
 - Tasks 1 and 2 (Two zero unit courses with an associated fee):
EDUC 5950 TPA Task 1 AND
EDUC 5951 TPA Task 2
- **VERIFICATION OF EXPERIENCE**
 - Candidates must submit a Verification of Experience Form, available at the School of Education.
 - **RICA (Reading Instruction Competence Assessment)**
 - After completing EDUC 6201 (Foundations of Elementary Literacy Instruction), candidates are required to take, pass, and submit an original score report of the RICA to the School of Education **prior the completion of EDUC 6961.**

III. CULMINATING FIELDWORK REQUIREMENT

Once all of the above items have been met, candidates must complete the following items:

- Enroll in Fieldwork
EDUC 6961 Field Supervision: Portfolio and Assessment of Teaching
- Enroll in TPA Tasks 3 and 4 (Two zero unit courses with an associated fee):
EDUC 5952 TPA Task 3 AND
EDUC 5953 TPA Task 4
- **RICA (Reading Instruction Competence Assessment):**
 - Candidates must submit an original passing score report to the School of Education prior to the completion of EDUC 6961.

IV. TRANSCRIPT REQUEST FROM LOYOLA MARYMOUNT UNIVERSITY

- Candidates must submit an official transcript to the Credential Office in the School of Education once all credential coursework is complete.

V. APPLICATION FOR CREDENTIAL

■ 2042 PROFESSIONAL CLEAR MULTIPLE SUBJECT TEACHING CREDENTIAL

A student has five years after obtaining the preliminary credential in which to complete the requirements for the professional clear credential. LMU offers an approved 5th Year Professional Clear Credential Program for those teachers who do not have access to an Induction program at their school site. (See 5th Year of Professional Study in this bulletin for more information)

■ *Master of Arts in Elementary Education with an option of the 2042 Multiple Subject Preliminary Credential (Elementary Teaching) for Teacher Practitioners*

Director: Irene Oliver

■ INTRODUCTION

The Master of Arts in Elementary Education with the option of earning the 2042 Multiple Subject Preliminary Credential is designed for candidates who are full time teachers in a Catholic or private school setting. Candidates that have met subject matter competency through the passing of the California Subject Examination for Teachers: Multiple Subject (CSET) are eligible for the credential program option.

Candidates that have not met the CSET requirement are eligible to begin the Master of Arts in Elementary Education. Once the CSET exam has been passed, students may add the credential program.

The credential program leads toward a Preliminary 2042 Teaching Credential granted by the State of California Commission on Teacher Credentialing.

APPLICATION DEADLINES: Application deadlines are as follows: July 15 for the Fall semester, November 15 for the Spring semester, and March 15 for the Summer Session.

I. ADMISSION REQUIREMENTS

All of these requirements must be met in order to be eligible for an admissions interview with an Elementary Education Advisor:

1. ATTEND AN INFORMATION SESSION

- These are held regularly at the School of Education. Please contact the Admissions Coordinator at (310) 338-7845 to reserve a space.
- Applicants will receive an information packet which includes the following: Graduate Application, Candidate Information Sheet, 3 Recommendation Forms, Technology Self-Verification Form, Fingerprint Clearance Form, and Program FAQ sheet.

2. GRADUATE APPLICATION AND APPLICATION FEE

- Applicants may either submit a hard copy (received during information session) or complete the online application.

3. STATEMENT OF INTENT

- Applicants must write a brief 1 to 2 page essay describing the way in which their experiences, qualities, and goals reflect the School of Education's motto- REAL (Respect, Educate, Advocate, Lead)
(See website for complete explanation of REAL <http://www.lmu.edu/education/accred/framework.pdf>)

4. THREE LETTERS OF RECOMMENDATION

- Applicants must submit three letters of recommendation prior to scheduling an interview. At least one of these letters needs to verify the applicant's experience and familiarity with the age group appropriate to the credential interested in.

5. GRADE POINT AVERAGE (GPA) REQUIREMENT

The GPA requirement may be met by one of the following conditions:

- A cumulative GPA of 2.8 or higher is required from the applicant's undergraduate degree.
- A GPA of 2.85 or higher in the last 60 units of the applicant's undergraduate degree
- A GPA of 3.0 or higher obtained in 9 units of Graduate work

Students who do not meet this requirement may be recommended to the Exceptions Committee by an Elementary Education coordinator. Please see the Exceptions Policy for further details.

6. TRANSCRIPTS

- Applicants must submit 2 sets of official transcripts with their bachelor's degree posted
- If the applicant is in the process of completing their degree at the time of applying, they will have until the start of registration for the following semester to submit official transcripts with their degree posted.
- If candidate has attended other colleges/universities they must submit 2 sets of official transcripts from college/university attended.

7. CBEST SCORE REPORT (CALIFORNIA BASIC EDUCATION SKILLS TEST):

- Candidates must submit an original passing score report.

8. SUBJECT MATTER COMPETENCY TEST (CSET)

- Candidates must demonstrate mastery of the required subject matter by passing the appropriate subject matter exam (CSET). Candidates must provide an original passing score report to the School of Education.
 - If a candidate does not pass the CSET, they must provide proof of re-registration for the CSET in order to continue in the credential program.

9. U.S. CONSTITUTION REQUIREMENT

Candidates may satisfy the U.S. Constitution requirement by one of the following methods:

- Taking **ONE** of the following LMU courses: HIST 161, HIST 162, POLS 130, or POLS 135
- Completing an EQUIVALENT course at another institution. The course must be approved by the Admissions Coordinator in the School of Education by presenting a course syllabus and course description.
- Passing an approved examination (offered through LMU's History Department)

■ INTERVIEW WITH AN ELEMENTARY EDUCATION ADVISOR

- Following the submission of all the requirements to the Graduate Division (Numbers 1-7 listed above), the School of Education's Admissions Coordinator will contact the candidate to schedule an interview with an Elementary Education Advisor.
- The interview with the Elementary Education Advisor will determine the candidate's admission to the program.

All candidates, if accepted, are Provisionally Admitted to the Elementary Education Master's and Credential Program.

TO RECEIVE FORMAL ADMISSION THE FOLLOWING ITEMS NEED TO BE COMPLETED AND SUBMITTED TO THE SCHOOL OF EDUCATION BEFORE THE COMPLETION OF THE FOUR PREREQUISITE COURSES:

10. OBSERVATION/VOLUNTEER HOURS

- Candidates must submit verification of at least 20 hours of experience working with culturally diverse youths at the 4 – 13 year age level.
- Practitioners teaching in a private school must complete 60 hours of observation in a PUBLIC SCHOOL SETTING by the end of the culminating fieldwork experience (EDUC 6961)
- If the 20 hours of observation required for admissions is completed in a PUBLIC SCHOOL SETTING, then those hours may be counted towards the 60 hours.

12. TUBERCULIN TEST

- Candidates must submit an official copy of their tuberculin skin test results, given within one year.

13. TECHNOLOGY REQUIREMENT

- Candidates must demonstrate knowledge of basic computer skills by completing either a self-verification form or taking EDUX 846 through LMU Extension (3 continuing education units).

14. 2042 NEW STUDENT ORIENTATION

- Candidates must attend this orientation meeting in order to receive a Student Handbook which contains necessary credential/program information.

15. PREREQUISITE COURSES

- Once provisionally accepted into the program, candidates must complete the following four courses with a grade of "B" (3.0) or better:

EDUC 5970	Fieldwork I
EDUC 6200	Elementary School Curriculum and Methods
EDUC 6960	Introduction to Teaching and Learning Needs

REVIEW BY ADMISSIONS 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 candidate's responsibility to ensure that all items have been completed. Candidates will be notified of the committee's decision in writing. **ALL OUTSTANDING REQUIREMENTS MUST BE SUBMITTED TO THE SCHOOL OF EDUCATION PRIOR TO REGISTERING FOR ANY METHODS COURSES.**

All documents become property of the University and will not be released to any person or institute unless required by law.

II. COURSEWORK

After being formally admitted, candidates will need to complete the following coursework:

PHASE ONE (*Candidates must complete the first four courses with a "B" or better*)

EDUC 5000	Cultural Paradigms of Education
EDUC 5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDUC 5003	Theories of Second Language Acquisition
EDUC 6001	Teaching Culturally and Linguistically Diverse Students with Exceptional Needs
EDUC 5971	Fieldwork 2

PHASE TWO

EDUC 5200	Methodology in English Language Development and Specially Designed Academic Instruction in English for Elementary Educators
EDUC 6341	Foundations of Elementary Literacy Instruction

CANDIDATE PERFORMANCE ASSESSMENT

At this stage of the program the candidate's performance will be assessed using the following criteria:

- **GRADE POINT AVERAGE REQUIREMENT:**
 - A grade of “B” (3.0) must be maintained in all education coursework.
 - Candidates must clear all incompletes in ANY courses prior to EDUC 6961. Courses may not be taken for a grade of “Credit/No Credit” (with the exception of EDUC 6961).
- **SUBJECT MATTER COMPETENCY**
 - Candidates must successfully complete all subtests of the CSET.
 - Original passing score reports must be turned in to the School of Education in order to be eligible for student teaching.
 - Results of the subject matter exams (CSET) are only valid for 5 years.
 - Candidates must apply for a teaching credential prior to the expiration of their CSET scores.
- **HEALTH EDUCATION FOR EDUCATORS**

Candidates may satisfy the Health Education requirement by one of the following methods:

 - Taking EDUC 8000
 - Taking a 2042 approved course through another institution. It is recommended that the candidate obtain approval from the School of Education Credential Office prior to taking class. Official transcripts must be submitted as evidence of course completion.
- **FINGERPRINT CLEARANCE**
 - An application for fingerprint clearance (also known as live scan) is included in the information packet and must be submitted with the Graduate Application.
 - All fees associated with the fingerprint clearance application must be included with the application.
- **TEACHING PERFORMANCE ASSESSMENT:**

Tasks 1 and 2 (Two zero unit courses with an associated fee):

EDUC 5950	TPA Task 1 AND
EDUC 5951	TPA Task 2
- **VERIFICATION OF EXPERIENCE**
 - Candidates must submit a Verification of Experience Form, available at the School of Education.
- **VERIFICATION OF PUBLIC SCHOOL OBSERVATION**
 - Practitioners teaching in a private school must verify the completion of 60 hours of observation in a PUBLIC SCHOOL SETTING working with culturally diverse youths at the 4 – 13 year age level by the end of the Culminating Fieldwork Experience (EDUC 6961)
- **RICA (Reading Instruction Competence Assessment):**
 - After completing EDUC 6201 (Foundations of Elementary Literacy Instruction), candidates are required to take, pass, and submit an original score report of the RICA to the School of Education prior the completion of EDUC 6961.

III. CULMINATING FIELDWORK REQUIREMENT

Once all of the above items have been met, candidates must complete the following items:

- Enroll in Fieldwork
EDUC 6961 Field Supervision: Portfolio and Assessment of Teaching
- Enroll in TPA Tasks 3 and 4 (Two zero unit courses with an associated fee):
EDUC 5952 TPA Task 3 AND
EDUC 5953 TPA Task 4
- **RICA (Reading Instruction Competence Assessment):**
 - Candidates must submit an original passing score report to the School of Education prior to the completion of EDUC 6961.

IV. TRANSCRIPT REQUEST FROM LOYOLA MARYMOUNT UNIVERSITY

- Candidates must submit an official transcript to the Credential Office in the School of Education once all credential coursework is complete.

V. APPLICATION FOR CREDENTIAL

- When all requirements have been completed, candidates must complete an application for a preliminary teaching credential (additional fee required, see website for more information).

■ 2042 PROFESSIONAL CLEAR MULTIPLE SUBJECT TEACHING CREDENTIAL

A student has five years after obtaining the preliminary credential in which to complete the requirements for the professional clear credential. LMU offers an approved 5th Year Professional Clear Credential Program for those teachers who do not have access to an Induction program at their school site. (See 5th Year of Professional Study in this bulletin for more information).

■ 2042 Single Subject Preliminary Credential and Master of Arts in Secondary Education (Secondary Teaching)

Director: Kathy Clemmer, M.A.T.

■ INTRODUCTION

The 2042 Single Subject Preliminary Credential program is designed for graduate students who are currently teaching or seeking teaching positions in grades 9-12 or 6-8 school settings that require teachers to teach in departments. The following Single Subject Preliminary Credentials are offered through the School of Education: Art, Biology, Chemistry, Dance/P.E., English, Math, Physics, Social Science, and Spanish. This 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 admission requirements.

There are two general tracks for studying 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.

TRADITIONAL TRACK for the 2042 Single Subject Preliminary Teaching Credential Program Requirements:

APPLICATION DEADLINES: Application deadlines are as follows: July 15 for the Fall semester, November 15 for the Spring semester, and March 15 for the Summer Session.

I. ADMISSION REQUIREMENTS

All of these requirements must be met in order to be eligible for an admissions interview with an Secondary Education Advisor:

1. ATTEND AN INFORMATION SESSION

- These are held regularly at the School of Education. Please contact the Admissions Coordinator at (310) 338-7845 to reserve a space.
- Applicants will receive an information packet which includes the following: Graduate Application, Candidate Information Sheet, 3 Recommendation Forms, Technology Self-Verification Form, Fingerprint Clearance Form, and Program FAQ sheet.

2. GRADUATE APPLICATION AND APPLICATION FEE

- Applicants may either submit a hard copy (received during information session) or complete the online application.

3. STATEMENT OF INTENT

- Applicants must write a brief 1 to 2 page essay describing the way in which their experiences, qualities, and goals reflect the School of Education's motto- REAL (Respect, Educate, Advocate, Lead)
(See website for complete explanation of REAL <http://www.lmu.edu/education/accred/framework.pdf>)

4. THREE LETTERS OF RECOMMENDATION

- Applicants must submit three letters of recommendation prior to scheduling an interview. At least one of these letters needs to verify the applicant's experience and familiarity with the age group appropriate to the credential interested in.

5. GRADE POINT AVERAGE (GPA) REQUIREMENT

The GPA requirement may be met by one of the following conditions:

- A cumulative GPA of 2.8 or higher is required from the applicant's undergraduate degree.
- A GPA of 2.85 or higher in the last 60 units of the applicant's undergraduate degree
- A GPA of 3.0 or higher obtained in 9 units of Graduate work

Students who do not meet this requirement may be recommended to the Exceptions Committee by a Secondary Education coordinator. Please see the Exceptions Policy for further details.

6. TRANSCRIPTS

- Applicants must submit 2 sets of official transcripts with their bachelor's degree posted
- If the applicant is in the process of completing their degree at the time of applying, they will have until the start of registration for the following semester to submit official transcripts with their degree posted.
- If candidate has attended other colleges/universities they must submit 2 sets of official transcripts from college/university attended.

7. FINGERPRINT CLEARANCE

- An application for fingerprint clearance (also known as live scan) is included in the information packet and must be submitted with the Graduate Application.
- All fees associated with the fingerprint clearance application must be included with the application.
- **Out of State Students ONLY:** The fingerprint clearance application is due by the start of registration in the second semester.

■ INTERVIEW WITH A SECONDARY EDUCATION ADVISOR

- Following the submission of all the requirements to the Graduate Division (Numbers 1-7 listed above), the School of Education's Admissions Coordinator will contact the candidate to schedule an interview with a Secondary Education Advisor.
- The interview with the Secondary Education Advisor will determine the candidate's admission to the program.

All candidates, if accepted, are Provisionally Admitted to the Secondary Education Master's and Credential Program.

TO RECEIVE FORMAL ADMISSION THE FOLLOWING ITEMS NEED TO BE COMPLETED AND SUBMITTED TO THE SCHOOL OF EDUCATION BEFORE THE COMPLETION OF THE FOUR PREREQUISITE COURSES:

8. CBEST SCORE REPORT (CALIFORNIA BASIC EDUCATION SKILLS TEST):

- Candidates must submit an original passing score report.

9. SUBJECT MATTER COMPETENCY TEST (CSET)

- Candidates must demonstrate mastery of the required subject matter by passing the appropriate subject matter exam (CSET). Candidates must provide an original passing score report to the School of Education.
 - If a candidate does not pass the CSET, they must provide proof of re-registration for the CSET in order to continue in the credential program.

10. U.S. CONSTITUTION REQUIREMENT

Candidates may satisfy the U.S. Constitution requirement by one of the following methods:

- Taking **ONE** of the following LMU courses: HIST 161, HIST 162, POLS 130, or POLS 135
- Completing an EQUIVALENT course at another institution. The course must be approved by the Admissions Coordinator in the School of Education by presenting a course syllabus and course description.
- Passing an approved examination (offered through LMU's History Department)

11. HEALTH EDUCATION FOR EDUCATORS

Candidates may satisfy the Health Education requirement by one of the following methods:

- Taking EDUC 8000
- Taking a 2042 approved course through another institution. It is recommended that the candidate obtain approval from the School of Education Credential Office prior to taking class. Official transcripts must be submitted as evidence of course completion.

12. TECHNOLOGY REQUIREMENT

- Candidates must demonstrate knowledge of basic computer skills by completing either a self-verification form or taking EDUX 846 through LMU Extension (3 continuing education units).

13. OBSERVATION/VOLUNTEER HOURS

- Candidates must submit verification of at least 20 hours of experience working with culturally diverse youths at the middle or high school level.

14. 2042 TRADITIONAL NEW STUDENT ORIENTATION

- Candidates must attend this orientation meeting in order to receive a Student Handbook which contains necessary credential/program information.

15. PREREQUISITE COURSES

- Once provisionally accepted into the program, candidates must complete the following four courses with a grade of "B" (3.0) or better:

EDUC 5000	Cultural Paradigms of Education
EDUC 5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDUC 5003	Theories of Second Language Acquisition
EDUC 6001	Teaching Culturally and Linguistically Diverse Students with Exceptional Needs

REVIEW BY ADMISSIONS 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 candidate's responsibility to ensure that all items have been completed. Candidates will be notified of the committee's decision in writing. **ALL OUTSTANDING REQUIREMENTS MUST BE SUBMITTED TO THE SCHOOL OF EDUCATION PRIOR TO REGISTERING FOR ANY METHODS COURSES.**

All documents become property of the University and will not be released to any person or institute unless required by law.

II. METHODS COURSEWORK

After being formally admitted, candidates will need to complete the following coursework:

- EDUC 5200 Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators
- EDUC 6250 Improvement of Literacy in Single Subject Classrooms

ONE of the following courses, depending upon the subject emphasis of the credential:

- EDUC 5251 General Methods Teaching Languages Other Than English
- EDUC 5252 Teaching Social Studies in the Secondary Schools
- EDUC 5253 Trends in Teaching English in the Secondary Schools
- EDUC 5254 Trends in Teaching of Secondary Science
- EDUC 5255 Trends in the Teaching of Secondary Math
- EDUC 5256 Seminar in Art Education

CANDIDATE PERFORMANCE ASSESSMENT

At this stage of the program the candidate's performance will be assessed using the following criteria:

- GPA REQUIREMENT:
 - A grade of “B” (3.0) must be maintained in all education coursework. Candidates must clear all incompletes in ANY courses prior to student teaching. Courses may not be taken for a grade of “Credit/No Credit” (with the exception of student teaching).
- SUBJECT MATTER COMPETENCY
 - Candidates must successfully complete all subtests of the CSET.
 - Original passing score reports must be turned in to the School of Education in order to be eligible for student teaching.
 - Results of the subject matter exams (CSET) are only valid for 5 years.
 - Candidates must apply for a teaching credential prior to the expiration of their CSET scores.
- TUBERCULIN TEST
 - Candidates must submit an official copy of their tuberculin skin test results, given within one year.
- TEACHING PERFORMANCE ASSESSMENT:
 - Tasks 1 and 2 (Two zero unit courses with an associated fee):
 - EDUC 5950 TPA Task 1 AND
 - EDUC 5951 TPA Task 2
- ORAL PRESENTATION TO THE TEACHER ADMISSIONS AND ADVISORY COMMITTEE (TAAC)
- STUDENT TEACHING INFORMATION MEETING
 - Candidates must attend a mandatory student teaching information meeting in order to complete the fieldwork application, violation affidavit, and schedule an interview with an Secondary Education clinical faculty member.

III. STUDENT TEACHING REQUIREMENT

Once all of the above items have been met, candidates must complete the following items:

- Enroll in Student Teaching
 - EDUC 5977 Secondary Directed Teaching (9 Semester Hours)
- Enroll in TPA Tasks 3 and 4 (Two zero unit courses with an associated fee):
 - EDUC 5952 TPA Task 3 AND
 - EDUC 5953 TPA Task 4
- RICA (Reading Instruction Competence Assessment):
 - After completing EDUC 6201 (Foundations of Secondary Literacy Instruction), candidates are required to take, pass, and submit an original score report of the RICA to the School of Education prior the completion of their student teaching.

IV. TRANSCRIPT REQUEST FROM LOYOLA MARYMOUNT UNIVERSITY

- Candidates must submit an official transcript to the Credential Office in the School of Education once all credential coursework is complete.

V. APPLICATION FOR CREDENTIAL

- When all requirements have been completed, candidates must complete an application for a preliminary teaching credential (additional fee required, see website for more information).

■ 2042 PROFESSIONAL CLEAR MULTIPLE SUBJECT TEACHING CREDENTIAL

A candidate has five years after obtaining their preliminary credential in which to complete the requirements for a professional clear credential. LMU offers an approved 5th Year Professional Clear Credential Program for those teachers who do not have access to an Induction program at their school site. (See 5th Year of Professional Study in this bulletin for more information).

INTERN Track for the 2042 Single Subject Preliminary Teaching Credential Program Requirements:

An Intern is a candidate who is employed full-time at a public school. Eligibility for the Intern Credential is determined by the Director of Internships and Fieldwork following guidelines set by the California Commission on Teacher Credentialing (CCTC). The CCTC is responsible for the final decision on the Intern Credential.

APPLICATION DEADLINES: Application deadlines are as follows: July 15 for the Fall semester, November 15 for the Spring semester, and March 15 for the Summer Session.

I. ADMISSION REQUIREMENTS

All of these requirements must be met in order to be eligible for an admissions interview with a Secondary Education Advisor:

1. ATTEND AN INFORMATION SESSION
 - These are held regularly at the School of Education. Please contact the Admissions Coordinator at (310) 338-7845 to reserve a space.
 - Applicants will receive an information packet which includes the following: Graduate Application, Candidate Information Sheet, 3 Recommendation Forms, Technology Self-Verification Form, Fingerprint Clearance Form, and Program FAQ sheet.
2. GRADUATE APPLICATION AND APPLICATION FEE
 - Applicants may either submit a hard copy (received during information session) or complete the online application.
3. STATEMENT OF INTENT
 - Applicants must write a brief 1 to 2 page essay describing the way in which their experiences, qualities, and goals reflect the School of Education's motto- REAL (Respect, Educate, Advocate, Lead) (See website for complete explanation of REAL <http://www.lmu.edu/education/accred/framework.pdf>)
4. THREE LETTERS OF RECOMMENDATION
 - Applicants must submit three letters of recommendation prior to scheduling an interview. At least one of these letters needs to verify the applicant's experience and familiarity with the age group appropriate to the credential interested in.
5. GRADE POINT AVERAGE (GPA) REQUIREMENT

The GPA requirement may be met by one of the following conditions:

 - A cumulative GPA of 2.8 or higher is required from the applicant's undergraduate degree.
 - A GPA of 2.85 or higher in the last 60 units of the applicant's undergraduate degree
 - A GPA of 3.0 or higher obtained in 9 units of Graduate work

Students who do not meet this requirement may be recommended to the Exceptions Committee by a Secondary Education coordinator. Please see the Exceptions Policy for further details.
6. TRANSCRIPTS
 - Applicants must submit 2 sets of official transcripts with their bachelor's degree posted
 - If the applicant is in the process of completing their degree at the time of applying, they will have until the start of registration for the following semester to submit official transcripts with their degree posted.
 - If candidate has attended other colleges/universities they must submit 2 sets of official transcripts from college/university attended.
7. FINGERPRINT CLEARANCE
 - An application for fingerprint clearance (also known as live scan) is included in the information packet and must be submitted with the Graduate Application.
 - All fees associated with the fingerprint clearance application must be included with the application.
8. CBEST SCORE REPORT (CALIFORNIA BASIC EDUCATION SKILLS TEST):
 - Candidates must submit an original passing score report.
9. SUBJECT MATTER COMPETENCY TEST (CSET)
 - Candidates must demonstrate mastery of the required subject matter by passing the appropriate subject matter exam (CSET). Candidates must provide an original passing score report to the School of Education.
 - Intern candidates must have all sections of the CSET passed prior to applying for the Intern credential.
 - Results of the subject matter exams are only valid for 5 years.
10. U.S. CONSTITUTION REQUIREMENT

Candidates may satisfy the U.S. Constitution requirement by one of the following methods:

 - Taking **ONE** of the following LMU courses: HIST 161, HIST 162, POLS 130, or POLS 135
 - Completing an EQUIVALENT course at another institution. *The course must be approved by the Admissions Coordinator in the School of Education by presenting a course syllabus and course description.*
 - Passing an approved examination (offered through LMU's History Department)

11. INTENT TO HIRE

- Candidates must submit an Intent to Hire letter from a school district that holds a partnership agreement with Loyola Marymount University.

■ **INTERVIEW WITH AN SECONDARY EDUCATION ADVISOR**

- Following the submission of all the requirements to the Graduate Division (Numbers 1-11 listed above), the School of Education's Admissions Coordinator will contact the candidate to schedule an interview with a Secondary Education Advisor.
- The interview with the Secondary Education Advisor will determine the candidate's admission to the program.

All candidates, if accepted, are Provisionally Admitted to the Secondary Education Master's and Credential Program.

TO RECEIVE FORMAL ADMISSION THE FOLLOWING ITEMS NEED TO BE COMPLETED AND SUBMITTED TO THE SCHOOL OF EDUCATION BEFORE THE COMPLETION OF THE FOUR PREREQUISITE COURSES:

12. OBSERVATION/VOLUNTEER HOURS

- Candidates must submit verification of at least 20 hours of experience working with culturally diverse youths at the middle or high school level.

13. TUBERCULIN TEST

- Candidates must submit an official copy of their tuberculin skin test results, given within one year.

14. 2042 NEW STUDENT ORIENTATION

- Candidates must attend this orientation meeting in order to receive a Student Handbook which contains necessary credential/program information.

15. PREREQUISITE COURSES

- Once provisionally accepted into the program, candidates must complete the following four courses with a grade of "B" (3.0) or better:

EDUC 5970	Fieldwork I
EDUC 6960	Introduction to Teaching and Learning

ONE of the following courses, depending upon the subject emphasis of the credential:

EDUC 5251	General Methods Teaching Languages Other Than English
EDUC 5252	Teaching Social Studies in the Secondary Schools
EDUC 5253	Trends in Teaching English in the Secondary Schools
EDUC 5254	Trends in Teaching of Secondary Science
EDUC 5255	Trends in the Teaching of Secondary Math
EDUC 5256	Seminar in Art Education

REVIEW BY ADMISSIONS 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 candidate's responsibility to ensure that all items have been completed. Candidates will be notified of the committee's decision in writing. **ALL OUTSTANDING REQUIREMENTS MUST BE SUBMITTED TO THE SCHOOL OF EDUCATION PRIOR TO REGISTERING FOR ANY METHODS COURSES.**

All documents become property of the University and will not be released to any person or institute unless required by law.

II. COURSEWORK

After being formally admitted, candidates will need to complete the following coursework with a grade of "B" or better:

PHASE ONE

EDUC 5000	Cultural Paradigms of Education
EDUC 5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDUC 5003	Theories of Second Language Acquisition
EDUC 6001	Teaching Culturally and Linguistically Diverse Students with Exceptional Needs (Candidates must complete these four courses with a "B" or better)
EDUC 5971	Fieldwork 2

PHASE TWO

EDUC 5200	Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators
EDUC 6250	Improvement of Literacy in Single Subject Classrooms

CANDIDATE PERFORMANCE ASSESSMENT

At this stage of the program the candidate's performance will be assessed using the following criteria:

- **GRADE POINT AVERAGE REQUIREMENT:**
 - A grade of “B” (3.0) must be maintained in all education coursework.
 - Candidates must clear all incompletes in **ANY** courses prior to EDUC 6961. Courses may not be taken for a grade of “Credit/No Credit” (with the exception of EDUC 6961).
- **HEALTH EDUCATION FOR EDUCATORS**
Candidates may satisfy the Health Education requirement by one of the following methods:
 - Taking EDUC 8000
 - Taking a 2042 approved course through another institution. It is recommended that the candidate obtain approval from the School of Education Credential Office prior to taking class. Official transcripts must be submitted as evidence of course completion.
- **TEACHING PERFORMANCE ASSESSMENT:**
Tasks 1 and 2 (Two zero unit courses with an associated fee):
 - EDUC 5950 TPA Task 1 *AND*
 - EDUC 5951 TPA Task 2
- **VERIFICATION OF EXPERIENCE**
 - Candidates must submit a Verification of Experience Form, available at the School of Education.

III. CULMINATING FIELDWORK REQUIREMENT

Once all of the above items have been met, candidates must complete the following items:

- Enroll in Fieldwork
 - EDUC 6961 Field Supervision: Portfolio and Assessment of Teaching
- Enroll in TPA Tasks 3 and 4 (Two zero unit courses with an associated fee):
 - EDUC 5952 TPA Task 3 *AND*
 - EDUC 5953 TPA Task 4

IV. TRANSCRIPT REQUEST FROM LOYOLA MARYMOUNT UNIVERSITY

- Candidates must submit an official transcript to the Credential Office in the School of Education once all credential coursework is complete.

V. APPLICATION FOR CREDENTIAL

- When all requirements have been completed, candidates must complete an application for a preliminary teaching credential (additional fee required, see website for more information).

■ 2042 PROFESSIONAL CLEAR MULTIPLE SUBJECT TEACHING CREDENTIAL

A student has five years after obtaining the preliminary credential in which to complete the requirements for the professional clear credential. LMU offers an approved 5th Year Professional Clear Credential Program for those teachers who do not have access to an Induction program at their school site. (See 5th Year of Professional Study in this bulletin for more information)

■ *Master of Arts in Secondary Education with an option of the 2042 Single Subject Preliminary Credential (Secondary Teaching) for Teacher Practitioners*

Director: Kathy Clemmer, M.A.T.

■ INTRODUCTION

The Master of Arts in Secondary Education with the option of earning the 2042 Single Subject Preliminary Credential is designed only for those candidates who are full time teachers in a Catholic or private school setting wanting to teach in a content area outside of their undergraduate degree. An example of a candidate eligible for this program would be someone who received their undergraduate degree in mathematics, but would like to teach English in a Catholic or private school.

Candidates who have not met the CSET requirement are eligible to begin the Master of Arts in Secondary Education. Once the CSET exam has been passed in the appropriate subject matter content area, students may add the credential program.

The credential program leads toward a Preliminary 2042 Teaching Credential granted by the State of California Commission on Teacher Credentialing.

APPLICATION DEADLINES: Application deadlines are as follows: July 15 for the Fall semester, November 15 for the Spring semester, and March 15 for the Summer Session.

I. ADMISSION REQUIREMENTS

All of these requirements must be met in order to be eligible for an admissions interview with a Secondary Education Advisor:

1. ATTEND AN INFORMATION SESSION

- These are held regularly at the School of Education. Please contact the Admissions Coordinator at (310) 338-7845 to reserve a space.
- Applicants will receive an information packet which includes the following: Graduate Application, Candidate Information Sheet, 3 Recommendation Forms, Technology Self-Verification Form, Fingerprint Clearance Form, and Program FAQ sheet.

2. GRADUATE APPLICATION AND APPLICATION FEE

- Applicants may either submit a hard copy (received during information session) or complete the online application.

3. STATEMENT OF INTENT

- Applicants must write a brief 1 to 2 page essay describing the way in which their experiences, qualities, and goals reflect the School of Education's motto- REAL (Respect, Educate, Advocate, Lead) (See website for complete explanation of REAL <http://www.lmu.edu/education/accred/framework.pdf>)

4. THREE LETTERS OF RECOMMENDATION

- Applicants must submit three letters of recommendation prior to scheduling an interview. At least one of these letters needs to verify the applicant's experience and familiarity with the age group appropriate to the credential interested in.

5. GRADE POINT AVERAGE (GPA) REQUIREMENT

The GPA requirement may be met by one of the following conditions:

- A cumulative GPA of 2.8 or higher is required from the applicant's undergraduate degree.
- A GPA of 2.85 or higher in the last 60 units of the applicant's undergraduate degree
- A GPA of 3.0 or higher obtained in 9 units of Graduate work

Students who do not meet this requirement may be recommended to the Exceptions Committee by a Secondary Education coordinator. Please see the Exceptions Policy for further details.

6. TRANSCRIPTS

- Applicants must submit 2 sets of official transcripts with their bachelor's degree posted
- If the applicant is in the process of completing their degree at the time of applying, they will have until the start of registration for the following semester to submit official transcripts with their degree posted.
- If candidate has attended other colleges/universities they must submit 2 sets of official transcripts from college/university attended.

7. CBEST SCORE REPORT (CALIFORNIA BASIC EDUCATION SKILLS TEST):

- Candidates must submit an original passing score report.

8. SUBJECT MATTER COMPETENCY TEST (CSET)

- Candidates must demonstrate mastery of the required subject matter by passing the appropriate subject matter exam (CSET). Candidates must provide an original passing score report to the School of Education.
 - If a candidate does not pass the CSET, they must provide proof of re-registration for the CSET in order to continue in the credential program.

9. U.S. CONSTITUTION REQUIREMENT

Candidates may satisfy the U.S. Constitution requirement by one of the following methods:

- Taking **ONE** of the following LMU courses: HIST 161, HIST 162, POLS 130, or POLS 135
- Completing an EQUIVALENT course at another institution. *The course must be approved by the Admissions Coordinator in the School of Education by presenting a course syllabus and course description.*
- Passing an approved examination (offered through LMU's History Department)

■ INTERVIEW WITH AN SECONDARY EDUCATION ADVISOR

- Following the submission of all the requirements to the Graduate Division (Numbers 1-7 listed above), the School of Education's Admissions Coordinator will contact the candidate to schedule an interview with a Secondary Education Advisor.
- The interview with the Secondary Education Advisor will determine the candidate's admission to the program.

All candidates, if accepted, are Provisionally Admitted to the Secondary Education Master's and Credential Program.

TO RECEIVE FORMAL ADMISSION THE FOLLOWING ITEMS NEED TO BE COMPLETED AND SUBMITTED TO THE SCHOOL OF EDUCATION BEFORE THE COMPLETION OF THE FOUR PREREQUISITE COURSES:

10. OBSERVATION/VOLUNTEER HOURS

- Candidates must submit verification of at least 20 hours of experience working with culturally diverse youths at the middle or high school level.
 - Practitioners teaching in a private school must complete 60 hours of observation in a **PUBLIC SCHOOL SETTING** by the end of the culminating fieldwork experience (EDUC 6961)
 - If the 20 hours of observation required for admissions is completed in a **PUBLIC SCHOOL SETTING**, then those hours may be counted towards the 60 hours.

12. TUBERCULIN TEST

- Candidates must submit an official copy of their tuberculin skin test results, given within one year.

13. TECHNOLOGY REQUIREMENT

- Candidates must demonstrate knowledge of basic computer skills by completing either a self-verification form or taking EDUX 846 through LMU Extension (3 continuing education units).

14. 2042 NEW STUDENT ORIENTATION

- Candidates must attend this orientation meeting in order to receive a Student Handbook which contains necessary credential/program information.

15. PREREQUISITE COURSES

- Once provisionally accepted into the program, candidates must complete the following four courses with a grade of "B" (3.0) or better:

EDUC 5970	Fieldwork I
EDUC 6960	Introduction to Teaching and Learning Needs

ONE of the following courses, depending upon the subject emphasis of the credential:

EDUC 5251	General Methods Teaching Languages Other Than English
EDUC 5252	Teaching Social Studies in the Secondary Schools
EDUC 5253	Trends in Teaching English in the Secondary Schools
EDUC 5254	Trends in Teaching of Secondary Science
EDUC 5255	Trends in the Teaching of Secondary Math
EDUC 5256	Seminar in Art Education

REVIEW BY ADMISSIONS 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 candidate's responsibility to ensure that all items have been completed. Candidates will be notified of the committee's decision in writing. **ALL OUTSTANDING REQUIREMENTS MUST BE SUBMITTED TO THE SCHOOL OF EDUCATION PRIOR TO REGISTERING FOR ANY METHODS COURSES.**

All documents become property of the University and will not be released to any person or institute unless required by law.

II. COURSEWORK

After being formally admitted, candidates will need to complete the following coursework:

PHASE ONE (*Candidates must complete the first four courses with a "B" or better*)

EDUC 5000	Cultural Paradigms of Education
EDUC 5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDUC 5003	Theories of Second Language Acquisition
EDUC 6001	Teaching Culturally and Linguistically Diverse Students with Exceptional Needs
EDUC 5971	Fieldwork 2

PHASE TWO

- EDUC 5200 Methodology in English Language Development and
Specially Designed Academic Instruction in English for Secondary Educators
- EDUC 6250 Improvement of Literacy in Single Subject Classrooms

CANDIDATE PERFORMANCE ASSESSMENT

At this stage of the program the candidate's performance will be assessed using the following criteria:

- **GRADE POINT AVERAGE REQUIREMENT:**
 - A grade of "B" (3.0) must be maintained in all education coursework.
 - Candidates must clear all incompletes in **ANY** courses prior to EDUC 6961. Courses may not be taken for a grade of "Credit/No Credit" (with the exception of EDUC 6961).
- **SUBJECT MATTER COMPETENCY**
 - Candidates must successfully complete all subtests of the CSET.
 - **Original passing score reports must be turned in to the School of Education in order to be eligible for student teaching.**
 - Results of the subject matter exams (CSET) are only valid for 5 years.
 - Candidates must apply for a teaching credential prior to the expiration of their CSET scores.
- **HEALTH EDUCATION FOR EDUCATORS**

Candidates may satisfy the Health Education requirement by one of the following methods:

 - Taking EDUC 8000
 - Taking a 2042 approved course through another institution. It is recommended that the candidate obtain approval from the School of Education Credential Office prior to taking class. Official transcripts must be submitted as evidence of course completion.
- **FINGERPRINT CLEARANCE**
 - An application for fingerprint clearance (also known as live scan) is included in the information packet and must be submitted with the Graduate Application.
 - All fees associated with the fingerprint clearance application must be included with the application.
- **TEACHING PERFORMANCE ASSESSMENT:**
 - Tasks 1 and 2 (Two zero unit courses with an associated fee):
 - EDUC 5950 TPA Task 1 AND
 - EDUC 5951 TPA Task 2
- **VERIFICATION OF EXPERIENCE**
 - Candidates must submit a Verification of Experience Form, available at the School of Education.
- **VERIFICATION OF PUBLIC SCHOOL OBSERVATION**
 - Practitioners teaching in a private school must verify the completion of 60 hours of observation in a **PUBLIC SCHOOL SETTING** working with culturally diverse youths at the 4 – 13 year age level by the end of the Culminating Fieldwork Experience (EDUC 6961)

III. CULMINATING FIELDWORK REQUIREMENT

Once all of the above items have been met, candidates must complete the following items:

- Enroll in Fieldwork
 - EDUC 6961 Field Supervision: Portfolio and Assessment of Teaching
- Enroll in TPA Tasks 3 and 4 (Two zero unit courses with an associated fee):
 - EDUC 5952 TPA Task 3 AND
 - EDUC 5953 TPA Task 4

IV. TRANSCRIPT REQUEST FROM LOYOLA MARYMOUNT UNIVERSITY

- Candidates must submit an official transcript to the Credential Office in the School of Education once all credential coursework is complete.

V. APPLICATION FOR CREDENTIAL

- When all requirements have been completed, candidates must complete an application for a preliminary teaching credential (additional fee required, see website for more information).

■ 2042 PROFESSIONAL CLEAR MULTIPLE SUBJECT TEACHING CREDENTIAL

A student has five years after obtaining the preliminary credential in which to complete the requirements for the professional clear credential. LMU offers an approved 5th Year Professional Clear Credential Program for those teachers who do not have access to an Induction program at their school site. (See 5th Year of Professional Study in this bulletin for more information).

■ 2042 Fifth Year of Study for Professional Clear Teaching Credential

Coordinator: Lisa Layne, M.A.

■ INTRODUCTION

The 2042 Fifth Year of Study is a one-year cohort program designed for candidates who hold a 2042 Preliminary Credential, are currently teaching full-time, and do not have access to a state approved Induction program. This program leads toward the Professional Clear 2042 Teaching Credential granted by the State of California Commission on Teacher Credentialing.

The Fifth Year credential coursework may be combined with other graduate coursework to complete a Master of Arts in Elementary or Secondary Education.

APPLICATION DEADLINE: The application for the 5th Year Program is due July 15th. Candidates will only be admitted during the Fall semester of each academic year.

I. ADMISSION REQUIREMENTS:

Acceptance into the 2042 5th Year program is accomplished by completing and submitting the following to the Graduate Division:

1. GRADE POINT AVERAGE (GPA) REQUIREMENT

The GPA requirement may be met by one of the following conditions:

- A cumulative GPA of 2.8 or higher is required from the applicant's undergraduate degree.
- A GPA of 2.85 or higher in the last 60 units of the applicant's undergraduate degree.
- A GPA of 3.0 or higher obtained in 9 units of Graduate work

2. VERIFICATION OF UNAVAILABILITY OF A COMMISSION-APPROVED INDUCTION PROGRAM FORM:

- This program is only available to candidates who do not have access to an approved Induction Program
- Eligible candidates must submit a completed form signed by the school/district where they are employed, thereby releasing them to participate in the 5th Year program.

3. VALID CALIFORNIA 2042 PRELIMINARY TEACHING CREDENTIAL

- Candidates must submit a copy of their valid California 2042 Preliminary Teaching Credential

4. GRADUATE APPLICATION AND APPLICATION FEE:

- Candidates must submit the following:
 - Graduate Application
 - Two Recommendation Forms
 - Candidate Information Sheet

The application fee is waived for LMU Alumni

5. VERIFICATION OF TEACHING EXPERIENCE FORM OR INTENT TO HIRE:

- Candidates must submit a completed form signed by their principal verifying employment for the entire duration of advanced coursework in the 5th Year program.

6. TRANSCRIPTS (IF APPLICABLE):

- If candidates have earned a Master's Degree, official transcripts must be submitted with their degree posted.
- If candidates have earned units beyond a Bachelor's degree, official transcripts from any and all institutions where courses have been taken must be submitted.

7. STATEMENT OF INTENT (IF APPLICABLE):

- Candidates must write a brief 1 to 2 page essay describing the way in which their experiences, qualities, and goals reflect the School of Education's motto- REAL (Respect, Educate, Advocate, Lead) (See website for complete explanation of REAL <http://www.lmu.edu/education/accred/framework.pdf>)
- This requirement is waived for LMU Alumni returning after an absence of less than one year.

8. 2042 5th YEAR PROGRAM PROFESSIONAL CLEAR CONTRACT:

- A contract committing candidates to complete the advanced coursework in one year may be submitted along with the application.
- Candidates signing the 5th Year contract, will receive a scholarship applied towards tuition.

9. ADDITIONAL UNITS PLAN OF ACTION FORM:

- Candidates must complete this form to clarify how they will obtain the additional units beyond their Bachelor's degree required to clear their credential. Candidates must have a total of 30 units beyond their Bachelor's degree to clear their credential.

10. INTERVIEW WITH 5th YEAR COORDINATOR:

- Following submission of all appropriate materials to the Graduate Division, the School of Education's Admissions Coordinator will contact the candidate to schedule an interview with the 5th Year Coordinator.

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 completed. Students will be notified of the committee's decision in writing.

All documents become property of the University and will not be released to any person or institute.

II. ADVANCED COURSEWORK

After being formally admitted to the 5th Year program candidates will need to complete the following coursework:

- EDUC 6080 Advanced Course 1: Special Populations, English-Language Learners, Health, and Technology
- EDUC 6081 Advanced Course 2: Special Populations, English-Language Learners, Health, and Technology
- EDUC 6965 Action Research Fieldwork Support Course 1 (1 sem hr.)
- EDUC 6966 Action Research Fieldwork Support Course 2 (1 sem hr.)

III. ADDITIONAL UNITS

Once the candidates finish the 5th Year program they cannot clear their credential until the additional 22 units have been completed successfully and official transcripts sent to the Credential Office in the School of Education.

IV. APPLICATION FOR CLEAR CREDENTIAL

When all requirements have been completed, candidates must complete an application for a clear teaching credential (additional fee required, see website for more information).

■ *The Bilingual (Spanish Emphasis) Teaching Credential (Elementary, Secondary, and Special Education)*

Director: Magaly Lavadenz, Ph.D.

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.

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 5320 Methodology for Primary Language Instruction in Bilingual Settings
 - EDUC 6320 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 Education Director: Irene Oliver, Ed.D.

Secondary Education Director: Kathy Clemmer, M.A.T.

Literacy and Language Arts Director: Candace Poindexter, Ed.D.

Special Education Director: 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.

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.

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 6100 Anthropological Analysis of Cultural Diversity
 - EDUC 6103 Curriculum and Instructional Leadership
 - EDUC 6105 Assessment and Research Methodology
 - EDUC 6106 Human Development and LearningCandidates in the Bilingual (BCLAD) teaching credential program may substitute the following courses:
 - EDUC 5320 Methodology for Primary Language Instruction in Bilingual Settings
 - EDUC 6320 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 6342 Diagnosing and Developing Literacy Skills**Elective Courses:** (one of the following:)
 - EDUC 6343 Practicum in Diagnosing and Developing Literacy Skills (One year teaching experience required)
 - EDUC 6344 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 6995 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*

Director: Magaly Lavadenz, Ph.D.

The Master of Arts in Biliteracy, Leadership and Intercultural Education is designed to build the research, practical, and experiential knowledge of individuals who seek to enhance their leadership and instructional skills in bilingual and dual language settings.

This Master's program emphasizes the preparation of leadership for quality bilingual and intercultural education with courses that foster high academic achievement for a variety of student populations. The first Tier of the Administrative Credential is embedded in the program; a separate application for the administrative credential is required upon successful completion of these requirements.

All leadership/administrative courses are infused with biliteracy and social justice emphases.

ADMISSION REQUIREMENTS

Acceptance for Master of Arts in Bilingual, Leadership and Intercultural Education is accomplished by completion and submission of the following:

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. Bilingual and Intercultural Education 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 Director.
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. Bilingual competency is required; courses are taught in English.
9. After steps 1-8 have been completed, the candidate's file will be submitted to the Admissions Committee for review. Steps 1-8 must be completed for review for formal acceptance. The committee may accept, defer or deny admission.

Applicants are reviewed and admitted on an annual basis, beginning in the Spring of 2006.

This two-year program follows a cohort model in a specified sequence of 36 units and culminates with either a comprehensive examination or a thesis option. The thesis option must meet approval of the program coordinator and follow the School of Education guidelines.

COURSE REQUIREMENTS

Core Courses:

- EDUC 5322 Intercultural Education
- EDUC 5323 Bilingualism, Cognition and Identity Development
- EDUC 5324 Bilingualism and Biliteracy
- EDUC 5325 Curriculum and Instructional Leadership in Bilingual Settings

Research Courses:

- EDUC 6100 Anthropological Analysis of Cultural Diversity
- EDUC 6105 Assessment and Research Methodology

Linguistic Courses:

- EDUC 6322 Language Ideologies, Planning and Policies
- EDUC 6323 Ethnolinguistics

Leadership and Administration Specialization:

In addition to the above, candidates may also apply for Tier I of the Administrative Credential by completing the following:

- EDUC 6101 Psychology and Education of Culturally and Linguistically Diverse Students with Exceptional Needs
- EDUC 6102 The Context of Schooling
- EDUC 6104 Evaluation of Instruction
- EDUC 6404 Educational Leadership
- EDUC 6974 Field Experience in Bilingual, Leadership and Administration I
- EDUC 6984 Field Experience in Bilingual, Leadership and Administration II

Culminating Experiences:

- EDUC 6995 Comprehensive Examination in Bilingual/Intercultural Education OR Thesis Option (with approval)
- EDUC 6950 Advanced Research Methods
- EDUC 6951 Thesis Design and Proposal
- EDUC 6955 Master's Thesis
- EDUC 6956 Master's Thesis, as needed
- EDUC 6957 Master's Thesis, as needed

Elective Courses:

- EDUC 6325 Technology in Multilingual Settings
- EDUC 6326 International Perspectives in Bilingual/Intercultural Education
- EDUC 6327 Apprenticeship in Research in Bilingual/Intercultural Education

■ *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's University Consortium for Catholic Education (UCCE). The PLACE Corps is built upon three pillars: spirituality, community, and professional development. This University program incorporates full-time teaching in an under-resourced Los Angeles Archdiocesan elementary or high school with an academic program through the School of Education to earn both a Master of Arts in Education and a Preliminary Credential. A Master of Arts in Child and Adolescent Literacy may be available to applicants who have had an undergraduate emphasis in education coursework, pending transcript evaluation. PLACE Corps members work under contract as teachers for the Archdiocese of Los Angeles. A portion of their salary will contribute toward housing, and other 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.



Bishop Wilkerson surrounded by PLACE participants at the Commissioning Mass.

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 in any field.

PLACE Corps recruits nationally. Interested students in the local area should attend an information meeting in the fall and a subsequent application distribution meeting. **The application deadline for PLACE Corps is January 31 and the full time commitment begins the subsequent summer.**

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

ADMISSION REQUIREMENTS

Acceptance into the PLACE Corps is limited to 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, and a Judicial Affairs 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 in program.)
5. For the elementary credential – The California Subject Examinations for Teachers (CSET) should be taken/passed for in-state candidates. Upon commencement of program in June, candidates from outside of California should present proof of registration 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 upon commencement of the program and must pass the exam by December of Year One.
7. Observation Hours: All candidates must present acceptable evidence of having completed at least 20 hours of observation in a culturally and linguistically diverse public school setting. This will be completed during the summer program of Year One.
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 and offer of a compatible teaching position in an Archdiocesan PLACE Corps school.



PLACERs form a strong community with one another.

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.

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

■ *Master of Arts in Special Education with a Crosscultural Emphasis*

Director: 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.

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.

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 5300 Introduction to Teaching and Learning in General and Special Education Programs (3 units)
- EDUC 5301 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 5970 Fieldwork I: Special Education (2 units)
- EDUC 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 units)
- EDUC 6102 The Context of Schooling (3 units)
- EDUC 6310 Professional Induction Planning Seminar – Interns Only (0 units)

SPRING

- EDUC 5000 Cultural Paradigms of Education (3 units)
- EDUC 5971 Fieldwork 2: Special Education (1 unit)
- EDUC 6201 Foundations of Literacy Instruction (3 units)

SUMMER

- EDUC 5003 Theories of Second Language Acquisition (3 units)
- EDUC 6300 Creating Effective Classrooms in Diverse Settings (2 units)
- EDUC 6301 Creating Collaborative Partnerships (2 units)

FALL

- EDUC 5972 Fieldwork 3: Special Education (1 unit)
- EDUC 6200 Elementary and Curriculum and Teaching Methodology (3 units)
- EDUC 6302 Informal Assessment and Individual Education Program (IEP) Development (3 units)

SPRING

- EDUC 5973 Fieldwork 4: Special Education (2 units)
- EDUC 5978 Directed Teaching – Non-Interns Only (6 units)
- EDUC 6303 Teaching and Assessing Students with Mild/Moderate Disabilities (4 units)
- EDUC 6314 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 6201 (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 Program*

Secondary Education Emphasis

Candidates must have completed all requirements listed previously.

I. PREREQUISITE COURSEWORK/PRE-EMPLOYMENT COMPONENT:

- EDUC 5300 Introduction to Teaching and Learning in General and Special Education Programs (3 units)
- EDUC 5301 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 5970 Fieldwork I: Special Education (2 units)
- EDUC 6101 Psychology and Education of Culturally and Linguistically Diverse Students with Exceptional Needs (3 units)
- EDUC 6102 The Context of Schooling (3 units)
- EDUC 6310 Professional Induction Planning Seminar – Interns Only (0 units)

SPRING

- EDUC 5000 Cultural Paradigms of Education (3 units)
- EDUC 5971 Fieldwork 2: Special Education (1 unit)
- EDUC 6250 Improvement of Reading/Language Arts in the Secondary School (3 units)

SUMMER

- EDUC 5003 Theories of Second Language Acquisition (3 units)
- EDUC 6300 Creating Effective Classrooms in Diverse Settings (2 units)
- EDUC 6301 Creating Collaborative Partnerships (2 units)

FALL

- EDUC 5251, 5252, 5253, 5354, 5250 OR 5256 Subject Matter Methodology Courses (3 units)
- EDUC 5972 Fieldwork 3: Special Education (1 unit)
- EDUC 6302 Informal Assessment and Individual Education Program (IEP) Development (3 units)

SPRING

- EDUC 5973 Fieldwork 4: Special Education (2 units)
- EDUC 5978 Directed Teaching – Non-Interns Only (6 units)
- EDUC 6303 Teaching and Assessing Students with Mild/Moderate Disabilities (4 units)
- EDUC 6314 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 6250.

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 6310 Professional Induction Planning Seminar (0 units)
- EDUC 6311 Advanced Issues in Assessment & Instruction of Students with Special Needs (3 units)
- EDUC 6312 Consultation and Collaboration for Students with Special Needs (3 units)
- EDUC 6313 Supportive Environments for Students with Behavior and Emotional Needs (3 units)
- EDUC 6314 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. Candidates may take EDUC 8000. They 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.



A forum on education with LMU's President Lawton and Governor Romer.

■ *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.

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. 5000-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 6106 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).

COMPREHENSIVE ASSESSMENT

EDUC 6995 Comprehensive Exam: Special Education (0 sem hrs.)

OR Thesis Option: (See Coordinator for approval)

EDUC 6950 Advanced Research Methods

EDUC 6951 Advanced Research Design (1 sem. hr.)

EDUC 6955 Master's Thesis I (1 sem. hr.)

EDUC 6956 Master's Thesis II (as needed) (1 sem. hr.)

EDUC 6957 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.

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.

COURSE REQUIREMENTS

EDUC 6100 Anthropological Analysis of Cultural Diversity
EDUC 6106 Human Development and Learning
EDUC 6300 Creating Effective Classrooms in Diverse Settings
EDUC 6301 Creating Collaborative Partnerships in Catholic Schools
EDUC 6304 Policies and Issues in Education for Diverse Learners with Disabilities
EDUC 6800 Foundations of Catholic Education
EDUC 6820 Education of Students with Exceptional Needs in Catholic Schools
EDUC 6821 Informal Assessment and Program Development in Catholic Schools
EDUC 6822 Creating Successful Inclusion Programs
EDUC 6823 Advanced Practicum in Catholic Inclusive Education

OR

The following Thesis Options with University Approval

EDUC 6950 Advanced Research Methods
EDUC 6951 Advanced Research Design (1 semester hour)
EDUC 6955 Master's Thesis I (1 semester hour)
EDUC 6956 Master's Thesis II (1 semester hour) as needed
EDUC 6957 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.

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.

COURSE REQUIREMENTS

EDUC 6301	Curriculum and Instructional Leadership
EDUC 6300	Creating Effective Classrooms in Diverse Settings
EDUC 6820	Education of Students with Exceptional Needs in Catholic Schools
EDUC 6821	Informal Assessment and Program Development in Catholic Schools
EDUC 6822	Creating Successful Inclusion Programs



Child and Adolescent Literacy

■ Master of Arts in Child & Adolescent Literacy

Director: 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.

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 Director.
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.

COURSE REQUIREMENTS

Core courses:

- EDUC 6100 Anthropological Analysis of Cultural Diversity
- EDUC 6103 Curriculum and Instructional Leadership
- EDUC 6105 Assessment and Research Methodology
- EDUC 6106 Human Development and Learning

Courses in area of specialization:

- EDUC 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs

OR

- EDUC 6311 Advanced Issues in Assessment and Instruction of Students with Special Needs
- EDUC 6340 Educational Linguistics Comprehensive Assessment (see next section)
- EDUC 6341 Foundations of Literacy Instruction
- EDUC 6342 Diagnosing and Developing Literacy Skills
- EDUC 6343 Practicum in Diagnosing and Developing Literacy Skills
- EDUC 6344 Seminar in Literacy, Leadership and Professional Development



Dr. Candace Poindexter gives an instrument demonstration to community kids.

COMPREHENSIVE ASSESSMENT

- EDUC 6995 Comprehensive Examination: Literacy (0 sem. hrs.)

OR Thesis Option with approval:

- EDUC 6950 Advanced Research Methods
- EDUC 6951 Advanced Research Design (1 sem. hr.)
- EDUC 6955 Master's Thesis I (1 sem. hr.)
- EDUC 6956 Master's Thesis II (1 sem. hr.) as needed
- EDUC 6957 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. This program may be taken concurrently with the Master of Arts in Child and Adolescent Literacy.

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 Director.
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.

COURSE REQUIREMENTS

- EDUC 6103 Curriculum and Instructional Leadership
- EDUC 6340 Educational Linguistics
- EDUC 6341 Foundations of Literacy Instructions
- EDUC 6342 Diagnosing and Developing Literacy Skills
- EDUC 6343 Practicum: Diagnosing and Developing Literacy Skills

■ *The Reading and Language Arts Specialist Certificate (pending approval)*

The Reading and Language Arts Specialist Credential program prepares educators to play a leadership role in materials selection, program development, and professional development at the school, district and county levels. The first five courses in this program are the same as those for the Reading Certificate. This program may be taken concurrently with the Master of Arts in Child and Adolescent Literacy.

- EDUC 6103 Curriculum and Instructional Leadership
- EDUC 6340 Educational Linguistics
- EDUC 6341 Foundations of Literacy Instruction
- EDUC 6342 Diagnosing and Developing Literacy Skills
- EDUC 6343 Practicum: Diagnosing and Developing Literacy Skills
- EDUC 6105 Assessment and Research Methodology
- EDUC 6311 Advanced Issues in Assessment and Instruction
- EDUC 6344 Seminar in Literacy Leadership and Professional Development
- EDUC 6350 Advanced Practicum: Diagnosis and Intervention in Reading/Language Arts Instruction
- EDUC 6351 Research and Trends in Literacy and Learning

■ *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*

Director: 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.

ADMISSION REQUIREMENTS

Acceptance into the Master of Arts 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.

COURSE REQUIREMENTS

Core courses: (4)

EDUC 6100 Anthropological Analysis of Cultural Diversity
EDUC 6103 Curriculum and Instructional Leadership
EDUC 6105 Assessment and Research Methodology
EDUC 6106 Human Development and Learning

Electives: Student selects six additional 5000/6000 level Education classes with approval of Program Director (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 6000 level.

COMPREHENSIVE ASSESSMENT

EDUC 6995 Comprehensive Examination: General Education (0 sem. hrs.)

OR Thesis Option with approval:

EDUC 6950 Advanced Research Methods
EDUC 6951 Advanced Research Design (1 sem. hr.)
EDUC 6955 Master's Thesis I (1 sem. hr.)
EDUC 6956 Master's Thesis II (1 sem. hr.) as needed
EDUC 6957 Master's Thesis III (1 sem. hr.) as needed

Professional Services

- *Counseling*
- *Educational Psychology*
- *Administration*
- *Leadership for Social Justice*

Department Chairperson: Mary McCullough, Ph.D.

email: education@lmu.edu

Website: www.lmu.edu/education

Office Location: University Hall, Room 2612

Telephone: (310) 338-2863

Fax: (310) 338-1976

FACULTY

Professors:

Thomas M. Batsis, Ph.D., California Graduate Institute

Paul A. De Sena, Ed.D., Pennsylvania State

Brian P. Leung, Ph.D., Southern California

Mary K. McCullough, Ph.D., Southern California

Associate Professors:

Marta P. Baltodano, Ph.D., Claremont

Lucretia D. Peebles, Ph.D., Claremont

Assistant Professors:

Kristen R. Anguiano, Ph.D. (cand.), Iowa, Iowa City

Michael P. Caruso, S.J., Ed.D., San Francisco

Martin T. Connell, S.J., Ph.D.(cand.), California, Santa Barbara

Emily S. Fisher, Ph.D. (cand.), California, Santa Barbara

Visiting Assistant Professor:

Franca Dell'Olio, Ed.D. (cand.), Pepperdine

Adjunct Professor:

Sharon Watt, J.D.

■ 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.



Lecturers:

Laurie Beyer, Ph.D.

Rose Bomentre, M.A.

Christine Cain, Ph.D.

John Coleman, S.J., Ph.D.

Debra Davis, M.Ed.

Janis Davis, M.S.

Carol Dygean, M.A.

Marolyn Freedman, M.A.

Christopher Haddy, Ph.D.

JoAnn Isken, M.Ed.

Richard Lieberman, M.A.

Jonathon O'Brien, M.S.

Philip Pannell, Ph.,D.

Judy Pollick, M.A.

Mary Ring, M.A.

Diane Rodriguez, Ph.D.

Douglas Siembieda, M.A.

Larry Silvers, M.A.

Thomas Sopp, M.A.

Paula Stapeton, M.A.

Director: Paul A. De Sena, Ed.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.

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.

A candidate may pursue a 48 semester hour Master of Arts in Counseling without the Credential. In this case it would be necessary to substitute two courses (with advisor approval) for the two Fieldwork courses (EDUC 6970 and EDUC 6980).

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 Director 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 Director.

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 6362, 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.. Eighty (80) of these hours are accumulated in the required course work.

COURSE REQUIREMENTS

The generic courses consisting of 24 semester hours are:

- EDUC 6100 Anthropological Analysis of Cultural Diversity
- EDUC 6101 Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 6103 Curriculum and Instructional Leadership
- EDUC 6104 Evaluation of Instruction, Learning, and Achievement
- EDUC 6106 Human Development and Learning
- EDUC 6362 Counseling Theories and Techniques
- EDUC 6372 Prevention, Intervention, and Consultation in Pupil Personnel Services
- EDUC 6382 Professional Ethics, Legal Mandates, and Political Relationships

The specialization courses for the School Counseling Credential, consisting of 18 additional semester hours are:

- EDUC 6105 Assessment and Research Methodology
- EDUC 6366 Principles, Organization, and Administration of Pupil Personnel Services
- EDUC 6368 Educational and Career Planning
- EDUC 6376 Social Responsibility, Violence Prevention and Crisis Intervention in Schools
- EDUC 6378 Communication Process and Counseling in Groups
- EDUC 6970 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 6384 Practicum in Culturally Responsive Counseling
- EDUC 6980 Fieldwork in School Counseling II
- EDUC 6995 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.

ADMISSION REQUIREMENTS

See Master of Arts in Counseling and Pupil Personnel Services Credential - School Counseling requirements.

COURSE REQUIREMENTS

Three of the following core courses:

- EDUC 6100 Anthropological Analysis of Cultural Diversity
- EDUC 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 6103 Curriculum and Instructional Leadership
- EDUC 6105 Assessment and Research Methodology
- EDUC 6106 Human Development and Learning

Required courses:

- EDUC 6362 Counseling Theories and Techniques
- EDUC 6378 Communication Process and Counseling in Groups
- EDUC 6386 Practicum in Culturally Responsive Counseling

Five other courses may be selected from the core courses above and the following:

- EDUC 6104 Evaluation of Instruction, Learning, and Achievement
- EDUC 6366 Principles, Organization, and Administration of Pupil Personnel Services
- EDUC 6368 Educational and Career Planning
- EDUC 6372 Prevention, Intervention, and Consultation in Pupil Personnel Services
- EDUC 6376 Social Responsibility, Violence Prevention, and Crisis Intervention in Schools
- EDUC 6382 Professional Ethics, Legal Mandates, and political Relationships

Comprehensive Assessment:

- EDUC 6995 Oral Comprehensive Exam



Shane Martin, Dean, takes time to meet with students.

■ *Master of Arts in Catholic School Counseling*

The Master of Arts in Catholic School Counseling (33 semester hours) is designed 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.

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.

COURSE REQUIREMENTS

Three of the following core courses:

- EDUC 6800 Foundations of Catholic Education
- EDUC 6841 Private School Finance and Law
- EDUC 6840 Theological/Catechetical Methodology
- EDUC 6842 Educational Leadership in Catholic Education
- THST 670* Foundations of Pastoral Theology

*with permission from course instructor

Required courses:

- EDUC 6105 Assessment and Research Methodology
- EDUC 6106 Human Development and Learning
- EDUC 6362 Counseling Theories and Techniques
- EDUC 6378 Communication Process and Counseling in Groups
- EDUC 6386 Practicum in Culturally Responsive Counseling

Three of the following elective courses:

- EDUC 6100 Anthropological Analysis of Cultural Diversity
- EDUC 6366 Principles, Organization, and Administration of Pupil Personnel Services
- EDUC 6368 Educational and Career Planning
- EDUC 6372 Prevention, Intervention, and Consultation in Pupil Personnel Services
- EDUC 6376 Social Responsibility, Violence Prevention, and Crisis Intervention in Schools
- EDUC 6382 Professional Ethics, Legal Mandates, and Political Relationships

Comprehensive Assessment:

- EDUC 6995 Oral Comprehensive Examination



*Dr. Paul DeSena instructing
a class on Counseling.*

Educational Psychology

Director: Brian P. Leung, 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 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 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 the program coordinator prior to applying.

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 Director 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 6384, 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 the Comprehensive Examination (ETS Praxis II Series, School Psychology).

COURSE REQUIREMENTS

EDUC 6101	Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 6104	Evaluation of Instruction, Learning, and Achievement
EDUC 6105	Assessment and Research Methodology
EDUC 6106	Human Development and Learning
EDUC 6360	Foundation of School Psychological Services in the Schools
EDUC 6362	Counseling Theories and Techniques
EDUC 6363	Community and School Psychology
EDUC 6372	Prevention, Intervention, and Consultation in Pupil Personnel Services
EDUC 6376	Social Responsibility, Violence Prevention, and Crisis Intervention in Schools
EDUC 6378	Communication Process and Counseling in Groups
EDUC 6384	Practicum in School Psychology

The Advanced Specialization courses for the School Psychology Credential are:

EDUC 6364	Advanced Individual Psychology
EDUC 6370	Individual Assessment and Research
EDUC 6374	Diagnostic Assessment, Interpretation, and Remediation of Special Learning Problems
EDUC 6380	Assessment of Emotional and Behavioral Disorders
EDUC 6388	Mental Disorders in Children and Adolescents
EDUC 6390	Psychological Services in the Schools
EDUC 6392	Advanced Behavioral Intervention Strategies
EDUC 6394	Special Issues and Practices in School Psychological Service Delivery
EDUC 6972	Supervised Internship in School Psychology I
EDUC 6982	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*

Acting Director: Franca Dell'Olio, Ed.D. (cand.)

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.

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 Program Director.
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.

COURSE REQUIREMENTS

EDUC 6100 Anthropological Analysis of Cultural Diversity
EDUC 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 6102 The Context of Schooling
EDUC 6103 Elementary and Secondary Curriculum
EDUC 6104 Evaluation of Instruction, Learning, and Achievement
EDUC 6105 Assessment and Research Methodology
EDUC 6106 Human Development and Learning
EDUC 6400 Institutional Management
EDUC 6403 Educational Leadership
EDUC 6971 Field Experience in Administration I (2 sem. hrs.)
EDUC 6981 Field Experience in Administration II (2 sem. hrs.)
EDUC 6995 Comprehensive Examination: Administration

■ *Administrative Services Internship Leading to the Preliminary Administrative Services Credential and Master of Arts Degree*

Acting Director: Franca Dell'Olio, Ed.D. (cand.)

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.

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.

COURSE REQUIREMENTS

EDUC 6100 Anthropological Analysis of Cultural Diversity
EDUC 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 6102 The Context of Schooling
EDUC 6103 Curriculum and Instructional Leadership
EDUC 6104 Evaluation of Instruction, Learning, and Achievement
EDUC 6105 Assessment and Research Methodology
EDUC 6106 Human Development and Learning
EDUC 6400 Institutional Management
EDUC 6403 Educational Leadership
EDUC 6995 Comprehensive Exam
EDUC 6999 Internship Seminar I
EDUC 6999 Internship Seminar II
EDUC 6999 Internship Seminar III
EDUC 6999 Internship Seminar IV



Dr. Brian Leung teaching a graduate class.

■ *Master of Arts in Administration*

Acting Director: Franca Dell'Olio, Ed.D. (cand.)

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 Program Director.
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.

COURSE REQUIREMENTS

EDUC 6100 Anthropological Analysis of Cultural Diversity
EDUC 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 6102 The Context of Schooling
EDUC 6103 Curriculum and Instructional Leadership*
EDUC 6104 Evaluation of Instruction, Learning, and Achievement*
EDUC 6105 Assessment and Research Methodology
EDUC 6106 Human Development and Learning
EDUC 6400 Institutional Management*
EDUC 6403 Educational Leadership
EDUC 6971 Field Experience in Administration I (2 sem. hrs.)
EDUC 6981 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).

COMPREHENSIVE ASSESSMENT

EDUC 6995 Comprehensive Examination (0 sem. hrs.)

OR Thesis Option with approval:

EDUC 6950 Advanced Research Methods
EDUC 6951 Advanced Research Design (1 sem. hr.)
EDUC 6955 Master's Thesis I (1 sem. hr.)
EDUC 6956 Master's Thesis II (1 sem. hr.) as needed
EDUC 6957 Master's Thesis III (1 sem. hr.) as needed

■ *Professional Administrative Services Credential Program*

Acting Director: Franca Dell'Olio, Ed.D. (cand.)

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.

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 Program Director.
9. Candidates begin this program with enrollment in EDUC 6410 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.

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 6410 Professional Administrative Induction Plan (2 sem. hrs.)

EDUC 6411 Comprehensive Assessment in Professional Administration (2 sem. hrs.)

■ *Master of Arts in Catholic School Administration*

Director: Michael P. Caruso, S.J., Ed.D.

The Master of Arts in Catholic School Administration is designed to develop and support leaders, to maintain excellence in the Catholic education system, and to ensure growth and development of Catholic school communities.

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 Program Director.
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.

COURSE REQUIREMENTS

EDUC 6100 Anthropological Analysis of Cultural Diversity
EDUC 6101 Assessment and Research Methodology
EDUC 6106 Human Development and Learning
EDUC 6800 Foundations of Catholic Education
EDUC 6840 Catechetical Leadership in Catholic Education
EDUC 6841 Private School Law and Ethics
EDUC 6842 Educational Leadership in Catholic Education
EDUC 6971 Field Experience in Administration I (2 sem. hrs.)
EDUC 6981 Field Experience in Administration II (2 sem. hrs.)

AND two of the following:

EDUC 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 6103 Curriculum and Instructional Leadership
EDUC 6104 Evaluation of Instruction, Learning, and Achievement
EDUC 6400 Institutional Management

COMPREHENSIVE ASSESSMENT

EDUC 6995 Comprehensive Examination (0 semester hours)
OR Thesis Option with University Approval
EDUC 6950 Advanced Research Methods
EDUC 6951 Advanced Research Design (1 semester hour)
EDUC 6955 Master's Thesis I (1 semester hour)
EDUC 6956 Master's Thesis II (1 semester hour) as needed
EDUC 6957 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*

Director: 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.

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 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs

EDUC 6102 The Context of Schooling

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 6800, EDUC 6840, EDUC 6841, and EDUC 6842.

■ *Doctorate in Education*

Ed.D. in Educational Leadership for Social Justice

Director: Mary K. McCullough, Ph.D.

Associate Director: Lucretia D. Peeples, 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.**

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

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.

EDUC 5000 • 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.

Field work is required.

EDUC 5001 • 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.

EDUC 5003 • 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.

Field work is required.

EDUC 5200 • Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) for Elementary Educators

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 in elementary education. Fieldwork observation is included.

Field work is required.

Prerequisite: EDUC 5003 or CHST 503

EDUC 5201 • 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.

Special approval required.

EDUC 5202 • 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.

Special approval required.

EDUC 5203 • 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.

Special approval required.

EDUC 5204 • 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.

Special approval required.

Prerequisites or concurrent enrollment in: EDUC 5201, EDUC 5202, EDUC 5203 and EDUC 6000scriptions

EDUC 5250 • Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) for Secondary Educators

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 in secondary education. Fieldwork observation is included.

Field work is required.

Prerequisite: EDUC 5003 or CHST 503

EDUC 5251 • 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.

Special approval required.

EDUC 5252 • 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.

Field work is required.

Special approval required.

EDUC 5253 • 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.

Field work is required.

Special approval required.

EDUC 5254 • 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.

Field work is required.

Special approval required.

EDUC 5255 • 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.

Field work is required.

Special approval required.

EDUC 5256 • 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.

Field work is required.

Special approval required.

EDUC 5300 • 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.

EDUC 5301 • 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.

EDUC 5320 • 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.

Special approval required.

EDUC 5321 • 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.

EDUC 5322 • Intercultural Education

This course explores the research, theories and practices related to communication between and within cultural groups on national and international bases.

EDUC 5323 • Bilingualism, Cognition, and Identity

This course provides an in-depth analysis of theories of human development and learning in bilingual and bicultural individuals. It underscores the development of cultural and identity development and the psycho-social influence of learning in bilingual contexts.

EDUC 5324 • Bilingualism and Bilinguality

Research on the complexity of factors that impact bilingual development for preschool through adolescence students. This course focuses on the assessment and implications of the continuum of bilingual development through analysis of case studies.

EDUC 5325 • Curriculum and Instructional Leadership in a Bilingual Setting

Theory and application of curriculum development to bilingual instructional programs: design, organizational patterns and resources, materials and media, change strategies, and evaluation.

**EDUC 5950 • Teaching Performance Assessment 1
0 sem. hrs.**

Students enrolled in this course will complete Task 1 of the Teaching Performance Assessment.

Lab fee required.

Credit/No Credit.

Special approval required.

**EDUC 5951 • Teaching Performance Assessment 2
0 sem. hrs.**

Students enrolled in this course will complete Task 2 of the Teaching Performance Assessment.

Credit/No Credit.

Special approval required.

**EDUC 5952 • Teaching Performance Assessment 3
0 sem. hrs.**

Students enrolled in this course will complete Task 3 of the Teaching Performance Assessment.

Lab fee required.

Credit/No Credit.

Special approval required.

**EDUC 5953 • Teaching Performance Assessment 4
0 sem. hrs.**

Students enrolled in this course will complete Task 4 of the Teaching Performance Assessment.

Credit/No Credit.

Special approval required.

EDUC 5970 • Fieldwork 1 • 1-3 sem. hrs.

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.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

EDUC 5971 • Fieldwork 2 • 1-3 sem. hrs.

This course is a continuation of Fieldwork 1.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

EDUC 5972 • Fieldwork 3 • 1-3 sem. hrs.

This course is a continuation of Fieldwork 2.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

EDUC 5973 • Fieldwork 4 • 1-3 sem. hrs.

This course is a continuation of Fieldwork 3.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

**EDUC 5976 • 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 multiple subjects credential 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).

Lab fee required.

Credit/No Credit.

Special approval required.

All Incompletes must be removed prior to registration.

Passing scores on CSET & CBEST required.

**EDUC 5977 • Fieldwork: Secondary Directed Teaching
6-12 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.

Lab fee required.

Credit/No Credit.

Special approval required.

All Incompletes must be removed prior to registration.

Subject matter competency required.

**EDUC 5978 • 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.

Special approval required.

EDUC 5998 • Special Studies

Subject matter and credit by arrangement.

EDUC 5999 • Independent Studies

Subject matter and credit by arrangement.

EDUC 6000 • 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 5003

**EDUC 6001 • Teaching 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. This course meets the requirements for the 2042 credential.

EDUC 6002 • Philosophy of Education

Course description under construction.

EDUC 6100 • 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.

EDUC 6101 • 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.

EDUC 6102 • 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.

EDUC 6103 • Curriculum and Instructional Leadership

What should students learn and experience in the classroom? Who decides the content and how it should be taught? How will we know that all students have mastered it? From antiquity to the present, human beings have clashed over these fundamental yet highly charged questions regarding the nature of curriculum. Drawing on theory and practice, past and present, this course explores answers to the above questions and looks at the direction of today’s education policies and practices, especially with regard to curriculum standards, accountability and student assessment under No Child Left Behind.

EDUC 6104 • 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 6103

EDUC 6105 • 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.

EDUC 6106 • 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.

EDUC 6200 • 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 required.

Field work is required.

Admission to program required.

EDUC 6201 • Foundations of Elementary 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. This course prepares candidates for the RICA.

Field work is required.

EDUC 6250 • 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.

Field work is required.

Admission to program required.

EDUC 6251 • 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.

EDUC 6300 • 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.

Special approval required.

EDUC 6301 • 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.

Special approval required.

EDUC 6302 • 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.

Prerequisites: EDUC 440, EDUC 6101, EDUC 6102, or PSYC 422

EDUC 6303 • 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.

EDUC 6304 • 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.

EDUC 6310 • 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.

Special approval required.

EDUC 6311 • 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.

Special approval required.

EDUC 6312 • 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.

Special approval required.

EDUC 6313 • 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.

Special approval required.

EDUC 6314 • 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.

EDUC 6320 • 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.

Special approval required.

Prerequisite: EDUC 6000

EDUC 6321 • 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.

EDUC 6322 • Language Ideologies, Planning, and Policies

This course addresses the assumptions, power relations, and beliefs involved in language policies as they relate to education, work and societal norms. Analysis of international, national, and local practices, socio-historical, and political development of multilingual schooling is emphasized.

EDUC 6323 • Ethnolinguistics

Utilizing an anthropological-linguistic approach to the study of the interrelation between a language and culture, this course focuses particularly in the ways that ethnicity, group status, gender, and class impact the relationships between minority and majority groups.

EDUC 6324 • Technology in Multilingual Settings

Course description currently under construction

EDUC 6325 • International Perspectives in Bilingual / Intercultural Education

This course surveys bilingual and intercultural education from a global perspective and includes issues of indigenous, heritage, and human rights in the context of bilingualism and multilingualism.

EDUC 6326 • Apprenticeship in Research in Bilingual / Intercultural Education

This restricted and individualized course of study provides an in-depth research partnership experience in biliteracy, leadership, and intercultural education. Topic and credit hours arranged in advance.

EDUC 6340 • 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.

EDUC 6341 • 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. This course is designed specifically for candidates in the Child and Adolescent Literacy (CHAL) program.

EDUC 6342 • 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 6341 or 6201

Co-requisite: EDUC 6343

EDUC 6343 • Practicum in Diagnosing and Developing Literacy Skills

Practicum taken in conjunction with EDUC 6342. 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 6342

EDUC 6344 • Seminar in Literacy Leadership and Professional Development

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.

EDUC 6350 • Advanced Practicum: Diagnosis and Intervention in Reading/Language Arts Instruction

Course description under construction

EDUC 6351 • Research and Trends in Literacy and Learning

Course description under construction

EDUC 6360 • Foundation of School Psychological Services in the Schools

A comprehensive exploration of the field of School Psychology, including its historical antecedents and contemporary educational, legal, and system issues that impact the profession. This course will review the multiple roles of school psychologists, pertinent laws and court decisions and ethics that impact services. State and national standards that govern the training of school psychologists will be highlighted. Up to 15 hours of field assignments (interviews and observations) will give students insight into their future vocation.

EDUC 6362 • 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.

EDUC 6363 • Community and School Psychology

Course description under construction.

EDUC 6364 • 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 program required.

Special approval required.

Prerequisite: EDUC 6106

EDUC 6366 • 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, and utilization of community services and referral processes.

Prerequisite: EDUC 6361

EDUC 6368 • 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 required.

EDUC 6370 • 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 6105 and 6364

EDUC 6372 • 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.

EDUC 6374 • 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.

EDUC 6376 • 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.

EDUC 6378 • 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.

EDUC 6380 • 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.

EDUC 6382 • 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.

Credit/No Credit.

EDUC 6384 • 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.

Special approval required.

EDUC 6386 • 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.

Special approval required.

EDUC 6388 • 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.

EDUC 6390 • 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.

EDUC 6392 • 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.

EDUC 6394 • 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.

EDUC 6400 • 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.

EDUC 6401 • 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.

EDUC 6402 • 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.

EDUC 6403 • 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.

EDUC 6404 • 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.

EDUC 6410 • 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.

Credit/No Credit.

Admission to program required.

EDUC 6411 • 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 6410

EDUC 6800 • 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.

EDUC 6820 • 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.

EDUC 6821 • 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.

EDUC 6822 • 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.

EDUC 6823 • 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.

EDUC 6840 • 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.

EDUC 6841 • 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.

EDUC 6842 • 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.

EDUC 6950 • Advanced Research Methods

An advanced research methods course focusing on: the nature of educational research, statistical methods, qualitative methods and survey design.

Special approval required.

Prerequisites: EDUC 6105

EDUC 6951 • 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 6950 and acceptance into Master's Thesis Option.

EDUC 6955 • 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 6951

EDUC 6956 • Master's Thesis II • 1 sem. hr.

A continuation of EDUC 6955 for students who have not completed their master's thesis.

EDUC 6957 • Master's Thesis III • 1 sem. hr.

A continuation of EDUC 6956 for students who have not completed their master's thesis. Students must complete the thesis during this course.

EDUC 6960 • Introduction to Teaching and Learning

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 multiple or single subject credential 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.

Credit/No Credit.

Special approval required.

EDUC 6961 • 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 masters / 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 6960/6961 course sequence meets the California State requirement of student teaching for multiple and single subject credential candidates.

Only one other course may be taken during the semester of fieldwork supervision.

Credit/No Credit.

Special approval required.

Prerequisites: EDUC 6960, all professional education courses in program sequence, including Health Education for Educators, formal documentation of completed subject matter competency, and passage of all appropriate examinations.

EDUC 6970 • 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.

EDUC 6971 • 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.

EDUC 6972 • 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.

EDUC 6973 • Field Experience in Biliteracy, Leadership, and 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. This course is restricted to students in the MA in Biliteracy, Leadership, and Intercultural Education program and also emphasizes leadership for biliteracy.

Credit/No Credit.

EDUC 6980 • Field Work in School Counseling II

A continuation of EDUC 6970, Field Work in School Counseling I. Prior to enrollment, candidate must have completed Field Work I. Concurrent enrollment in EDUC 6970 and 6980 is not permitted.

Credit/No Credit.

Special approval required.

EDUC 6981 • Field Experience in Administration II 2 sem. hrs.

An extension of the internship described for EDUC 6971. 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 6971

EDUC 6982 • Supervised Internship in School Psychology II

An extension of the internship described for EDUC 6972. May precede EDUC 6972 in the sequence with approval of the Program Coordinator.

Credit/No Credit.

EDUC 6983 • Field Experience in Biliteracy, Leadership, and Administration II • 2 sem. hrs.

An extension of the internship described for EDUC 6974. 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. This course is restricted to students in the MA in Biliteracy, Leadership, and Intercultural Education program and also emphasizes leadership for biliteracy.

Credit/No Credit.

Prerequisite: EDUC 6974

EDUC 6995 • 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.

Special approval required.

EDUC 6998 • Special Studies

Subject matter and credit by arrangement.

EDUC 6999 • Independent Studies

Subject matter and credit by arrangement.

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.

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.

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.

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.

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 6401

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.

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 6105 or equivalent

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 6100 or equivalent

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.

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 6403 or equivalent

Equivalent: EDUC 6404 Advanced Educational Leadership

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 6402 Management of Fiscal, Human, and Material Resources

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.

**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.

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.

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 5800 or equivalent

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.

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.

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.

EDUC 7950 • Dissertation Proposal Design • 2 sem. hrs.

A seminar designed to assist candidates in the development and design of the dissertation proposal.

Credit/No Credit.

*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.

EDUC 7951 • Dissertation Seminar I • 2 sem. hrs.

Seminar designed to support doctoral candidates in developing research design, conducting literature search, and collecting data.

Credit/No Credit.

EDUC 7952 • Dissertation Seminar II • 2 sem. hrs.

Seminar designed to support doctoral candidates in completing research and analyzing data.

Credit/No Credit.

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.

Credit/No Credit.

EDUC 7954 • Doctoral Dissertation II • 2 sem. hrs.

2 semester hours each semester until completion.

Credit/No Credit.

EDUC 7955 • Doctoral Dissertation III • 2 sem. hrs.

2 semester hours each semester until completion.

Credit/No Credit.

**EDUC 8000 • Health Education
1 extension sem. hr. - Fee based**

This course will introduce health concepts, skills and behaviors important for today's students to make informed choices. Candidates will be able to gather, interpret, evaluate and use health information and topics in their future activities as teachers. The course consists of four modules:

- 1) Overview of the California Health Framework and Consumer and Community Health Resources;
- 2) Personal Health with a focus on nutrition and tobacco, drugs and alcohol use;
- 3) Health choices that impact communicable and chronic diseases;
- 4) The role of environmental health with a focus on injury prevention and safety.

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 100

Telephone: (310) 338-2834

Fax: (310) 338-7339

Richard G. Plumb, Ph.D., P.E., Dean

W. Thomas Calder, M.S., Associate Dean

Joseph Reichenberger, M.S.C.E., P.E., Graduate Director

Mission Statement

The Graduate Programs in the College of Science and Engineering provide opportunities for working professionals to enhance their skills and knowledge through a modern, professionally rigorous and conveniently administered curricula which balance theory and practice in the areas of engineering, engineering management and leadership, computer and environmental science and the teaching of mathematics to advance their careers, serve the needs of society and meet the challenges of an ever-changing, complex world.

■ 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 Productivity 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 Productivity Management.

The purpose, admission requirements, and program requirements for each of these areas are described in the pages that follow.

Mathematics

Graduate Director: Michael Grady, Ph.D.

Office Location: University Hall 2775

Telephone: (310) 338-5107

Fax: (310) 338-3768

E-Mail: mgrady@lmu.edu



Students at a workshop on calculators.

FACULTY

Professors:

Lev Abolnikov, Ph.D., Leningrad

Michael Berg, Ph.D., UCLA

Jacqueline Dewar, Chairperson, Ph.D., Southern California

Ben Fitzpatrick, Ph.D., Brown

Michael Grady, Graduate Director, 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:

Erika Camacho, Ph.D., Cornell

Alissa Crans, Ph.D., California, Riverside

Lily Khadjavi, Ph.D., California, Berkeley

Blake Mellor, Ph.D., California, Berkeley

Edward Mosteig, Ph.D., Cornell

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.

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, \$50 application fee, 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.

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.

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

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

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.

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.

MATH 568 • Mathematical Methods of Operations Research

Linear and dynamic programming, network analysis, inventory control.

Prerequisite: MATH 360

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.

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.

MATH 590 History of Mathematics for Secondary Teachers

The development of mathematics from historical and cultural viewpoints, including both European and non-European roots of mathematics as well as contributions by women. Course content will be connected to the secondary classroom.

MATH 598 • Special Studies • 1-3 sem. hrs.

MATH 599 • Independent Studies • 1-3 sem. hrs.

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.

Degree Programs in

Civil Engineering & Environmental Science

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 Professors:

Joseph G. Haworth, Jr., * M.S., Stanford

Donald B. Kowalewsky, ** B.S., California State, Long Beach

Lecturers:

Richard E. Burke, M.S., Washington

Donald Kendall, * Ph.D., California, Los Angeles

R. Timothy Haug, * Ph.D., Stanford

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

*Registered Professional Civil Engineers

**Registered Geologist, Certified Engineering Geologist



LMU's modern, well-equipped Parsons Foundation Environmental Laboratory provides students with hands-on learning experiences.

Mission Statement

The Department of Civil Engineering and Environmental Science provides opportunity for students with a Bachelor's degree in Engineering or the Sciences to obtain graduate education in the areas of Environmental Engineering and Environmental Science, primarily on a part-time basis through evening classes to cope with the complex problems of water and air pollution, flood control, water supply, hazardous materials management, and overall environmental management.

ADMISSION REQUIREMENTS

A completed application form and \$50 application fee. 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.

PROGRAM REQUIREMENTS

The candidate for the Master of Science in Engineering degree in Civil Engineering or Master of Science in Environmental Science must satisfy the following requirements:

1. Complete with a 3.0 ("B") average a minimum of 30 semester hours which include core courses listed below totalling 16 to 18 hours, depending on major. The remaining hours would be elective courses that will bring the total hours to 30. 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 514	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

2. Achieve a grade of "B" or better in all 500 level courses.
3. Successfully complete the Comprehensive Examination (CIVL 600).
4. Elective courses in other departments may be taken with the consent of the Program Director.
5. 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.

In addition to the above requirements, the candidate of the Master of Science in Engineering degree in Civil Engineering must possess an undergraduate Engineering degree or pass the Fundamentals of Engineering examination given by the State of California prior to applying for graduation. Students who do not qualify under this condition will receive the Master of Science degree in Environmental Science upon completion of the program.

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 514 • 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

CIVL 600 • 0 sem. hrs.
Comprehensive Examination

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.

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

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

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.

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

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 equivalent.

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.

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.

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 514

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

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.

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.

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.

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.

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.

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.

CIVL 695 • Master Thesis

CIVL 698 • Special Studies

CIVL 699 • Independent Studies

ENVS 500 • 2 sem. hrs. • Geology Offered: Fall Term

Atmospheric, aqueous, and igneous agencies; river and marine deposits, glacier, earth movement, volcanos, earthquakes. Emphasis placed on factors affecting engineering projects; field trips.

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.

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.

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.

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.

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

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.

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

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

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

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.

Electrical Engineering & Computer Science

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:

Stephanie E. August, Department Director of Graduate Studies, Ph.D., California, Los Angeles

Barbara E. Marino, Chairperson, Ph.D., Notre Dame

Assistant Professors:

John David N. Dionisio, 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



Dr. Tai-Wu Kao, Electrical Engineering Professor, employs various teaching methods to instruct his class.

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.

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, \$50 application fee, 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.

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.



Electrical Engineering faculty members, left to right, Nazmul Ula, Tai-Wu Kao, Mel Mendelson, and Barbara Marino.

Course Descriptions

Computer Science

All courses are three (3) semester hours unless otherwise noted.

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

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

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

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

CMSI 598 • Special Studies • 1-3 sem. hrs.

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.

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.)

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

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

CMSI 671 • Computer Graphics

Topics in computer graphics, including: raster display systems, interactive computer graphics, object modeling, transformations, synthetic image generation, animation, image processing, with examples from OpenGL.

Prerequisite: CMSI 281

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

CMSI 674 • Topics in Operating Systems

Topics include concepts and design issues in distributed operating systems and UNIX implementation.

Prerequisite: CMSI 587

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

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

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.

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

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.

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.

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.

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.



Computer Science graduates at May 2005 commencement.

Electrical Engineering

All courses are three (3) semester hours unless otherwise noted.

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.

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.

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.

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.

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.

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.

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.

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.

ELEC 583 • Finite State Machines

An introduction to the theory and design of finite state automata and sequential machines.

Prerequisites: ELEC 281 or equivalent.

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.

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.

ELEC 598 • Special Studies • 1-3 sem. hrs.

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.

ELEC 601 • Graduate Seminar

(See description of CMSI 601.)

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

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

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

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

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.

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)

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

ELEC 637 • Optical Communication Systems

This course presents the analytical basis for fiberoptic and laser communication systems.

Prerequisites: ELEC 521 and ELEC 532

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.

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.

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.

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.

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

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.

ELEC 687 • Computer Networks

Concepts in and design of large-scale distributed networks and local area networks, including topologies, standards, and protocols.

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

ELEC 689 • Advanced Topics in Computer Design

Selected topics from microprogramming, performance measurement and chip-slice architectures.

ELEC 698 • Special Studies • 1-3 sem. hrs.

ELEC 699 • Independent Studies • 1-3 sem. hrs.

Mechanical Engineering

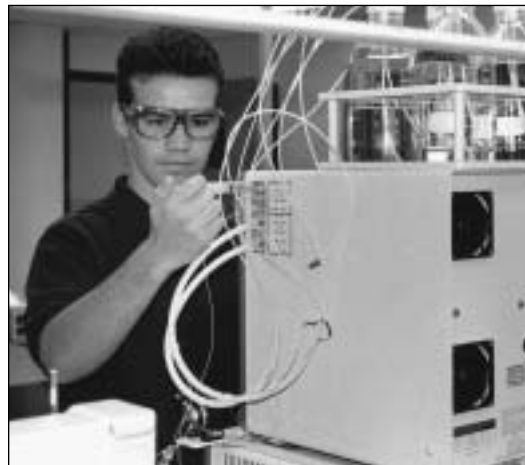
Graduate Director: Bohdan W. Oppenheim, Ph.D.

Office Location: Pereira Hall, Room 204

Telephone: (310) 338-2825

Fax: (310) 338-6028

E-mail: boppenheim@lmu.edu



FACULTY

Professors:

Omar S. Es-Said, Ph.D., Kentucky

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., Northwestern

Lecturers:

Sam Dimaggio, Ph.D., Columbia

Dan Erlick, Ph.D., Purdue

Eric Hall, Ph.D., Georgia IT

Alvar Kabe*, Ph.D., California, Los Angeles

Greg V. Meholic, M.S., Embry-Riddle

Karen Miller, Ph.D., Southern California

John Ogren, Ph.D., Ph.D., Colorado School of Mines

Peter B. Pollack, Ph.D., Purdue

Brian Sako, Ph.D., California, Los Angeles

Chris Schauwecker, M.S., Southern California

*Registered Professional Mechanical Engineers

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/Thesis 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.

IAC SCHOLARSHIPS (www.lmu.edu/iac)

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: Full-time 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 inquiries 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

LEAN AEROSPACE INITIATIVE (www.lmu.edu/lai-en)

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 improvements in industry, and the development of the new field of Lean Systems Engineering. Please direct inquiries to: Dr. Bohdan W. Oppenheim, Professor and Graduate Director of Mechanical Engineering, Pereira Hall of Engineering, Room 204. Telephone: (310) 338-2825, e-mail: boppenheim@lmu.edu

ADMISSION REQUIREMENTS

Submit a completed application form and \$50 application fee. 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. If, in the judgement of the Program Director, 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.

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:

- 1) 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.

- 2) Either six elective Mechanical Engineering courses selected in disciplinary groupings by a particular student and approved by the Program Director, or two Mechanical Engineering certificate programs selected from the seven certificate programs listed below, (for a total of six courses), or one certificate program plus three courses. The 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 the M.S.E. program.
- 3) Either two elective engineering courses or the Independent Project/Thesis course MECH 686. The selection of the elective courses must be approved by the Program Director. Possible courses include Mechanical Engineering courses, all Engineering & Productivity Management courses, and non-restricted Electrical, Civil or Systems Engineering and Computer Science courses, or courses transferred from other institutions upon the prior approval of the Program Director.

- 4) 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").
- 5) A total of 33 semester hours of coursework (30 semester hours if Project/Thesis option, MECH 686, is selected).

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 any other engineering program at LMU 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

Three of the following four courses:

- MECH 516 Materials Selection in Design
- MECH 530 Fracture Mechanics
- 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/Thesis, 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

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.

Certificate in Systems Engineering

- MECH 500 Quality
- MECH 552 Systems Engineering I
- MECH 660 Lean Methods

Certificate in Thermal Engineering

(Any three of the following five courses)

- MECH 558 Propulsion
- MECH 560 Turbomachinery
- MECH 661 Thermal System Design
- MECH 662 Advanced Thermodynamics
- MECH 663 Convective Heat Transfer

Certificate in Lean and Quality

- MECH 500 Quality
- MECH 660 Lean Methods
- MECH 552 Systems Engineering I

Course Descriptions

All courses are three (3) semester hours unless otherwise noted.

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-Burnam, introduction to nonlinear designs), Statistical Process Control; Quality systems: ISO 9001:2000, ISO 14001, CMMI, Malcolm Baldrige, TQM Self-Assessment Tool.

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.

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.

MECH 527 • Fundamentals of Finite Element Methods

Introduction to the theory and application of finite element methods. Review of the fundamentals of analytical models, elasticity, and structural mechanics. Review of matrix theory and calculation of variations. General process for the development of a finite element solution. Derivations of basic elements, including those for trusses, plane stress and plane strain, beams, plates, and solids. Discussion of the issues of conformity and completeness. Higher order interpolation functions and isoparametric elements. Solutions and applications to problems in structural mechanics, heat transfer, structural dynamics, and elastic stability. Practical examples.

MECH 530 • Fracture Mechanics

Introduction to concepts of fracture mechanics of engineering materials. These include stress analysis of cracks, fracture toughness, transition temperature, micro-structural aspects, and fatigue crack propagation behavior.

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.

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.

MECH 552 • 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.

MECH 558 • Propulsion

This course combines fundamental fluid mechanical and thermodynamic concepts to characterize the components, operation and performance of internal combustion propulsion devices for aircraft and space vehicles. A practical approach to understanding these devices is also given, supplementing and enhancing the analytical application. The fundamentals of alternative, advanced airbreathing and space propulsion concepts are also introduced.

MECH 559 • Alternative Energy Technologies

Analysis and design of various alternative energy production technologies, including: wind, solar, stationary fuel-cells, bio-mass, geothermal, and hybrid; and alternative fuel vehicles, including hybrids, ethanol, bio-diesel, fuel-cells, and electric. Advantages and drawbacks associated with each of these technologies in comparison to conventional sources, such as petroleum, natural gas, etc. Specific case studies include: the solar panel.

MECH 560 • Turbomachinery

Compressor, pump, fan selection and applied theory.

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).

MECH 598d • Special Studies • 1-3 sem. hrs.

MECH 599 • Independent Studies • 1-3 sem. hrs.

Study areas defined by a student in cooperation with a faculty member. 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.

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.

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.

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.

MECH 620 • Fatigue

A study of metal fatigue in engineering describing macro/micro aspects, stress life approach, cycling deformation and strain-life approach, as well as the applications of linear elastic fracture mechanics approach to fatigue crack growth.

MECH 626 • Elasticity

Review of statics and math. Deformations, plane stress and strain; complex states of stress (Mohr's Circle); stresses in thin-walled cylinders and spheres; stress concentration factors; stresses in thick-walled cylinders; three-dimensional stress, failure theories; equations of equilibrium; airy stress functions; stresses in thick beams and disks; introduction to cracks and fracture mechanics; energy methods; thermoelasticity.

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.

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.

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.

MECH 662 • Advanced Thermodynamics

Review of advanced topics in classical thermodynamics; topics from statistical thermodynamics including: kinetic theory of gases, distribution of molecular velocity, transport phenomena, quantum mechanics, Bose-Einstein quantum statistics, Fermi-Dirac quantum statistics, and thermodynamics properties.

MECH 663 • Convective Heat Transfer

Review of modes of heat transfer and conservation principles; topics include: differential equations of laminar boundary layer, momentum transfer and heat transfer for laminar flow inside tubes, momentum transfer and heat transfer for external boundary layer; differential equation of turbulent boundary layer; experimental techniques and research.

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.

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.

MECH 686 • Independent Project or Thesis • 3-6 sem. hrs.

A research, design, or analysis project formally proposed in writing by the student in cooperation with and approved by the Mechanical Engineering Graduate Committee prior to the beginning of the semester in which the course is taken. The Committee is comprised of: the faculty advisor, another full-time faculty member from the Department, and another person who can be another full-time Department faculty, a part-time faculty or a qualified person from outside the Department. The student must propose the Committee membership to the Advisor and the Graduate Director. This project can be a cooperative effort with industry. Midterm and final written and oral presentations are required.

MECH 698 • Industrial Assessment Center Practicum

Active participation in the U.S. Department of Energy Industrial Assessment Center which performs 25 assessments of small and medium size manufacturing plants per year, seeking opportunities in energy conservation, productivity improvements, and environmental waste minimization. See IAC Scholarships.

MECH 699 • Independent Studies • 1-3 sem. hrs.

Study areas defined by a student in cooperation with a faculty member. Evaluation is made by the faculty member on the basis of written assignments, and a final report or final exam. A maximum of one such course may be applied towards the Master's degree, and a maximum of one such course may be applied towards any certificate program.

Systems Engineering & Engineering Management

- ***Systems Engineering (SE)***
- ***Systems Engineering Leadership (SELP)***
- ***Engineering and Productivity Management (EAPM)***

Graduate Director: Mel I. Mendelson, Ph.D.

Office Location: Doolan Hall 205

Telephone: 310-338-6020

FAX: 310-338-7475

E-mail: mmendels@lmu.edu

FACULTY

Professors:

Mel I. Mendelson, Ph.D, Northwestern

Bohdan H. Oppenheim, Ph.D., Southampton, England

Visiting Professor:

Frederick S. Brown, Ph.D., Illinois

Lecturers:

Rafael Abramovitch, D.B.A., U.S. International

Nick Friesen, MBA, Southern California

Arnold Galloway, Ph.D., Michigan

Karen Miller, Ed.D., Southern California

John Stupar, Ed.D., Claremont

Mission Statements

The mission of the **Systems Engineering** program is to provide working engineers and scientists with the skills and tools needed to manage complex, interdisciplinary technical endeavors and manage systems engineering teams. **The Systems Engineering Leadership Program (SELP)** offers a dual-MS/MBA degree to provide integrated engineering and business skills for becoming systems engineering managers and leaders.

The mission of the Master's program in **Engineering & Productivity Management (EGPM)** is to educate engineers in the global competitiveness for the 21st Century. Our goal is to integrate engineering, business and management skills in global product development, supply chain management and improved quality/productivity.

Post-baccalaureate certificates are offered to introduce the skills required for conducting basic systems engineering and managing cost-effective products.

ADMISSION REQUIREMENTS

Students applying to the SELP must be accepted into both the Systems Engineering Program and the MBA Program. The following requirements must be satisfied for admission into all of our Master's programs:

- Application to Graduate Division (URL <https://apply.embarc.com/Grad/LMU/87>) and \$50 application fee
- Bachelor's degree in engineering or science from an ABET-accredited program with a grade point of 3.0 ("B") or better (original university transcripts required)
- GMAT exam score (only for the MBA program)
- Three or more years of related work experience
- Resume indicating past and current job functions
- Three letters of recommendation from present or former managers
- Essay discussing how the graduate program fits the applicant's career goals

Promising applicants who do not satisfy these requirements will be considered for provisional admission based upon their performance on the GMAT test, or their classroom performance during their first year in the program. The same admission standards are required for the certificate programs.

SCHEDULE

The Systems Engineering and EGPM curricula are designed to be completed in about two years by a working student taking two courses per semester. The Systems Engineering Leadership Program is designed to be completed in about three years. The certificate programs can be completed within one year. Students in any of the Master's or certificate programs can be admitted anytime during the academic year. The application deadlines for admission are April 15 for the summer session, July 15 for the fall semester, and December 15 for the spring semester.



Pereira Hall, the home to the School of Engineering.

Systems Engineering (SE)

Program Chairperson: Frederick Brown, Ph.D., Illinois

Office Location: Doolan 218

Telephone: 310-338-7878

Fax: 310-338-5249

Email: fbrown@lmu.edu

PROGRAM REQUIREMENTS

MS in SE students will be expected to adhere to the LMU policies and procedures stated in this Bulletin and those established by each course instructor.

Students who receive a grade of less than "B" in any 500-level course will not have the course count toward their degree.

Course Requirements for the **MS in SE** degree:

EGPM 500	Quality
EGPM 552	Systems Engineering
EGPM 594	Project Management
EGPM 620	New Product Development
SELP 650	Systems Management
EGPM 660	Lean Methods
EGPM 670	Advanced Project Management
EGPM 675	Engineering Economy
SELP 685	Systems Engineering Case Studies
SELP 695	Integrative Project I
SELP 696	Integrative Project II
Elective	Selected from engineering courses with approval of the Chairperson

Course requirements for the **Certificate in Systems Engineering**:

EGPM 500	Quality
EGPM 552	Systems Engineering
EGPM 594	Project Management

Systems Engineering Leadership (SELP)

Program Chairperson: Frederick S. Brown, Ph.D., Illinois

PROGRAM REQUIREMENTS

The SELP students will be expected to meet the course requirements in both the Systems Engineering and the 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, economic, 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/program management content. Of the 22 courses required from the Engineering and MBA Program curricula for the two degrees, eight will receive credit toward both degrees with the Integrative Project combining engineering and business approaches.

Additional information about the MBA program, including procedures for waiving core MBA courses, may be found in the MBA section of this Bulletin.

Students who received a grade of less than "B" in 500-level courses will not have the course count toward their degree.

The curriculum of 22 courses required for the two degrees is as follows:

Systems Engineering Courses

EGPM 500	Quality*
EGPM 520	Statistics for Quality*
EGPM 552	Systems Engineering
EGPM 620	New Product Development*
EGPM 630	Operations Analysis & Decision Support Systems* (MBAA 607)
SELP 650	Systems Management
EGPM 660	Lean Methods
EGPM 670	Advanced Project Management*
EGPM 675	Engineering Economy*
EGPM 685	Systems Engineering Case Studies*
SELP 695	Integrative Project I*
SELP 696	Integrative Project II*

MBA Courses

Core MBA Courses

MBAA 601	Legal and Ethical Environment of Business
MBAA 602	Financial & Managerial Accounting
MBAA 604	Business Economics
MBAA 605	Management and Organizational Behavior
MBAA 606	Marketing Management
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

*Courses counting toward both the M.S. in Systems Engineering and MBA

Engineering and Productivity Management (EGPM)

Program Chairperson: Mel I. Mendelson, Ph.D., Northwestern

PROGRAM REQUIREMENTS

The program requirements are shown below for (A) Master's in Engineering & Productivity Engineering (EGPM), and (B) the Certificate in Total Quality Engineering.

A. Master's in Engineering and Productivity Management

The candidate for the Master of Science degree in EGPM is required to complete 36 semester hours (12 courses) with a grade point average of 3.0 ("B") or better. Courses at the 500-level that receive less than a "B" will not be accepted in the degree program. The student must complete 9 required courses and 3 elective courses. The curriculum is as follows:

Required and Elective Courses

EGPM 500	Quality
EGPM 510	Virtual Team Management
EGPM 520	Statistics for Quality
EGPM 540	Ethics in Global Engineering
EGPM 620	New Product Development
EGPM 630	Operations Analysis and Decision Support Systems
EGPM 680	Engineering Management and Leadership
MBAA 601	Legal and Ethical Environment of Business
MBAA 602	Financial and Managerial Accounting
3 electives (no more than one 500-level course) with approval of Chairperson	

The courses can be taken in any order, so long as the prerequisites are satisfied. EGPM 680 can be taken only after at least 10 courses have been completed in the EGPM program. The student has the option of replacing EGPM 680 and one elective course with EGPM 695 - Thesis. The student's elective courses and course plan must receive approval of the Chairperson.

B. Certificate in Total Quality Engineering

The certificate requires that three courses be completed with a grade point average of 2.7 or better.

No prerequisite graduate courses are required to take these courses. The courses are as follows:

EGPM 500	Quality
EGPM 520	Statistics for Quality
EGPM 510	Virtual Team Management, or EGPM 540 Ethics in Global Engineering

Course Descriptions

All courses are three (3) semester hours unless otherwise noted.

EGPM 500 • Quality

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-Burnam, introduction to nonlinear designs), Statistical Process Control; Quality systems: ISO 9001:2000, ISO 14001, CMMI, Malcolm Baldrige, TQM Self-Assessment Tool.

EGPM 510 • Virtual Team Management

Introduction to the basic concepts of virtual collocation. Topics include concurrent engineering, process context, computer-supported collaboration, resources to organize and direct virtual teams, and supply chain management. Cooperative work and team interactions will be emphasized in a design project.

EGPM 520 • Statistics for Quality

Probability and statistical applications for quality decisions in engineering. Probability concepts, discrete/continuous distributions, statistical inference, hypothesis testing, regression and correlation, analysis of variance, quality examples, and individual projects.

Prerequisite: Calculus I and II (or the equivalent).

EGPM 530 • Case Studies

Seminars and lectures by industrial leaders on past successes and failures in engineering, quality and management. Field trips are included.

Prerequisite: EGPM 500.

EGPM 540 • Ethics in Global Engineering

Ethical implications of engineer's work, both domestic and international. Introduction to ethical reasoning, obligations and rights of engineers and managers, case studies, and current global issues.

EGPM 552 • Systems Engineering (same as MECH 552)

Overview and role of systems engineering; requirements management; trade studies; systems engineering management; integration of large systems with minimum iterations and high quality and reliability; configuration management; concurrent engineering; design reviews; software supportability, verification and validation; technical performance measures.

EGPM 580 • International Studies

Time abroad studying global productivity methods, technologies, opportunities and related issues, or studying foreign methods in the U.S. Prior permission must be obtained from the Program Director. A formal report and oral presentation are required upon completion of the work.

Prerequisite: EGPM 500.

EGPM 594 • Project Management

Concepts and procedures associated with managing engineering projects. Includes project management principles, organizational structures, interaction of project manager with the team. Planning, cost estimating and scheduling.

EGPM 598 • Special Studies

New 500-level courses that are introduced into the curriculum.

EGPM 600 • Manufacturing and Productivity 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.

EGPM 620 • New Product Development

Using the team approach and multi-disciplinary planning for creating new products. Includes product creativity, invention, marketing, determining customer needs, product specifications, concept generation and selection, design, prototyping, product economics, and managing the process.

EGPM 622 • Design for Manufacturing

Integration of design and manufacturing through concurrent engineering. Includes quality function deployment, failure mode and effects analysis, reliability, product and process optimization, life-cycle performance, life-cycle costing, profitability and learning curve.

Prerequisites: EGPM 500, 520.

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).

EGPM 640 • Manufacturing Facility Planning

Planning a large volume production facility with capacity issues.

EGPM 650 • Systems Management

This course is the same as SELP 650.

Prerequisite: EGPM 552 or permission of instructor

EGPM 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.

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.

EGPM 675 • Engineering Economy

Advanced modeling techniques that support financial decision-making. Includes ethical considerations in financial decisions, design-to-cost methods, cash and capital budgeting, portfolio management, financial planning, estimating costs as the requirements change, direct/indirect costs, and case studies.

EGPM 680 • Engineering Management and Leadership

Integration of human factors, communication and leadership in modern technical organizations. Problem solving and strategic planning are applied to contemporary management issues. A project will be identified in the student's workplace, and the problem will be solved using the principles in the EGPM program.

Prerequisite: Completion of ten courses in the EGPM program.

EGPM 695 • Thesis (3 – 6 semester hours)

This is the last course taken in the M.S. program. The topic of the thesis will be taken from the student's workplace and will focus on an important engineering or management problem. The problem will be solved using the principles in the EGPM program.

EGPM 698 • Special Studies

New 600-level courses that are introduced into the curriculum.

EGPM 699 • Independent Studies

Study areas defined by the student in cooperation with the Program Chairperson.

SELP 650 • Systems Management

Systems engineering management; risk assessment and 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.

SELP 685 • Systems Engineering Case Studies

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 the students to apply ethical considerations to analyzing case studies and class projects. Class projects will be conducted by small, integrated teams covering a range of systems engineering functions.

Prerequisites: EGPM 552, 594 or MBAA 615; SELP 650.

SELP 695 • Integrative Project I

The first semester of a two-semester, capstone course in which students work to apply the principles of management and systems engineering to a complex technical endeavor. The products will be rationale for the selected project, a project plan, a preliminary requirements document, trade studies on the relevant issues, requirements verification plan, description of the ethical issues involved, and a detailed outline of the final report to be delivered in SELP 696.

Prerequisites: EGPM 620, 670, 675; SELP 650, 685; MBAI 610 for SELP students.

SELP 696 • Integrative Project II

The second semester of a two-semester course in which students complete their project

The product will be a written report, accompanied by oral presentation, describing the entirety of the two semesters of work indicating a complete understanding of the systems engineering/management/integration process. The report will be evaluated by a faculty team from the College of Science and Engineering and invited industry experts for the MS in SE degree. For the dual-degree MBA and MS in SE program, faculty and invited experts from the College of Business Administration will be added to the review team.

Prerequisites: EGPM 620, 670, 675; SELP 650, 685, 695; MBAI 610 for SELP students.

SELP 698 • Special Studies

New 600-level courses that are introduced into the curriculum.

SELP 699 • Independent Studies

Study areas defined by the student in cooperation with the Program Chairperson.

Core MBA Courses: MBAA 601-609

See MBA Core Curriculum.

Advanced MBA Courses: MBA 610; MBAB 615; MBAG 640, 641, 642, 649

See MBA Advanced Curriculum.



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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Associate Professor of Psychology and Associate Dean of the Bellarmine College of Liberal Arts
B.A., Wheaton College, 1985;
M.A., California, Los Angeles, 1987; Ph.D., 1992.

LEV ABOLNIKOV (1981)

Professor of Mathematics
M.S., Leningrad, 1961; Ph.D., USSR Engineering Academy of Management and Communications Science, 1970.

DOLPHY ABRAHAM (1993)

Associate Professor of Finance
B.Com., Bangalore University, 1986;
M.B.A., Syracuse, 1988; Ph.D., Pittsburg, 1993.

REBECA ACEVEDO (1996)

Assistant Professor of Modern Languages
B.A., Guadalajara, 1984;
M.A., California, Los Angeles, 1991.

ETHAN ADAMS (2005)

Assistant Professor of Classics and Archeology
B.A., College of Holy Cross, 1995;
M.A., Washington, 1998; Ph.D., 2003.

RACHEL G. ADAMS (2003)

Assistant Professor of Civil Engineering and Environmental Science
B.S., Michigan, 1994; M.S., Massachusetts Institute of Technology, 2000; Ph.D., 2004.

NAJWA AL-QATTAN (1998)

Associate Professor of History
B.A., American University in Beirut, Lebanon, 1977; M.A., Georgetown, 1979;
M.A., Harvard, 1984; Ph.D., 1996.

KRISTEN RIZZO ANGUIANO (2005)

Assistant Professor of Education
B.A., Kentucky, Lexington, 1989;
M.A., Iowa, Iowa City, 1995; Ph.D. (cand.) 2005.

CARA ANZILOTTI (1996)

Associate Professor of History
B.A., California, Davis, 1978;
M.A., California State, Long Beach, 1987;
Ph.D., California, Santa Barbara, 1994.

EMILY D. ARMS (2004)

Assistant Professor of Education
B.A., Southern California, 1985;
M.A., California State, Long Beach, 1989;
Ph.D., California, Los Angeles, 2002.

PAIGE ASAWA (2000)

Assistant Professor of Marital and Family Therapy
B.F.A., Manhattanville, 1984;
M.A., Loyola Marymount, 1992
Ph.D., Union Institute, 2003.

WILKIE AU (2003)

Associate Professor of Theological Studies
B.A., Gonzaga University, 1968;
M.S.Ed., Southern California, 1971;
M.Div., S.T.M., Jesuit School of Theology, Berkeley, 1973; Ph.D., U.C., Santa Barbara, 1976.

STEPHANIE E. AUGUST (1999)

Associate Professor of Electrical Engineering and Computer Science and Director of Graduate Studies
B.A., California, Los Angeles, 1972;
M.S., 1985; Ph.D., 1991.

FR. JOSE IGNACIO BADENES, S.J. (1997)

Associate Professor of Modern Languages
B.S., Georgetown, 1980;
M.A., North Carolina, Chapel Hill, 1986;
M.Div., Jesuit School of Theology, Berkeley, 1992;
Th.M., 1993; Ph.D., California, Santa Barbara, 1996.

JASON BAEHR (2003)

Associate Professor of Philosophy
B.A., Arizona State, 1994; M.A., Biola, 1996;
Ph.D., Washington, Seattle, 2002.

MARTA P. BALTODANO (2000)

Assistant Professor of Education
B.S., Universidad Centro Americana, 1985;
M.A., California, Los Angeles, 1993;
Ph.D., Claremont, 1998.

MARK R. BANDSUCH, S.J. (2003)

Assistant Professor of Film and Television
B.S., Miami of Ohio, 1984;
M.Div., Jesuit School of Theology, 2000;
Juris Doctor, Cleveland State, 1997.

LINDA BANNISTER (1983)

Professor of English
B.A., Michigan, 1974;
M.A., Southern California, 1976; Ph.D., 1982.

SUSAN TORREY-BARBER (1991)

Associate Professor of Film and Television
A.B., Michigan, 1969; M.E., Montana, 1973;
M.A., Southern California, 1983; Ph.D., 1988.

RONALD K. BARRETT (1978)

Professor of Psychology
B.S., Morgan State, 1970;
M.S., Pittsburgh, 1974; Ph.D., 1977.

THOMAS M. BATSIS (1982)

Professor of Education
B.A., Bellarmine, 1963; M.Ed, Louisville, 1972;
Ph.D., CA Graduate Institute, 1983.

KATHY BAUR (2004)

Assistant Professor of Film and Television
B.A., Loyola Marymount, 1987;
M.F.A., California, Los Angeles, 1995.

MARILYN BEKER (1985)

Professor of Film and Television
B.A., Toronto, 1967;
M.A., Concordia, 1974.

DIANE BENEDICT (1997)

Assistant Professor of Theatre Arts
B.A., USC, 1977; M.F.A., UC, Los Angeles, 1989.

J. ROSS BENDEL (1984)

Professor of Accounting
B.A., Dickinson, 1969;
J.D., South Carolina, 1975;
M.S., 1976; C.P.A., 1978.

CURTIS D. BENNET (2002)

Associate Professor of Mathematics
B.S., Colorado State, 1985;
M.S., University of Chicago, 1986; Ph.D., 1990.

DIONNE BENNETT (2004)

Assistant Professor of African American Studies
B.A., Yale, 1990; M.A., 1998;
Ph.D., California, 2003.

MICHAEL C. BERG (1989)

Professor of Mathematics
B.A. California, Los Angeles 1978;
Ph.D. California, San Diego 1985.

LARRY C. BERNARD (1987)

Professor of Psychology
B.A., Southern California, 1970;
M.A., California State, Los Angeles, 1975; Ph.D., Southern California, 1980.

MELVIN R. BERTOLOZZI (1971)

Professor of English
A.B., St. Mary's, 1963;
M.A., California, Davis, 1968; Ph.D., 1972.

JOHN H. BINKLEY (1999)

Assistant Professor of Theatre Arts & Dance
B.F.A., Western Kentucky, 1989;
M.F.A., Southern Methodist, 1996.

CARLA J. BITTEL (2003)

Assistant Professor of History
B.A., California, Davis, 1995;
M.A., Cornell, 1999; Ph.D., 2003.

LANCE H. BLAKESLEY (1973)

Associate Professor of Political Science
B.A., Illinois, 1965; M.A., Northwestern, 1967;
Ph.D., 1970.

JASPER J. BLYSTONE (1965)

Professor of Philosophy
B.A., Southern California, 1949;
M.A., 1958; Dr. Phil., Mainz, 1964.

BENJAMIN F. BOBO (1992)

Professor of Finance
B.S., California State, Long Beach, 1969;
M.B.A., California, Los Angeles, 1971;
Ph.D., 1974.

MARY C. BREDEEN (1992)

Professor of Music, Director of Choral Activities and Chairperson of the Department
B.A., Mount St. Mary's, 1972; B.M., 1973;
M.M., Arizona State, 1981; D.M.A., 1983.

MICHAEL BRODSKY (1988)

Professor of Art
B.A., California, Santa Cruz, 1975;
M.F.A., California Institute of the Arts, 1978.

ANTONIO BROWN (2000)

Assistant Professor of Political Science
B.A., LMU, 1995; Ph.D., Michigan, 2001.

JANE BRUCKER (1993)

Associate Professor of Art
B.A., San Diego State, 1982;
M.F.A., 1985, Claremont; M.A., 1992.

JOHN BULMAN (1982)

Professor of Physics and Chairperson of the Department
B.S., Brown, 1973; M.S., Pennsylvania, 1975;
Ph.D., Tufts, 1981.

ROBERT P. BURCHFIELD (1998)

Associate Professor of Film and Television
B.A., UC, Los Angeles, 1982; M.F.A., 1998.

STACY LEE BURNS (2000)

Assistant Professor of Sociology
B.A., UC, Los Angeles, 1976; M.A., 1978;
J.D., Yale, 1982; Ph.D., UC, Los Angeles, 1999.

DOUGLAS BURTON-CHRISTIE (1994)

Associate Professor and Graduate Director of Theological Studies
B.A., California, Santa Cruz, 1977;
M.A., Oxford, 1980;
Ph.D., Graduate Theological Union, 1988.

BARBARA J. BUSSE (1969-72; 1979)

Dean, College of Communication and Fine Arts and Associate Professor of Communication Studies
B.A., California State, Fullerton, 1968;
M.A., California State, Northridge, 1969.

JAY B. BUSSE (1970)

Associate Professor of Communication Studies
B.A., California State, Fullerton, 1968;
M.A., California State, Northridge, 1969.

MÓNICA CABRERA (2005)

*Assistant Professor of
Modern Languages and Literatures*
B.A., Pontificia Universidad Católica del Perú,
1991; M.A., Southern California, 2001;
Ph.D., 2005.

WILLIAM F. CAIN, S.J. (1975)

*Professor of Chemistry and
Chairperson of the Department*
B.S., Loyola, Los Angeles, 1958;
S.T.M., Santa Clara, 1971;
Ph.D., California, San Diego, 1973.

ERICKA T. CAMACHO (2004)

Assistant Professor of Mathematics
B.A., Wellesley College, 1997; B.A., 1997;
M.S., Cornell, 2001; Ph.D., 2003.

WILLIAM SCOTT K. CAMERON (1994)

Assistant Professor of Philosophy
B.A., Queen's, Kingston, Ontario, 1984;
M.A., 1988; Ph.D., Fordham, 1995.

ROBERT V. CARO, S.J. (1976)

Professor of English
B.S., Santa Clara, 1958; M.A., Gonzaga, 1964;
S.T.M., Santa Clara (JSTB), 1971;
Ph.D., Washington, Seattle, 1977.

MICHAEL CARUSO, S.J. (2001)

Assistant Professor of Education
B.A., Conception Seminary College, 1978;
S.T.B., Mundelein Seminary, 1981;
Ed.D., San Francisco, 2000.

CHRISTOPHER KEY CHAPPLE (1985)

*Professor of Theological Studies
and Associate Academic Vice President
for LMU Extension*
B.A. SUNY at Stony Brook, 1976;
M.A. Fordham, 1978; Ph.D., 1980.

CONSTANCE J.S. CHEN (2003)

Assistant Professor of History
B.A., California, Irvine, 1992;
M.A., California, Los Angeles, 1995;
Ph.D., 2000.

DOUG CHEN (2004)

Assistant Professor of Business Administration
M.A., Remnin, University of China, 1996;
Ph.D., 1999; Ph.D., Rutgers, 2004.

SEAN CHEN (2002)

Associate Professor of Accounting
B.B.A., National Taiwan University, 1979;
M.Ed., National Taiwan Normal University, 1979;
M.B.A., Youngstown State, 1985;
Ph.D., Pittsburgh, 1992.

ALAN A. CHERRY (1983)

*Professor of Accounting and
Chairperson of the Department*
B.B.A., Baruch (CUNY), 1970;
M.S., California, Los Angeles, 1972; Ph.D., 1978.

STUART CHING (2001)

Assistant Professor of English
B.Ed., Hawaii, Manoa, 1987;
M.F.A., Colorado State, 1990;
Ph.D., Nebraska, Lincoln, 2000.

PHILIP J. CHMIELEWSKI, S.J., (2002)

Sir Thomas More Chair in Engineering Ethics
A.B., Loyola, Chicago, 1971;
M.A., Boston College, 1976;
D.T., S.T.B., Die Hochschule Sankt Georgen,
Frankfurt, 1981; Ph.D., Yale, 1987.

S.W. TINA CHOE (1996)

Associate Professor of Chemistry
B.S., California, Los Angeles, 1988; Ph.D., 1994.

DAVID CHOI (2003)

Assistant Professor of Management
B.S., UC, Berkeley, 1989; M.S., 1990;
Ph.D., UCLA, 1997.

JOHN COLEMAN, S.J. (1997)

*Charles S. Casassa Professor of Social Values,
Professor of Theological Studies*
B.A., St. Louis, 1960; MA., Santa Clara, 1961;
S.T.M., 1968; Ph.D., Berkeley, 1973.

VINCENT P. COLETTA (1969)

Professor of Physics
B.S., Christian Brothers, 1964;
Ph.D., Notre Dame, 1969.

MARTIN T. CONNELL, S.J. (2005)

Assistant Professor of Education
B.A., Loyola, Chicago, 1987; M.A. Toronto, 1988;
M.Div., Jesuit School of Theology, 1993;
Ph.D. (cand.), California, Santa Barbara.

JOHN R. CONNOLLY, JR. (1971)

Professor of Theological Studies
B.A., St. Mary's, 1960; S.T.B., 1963;
B.S., Loyola, New Orleans, 1964;
M.A., Marquette, 1966; Ph.D., 1971.

PATRICK CONNOLLY, S.J. (1975)

Associate Professor of Film and Television
A.B., St. Louis, 1959; M.A., 1960;
S.T.L., Gregorian, 1967;
Ph.D., Southern California, 1973.

ALISSA S. CRANS (2004)

Assistant Professor of Mathematics
B.S., University of Redlands, 1999;
M.S., California, Riverside, 2000; Ph.D., 2004.

REBECCA D. CRAWFORD (1987)

Associate Professor of Chemistry
B.A., California, Los Angeles, 1973;
Ph.D., Southern California, 1982.

MICHAEL DANCIGER (1978)

*Professor of Biology and
Chairperson of the Department*
B.S., Drexel, 1966; Ph.D., Oregon, 1971.

FRANK P. DAROCA (1986)

Professor of Accounting
B.S., New Orleans, 1964; M.S., 1974;
Ph.D., Illinois, 1981. C.P.A.

GEORGE DASARO (1977)

Professor of Accounting
B.B.A., Loyola, Los Angeles, 1963;
M.S., California State, Los Angeles, 1966;
C.P.A., 1968.

KAREN MARY DAVALOS (1997)

Professor of Chicano Studies
B.A., Stanford, 1987; M.A., 1987;
Ph.D., Yale, 1993.

JEFFREY DAVIS (2001)

Assistant Professor of Film and Television
B.A., Emerson College, 1970;
M.F.A., Iowa, 1972.

JOHN A. DAVIS (1978)

Associate Professor of Sociology
B.A., California, Los Angeles, 1963;
M.A., 1965; Ph.D., 1971.

ROBERTO DELL'ORO (2003)

Assistant Professor of Bioethics
S.T.B., Facolta' Teologica di Milano, 1983;
S.T.L., 1985; Ph.D., Gregorian University,
Rome, 1992.

DONALD DE PAMPILIS (2000)

Clinical Professor, Department of Finance
B.A., Pittsburgh, 1969; M.A., Harvard, 1971;
Ph.D., 1972.

PAUL A. DE SENA (1966)

Professor of Education
B.S., Central Connecticut State, 1958;
M.Ed., Hartford, 1960;
Ed.D., Pennsylvania State, 1963.

JAMES DEVINE (1985)

Professor of Economics
B.A., Yale, 1974;
Ph.D., California, Berkeley, 1981.

THERESIA de VROOM (1989)

Professor of English
B.M., B.A., Southern California, 1980;
M.A., Emory, 1982;
Ph.D., Southern California 1988.

JACQUELINE M. DEWAR (1973)

*Professor of Mathematics and
Chairperson of the Department*
B.S., St. Louis, 1968;
M.S., Southern California, 1971; Ph.D., 1973.

MATTHEW DILLON (1987)

*Professor of Classics and Archeology and
Chairperson of the Department*
B.A., Wesleyan, 1974; M.A., Yale, 1981;
Ph.D., 1984.

JOHN DAVID N. DIONISIO (2004)

*Assistant Professor of Electrical Engineering and
Computer Science*
B.S., Loyola Marymount, 1991;
M.S., California, Los Angeles, 1993; Ph.D., 1996.

PHILIP M. DORIN (1971)

*Professor of Electrical Engineering
and Computer Science*
B.S., Massachusetts Institute of Technology, 1970;
M.S., Northeastern, 1971;
Ph.D., California, Los Angeles, 1982.

JOHN H. DORSEY (2002)

Assistant Professor of Natural Science
B.A., California State, Long Beach, 1972;
M.A., 1975; Ph.D., Melbourne, 1982.

PATRICIA DOUGLAS (1995)

Associate Professor of Accounting
B.S., Colorado, Denver, 1982;
M.S., Virginia, 1990;
Ph.D., Virginia Commonwealth, 1995; C.M.A.

PHILIPPA M. DRENNAN (1995)

Assistant Professor of Biology
B.S., Natal, Durban, 1980; Ph.D., 1987.

STEPHEN V. DUNCAN (1999)

Associate Professor of Film and Television
B.S., North Carolina AT&T State, 1971;
M.A., Loyola Marymount, 1979.

JOSEPH E. EARLEY (1974)

Associate Professor of Economics
B.A., Gannon College, 1967;
M.S., Rensselaer P.I., 1968;
Ph.D., Fordham, 1974.

PAIGE PETTYJOHN EDLEY (2003)

Assistant Professor of Communication Studies
B.A., Wake Forest, 1984; M.A., 1989;
Ph.D., Rutgers, 1997.

JENNIFER L. EICH (1994)

Associate Professor of Modern Languages
B.A., Knox College, 1981;
M.A., California, Los Angeles, 1987;
Ph.D., 1992.

SUSAN ELKINAWY (2003)

Assistant Professor of Finance
B.A., UCLA, 1992; M.B.A., LMU, 1998;
Ph.D., Oregon, 2004.

- MICHAEL E. ENGH, S.J. (1987)**
Dean, Bellarmine College of Liberal Arts and Professor of History
B.A., Loyola, Los Angeles, 1972;
M.A., Gonzaga, 1978;
M.Div., Jesuit School of Theology, 1982;
Ph.D., Wisconsin, Madison, 1987.
- ELLEN A. ENSHER (1997)**
Associate Professor of Management
B.A., Loyola, Los Angeles, 1987;
M.A., Claremont, 1994; Ph.D., 1997.
- CHARLES E. ERVEN (2002)**
Associate Professor of Theatre Arts
B.A., Wisconsin, 1974; M.F.A., 1976.
- RICHARD ESPINOZA (2003)**
Assistant Professor of Chicana/o Studies
B.A., California, Los Angeles, 1992;
M.F.A., 1995; Ph.D., 2001.
- RITA ESQUIVEL (1995)**
Adjunct Professor of Education
B.A., Our Lady of the Lake, 1953;
M.Ed., 1960.
- OMAR S. ES-SAID (1985)**
Professor of Mechanical Engineering
B.S., American, Cairo, 1976;
M.S., 1978; Ph.D., Kentucky, 1985.
- ZAKI EUSUFZAI (1989)**
Assistant Professor of Economics
B.S.S., Univ. of Dhaka, 1980;
M.A., Illinois State, 1982;
Ph.D., California, Los Angeles, 1993.
- KWEKU EWUSI-MENSAH (1985)**
Professor of Computer Information Systems
B.S., Ghana, 1970; M.S., Alberta, 1972;
Ph.D., California, Los Angeles, 1978.
- ALAN H. FALCON (1979)**
Professor of Accounting
B.B.A., Temple, 1970; M.A., Arizona, 1973;
C.M.A., 1980; C.P.A., 1982; C.I.A., 1984.
- JAMES D. FAUGHT (1974)**
Professor of Sociology and
Chairperson of the Department
B.A., San Jose State, 1967; M.A., 1969;
Ph.D., Notre Dame, 1973.
- JODI SUSAN FINKEL (2001)**
Assistant Professor of Political Science
B.A., UC, Los Angeles, 1989;
M.A., UC, San Diego, 1992;
M.A., UC, Los Angeles, 1996.
- EMILY S. FISHER (2005)**
Assistant Professor of Education
B.A., Connecticut College, 1996;
M.A., California, Santa Barbara, 2002;
Ph.D. (cand.), 2005.
- BEN F. FITZPATRICK (2001)**
Professor of Mathematics and
Clarence J. Wallen, S.J., Chair
B.S., Auburn, 1981; M.S., 1983;
Ph.D., Brown, 1988.
- VERONIQUE FLAMBARD-WEISBART (1992)**
Associate Professor of Modern Languages and
Literatures, and Director of European Studies
D.E.U.G., Université de Paris X, 1982;
Licence, 1983; M.A., California, Los Angeles,
1985; Ph.D., 1990.
- RUDOLF FLECK (1977)**
Professor of Art
B.A., Loyola, Los Angeles, 1973;
M.F.A., Oregon, Eugene, 1977.
- RENEE FLORSHEIM (1989)**
Co-Chair and Associate Professor of Marketing
B.S., California State Polytechnic, 1976;
M.B.A., California, Los Angeles, 1979;
Ph.D., Northwestern, 1989;
J.D., Loyola Law, 1999.
- JUDITH G. FOY (1991)**
Professor of Psychology
B.A., Eastern Washington, 1980;
M.S., 1981; M.A., Kent State, 1986; Ph.D., 1987.
- MICHAEL R. FOY (1987)**
Professor of Psychology
B.S., California, Irvine, 1977;
M.S., Kent State, 1981; Ph.D., 1983.
- JAMES L. FREDERICKS (1992)**
Professor of Theological Studies
B.A., St. Joseph's (Mountain View), 1973; M.A.,
St. Patrick's Seminary, 1976;
S.T.L., Jesuit School of Theology, 1983;
Ph.D., University of Chicago, 1988.
- KATHARINE B. FREE (1970)**
Professor of Theatre Arts
B.A., Marymount, 1966;
M.A., California, Los Angeles, 1967; Ph.D., 1974.
- WILLIAM J. FULCO, S.J. (1998)**
Professor of Classics and NEH Professor of
Ancient Mediterranean Studies
B.A., Gonzaga University, 1959; M.A., 1960;
S.T.M., Santa Clara, 1967; Ph.D., Yale, 1971.
- JEFFREY GALE (1985)**
Professor of Management
S.B., Massachusetts Institute of Technology, 1970;
S.M., 1971; J.D., California, Los Angeles, 1975;
Ph.D., 1976.
- GORDON S. GAMLIN (2003)**
Assistant Professor of Modern Languages and
Literatures, and Director of the Language Center
B.A., British Columbia, 1988;
M.A., McGill, 1992; Ph.D., Constance, 1995;
M.Ed., British Columbia, 1999.
- JOSE GARCIA-MORENO (2003)**
Assistant Professor of Film and Television
B.A., Universidad Iberomamerica, Mexico, 1984;
M.A., F.A.M.U., Charles University,
Czech Republic, 1989;
M.F.A., California, Los Angeles, 2001.
- GLENN GEBHARD (1995)**
Associate Professor of Film and Television
B.A., University of Daytona, 1983;
M.F.A., Southern California, 1980.
- MICHAEL GENOVESE (1980)**
Professor of Political Science and
Loyola Chair of Leadership Studies
B.A., St. Mary's, 1972;
M.A., Southern California, 1975; Ph.D., 1978.
- EVAN GERSTMANN (1996)**
Associate Professor of Political Science
B.A., Oberlin College, 1983;
J.D., Michigan, 1986;
M.A., Wisconsin, Madison, 1992; Ph.D., 1996.
- RICHARD KARMAN GILBERT (1986)**
Professor of Psychology
B.A., Princeton, 1977;
M.A., California, Los Angeles, 1979; Ph.D., 1982.
- JENNIFER R. GILLETTE (2002)**
Assistant Professor of Biology
B.S., Puget Sound, 1995;
M.S. Louisiana, Lafayette, 1998; Ph.D., 2002.
- DIANNE D. GLAVE (1997)**
Assistant Professor of African-American Studies
B.A., University Center, Binghamton, 1985;
M.A., University Center, Stony Brook, 1991.
- DEENA GONZÁLEZ (2001)**
Professor of Chicana/o Studies
and Chairperson of the Department
B.A., New Mexico State, 1974;
M.A., UC Berkeley, 1976; Ph.D., 1985.
- CARM KEITH GOODE (1987)**
Associate Professor of Art
B.A., California State, Long Beach, 1963;
M.A., California State, Los Angeles, 1984.
- MICHAEL D. GRADY (1975)**
Professor of Mathematics and Graduate Director
B.A., Missouri, 1968;
M.S., Southern Illinois, 1970; Ph.D., Utah, 1975.
- VICTORIA L. GRAF (1979)**
Professor of Education
B.A., De Paul, 1972;
M.A., California, Riverside, 1975; Ph.D., 1980.
- ALLEN P. GRAY (1980)**
Associate Professor of Computer
Information Systems
B.A., Loyola, Los Angeles, 1970;
M.A., California State, Los Angeles, 1971;
Ph.D., California, Riverside, 1979.
- EDMUND R. GRAY (1986)**
Professor of Management and
Chairperson of the Department
B.A., Hofstra, 1956;
M.B.A., California, Los Angeles, 1961;
Ph.D., 1966.
- JOHN H. GREVER, C.F.M.M. (1973)**
Professor of History and
Chairperson of the Department
B.A., Loyola, Los Angeles, 1965;
M.A., Loyola, Los Angeles, 1967;
Ph.D., California, Los Angeles, 1973.
- CHERYL GRILLS (1987)**
Professor of Psychology
B.A., Yale, 1980;
M.A., California, Los Angeles, 1982; Ph.D., 1985.
- ARTHUR GROSS SCHAEFER (1980)**
Co-Chair Marketing and Professor of Business Law
B.S., Southern California, 1973;
J.D., Boston, 1976;
M.H.L., Hebrew Union, 1982. C.P.A.
- FERNANDO J. GUERRA (1984)**
Associate Professor of Chicano Studies
and Political Science and Director,
Center for the Study of Los Angeles
B.A., Southern California, 1980;
M.A., Michigan, 1982; Ph.D., 1990.
- RICHARD P. HADLEY, JR. (1991)**
Associate Professor of Film and Television
A.B., California, Berkeley, 1970;
M.A. Wisconsin, Madison, 1972;
M.F.A. Southern California, 1980, Ph.D., 1989.
- MICHELE HAMMERS (2004)**
Assistant Professor of Communication Studies
B.S., Boston, 1992; J.D., Texas, Austin, 1995;
M.A., Arizona State, 2000; Ph.D., 2004.
- JAMES G. HANINK (1976)**
Professor of Philosophy
B.A., St. Mary's, San Antonio, 1968;
M.A., Michigan State, 1971; Ph.D., 1975.
- DAVID J. HARDY (2004)**
Assistant Professor of Psychology
B.A., California State, Long Beach, 1990;
M.A., 1994; Ph.D. Catholic University
of America, 1998.
- KATHERINE HARPER (1977)**
Associate Professor of Art History
B.A., California, Los Angeles 1967;
M.A., 1969; Ph.D., 1977.

- PAUL A. HARRIS (1992)**
*Professor of English and
Director of Graduate English Program*
B.A., McGill, 1984;
M.A., California, Irvine, 1986; Ph.D., 1991.
- JOSEPH HAWORTH (1988)**
Adjunct Professor of Civil Engineering
B.S., Loyola University, Los Angeles, 1967;
M.S., Stanford, 1968.
- ANDREW J. HEALY (2005)**
Assistant Professor of Economics
B.S., Yale, 1998; B.A., 1998; Ph.D., MIT, 2005.
- TERESA HEILAND (2004)**
Assistant Professor of Dance
B.F.A., Kutztown, 1985; M.A., New York, 1991;
Ph.D., 2001.
- SCOTT HEINZERLING (1991)**
Assistant Professor Theatre Arts/Dance
B.A., Akron, 1975; M.F.A., Ohio State, 1991.
- DOROTHEA K. HERREINER (2005)**
Assistant Professor of Economics
B.A., University of Karlsruhe, 1990; M.Sc.,
London School of Economics and Political
Sciences, 1991; Ph.D., European University, 2000.
- GEORGE L. HESS (1975)**
*Assistant Dean of the College of Business
Administration and Professor of Management;
Director, Small Business Institute*
B.S., Xavier 1956; M.B.A., 1957;
Ph.D., Arizona State, 1974.
- KRISTEN E. HEYER (2003)**
Assistant Professor of Theological Studies
B.A., Brown, 1996; Ph.D., Boston College, 2003.
- IGNACIO HIGAREDA (2005)**
Assistant Professor of Education
B.A., California, Santa Cruz, 1996;
Ph.D. (cand.), Southern California, 2005.
- CHARLES J. HIGGINS (1982)**
Associate Professor of Finance
B.A., Southern California, 1968;
M.B.A., 1972; Ph.D., Claremont, 1985.
- PETER R. HOFFMAN (1976)**
*Associate Professor and Director of
Geography and Urban Studies*
B.A., California, Los Angeles, 1969;
M.A., Arizona, 1974;
Ph.D., California, Los Angeles, 1983.
- ALAN K. HOGENAUER (2000)**
*Associate Professor and Director, Ed and
Lynn Hogan Program in Travel and Tourism*
A.B., City U. of New York, 1962;
M.A., Columbia, 1968; M.Phil., 1975;
Ph.D., 1975.
- MICHAEL P. HORAN (1994)**
Associate Professor of Theological Studies
B.A., Iona College, 1977;
M.R.E., Catholic University of America, 1982;
Ph.D., 1989.
- ROY S. HOUSTON (1974)**
Professor of Biology
B.S., Arizona, 1968;
M.S., University of Pacific, 1970;
Ph.D., Arizona, 1974.
- LEI HUANG (2003)**
*Assistant Professor of Electrical Engineering
and Computer Science*
B.E., Beijing Univ of Posts & Telecommunications,
1993; M.E., 1996; M.S.E.E, USC, 1999;
Ph.D., USC, 2003.
- PAUL W. HUMPHREYS (1997)**
Assistant Professor of Music
B.M., Cincinnati, 1976; M.A., California,
Los Angeles, 1983; Ph.D., 1988.
- MARGARET L. HUNTER (2001)**
Assistant Professor of Sociology
B.A., Wisconsin, 1994;
M.A., UCLA, 1996; Ph.D., 1999.
- AMIR HUSSAIN (2005)**
Associate Professor of Theological Studies
B.S., Toronto, 1987; M.A., 1990; Ph.D., 2001.
- ANNIKA HYLMÖ (2001)**
Assistant Professor of Communication Studies
B.A., Lund, Sweden, 1991;
M.A., American, D.C., 1994;
Ph.D., Purdue, 2001.
- MARY ELIZABETH INGHAM, C.S.J. (1987)**
Professor of Philosophy
B.A., Marymount, 1973;
B.A., Loyola Marymount, 1981;
Licence-es-arts, Fribourg, 1985; Ph.D., 1987.
- NANCY W. JABBA (1990)**
*Professor of Women's Studies
and Chairperson of the Department*
B.A., California, Santa Barbara, 1964;
M.A., Indiana, 1970;
Ph.D., Catholic University, 1975.
- LAWRENCE J. JELINEK (1977)**
Professor of History
B.A., Illinois, Urbana, 1964;
Ph.D., California, Los Angeles, 1976.
- TERESE C. JIMENEZ (2004)**
Assistant Professor of Education
B.A., California, Berkley, 1992;
M.A., Loyola Marymount, 1994;
M.A., California, Santa Barbara, 2004 (cand.)
Ph.D., 2004 (cand.).
- JOK MADUT JOK (1997)**
Associate Professor of History
B.A., Alexandria, Egypt, 1988;
M.A., American, Cairo, 1991;
Ph.D., California, Los Angeles, 1996.
- CHRISTOPHER KACZOR (1998)**
Associate Professor of Philosophy
B.A., Boston College, 1992;
M.A., Notre Dame, 1994; Ph.D., 1996.
- LAWRENCE P. KALBERS (2005)**
*R. Chad Dreier Chair of Accounting and
Professor of Accounting*
B.A., Wittenberg, 1974; M.S., Kent State, 1975;
Ph.D., Penn State, 1989; C.P.A., Texas, 1976;
Ohio, 1978; New York, 2001.
- TAI-WU KAO (1965)**
Professor of Electrical Engineering
B.S., National Taiwan University, 1958;
M.S., National Chiao-tung University, 1961;
Ph.D., Utah, 1965.
- RACHELLE KATZ (1976)**
*Professor of Finance and Associate Dean of the
College of Business Administration and
Director of the MBA Program*
B.S., Purdue, 1969; M.B.A., Michigan, 1972;
Ph.D., Stanford, 1980.
- LILY KHADJAVI (1999)**
Assistant Professor of Mathematics
M.A., A.B., Harvard 1990;
Ph.D., California, Berkeley, 1999.
- W. FREDERICK KIESNER (1977)**
Professor of Management
B.S.B., Minnesota, 1961;
M.B.A., Northwestern, 1962;
Ph.D., Claremont, 1985.
- DAVID D. KILLORAN (1969)**
*Professor of English and
Chairperson of the Department*
B.A., Michigan State, 1965; Ph.D., Tulane, 1975.
- SOO JIN KIM (1999)**
Assistant Professor of Art & Art History
B.A., California, Riverside, 1991;
M.A., California Institute of the Arts, 1995.
- GARLAND KIRKPATRICK (2004)**
Assistant Professor of Art & Art History
B.A., Amherst College, 1984; M.F.A., Yale, 1990.
- JAMES D. KONOW (1989)**
*Professor of Economics and
Chairperson of the Department*
B.A. Arizona State 1977;
M.A. California, San Diego 1983,
Ph.D., California, Los Angeles, 1989.
- PETRA LIEDKE KONOW (1995)**
*Assistant Professor of Modern Languages
and Literatures*
B.A., Universitat zu Köln, Germany, 1977;
M.A., 1983; Ph.D., California, Los Angeles, 1992.
- SUDHA KRISHNAN (1999)**
Assistant Professor of Accounting
B.C., Bombay, 1985; M.C., 1989;
M.A., USC, 1993; Ph.D., 1999.
- GARY KULECK (1994)**
Associate Professor of Biology and McLaughlin Chair
B.A., Maryland, 1975; Ph.D., Pennsylvania, 1991.
- JOSEPH LaBRIE, S.J. (2003)**
Assistant Professor of Psychology
B.S., Marquette, 1983; Ph.L., Gonzaga, 1988;
M.S., North Caroline, Chapel Hill, 1989;
M.Div., Jesuit School of Theology at Berkely, 1995;
Ph.D., Southern California, 2002.
- JAMES M. LANDRY (1984)**
*Professor of Chemistry and
Chairperson of the Department*
B.S., Xavier 1978; M.S., 1983;
Ph.D., Miami of Ohio, 1984.
- YVETTE LAPAYESE (2003)**
Assistant Professor of Education
B.A., California State, Fullerton, 1995;
M.A., Southern California, 1998;
Ph.D., California, Los Angeles, 2002.
- SUZANNE LARSON (1986)**
Professor of Mathematics
B.A., St. Olaf College, 1979;
Ph.D., Claremont Graduate School, 1984.
- MAGALY LAVADENZ (1994)**
Associate Professor of Education
B.S., Oakland University of Michigan, 1979;
M.A., California State, Northridge, 1991;
Ph.D., Southern California, 1994.
- HOWARD S. LAVICK (1985)**
Associate Professor of Film and Television
M.A., Minnesota, 1969;
M.F.A., California, Los Angeles, 1976.
- ROBERT B. LAWTON, S.J., (1999)**
*Professor of Classics and Archaeology and
Theological Studies and President of the University*
A.B., Fordham, 1971; Ph.D., Harvard, 1977.

- MARK P. LEACH (2000)**
Assistant Professor of Marketing
B.S., Georgia State, 1991; Ph.D., 1998.
- CHUN I. LEE (2001)**
Associate Professor of Finance
B.B.S., National Chiao Tung University, 1980;
M.S., UCLA, 1985; M.S., Carnegie Mellon, 1987;
M.S., Washington, 1990;
D.B.A., Southern Illinois, 1993.
- JONGHWA LEE (2004)**
Assistant Professor of Communication Studies
B.A., Kei-Myung University, 1994;
M.A., San Jose State, 1998; Ph.D., Ohio, 2003.
- LINDA LEON (1988)**
Associate Professor of Operations Management
B.A., California, Los Angeles, 1982; Ph.D., 1988.
- BRIAN P. LEUNG (1990)**
Professor of Education
B.A., Southern California, 1976;
M.A., California State, Long Beach 1979,
Ph.D., Southern California, 1990.
- HOLLI G. LEVITSKY (1991)**
Associate Professor of English
B.A., Michigan, 1979; M.A., 1982;
Ph.D., California, Irvine, 1991.
- DEBRA LINESCH (1991)**
*Professor of Marital and Family Therapy
and Chairperson of the Department*
B.A., Toronto, 1975;
B.Ed., Queens University, 1976;
M.A., Loyola Marymount, 1981;
Ph.D., Union Institute, 1992.
- EDMUNDO F. LITTON (1999)**
Assistant Professor of Education
B.A., De La Salle University, 1985;
M.A.T., Georgetown University, 1989;
Ed.D., University of San Francisco, 1994;
M.A., 1999.
- ANNIE H. LIU (2001)**
Assistant Professor of Marketing
B.B.A., Chinese Culture University, Taiwan, 1983;
M.S., Purdue, 1988;
Ph.D., Georgia State, 1998.
- SHARON LOCY (1971)**
Professor of English
B.A., St. Teresa, 1963;
M.A., California, Davis, 1966; Ph.D., 1975.
- MARC G. LONY (1998)**
*Associate Professor of Modern Languages
and Literatures*
DEUG, Universite de Paris III, 1978;
M.A., Universite de Paris VIII, 1980;
M.A., 1988; Ph.D., UC, Santa Barbara, 1994.
- RICARDO A. MACHÓN (1986)**
Professor of Psychology
B.A., Southern California, 1979;
M.A., 1982; Ph.D., 1986.
- ERIC MAGNUSON (2003)**
Assistant Professor of Sociology
B.A., Brown, 1991;
M.A., California, Los Angeles, 1994; Ph.D., 2000.
- JUAN MAH Y BUSCH (2002)**
Assistant Professor of English
B.A., UCLA, 1993; M.A., Cornell, 1998;
Ph.D., 2003.
- CHRISTOPHER A. MANNING (1986)**
Professor of Finance
B.S., San Diego State, 1967;
M.B.A., Northwestern, 1971;
Ph.D., California, Los Angeles, 1983.
- MICHAEL E. MANOOGIAN (1993)**
Associate Professor of Civil Engineering
B.S., Loyola Marymount, 1975;
M.S., M.S., California State, Northridge, 1983;
E.C.E., Southern California, 1987; Ph.D., 1992.
- RONALD MARASCO (1993)**
Associate Professor of Theater Arts
B.A., Fordham, 1983;
M.A., California, Los Angeles, 1988; Ph.D., 1994.
- BARBARA E. MARINO (1997)**
*Associate Professor of Electrical Engineering
and Chairperson of the Department*
B.S., Marquette, 1989;
M.S., Notre Dame, 1993; Ph.D., 1996.
- DAVID MARPLE (1978)**
Assistant Professor of Sociology
B.A., Western Kentucky, 1968;
M.A., SUNY (Albany), 1970; Ph.D., 1981.
- SHANE P. MARTIN (1995)**
Dean and Professor of Education
B.A., Loyola Marymount, 1980;
M.Div., Jesuit School of Theology,
Berkeley, 1991; M.Th., 1992;
Ph.D., Southern California, 1995.
- JAMES T. MATHIEU (1972)**
Professor of Sociology
B.A., Grove City, Pa., 1956;
M. Div., Princeton Theological Seminary, 1959;
Ph.D., Southern California, 1972.
- DAVID L. MATHISON (1983)**
Professor of Management
B.A., Whittier, 1969;
M.Div., Bethel Theological, 1975;
Ph.D., Bowling Green, 1978.
- JAMES McCARTHY (2001)**
Adjunct Professor of Physics
B.S., Pennsylvania State, 1982;
Ph.D., California Institute of Technology, 1988.
- MARY K. McCULLOUGH (1995)**
Professor of Education
B.A., Mount St. Mary's College, 1968;
M.A., San Francisco, 1985;
Ph.D., Southern California, 1992.
- MARY CATHERINE McELWAIN (1987)**
Associate Professor of Biology
A.B., Bryn Mawr, 1973; Ph.D., Utah, 1985.
- CATHLEEN McGRATH (1998)**
Assistant Professor of Management
B.A., Notre Dame, 1989;
Ph.D., Carnegie Mellon, 1998.
- HERBERT A. MEDINA (1992)**
Associate Professor of Mathematics
B.S., California, Los Angeles, 1985;
M.S., California, Berkeley, 1987; Ph.D., 1992.
- BLAKE MELLOR (2002)**
Assistant Professor of Mathematics
B.A., Harvard, 1993; Ph.D., UC, Berkeley, 1999.
- JOHN M. MENAGHAN (1989)**
Professor of English and Director of Irish Studies
A.B. Boston College 1976; M.A. Syracuse 1979;
Ph.D. California, Berkeley 1988.
- MEL I. MENDELSON (1994)**
*Associate Professor of Mechanical Engineering
and Director of the Engineering and Productivity
Management Program*
B.S., California, Berkeley, 1964;
M.S., Northwestern, 1966; Ph.D., 1973.
- MLADEN MILICEVIC (1998)**
Professor of Film and Television
D.M.A., Miami, 1991; B.A., Sarajevo, 1982;
M.A., 1986; M.A., Wesleyan, 1988.
- MICHAEL E. MILLS (1984)**
Associate Professor of Psychology
B.A., California, Los Angeles, 1975;
M.S., California State, Long Beach, 1977;
Ph.D., California, Santa Barbara, 1983.
- MICHAEL MIRANDA (2001)**
Assistant Professor of Music
B.A., California State, Northridge, 1984;
M.A., California State, Los Angeles, 1988;
Ph.D., Claremont Graduate School, 2001.
- ROBIN MISKOLCZE (2002)**
Assistant Professor of English
B.A., Indiana University of Pennsylvania, 1991;
M.A., Nebraska, Lincoln, 1994;
Ph.D., 2000.
- SYLVIA MORALES (2003)**
Assistant Professor of Film and Television
B.A., California, Los Angeles, 1972; M.F.A., 1979.
- MARK D. MORELLI (1980)**
*Professor of Philosophy and Director
Graduate Philosophy program*
B.A., Santa Clara, 1970;
M.A., Toronto, 1973; Ph.D., 1979.
- EDWARD C. MOSTEIG (2002)**
Assistant Professor of Mathematics
B.S., Michigan, Ann Arbor, 1993;
M.S., Illinois, Champaign-Urbana, 1996;
M.S., Cornell, 1999; Ph.D., 2000.
- MICHAEL E. MULVIHILL (1966)**
Professor of Civil Engineering
B.S. in C.E., Loyola, Los Angeles, 1960;
M.S., Southern California, 1963;
Ph.D., California, Los Angeles, 1973;
Registered Professional Engineer.
- TERESA MUNOZ (1973)**
Professor of Art
B.A., Marymount, Los Angeles, 1971;
M.A., California State, Northridge, 1974;
M.F.A., California State, Long Beach, 1982.
- JONAS R. MUREIKA (2004)**
Assistant Professor of Physics
B.Sc., Toronto, 1993; M.Sc., Waterloo, 1995;
Ph.D., Toronto, 2002.
- ELIZABETH MURRAY (1986)**
Professor of Philosophy
B.A., Santa Clara, 1971;
M.A., Toronto, 1973; Ph.D., 1981.
- ROBBIE NAKATSU (2000)**
Assistant Professor of CIS
B.A., Yale, 1986;
Ph.D., British Columbia, 2001.
- V. MARTIN NEMOIANU (2005)**
Assistant Professor of Philosophy
Diploma, University of Paris-Sorbonne, 1994;
B.A., Catholic University of America, 1996;
Ph.D., Toronto, 2002.
- ART NOMURA (1990)**
Professor of Film and Television
B.A., California State, Los Angeles, 1970;
M.F.A., California, Los Angeles, 1989.
- RAFIQUL I. NOORANI (1989)**
*Associate Professor of Mechanical Engineering
and Chairperson of the Department*
B.S., Bangladesh Univ. of Engr. & Technology,
1969; M.E., Texas A&M, 1977; Ph.D., 1982.
- MAHMOUD MEHRDAD NOURAYI (1990)**
*Professor of Accounting and
Chairperson of the Department*
B.S., Inst. of Advanced Accounting, 1975;
M.B.A., West Coast University, 1978;
M.S.B.A., California State, Los Angeles, 1983;
Ph.D., Southern California, 1989; C.P.A.; C.M.A.

SUZANNE O'BRIEN (2001)

Assistant Professor of History
B.A., Stanford, 1991; M.A., Columbia, 1997;
Ph.D., 2003.

JENNIFER P. OFFENBERG (2005)

Assistant Professor of Economics
B.A., California, Davis, 2001;
M.S., Purdue, 2002; Ph.D., 2005.

AINE O'HEALY (1989)

Associate Professor of Modern Languages
B.A., Univ. College Galway/Natl. Univ.
of Ireland 1969; M.A. 1971;
Ph.D. Wisconsin, Madison, 1976.

STELLA OH-PARK (2005)

*Assistant Professor of Women's Studies and Director,
Asian Pacific American Studies Program*
B.A., California, Los Angeles, 1997;
M.A., California, Irvine, 2000, Ph.D., 2004.

PATRICIA OLIVER (1979)

Associate Professor of Communication Studies
B.A., Holy Names College, 1965;
M.A., California State, Los Angeles, 1977.

BOHDAN W. OPPENHEIM (1982)

*Professor of Mechanical Engineering,
Director of Graduate Mechanical Engineering,
Director of IAC*
B.S.C., Warsaw Polytechnic, 1970;
M.S.C., Stevens Institute of Technology, 1972;
Naval Architect, Massachusetts Institute of
Technology, 1974; Ph.D. Southampton, 1980.

MICHAEL J. O'SULLIVAN (1985)

*Professor of Psychology
and Chairperson of the Department*
B.A., St. Louis, 1972; M.S., 1973;
M.Div., Jesuit School of Theology, Berkeley, 1978;
S.T.M., 1979; Ph.D., St. Louis, 1983.

JOHN A. PAGE (1962)

Professor of Electrical Engineering
B.S. in E.E., Loyola, Los Angeles, 1961;
M.S. in E., California, Los Angeles, 1964;
Ph.D., 1970; Registered Professional Engineer.

YONGSUN PAIK (1991)

Professor of Management
B.A., Yonsei University, 1978;
M.B.A., Chung-Ang University, 1978;
M.A., Texas, Austin, 1986;
Ph.D., Washington, 1991.

RODGER PARDEE (2000)

Associate Professor of Film and Television
B.A., Nebraska, 1977; M.A., USC, 1980.

EDWARD PARK (1999)

*Associate Professor of
Asian Pacific American Studies*
A.B., California, Berkeley, 1986;
M.C.P., 1988; Ph.D., 1993.

ALICIA M. PARTNOY (1998)

*Associate Professor of Modern Languages
and Literatures and Chairperson of the Department*
B.A., Universidad Nacional del Sur;
M.A., Catholic University of America, 1991;
Ph.D., 1997.

KYRA PEARSON (2002)

Assistant Professor of Communication Studies
B.A., California, Davis, 1995;
M.A., Iowa, 1999; Ph.D., 2003.

LUCRETIA D. PEEBLES (2005)

Associate Professor of Education
B.A., Yale, 1984; M.A., Toronto, 1985;
Ph.D., Claremont, 1991.

ERIC D. PERL (2004)

Associate Professor of Philosophy
B.A., Yale, 1984;
M.A., University of Toronto, 1985;
Ph.D., Yale, 1991.

RICHARD J. PERLE (1975)

*Professor of Operations Management
and Chairperson of the Department*
B.S., Michigan Technological, 1967;
M.B.A., California State, Long Beach, 1972;
M.S., Southern California, 1974; Ph.D., 1981.

ANTHONY M. PERRON (2004)

Assistant Professor of History
B.A., University of Chicago, 1994;
M.A., 1996; Ph.D., 2002.

KEVIN JOE PETERS (2000)

Assistant Professor of English
B.A., Tabor College, 1985;
M.A., Michigan State, 1988;
Ph.D., Nebraska, Lincoln, 1998.

ANTONIA PETRO (2000)

*Assistant Professor of Modern Languages
and Literatures*
B.A., University of Salamanca, 1994;
M.A., Michigan State, 1996; Ph.D., 2000.

JEFFREY A. PHILLIPS (2001)

Assistant Professor of Physics
B.S., University of Virginia, 1993;
M.S., UC Irvine, 1996; Ph.D., 1999.

CANDACE A. POINDEXTER (1984)

Professor of Education
B.A., California, Los Angeles, 1967;
M. Ed., Loyola Marymount, 1977;
Ed.D., California, Los Angeles, 1985.

JOHN R. POPIDEN (1977)

*Associate Professor of Theological Studies and
Associate Dean of Bellarmine College of Liberal Arts*
B.A., Rice, 1973; M.A., Notre Dame, 1977;
Ph.D., 1980.

LUÍS PROENÇA, S.J. (2002)

Assistant Professor of Film and Television
B.A., Coimbra, 1980; S.T.L., Universidade
Catolica Portuguesa, Braga, 1986;
M.Div., Jesuit School of Theology at Berkeley,
1991; M.A., 1992; M.F.A., LMU, 1995.

ZBIGNIEW H. PRZASNYSKI (1985)

Professor of Operations Management
B.S., Sussex, 1972; M.S., 1973; Ph.D., 1977.

RALPH L. QUINONES (1986)

Associate Professor of Business Law
B.A., Vassar, 1974; M.B.A., New York, 1981;
J.D., 1980.

NIGEL A. RAAB (2005)

Assistant Professor of History
B.Sc., Queen's Kingston, 1990; B.A., 1995;
M.A., Zurich, 1997; M.Phil., Columbia, 1997;
Ph.D., 2002.

CHARLOTTE C. RADLER (2003)

Assistant Professor of Theological Studies
B.A., Lund, Sweden, 1997; M.A., 1997;
Ph.D., Chicago, 2003.

PATRICK DAMON RAGO (2001)

Assistant Professor of Dance
M.F.A., Utah, 1996.

DAVID A. RAMIREZ (2002)

Assistant Professor of Natural Science
B.A., California State Polytechnic, Pomona, 1991;
A.T.C., 1991; M.A., California State, Fresno, 1993;
C.S.C.S., 1998.

MARTIN RAMIREZ (1999)

Assistant Professor of Biology
B.S., Loyola Marymount, 1981;
Ph.D., California, Santa Cruz, 1990.

FRANCISCO RAMOS (2003)

Assistant Professor of Education
B.A., Escuela Universitaria de Formacion
del Profesorado de Soria, Spain, 1982;
M.A., Universidad de Zaragoza, Spain, 1985;
M.A., California State, Los Angeles, 1995;
Ph.D., Southern California, 2000.

THOMAS P. RAUSCH, S.J. (1967-69; 1976)

*T. Marie Chilton Professor of Catholic Theology and
Professor of Theological Studies*
B.A., Gonzaga, 1966; M.A., 1967;
S.T.M., Jesuit School of Theology, Berkeley, 1972;
Ph.D., Duke, 1976.

JOSEPH C. REICHENBERGER (1993)

*Professor of Civil Engineering, Associate Dean,
and Graduate Director*
B.S.C.E., Marquette, 1964;
M.S.C.E., Southern California, 1967.

CLIFFORD A. REED (2003)

Assistant Professor of Theatre Arts
B.S., Western Michigan, 1973;
M.F.A., Wayne State, 1983; Ph.D., 1987.

NINA M. REICH (2003)

Assistant Professor of Communication Studies
B.A., California, Long Beach, 1998; M.A., 2000;
Ph.D., North Carolina, Chapel Hill, 2003.

JOHN T. REILLY (1984)

Associate Professor of English
B.A., Harpur, 1968; M.F.A., Cornell, 1972;
Ph.D., 1977.

THOMAS J. REILLY (1976)

Associate Professor of Chemistry
B.S., Brooklyn College, 1963;
Ph.D., Southern California, 1971.

BARBARA RICO (1989)

Professor of English
B.A., Yale, 1977; M.Phil., 1981; Ph.D., 1987.

IRENE RIOS-OLIVER (1978)

Associate Professor of Education
B.A., Marymount, 1973;
M.Ed., Loyola Marymount, 1976;
Ed.D., Pepperdine, 1997.

PETER SMITH RING (1990)

Professor of Management
B.A., St. Anselm College, 1963;
L.L.B., Georgetown, 1966;
M.P.A., Harvard, 1970;
Ph.D., California, Irvine, 1986.

SUSAN BARNES ROBINSON (1977)

Professor of Art History
B.A., California, Los Angeles, 1965;
M.A., 1967; Ph.D., Michigan, Ann Arbor, 1977.

JAMES A. ROE (1991)

Associate Professor of Chemistry
A.B., Williams College, 1977;
Ph.D., California, Berkeley, 1984.

ERNEST ROSE (2005)

*Professor of Education and
Vice President, Academic Affairs*
B.A., California, Santa Barbara, 1970;
M.S., Utah, 1978; Ph.D., 1984.

CHUCK ROSENTHAL (1986)

Professor of English
B.A., Allegheny, 1973;
M.A., Bowling Green, 1975;
M.A., California, Davis, 1981;
Ph.D., Utah, 1986.

- JUDITH ROYER, C.S.J. (1973)**
Professor of Theatre Arts
B.A., St. Joseph Teachers College, 1967;
M.A., California State, Fullerton, 1973;
Ph.D. California, Santa Barbara, 1983.
- PAUL A. RUDE (1963-85; 1987)**
*Professor of Electrical Engineering and
Director of Graduate Electrical
Engineering/Computer Science Program*
B.S. in E., California, Los Angeles, 1955;
M.S. in E.E., Pittsburg, 1957; Ph.D., 1962.
- HERBERT J. RYAN, S.J. (1974)**
Professor of Theological Studies
B.A., Loyola, Chicago, 1954; M.A., 1960;
Ph.L., West Baden, 1956;
S.T.B., Woodstock, 1961; S.T.L., 1963;
S.T.D., Gregorian, Rome, 1967
S.T.D. (h.c.), General Theological Seminary,
New York, 1973.
- JOSE A. SAEZ (2002)**
Assistant Professor of Civil Engineering
B.S.E., LMU, 1986; M.S.E., 1991.
- YING SAI (2004)**
Assistant Professor of Computer Information Systems
B.S., Beijing Institute of Light Industry, 1983;
M.S., Carnegie-Mellon, 1987;
Ph.D., Texas, Austin, 2002.
- A. SALEH-JAHROMI (1984)**
Adjunct Professor of Physics
B.S., Tehran, 1963; M.S., 1967;
Ph.D., London, 1973/
- NADER SANIEI (2004)**
*Professor of Mechanical Engineering and
Chairperson of the Department*
B.S., Purdue, 1981; M.S., California, Davis, 1984;
Ph.D., 1988.
- JEFF SANNY (1980)**
Professor of Physics
B.S., Harvey Mudd, 1974;
M.S., California, Los Angeles, 1976; Ph.D., 1980.
- MARK SAYA (1993)**
Associate Professor of Music
B.M., Indiana, 1977; M.M., Cincinnati, 1980;
D.M.A., 1986.
- VIRGINIA SAYA (1989)**
Associate Professor of Music
B.Mus., Simpson College, 1975;
M.Mus., Univ. of Cincinnati College-
Conservatory of Music, 1983; Ph.D., 1989.
- JUDITH M. SCALIN (1976)**
*Professor of Dance and Theatre Arts
and Co-Chairperson of the Department*
B.A., California, Los Angeles, 1969;
M.A., Mills, 1974.
- STEPHEN SCHECK (1982)**
Professor of Biology
B.S., Fort Hays, 1975;
M.S., 1977; Ph.D., Iowa State, 1980.
- DEAN F. SCHEIBEL (1991)**
Assistant Professor of Communication Studies
B.S., California State, Northridge, 1975;
B.A., 1984; M.A., 1986;
Ph.D., Arizona State, 1992.
- SUSAN SCHEIBLER (2001)**
Assistant Professor of Film and Television
B.A., Biola, 1976;
M.A., Claremont Graduate School, 1986;
M.A., USC, 1986; Ph.D., 1994.
- MARK EVAN SCHWARTZ (2001)**
Assistant Professor of Film and Television
B.F.A., East Carolina, 1975;
M.F.A., Boston, 1980.
- TERI SCHWARTZ (2003)**
Dean, School of Film and Television
B.A., California, Los Angeles, 1971;
M.A., University of London, 1973.
- KALA CHAND SEAL (1990)**
Professor of Computer Information Systems
M.S., Texas, Dallas, 1989; Ph.D., 1990.
- PATRICK D. SHANAHAH (1988)**
Professor of Mathematics
B.A., California State, Long Beach, 1990;
M.A., California State, Santa Barbara, 1992.
- TIMOTHY D. SHANAHAH (1988)**
Professor of Philosophy and Chair of the Department
B.S.B.A., SUNY, Cortland, 1983;
M.A., Notre Dame, 1986; Ph.D., 1988.
- THOMAS SHERMAN, S.J. (2001)**
Assistant Professor of Philosophy
B.A., Marquette, 1977; M.A., St. Louis, 1981;
M.Div., Weston School of Theology, 1987;
Ph.D., Toronto, 1999.
- GARY P. SIBECK (1965)**
Professor of Business Law
B.A., Oklahoma, 1951; M.A., 1960; J.D., 1962;
Ph.D., Southern California, 1971.
- SLOBODAN SIJAN (2000)**
Assistant Professor of Film and Television
B.A., University of Arts, Yugoslavia, 1970;
M.A., 1975.
- JEFFREY S. SIKER (1987)**
*Professor of Theological Studies
and Chair of the Department*
B.A., Indiana, 1976;
M.A., 1978; M.Div., Yale, 1981;
Ph.D., Princeton Theological Seminary, 1989.
- ROBERT SINGLETON (1982)**
Associate Professor of Economics
B.A., California, Los Angeles, 1960;
M.A., 1962; Ph.D., 1983.
- MATTHEW SINIAWSKI (2004)**
Assistant Professor of Mechanical Engineering
B.S., Illinois Institute of Technology, 2000;
Ph.D. (cand.), Northwestern, 2004.
- DAVID SMITH (1978)**
Professor of Mathematics
B.S., Oklahoma State, 1971;
M.S., 1973; Ph.D., 1978.
- DANIEL L. SMITH-CHRISTOPHER (1989)**
*Professor of Theological Studies and
Director of Peace Studies*
B.A., George Fox College, 1977;
M.Div., Associated Mennonite Biblical
Seminary, 1981; D. Phil., Oxford (Trinity), 1986.
- H. DANIEL STAGE, JR. (1973)**
Professor of Management
B.S., Mass. Institute of Technology, 1953;
M.B.A., Southern California, 1969;
D.B.A., 1976.
- JANIE S. STECKENRIDER (1991)**
Associate Professor of Political Science
B.A., Illinois, 1976; M.A., Notre Dame, 1978,
Ph.D., Southern California, 1988.
- JOHN A. STEWART (1989)**
Professor of Film and Television
B.A. California, Los Angeles 1968;
M.F.A., 1970.
- BRAD ELLIOTT STONE (2003)**
Assistant Professor of Philosophy
B.A., Georgetown, 1998;
M.A., Memphis, 2001; Ph.D., 2003.
- CHAS. SWANSON, II (2003)**
Assistant Professor of Film and Television
B.A., Morehouse, 1990;
M.F.A., Southern California, 1998.
- ERNEST S. SWEENEY, S.J. (1972)**
Professor of History
A.B., Loyola, Chicago, 1955; Ph.L., West Baden,
1957; M.A., Loyola, Chicago, 1959;
S.T.L., Woodstock College, 1964;
Ph.D., University of Texas, Austin, 1970.
- LELAND C. SWENSON (1973)**
Professor of Psychology
B.A., West Michigan, 1964;
M.A., Wayne State, 1967; Ph.D., 1969.
- LAWRENCE TAI (1990)**
Professor of Finance
B.S., Illinois State, 1974; M.B.A., Indiana, 1976;
Ph.D., Georgia State, 1983; C.P.A.
- MICHAEL R. TANG, S.J. (1990)**
*Associate Professor of Art
and Chairperson of the Department*
B.A., Loyola Marymount, 1981;
M.F.A., School of the Art Institute, Chicago, 1983;
M. Div. Jesuit School of Theology at Berkeley,
1989; Th.M., 1990.
- VANDANA THADANI (2004)**
Assistant Professor of Psychology
B.A., University of Chicago, 1992;
M.A., California, Los Angeles, 1995; Ph.D., 2000.
- RENATE THIMESTER (1971)**
Associate Professor of Economics
Dip. d'Et. de Civ. Francaise Deg. Sup., 1961; B.S.,
Alabama, 1963; M.S., 1965; Ph.D., 1967.
- SETH B. THOMPSON (1970)**
*Professor of Political Science and
Chairperson of the Department*
B.A., Santa Clara, 1966;
M.A., Oregon, 1968; Ph.D., 1972.
- JOSEPH S. TIEDEMANN (1977)**
Professor of History
B.A., St. Francis, 1968; Ph.D., CUNY, 1977.
- RAYMOND J. TOAL (1989)**
*Professor of Electrical
Engineering/Computer Science*
B.S. Loyola Marymount 1985; M.S. 1986;
Ph.D., California, Los Angeles, 1993.
- BRIAN TREANOR (2001)**
Assistant Professor of Philosophy
B.A., UCLA, 1991; M.A., CSU Long Beach, 1997;
Ph.D., Boston College, 2001.
- LAWRENCE A. TRITLE (1978)**
Professor of History
B.A., California, Los Angeles, 1968;
M.A., South Florida, 1972;
Ph.D., Univ. of Chicago, 1978.
- WILLIAM TROTT (1974)**
*Professor of Civil Engineering
and Chairperson of the Department*
B.S., California, Los Angeles, 1971;
M.S., 1972; Ph.D., 1979.
Registered Professional Engineer.
- NAZMUL ULA (1991)**
Professor of Electrical Engineering
B.S.E.E., Bangladesh University of Engineering
and Technology, 1979;
M.S.E.E., Wyoming, 1985;
Ph.D., California, Davis, 1991.
- CAROL R. URBINATI (2004)**
Assistant Professor of Biology
B.S., Illinois, Urbana-Champaign, 1992;
Ph.D., Loyola, Chicago, 1998.

CHARLES VANCE (1985)

Professor of Management
B.S., Brigham Young, 1975;
M.A., 1977; Ph.D., Syracuse, 1981.

GABRIELE VARIESCHI (2000)

Assistant Professor of Physics
B.A., Instituto "LEOME XIII", Italy;
M.S., UCLA, 1996; Ph.D., 2000.

CAROLYN M. VIVIANO (2002)

Assistant Professor of Natural Science
B.A., Amherst College, 1982; M.S., Columbia,
1985; M.Phil., 1985; Ph.D., 1990.

JOHN P. WAGGONER (1976)

Professor of Biology
A.B., Duke, 1965; M.S., Nebraska, 1967;
Ph.D., California, Los Angeles, 1972.

R. PATRICIA WALSH (1973)

Professor of Psychology
B.A., Maryland, 1968; Ph.D., Minnesota, 1973.

JAMES J. WALTER (1999)

*Austin & Ann O'Malley Professor of Bioethics
and Chairperson, The Bioethics Institute*
B.A., St. Meinrad College, 1969; B.A., 1970;
M.A., 1971; S.T.B., 1971; Ph.B., 1972; Ph.D.,
1974, Katholieke Universiteit te Leuven, Belgium

ROBIN WANG (1999)

Assistant Professor of Philosophy
B.A., Peking, 1980; M.A., 1983;
M.A., Notre Dame, 1988;
Ph.D., Wales, 1998.

SHARON WATT (1995)

Adjunct Professor of Education
B.S., USC, 1971; M.S., 1972;
J.D., Loyola University School of Law, 1978.

CONNIE J. WEEKS (1986)

Professor of Mathematics
B.S., Harvey Mudd, 1970;
M.A., Southern California, 1972; Ph.D., 1977.

DAN WEINGARTEN (2004)

Assistant Professor of Theater Arts
B.S., Drexel, 1988;
M.F.A., California Institute of the Arts, 2004.

LAWRENCE A. WENNER (2000)

*Von der Ahe Professor of
Communications and Ethics*
B.A., California State, Northridge, 1976;
M.A., Iowa, 1976; Ph.D., 1977.

KENNEDY WHEATLEY (2000)

Assistant Professor of Film and Television
B.A., Michigan, 1980; M.F.A., USC, 1988.

THOMAS I. WHITE (1994)

*Associate Professor of Management and
Hilton Chair in Business Ethics*
A.B., Holy Cross, 1969; M.A., Columbia 1970;
Ph.D., 1974.

JOHN T. WHOLIHAN (1984)

*Dean of the College of Business Administration
and Professor of Management*
B.S., Notre Dame, 1959; M.B.A. Indiana, 1960;
Ph.D., American, 1973.

JEFFREY WILSON (1995)

Assistant Professor of Philosophy
B.A., St. John's College, Annapolis, 1985;
M.A., Emory, 1991; Ph.D., 1995.

LUCY WILSON (1982)

Professor of English
B.A., Kutztown University, 1974;
M.A., 1975; Ph.D., Temple, 1982.

ROBERT D. WINSOR (1991)

Associate Professor of Marketing
B.A., LaVerne, 1982;
B.A. Claremont McKenna, 1983;
Ph.D., Southern California, 1989.

AMY WOODSON-BOULTON (2004)

Assistant Professor of History
B.A., California, Berkeley, 1994;
M.A., California, Los Angeles, 1999; Ph.D., 2003.

WARREN S. WRIGHT (1967)

Professor of Mathematics
B.A., Pomona, 1963;
M.A., Southern California, 1965.

GAIL WRONSKY (1986)

Professor of English
B.A., Virginia, 1978; M.F.A., 1981;
Ph.D., Utah, 1986.

ROY ERIC XAVIER (2004)

Associate Dean, School of Film and Television
B.A., California, Santa Cruz, 1997;
M.A., California, Berkeley, 1979; Ph.D., 1988.

IDIL SAYRAC YAVEROGLU (2002)

Assistant Professor of Mathematics
B.S., ODTU, Ankara, Turkey, 1995;
M.B.A., Bilkent, Ankara, Turkey, 1997;
Ph.D., Georgia State, 2002.

KELLY YOUNGER (2001)

*Assistant Professor of English
and Director of Honors Program*
B.A., Loyola Marymount, 1994;
M.A., Loyola, Chicago, 1996;
Ph.D., University College, Dublin, 1999.

KATERINA ZACHARIA (1999)

Associate Professor of Classics and Archeology
B.A., Capodistrian University, 1988;
M.A., University College, London, 1990;
Ph.D., 1996.

THOMAS M. ZACHARIAH (1988)

Associate Professor of Mathematics
B.S., Kerala University, India, 1971;
M.S., 1973; M.A., Claremont, 1980;
Ph.D., 1984.

SEID M. ZEKAVAT (1961)

Associate Professor of Economics
B.A., Tehran, 1955; B.A., Pepperdine, 1960;
M.A., Southern California, 1961; Ph.D., 1964.

ANATOLY ZHUPLEV (1992)

Associate Professor of Management
B.S., Ordzhonikidze Engineering Economics
Institute, Moscow, 1974; Ph.D., Ordzhonikidze
Management Institute, Moscow, 1981.

DENNIS G. ZILL (1972)

Professor of Mathematics
B.A., St. Mary's, Winona, 1962;
M.S., Iowa State, 1962; Ph.D., 1967.

DONALD ZIRPOLA (1978)

Professor of Film and Television
B.A., Chapman, 1970;
M.F.A., Southern California, 1973.

ADJUNCT FACULTY

RITA ESQUIVEL, Ed.D., (Hon.)

School of Education

DARYL GRAVER, J.D.

Business Administration

DONALD B. KOWALEWSKY

Civil Engineering

LAURA LEWIS, J.D.

Business Administration

RICHARD MORRIS

Philosophy

MICHAEL B. PESCE

Bioethics

LAURA PINTER

History

A. SALEH-JAHROMI

Physics

SHARON WATT, J.D.

School of Education

LIBRARIANS**ANTHONY J. AMODEO (1984)**

*Librarian, Reference, and Coordinator;
Bibliographic Instruction*
B.A., De Paul, 1967;
M.A.L.S., Rosary, 1981;
M.A., Loyola Marymount, 1989.

CYNTHIA BECHT (1995)

Special Collections Librarian
B.A., California, Los Angeles, 1987;
M.L.S., 1993.

MARCIA FINDLEY (1981)

*Assistant University Librarian for
Collection Development*
B.A., University of Oklahoma, 1961;
M.L.S., Florida State University, 1963.

CHRISTINA HENNESSEY (2002)

Cataloging Librarian
B.S., Virginia Polytechnic Institute
and State University; M.L.S., California,
Los Angeles, 2002.

GLENN JOHNSON-GRAU (1997)

Reference Librarian for Networked Resources
B.A., California, Los Angeles, 1987;
M.L.S., 1994.

ALEXANDER JUSTICE (2002)

Reference Librarian
B.A., Loyola Marymount, 1992;
M.L.S., California, Los Angeles, 2001.

JANET LAI (1971)

Head Acquisitions/Serials Librarian
B.A., Tamkang College, 1961;
M.L.S., Oregon, 1970.

RHONDA ROSEN (1987)

Head of Media/Reserve Services
B.A., California, Los Angeles, 1977;
M.L.S., 1987.

DEBRA SHADE (1997)

Assistant to the University Librarian
B.A., California, Northridge, 1979;
M.S., California, Los Angeles, 1993.

SUSAN SLOMA (1994)

Cataloging Librarian
B.A., Illinois at Chicago, 1974;
J.D., Boston, 1978; M.L.S., Rosary, 1993.

WILLIAM C. STALLS (2000)

Curator, CSLA Archives
B.A., Texas Tech, 1979;
M.L.S., California, Los Angeles, 1999;
Ph.D., 1991.

ERROL WAYNE STEVENS (1994)

*Assistant University Librarian for Archives
and Special Collections*
A.B., Indiana University, 1966;
M.A., 1970; Ph.D., 1978.

WALTER WALKER (1996)

Cataloging Librarian
B.A., California, Santa Barbara, 1979;
M.L.S., California, Los Angeles, 1990.

SACHI YAGYU (1990)

Head of Reference/Circulation Services
B.A., Minnesota, 1980;
M.L.S., California, Los Angeles, 1990.

FACULTY EMERITI**BERNARD V. ABBENE**

Communication Arts

CLINTON E. ALBERTSON, S.J.

English

ALEX ALOIA

Education

WALTER ARLEN

Music

BOGIDAR AVRAMOV

Music

VIRGINIA BARNELLE

Theatre Arts

JAMES G. BOWIE

Business Administration

ROBERT J. BRAUS

Theology

JULIUS S. BROWN

Management

CHARLES BUNKER

Business Administration

DIANE CALLAHAN

Education

JOSEPH CALLINAN

Mechanical Engineering

FRANCIS B. CAROTHERS, JR.

English

LAMAR CASELLI

Communication Arts

KEN P. CHUANG

Civil Engineering

ROBERT O. CLEYMAET

Modern Languages and Literatures

C. MELVIN DAVIDSON, JR.

Theater Arts

ANGELO A. DEGENNARO

Romance Languages and Philosophy

DAVID T. FISHER

Theology

WILLIAM E. FITZGERALD

Political Science

JAMES E. FOXWORTHY

Civil Engineering

JOHN GARSTKA

Accounting

PAUL A. GROSCH

Business Administration

FRANCES GUSSENHOVEN, R.S.H.M.

English

JOHN C. HAGGART

Business Administration

THOMAS G. HANRAHAN

Modern Languages

ROGER TIM HAUG

Civil Engineering

EMMET JACOBS

Theatre Arts

FLOYD A. JENKINS, S.J.

Biology

CARL G. KADNER

Biology

BORIS KAPLAN

Communication Arts

CARROLL KEARLEY

Philosophy

IRVING KESSLER

Psychology

SCOTT KESTER

Education

HERBERT KINDLER

Business Administration

RICHARD KOCHER

English

ALBERT P. KOPPEL, O.CARM.

Dean Emeritus, Education

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.J.

History

PAULINE KHURI MAJOLI

Art

MARIE ANNE MAYESKI

Theological Studies

M. RAYMUNDE MCKAY, R.S.H.M.

Economics

WILLIAM D.C. MOEBS

Physics

LORETTA MORRIS

Sociology

WADE A. PETERSON

Mathematics

CLAIRE PFENNIGER

Modern Languages

LUCIEN RICO

Modern Languages

PAUL SALAMUNOVICH

Music

PAUL SCHUMANN

Education

WARREN SHERLOCK

Communication Arts

JOSEPH B. STONE

Communication Arts

CAROL SULLIVAN

History

ROBERT H. TAYLOR, S.J.

Philosophy

HAYDEE TYRELL-REIGADAS

Modern Languages and Literatures

GENEVIEVE UNDERWOOD, R.S.H.M.

Art

TERESA VENEGAS

Modern Languages

RICHARD L. WILLIAMSON

Business Administration

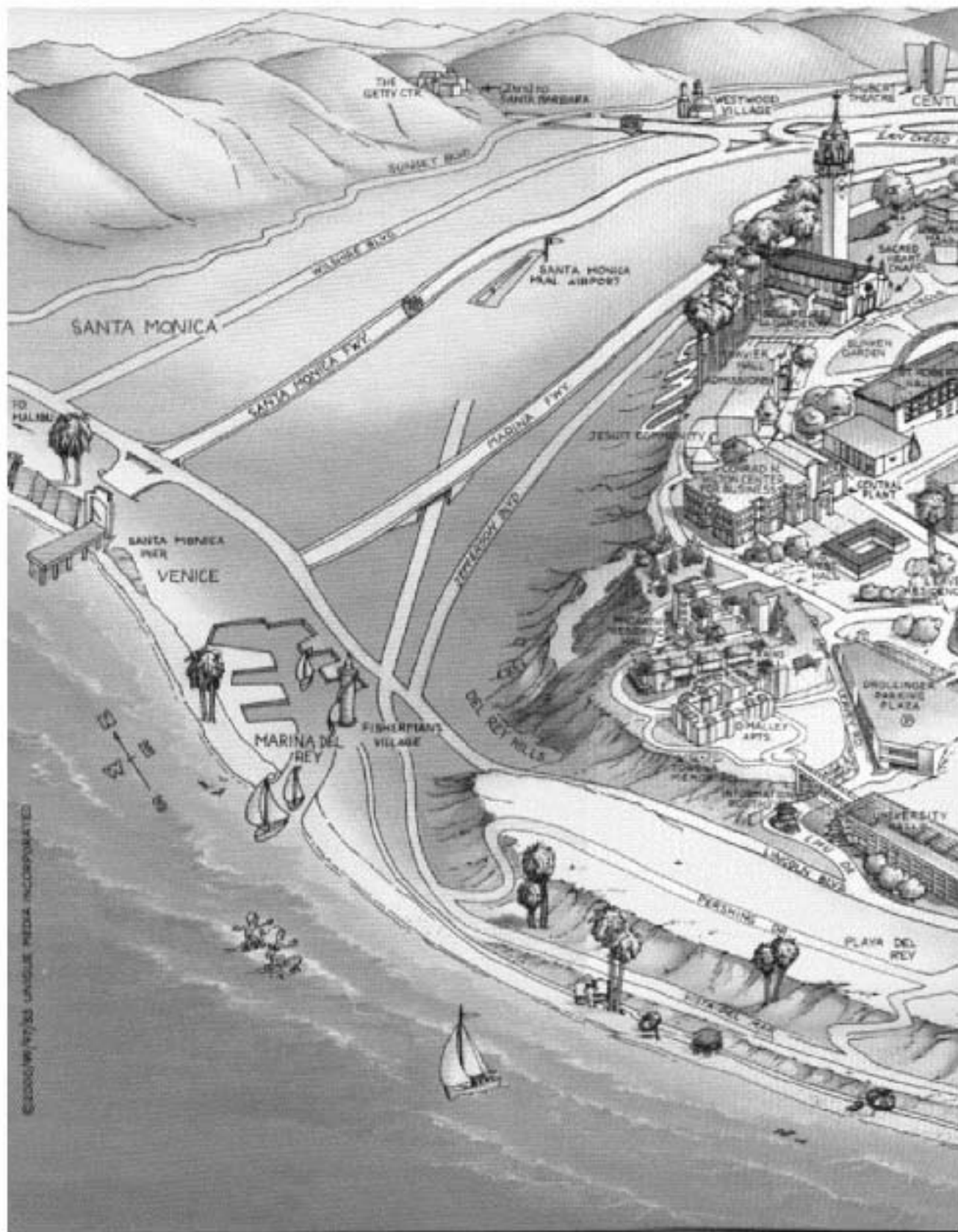
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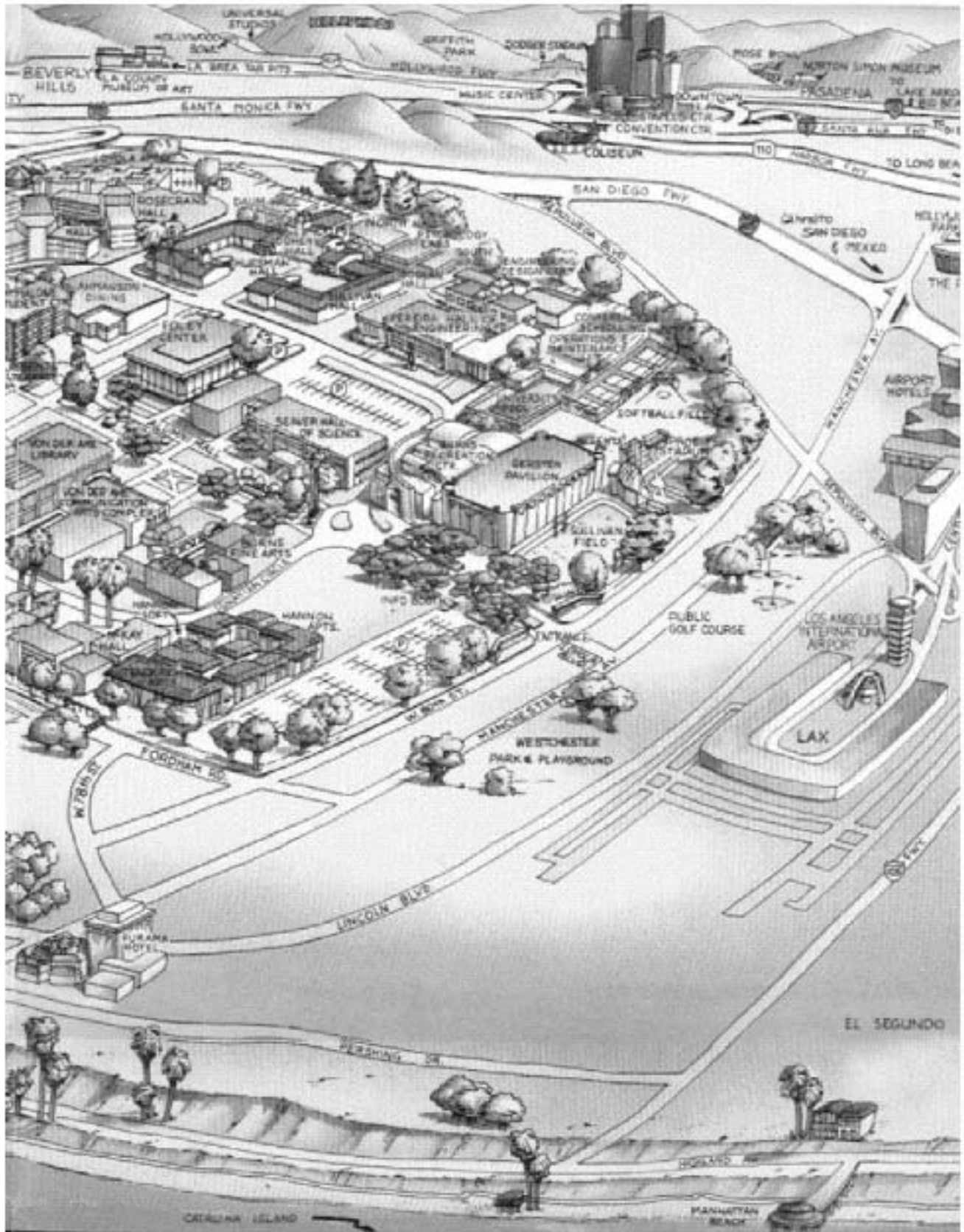
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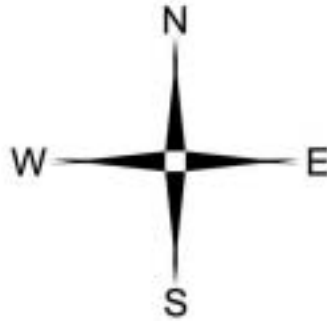
Notes

Campus Map

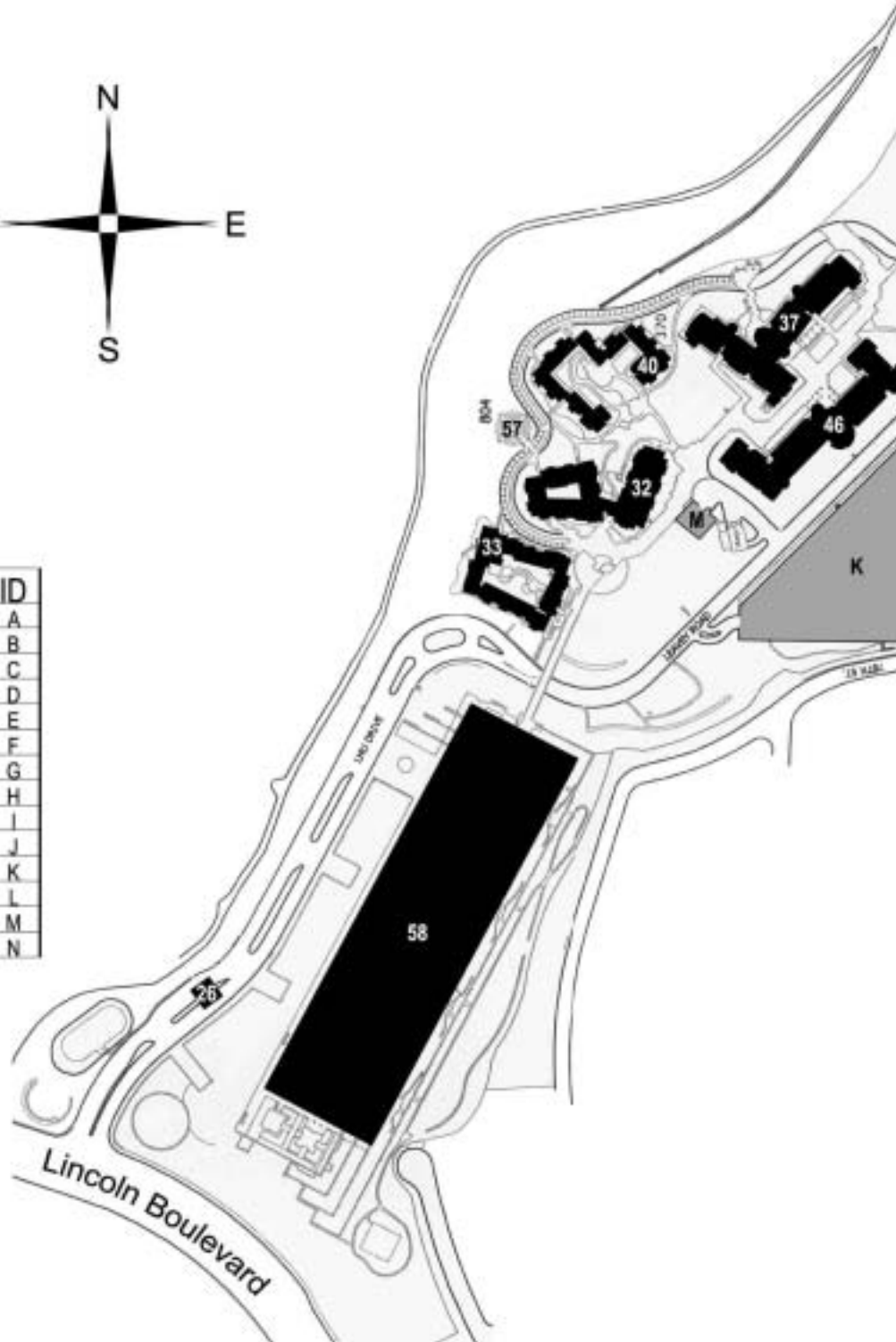


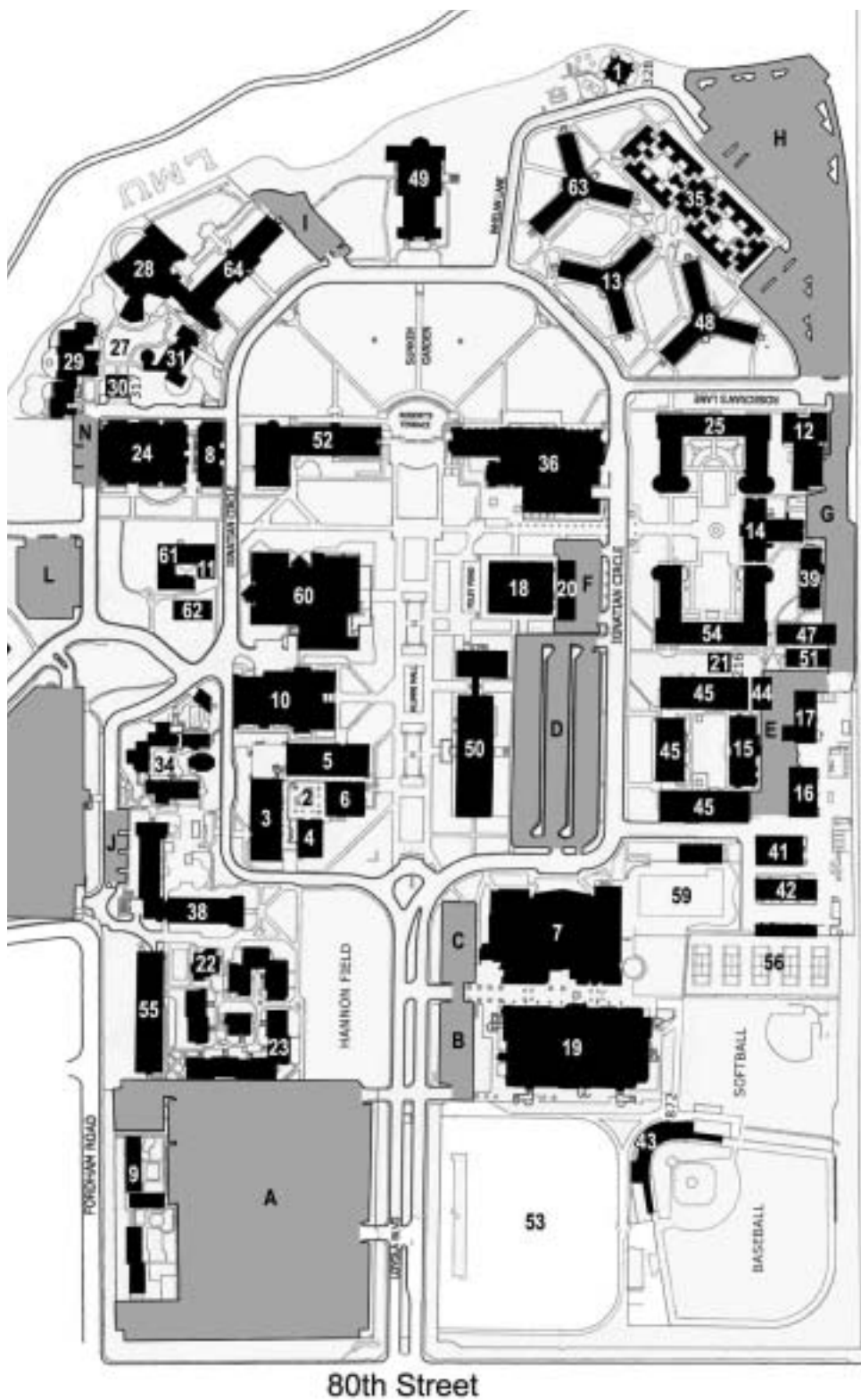


Loyola Marymount University



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 Levey Lot	J
Drollinger Plaza	K
Student Rains Lot	L
10 Min. & Disabled Lot	M
Jesuit Lot	N





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
Doonan Hall	15
East Hall	16
Engineering Design Center	17
Foley Building	18
Gersten Pavilion	19
Gracian Hall	20
Greenhouse	21
Hannon Loft	22
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Anrupe House	28
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Graduate Division / University Hall
 1 LMU Drive, Suite 2500
 Los Angeles, California 90045-2659

General Location



Location Detail

