

# LMU | LA

Fall Term 2007  
Spring Term 2008  
Summer Session 2008

## GRADUATE DIVISION BULLETIN



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# LMU|LA

## Graduate Division Bulletin



Fall Term 2007 • Spring Term 2008  
Summer Session 2008

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### GRADUATE DIVISION

Telephone: (310) 338-2721

Fax: (310) 338-6086

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# 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



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

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

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

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The information in the bulletin applies to the academic year 2007-2008 and is accurate and current, to the best of our knowledge, as of June 2007. The University reserves the right to change programs of study, academic requirements, lectures, teaching staffs, the announced University calendar, and other matters described in the bulletin without prior notice, in accordance with established procedure.

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

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

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## Accreditation

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

Accreditation Association for Ambulatory Health  
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 for Student Judicial Affairs  
Association of American Law Schools  
Association of Psychology Postdoctoral and Internship Centers  
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 Collegiate Athletic Association  
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.*

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

## 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 Psychological Association  
American Schools for Oriental Research  
American Society for Engineering Education  
American Volleyball Coaches Association  
Association for University and College Counseling Center Directors  
Association of American Colleges and Universities  
Association of College and University Housing Officers  
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 for University and College Counseling Center Directors  
Black Coaches Association  
California Association of Counseling and Development  
California College Health Nurses 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  
Mountain Pacific Association of Colleges and Employers  
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 California Counseling Center Directors in Higher 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 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



# University Calendar 2007-2008

*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 2007

August 27	M	Classes Begin
August 31	F	Last Day for Late Registration and Change of Program Last Day to file Application for Degree for December 2007
September 3	M	UNIVERSITY HOLIDAY - Labor Day
October 22-23	M-T	UNDERGRADUATE HOLIDAYS
November 2	F	Last Day to withdraw or apply for Credit/No Credit grading
November 16	F	Academic Advisement & Advance Registration for Spring Semester Begins
November 19	M	Registration begins for new students for Spring 2008 and Summer 2008
November 22	TH	HOLIDAY - Thanksgiving
November 23	F	HOLIDAY - Thanksgiving
December 10-14	M-F	Final Examinations
December 21 – January 1		Christmas Holidays; Administrative Offices closed

## SPRING 2008

January 14	M	Classes begin
January 18	F	Last day to file for May Commencement and Last Day for Late Registration and Change of Program
January 21	M	UNIVERSITY HOLIDAY – Martin Luther King, Jr. Day
February 18	M	UNIVERSITY HOLIDAY – President's Day
March 3-7	M-F	SPRING BREAK
March 14	F	Last Day to withdraw or apply for Credit/No Credit grading
March 21	F	UNIVERSITY HOLIDAY – Good Friday
March 31	M	UNIVERSITY HOLIDAY – Cesar Chavez Day
April 14	M	Academic Advisement and Advance Registration for Fall 2008
May 5 – 9	M-F	Final Examinations
May 9	F	Baccalaureate Mass, Gerston Pavilion, 7:30 p.m.
May 10	SA	Undergraduate Commencement Exercises Sunken Gardens, 9:30 a.m.
May 11	SU	Graduate Commencement Exercises • Sunken Gardens, 10:00 a.m.

## SUMMER 2008

May 19	M	Session I begins
May 23	F	Last Day for Late Registration and Change of Program
May 26	M	UNIVERSITY HOLIDAY - Memorial Day
June 13	F	Last Day to Withdraw; Last Day to file for Credit/No Credit grading
June 27	F	Session I ends
June 30	M	Session II begins
July 4	F	UNIVERSITY HOLIDAY - Independence Day
July 7	M	Last Day for Late Registration and Change of Program
July 25	F	Last Day to Withdraw; Last Day to file for Credit/No Credit grading
August 8	F	Session II ends

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

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

Graduate Division	Building	Extension
<b>Graduate Admissions</b>	<b>University Hall, Suite 2500</b>	<b>2721</b>
Office of the Chief Academic Officer		
*Ernest Rose, Ph.D., Senior Vice President, Chief Academic Officer	University Hall, Suite 4800	2733
*Joseph Hellige, Ph.D., Vice President for Research and Graduate Studies	University Hall, Suite 4800	2733
*Chaké Kouyoumjian • Director of Graduate Admission	University Hall, Suite 2500	2721
Alicia Amador • Graduate Admission Coordinator	University Hall, Suite 2500	2721
Alison Hirano • Graduate Admission Coordinator	University Hall, Suite 2500	2721
<b>Financial Aid Office</b>		
Crystal Dootson • Assistant Director of Graduate Financial Aid	Xavier 100	2753
<b>College of Liberal Arts</b>	<b>Building</b>	<b>Extension</b>
Michael Engh, S.J., Dean	University Hall, Suite 4600	2716
<i>Bioethics</i> • *John Connolly, Acting Graduate Director	University Hall, Suite 4500	2754
<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> • *Michael Horan, Graduate Director	University Hall, Suite 3767	2755
<b>College of Business Administration</b>	<b>Building</b>	<b>Extension</b>
Dennis Draper, Ph.D., Dean	Hilton 337A	2731
M.B.A. Program • *Rachelle Katz, Associate Dean	Hilton 233A	2848
Elynar Moreno, MBA Coordinator	Hilton 233B	2848
Ann Marie Nuño, MBA Secretary	Hilton 233	2848
Leslie Goodkind, MBA Career Services Coordinator	Hilton 236	7558
<b>College of Science and Engineering</b>	<b>Building</b>	<b>Extension</b>
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>Mathematics (M.A.T.)</i>		
Michael Grady, Graduate Director	University Hall, Suite 2775	5107

<b>School of Film and Television</b>	<b>Building</b>	<b>Extension</b>
Teri Schwartz, Dean	St. Roberts 102	5800
Glenn Gebhard, Graduate Director	Xavier 333	3025
Mary Abshire, Administrative Assistant, Graduate Program	Comm Arts 316	5991
<b>Campus Offices</b>	<b>Building</b>	<b>Extension</b>
Office of the President	University Hall, Suite 4800	2775
Office of the Chancellor	University Hall, Suite 4800	3070
Senior Vice President and Chief Academic Officer	University Hall, Suite 4800	2733
Senior Vice President and Chief Financial Officer	University Hall, Suite 4800	2738
Senior Vice President for Student Affairs	Malone 355	2885
Senior Vice President for University Relations	University Hall, Suite 2800	5128
Senior Vice President for Administration	University Hall, Suite 4800	4495
Student Affairs Dean's Office	Malone 401	3756
Office of Graduate Admission	University Hall, Suite 2500	2721
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	Daum Hall	4535
Learning Resource Center	Daum Hall	2847
Student Health Center	Burns Recreation Center (North, 1st floor)	2881
Student Psychological Services	Burns Recreation Center (North, 2nd floor)	2868
Career Development Services	University Hall, Suite 1300	2871
Off Campus Student Life	Malone 201	568-6262 (or LMU-6262)
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



*Charles von der Ahe Library.*





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

**W**hether 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.

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

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

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



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

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## ABOUT THE UNIVERSITY

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

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## HISTORY AND GOALS OF LOYOLA MARYMOUNT UNIVERSITY

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

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

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

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

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

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

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

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

### *The University pursues quality in:*

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

### *Loyola Marymount University*

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



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## 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.

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## THE DIVISION OF STUDENT AFFAIRS

### MISSION

In the belief that the glory of God is a human being fully alive, the Division of Student Affairs supports the University mission through programs and services designed to advance student learning.

### GOALS

- promote innovative programs and events that develop an enlivened and engaged campus community
- instill in students the value of service and the promotion of justice
- guide students through a process of reflection, self-discovery, and character development
- promote the balanced development of body, mind, and spirit
- foster students' respect for each other in an intercultural community
- advance the University's recruitment and retention efforts

### LEARNING OUTCOMES

Graduates of Loyola Marymount University will:

- develop a well-defined sense of self and confidence in their abilities and gifts
- adopt lifestyles that reflect a balance of spiritual, physical, emotional and intellectual health
- integrate knowledge and experience in the process of discernment to make life-giving decisions
- take initiative to make meaningful contributions as citizens within and beyond their communities
- demonstrate an understanding of the diversity of the human experience and embody the ideals of interculturalism
- educate themselves about contemporary social justice issues and strive to create a more just society

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## THE GRADUATE DIVISION

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

The Graduate Division offers curricula leading to 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), and various certificates.

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
- Biliteracy, Leadership and Intercultural Education
- Bioethics
- Catholic Inclusive Education
- Catholic School Administration
- Child and Adolescent Literacy
- Educational Psychology
- Elementary Education
- English – Areas of Emphasis:
  - Literature
  - Creative Writing
  - Rhetoric
- General Education
- Literacy and Language Arts
- Marital and Family Therapy
- Pastoral Theology
- Philosophy
- School Counseling – Areas of Emphases:
  - Guidance and Counseling
  - Catholic School Counseling
- 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
  - Executive MBA
  - 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
  - Production
  - Screenwriting
- 5) The Master of Science degree is offered in the following:
  - Computer Science
  - Environmental Science
- 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

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## THE UNDERGRADUATE PROGRAM

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

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## 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 offers a variety of courses in the principal areas of academic and professional subjects. For a Continuing Education Bulletin, please call (310) 338-2757.

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## LOYOLA LAW SCHOOL

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

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## CENTER FOR EXECUTIVE LEARNING

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

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## CENTER FOR ASIAN BUSINESS

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

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## CENTER FOR RELIGION AND SPIRITUALITY

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

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## BASIL P. CALOYERAS CENTER FOR MODERN GREEK STUDIES

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

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## MARYMOUNT INSTITUTE FOR FAITH, CULTURE AND THE ARTS

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

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## LMU CENTER FOR TECHNOLOGY MANAGEMENT AND TQM IN POLAND

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



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

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## THOMAS AND DOROTHY LEAVEY CENTER FOR THE STUDY OF LOS ANGELES

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

# Admission

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## MASTER'S DEGREE AND CREDENTIAL

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

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

### Additional Admission Requirements for International Students

1. International applicants who have completed their postsecondary education from a college or university outside of the U.S. must hold a degree from a university recognized by the Ministry of Education as a degree granting institution in the country where the institution is located. All international applicants must have their transcripts translated and evaluated by a U.S. transcript evaluation service before the application is considered for admission. For School of Education applicants, a **detailed** transcript evaluation identifying GPA must be submitted with the application. See School of Education for additional information.
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 in the United States. Exceptions to this rule may be made on a case by case basis for students from countries where English is one of several official languages, as well as at the discretion of the program director. 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 received ninety days prior to the term for which application is being made.
6. An international student cannot be issued an I-20 Certificate of Eligibility as a non-degree graduate student.

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## NON-DEGREE STATUS

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

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## REAPPLICATION PROCEDURES FOR A SECOND DEGREE

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

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## READMISSION

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

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## ADMISSION STATUS

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

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

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## IMMUNIZATION RECORD FOR GRADUATE STUDENTS

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

In addition, all international students must submit their immunization records to the Student Health Center. Students with incomplete forms will have their registration withheld for the following semester until the completed form has been received by the Student Health Center.



*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 Student Conduct Code found in the Community Standards booklet. The booklet can be found on Manegate (<http://manegate.lmu.edu>).

Question of interpretation and application in individual cases should be presented through written petition to the Chair, Graduate Council.

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

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



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

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## ACADEMIC CALENDAR

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

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## ACADEMIC ADVISING

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

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## LMU HONOR CODE AND PROCESS

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

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

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

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

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

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



## B. Plagiarism

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

## C. Falsification of Data

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

## D. Unauthorized Access to Computers or Privileged Information

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

## E. Improper Use of Internet Sites and Resources

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

## F. Improper Use of Non-Print Media

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

## G. 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.

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## ACADEMIC PROBATION AND DISQUALIFICATION

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

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

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

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## DISQUALIFICATION / APPEALS

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

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

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

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

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

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## ATTENDANCE

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

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## AUDITING A COURSE

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

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

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

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

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## CHANGE OF ADDRESS

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

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## CHANGE OF GRADES

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

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## CHANGE OF PROGRAM OR EMPHASIS

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

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## COMPREHENSIVE EXAMINATIONS

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

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## COURSE LOADS

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

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## DIPLOMAS

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

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## DOUBLE CREDIT

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

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## ACADEMIC DEGREE REQUIREMENTS AND POLICIES

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.

All course requirements for a degree must be completed or be in progress before or during the term of degree conferral. The University will award a degree if all required coursework is completed, and needed documentation received, within 30 working days of the University conferral date. After 30 working days, awarding of the diploma will be deferred to the next degree conferral date.

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

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## FINAL EXAMINATIONS

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

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## FULL-TIME STANDING

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

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## GRADING SYSTEM

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

A	Superior
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 must retake one of those courses or be subject to disqualification.

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

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## GRADE APPEALS

A student who wishes to appeal a grade should first contact their faculty member. If a student wishes to appeal the faculty member's decision after the grade posting, he or she must submit a written request within 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.

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## INCOMPLETE GRADES

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

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

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



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## INDEPENDENT STUDY

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

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## LEAVE OF ABSENCE

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

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

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

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## MID-TERM DEFICIENCIES

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

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## NON-DEGREE STUDENTS

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

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## PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS

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

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## PROGRAM COMPLETION

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

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

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## REGISTRATION/LATE REGISTRATION

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

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## REPEATING COURSES

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

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## TRANSCRIPTS

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

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

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## TRANSFER CREDIT

In order to receive credit toward a degree for post-baccalaureate work taken at other colleges and universities, the student must obtain a general petition to transfer credit from the Registrar's Office. Two official transcripts recording the transfer courses must be sent directly by the institution to the Graduate Admissions Office or the Registrar's Office. If approved by his/her Department, Program Director, and/or Dean of the student's college, a student may transfer a maximum of two applicable courses of approved graduate credit from an accredited institution for work completed no more than five years ago. No course credit may be transferred unless the grade received was at least a "B" (3.0). If a course was used to satisfy a degree requirement, it usually cannot be used for transfer credit with the exception of core or prerequisite requirements. Transfer credits are not used to calculate GPA. School of Education students please refer to page 103. Electrical Engineering and Computer Science students please refer to page 182.

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## WITHDRAWAL FROM COURSES

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

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

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## WITHDRAWAL FROM THE UNIVERSITY

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

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

# Academic and Student Support Services

## UNIVERSITY LIBRARIES



The Charles Von der Ahe Library, named for its principal donor, was constructed in 1959 and doubled in size in 1977. It contains the collections of the University's Westchester campus which totals approximately 486,000 books and bound periodicals, 14,914 various media titles, 140,000 microfilms, and 3,046 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*<sup>™</sup>, *EBSCOhost*<sup>™</sup>, *Proquest Direct*<sup>™</sup>, and the University of California's online library catalog, *MELVYL*, and to CD-ROM databases such as the *Catholic Periodical Literature Index*<sup>™</sup>, *ERIC*<sup>™</sup>, and *PsycLit*<sup>™</sup>. 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 Boltenstern 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

The Information Technology Services department maintains the campus' voice and data communications network, as well as the ManeGate Portal and other computer systems.

**The Student Help Desk** • The Student Help Desk, a division of ITS located on the basement level of St. Robert's Hall, provides computing, network, television and telephone 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 Student Help Desk is available to assist in network or e-mail access setup, as well as offer assistance in protecting your computer from online threats such as viruses and spyware.

The Student Help Desk is unable to provide hardware, operating system or application support on student-owned computer equipment.

The Student Help Desk is open Monday-Tuesday-Thursday-Friday from 9:00 a.m. to 6:00 p.m., on Wednesday extended hours are from 9:00 a.m. to 7:00pm and may be contacted via telephone at 310-338-7777 (the on-campus extension is 87777), or via e-mail at [studenthelp@lmu.edu](mailto:studenthelp@lmu.edu).

**LMU-ResNet** • The LMU campus student network offers access to a high-speed, full-service Internet connection, including e-mail and Web access. Access to the LMU network from on-campus on is via NIC card and is similar to a home broadband connection like DSL or Cable-Modem. Network access is also accessible by WiFi (802.11b/g) in some buildings on campus. The wireless system requires unique user login using your student username and password combination; the same one you will use to log in to Manegate, the LMU campus portal.

**Student E-Mail (LION.lmu.edu)** • All registered students receive an LMU e-mail account. LMU student e-mail addresses follow the convention: [loginname@lion.lmu.edu](mailto:loginname@lion.lmu.edu) For example, if your name is John Anderson, your e-mail address will be similar to [janderso@lion.lmu.edu](mailto:janderso@lion.lmu.edu).

LMU student e-mail is accessible via Manegate. Visit the Manegate login at <http://manegate.lmu.edu>



*The Academic Computing Lab, Seaver Hall.*

**First Time Access** • Visit <http://manegate.lmu.edu/>. New LMU students may lookup their LMU LION e-mail address by clicking on the “New to Manegate” link on the login page.

You will enter your first name, last name, DOB, and the last 4 digits of your SSN, then be prompted to create a password.

**Forwarding LMU LION E-Mail** • You may choose an alternate e-mail address to which you may forward your LION e-mail messages (i.e. HOTMAIL or YAHOO). LION mail may be forwarded by logging into Manegate and [from the email main menu] clicking Options, Auto Forward. You will then be able to enter an alternate e-mail at which to receive your messages.

**LMU’s Wireless Network** • If your computer has a built-in WiFi card, it must conform to the 802.11b/g standards. When you try to connect, your computer will note connection to “LMU Wireless.” From there you must open a web browser where the network will automatically forward you to a login page. Use your LMU Student E-mail username and password to authenticate.

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

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

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## DISABILITY SUPPORT SERVICES

Disability Support Services (DSS) offers resources to enable students with physical, psychological and learning disabilities, as well as ADD/ADHD, to achieve maximum independence in their educational goals. The DSS Director constantly interacts with all areas of the University to eliminate physical and attitudinal barriers. Services are offered to students who have established disabilities under federal and state law.

Students with temporary or permanent disabilities 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 Director of Disability Support Services at **(310)338-4535** or visit their Web page at <http://www.lmu.edu/dss>

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## 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.

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## 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 \$50 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 9am-5pm Tuesday, Thursday, and Friday with extended hours from 8am-7pm on Mondays and Wednesdays.

Students are seen on an “appointment-only” basis unless it is an urgent or an emergent 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](http://www.lmu.edu/stuaff/health)

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## STUDENT PSYCHOLOGICAL SERVICES

Student Psychological Services is a safe, welcoming environment for all students regardless of their gender, ethnicity, race, culture, religious beliefs, sexual orientation, national origin, age, physical and mental abilities and/or socioeconomic status. Our commitment to diversity reflects an understanding of the richness and benefit of living in a multicultural society at large and at LMU. We strive to cultivate a student's ability to develop to 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, crisis consultation and outreach programs for 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 Wednesday. 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**.

For more information, visit the Student Psychological Services webpage at <http://www.lmu.edu/Page1330.aspx>

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## LEARNING RESOURCE CENTER

The Learning Resource Center, located on the second floor of Daum Hall, is a place where LMU students can enlist the help of specialists and tutors to enhance the learning process. Every LMU student is invited to make use of the LRC's free services and workshops. The Center's full-time specialists in writing, mathematics, and learning skills, as well as its peer writing tutor staff, are ready to work with students to encourage those essential learning skills which bring greater academic and personal success. For additional information on LRC Services, contact the LRC Coordinator at **(310) 338-2847** or visit <http://www.lmu.edu/lrc>

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## HOUSING

On-campus graduate student housing is available. It operates on a first come first-served basis. For more information, please go to: <http://www.lmu.edu/housing>

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## OFF CAMPUS STUDENT LIFE

Off Campus Student Life provides programs and services for those LMU students living outside the University residential community with efforts directed towards building positive community relations and developing life-long citizenship. For additional information on Off Campus Life services call **(310) LMU-6262**.

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## JUDICIAL AFFAIRS

The Judicial Affairs Office is committed to fostering an environment conducive to the pursuit of knowledge. Such an environment is based upon respect, trust, and integrity among all members of the LMU community: students, faculty, and staff. As members of this community, students are entitled to certain rights and privileges. In order to protect rights and privileges for all students, there are guidelines for student conduct which facilitate the educational goals of the university. It is necessary that students become familiar with their rights and responsibilities. The LMU Community Standards booklet outlines guidelines of behavior which are appropriate for all students in the community.

Physical copies of the Community Standards booklet are available from the Office of Judicial Affairs, Malone 355. The electronic version of Community Standards can be found on the Judicial Affairs website at <http://www.lmu.edu/Page3337.aspx>. The Office of Judicial Affairs is open Monday, Tuesday, Thursday, Friday from 8am to 5pm, on Wednesday from 8am to 7pm and may be contacted via telephone at **(310) 338-1821**.

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## CAMPUS MINISTRY

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



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## OFFICE 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. For more information, visit [www.lmu.edu/oiss](http://www.lmu.edu/oiss) or call (310) 338-2937.

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## FOOD SERVICES

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

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## BOOKSTORES

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

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## CAMPUS RECREATION

The Department of Campus Recreation supervises a variety of facilities and services that are dedicated to providing recreational opportunities to the LMU community.

These facilities include the Fritz B. Burns Recreation Center, The Lions Den Coffee shop, McKay Game Room, and the Lion Express shuttle service.

The Rec Center provides the opportunity for physical recreation including group exercise classes, Intramural and Club Sports, lap swimming, and a state of the art work out facility. For membership information, please contact Member Services at (310) 338-1720. (Please see Tuition and Fees for current rates).

The Lion's Den is a student run coffee shop providing free trade coffee and tea, a comfortable space to hang out with friends, and weekly open mic nights and musical performances. There are also two lounge areas located near the coffee shop. The Living Room provides quiet lounge space during the day and a student performance space in the evenings while the Commons is a small internet and T.V. lounge. All three venues are located on the first floor of Malone.

McKay Game Room is located on the first floor of McKay residence hall and is the place for video games, pool, air hockey, and darts. There is no charge to play, but a valid LMU OneCard is required to check out equipment.

The Lion Express provides shuttle service to local attractions including shopping malls, restaurants, and of course the beach. There is no charge to ride the shuttles, but a valid LMU OneCard is required.

For more information on any of the above facilities or services please visit [www.lmu.edu/campusrec](http://www.lmu.edu/campusrec)

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## LMU CHILDREN'S CENTER

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

## Tuition and Fees

The tuition, fees, and other charges described under Tuition and Fees are good faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission. Tuition increases are effective at the start of the 2007 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.**

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### GRADUATE TUITION PER SEMESTER HOUR

Most Masters Programs .....	\$809.00
School of Education .....	\$830.00
Department of Marital and Family Therapy .....	\$845.00
School of Film and Television.....	\$845.00
Graduate Engineering .....	\$845.00
Engineering and Productivity Management (EAPM) and Systems Engineering Leadership (SELP) .....	\$982.00
MBA .....	\$982.00
Doctorate Education .....	\$1,048.00

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### OTHER FEES

Application Fee ( <i>Mandatory</i> ).....	\$50.00
(Payable upon filing of application – not refundable)	
Registration Fee ( <i>Mandatory</i> ) Per semester / summer .....	\$55.00
Mandatory Accident Insurance estimated cost per year (For all graduate students enrolled in 7 or more units.) .....	\$195.00
Sickness Insurance Plan estimated cost per year .....	\$630.00
(See explanation under Payment of Student Charges.)	
Student Recreation Facility Fee: ( <i>Voluntary for Graduate Students</i> ) .....	\$130.00 per year
.....	\$65.00 per semester
.....	\$5.00 per guest/visit
Health Service Use Per Semester, Graduate Students ( <i>Optional</i> ) .....	\$50.00
MBA Student Association Fee (including SELP), per semester ( <i>Mandatory</i> ).....	\$60.00
Commitment Fees (non-refundable) .....	varies per department
School of Education Comprehensive Exam Fee .....	\$300.00
School of Education ePortfolio (one time fee) .....	\$89.00
School of Education TPA Fee .....	\$100.00

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

Deferred Payment Fee ( <i>Mandatory</i> ) .....	\$95.00
Late Payment Fee ( <i>Monthly</i> ) .....	\$95.00
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> ).....	\$95.00
Collection Charge .....	\$95.00 up to 40% of outstanding balance

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## BOARD PROGRAMS

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

Lion Dollar Food Plans are non-refundable.

Plan L, per academic year .....	\$4,000.00
Plan I, per academic year .....	\$3,100.00
Plan O, per academic year .....	\$2,650.00
Plan N, per academic year .....	\$2,200.00

Commuter-students may purchase any of the plans listed above, or, open an "S" plan account with a minimum value of **\$100.00** and increments thereof. (These rates are subject to change.)

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## DEGREE APPLICATION

*Graduation Fee ( <i>Mandatory</i> ).....	\$145.00
Confidential File for students who are working for or who have obtained their Master's degree or teaching credential, Initial Fee .....	\$30.00

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## FINANCIAL RESPONSIBILITIES

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

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

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## PAYMENT OF STUDENT CHARGES

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

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

The annual Sickness Insurance is mandatory if students are enrolled in 7 or more units. It may be waived by submitting a waiver card to the Controller's Office by September 7, 2007 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, 2008.

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 \$825.00 for individuals, with additional costs for dependents.

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

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## PAYMENT PLANS

Students who prefer to meet academic expenses from their monthly income may apply for a deferred payment agreement. This requires a partial payment at the time of registration and a payment plan throughout the semester. (A \$95.00 fee will be assessed).

The University monthly Late Payment fee of \$95.00 is charged to all delinquent accounts.

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

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## FINANCIAL REFUND POLICY – GRADUATE STUDENTS

The University strives to meet the expectations of its students when a student is unable to finish courses. The tuition refund schedule below allows for a sliding scale tuition refund adjustment when a graduate student drops a course, or a withdrawal or leave of absence is processed. Tuition adjustments may result in a refund or reduce any unpaid balance depending upon your student account balance.

Students must complete the drop course or withdrawal/leave of absence process as prescribed by the Office of the Registrar and, if a resident student, the withdrawal or leave of absence process with the Student Housing Office. Applicable credit adjustments for tuition and/or housing are made after a course is dropped, or a withdrawal or leave of absence is processed by the Office of the Registrar. Graduate resident students receive an applicable adjustment upon the processing of a Student Housing Office withdrawal/leave of absence. Meal plans, Flexi, and S-dollars value is adjusted based on a pro-rata usage basis.

Due to Federal regulations, the student's financial aid situation may be impacted if the student drops a class or takes a withdrawal/leave of absence. (A separate calculation may apply for Study Abroad programs). The following schedule applies to graduate students who drop a course or file a withdrawal or leave of absence. The schedule is applicable only to tuition (fees not included).

### Graduate Student Course Drop/Withdrawal/Leave of Absence Percentage:

#### Fall 2007

- 100% through August 31, 2007
- 90% through September 6, 2007
- 70% through September 13, 2007
- 50% through September 22, 2007
- 25% through October 20, 2007
- 0% on or after October 21, 2007

#### Spring 2008

Withdrawal Percentage for all Students

- 100% through January 18, 2008
- 90% through January 24, 2008
- 70% through January 31, 2008
- 50% through February 11, 2008
- 25% through March 11, 2008
- 0% on or after March 12, 2008

Questions should be directed to the Student Accounts Department at 310.338.2711, or email: [studacct@lmu.edu](mailto:studacct@lmu.edu).



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## REFUND PAYMENTS

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

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## SECURITY INTEREST IN STUDENT RECORDS

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

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

# Financial Aid

The Financial Aid Office is available to support students who desire 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 by completing the Free Application for Federal Student Aid (FAFSA). Students must also submit the LMU Graduate Financial Aid Application. 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 for continuing students and prospective students on a walk-in or appointment basis. Contact the Financial Aid Office at (310) 338-2753 to schedule an appointment in advance.

## 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-

*A graduate student is eligible for financial aid if enrolled at least half-time as determined by their program level. Any student pursuing a Master's degree that is enrolled in six (6) or more units is considered to be a full-time student. Students completing their dissertation coursework with two (2) or more units are also considered full-time. Non-Degree Credential students must be enrolled in at least (6) units to be eligible for federal student aid. A master's student taking fewer than six (6) units is considered a part-time student. Only courses numbered 500 or higher are considered graduate level. Your financial aid budget is determined by your unit load each term, any changes in enrollment need to be reported to the Financial Aid Office so that your award can be adjusted appropriately.*

#### MASTER'S DEGREE AND 1ST YEAR DOCTORAL STUDENTS

TERM	FULL-TIME	3/4 TIME	HALF TIME
Fall Semester	6 units	4 units	3 units
Spring Semester	6 units	4 units	3 units
Summer Sessions (combined)	6 units	4 units	3 units

#### NON-DEGREE CREDENTIAL

TERM	FULL-TIME	3/4 TIME	HALF TIME
Fall Semester	12 units	9 units	6 units
Spring Semester	12 units	9 units	6 units
Summer Sessions (combined)	6 units	4 units	3 units

#### 2ND YEAR DOCTORAL STUDENTS COMPLETING DISSERTATION

TERM	FULL-TIME	3/4 TIME	HALF TIME
Fall Semester	2 units	–	–
Spring Semester	2 units	–	–
Summer Sessions (combined)	2 units	–	–

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.



## SATISFACTORY ACADEMIC PROGRESS (SAP) AND FINANCIAL AID PROBATION

Financial Aid probation is more rigorous than academic probation, which is described later in the section on “Academic Policies.”

**Master’s Degree** students must complete the required number of units as outlined below:

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 towards maintaining financial aid eligibility. Grades of I or IP temporarily will not be counted until the final grade is posted. Units for repeat coursework do not count towards the minimum semester hours required for satisfactory progress.

**Non-degree Credential (Credential Only)** students must complete the required number of units as outlined below:  
Minimum Units That Must Be Completed If:

TERM	FULL-TIME	3/4 TIME	HALF TIME
Fall Semester	12 units	9 units	6 units
Spring Semester	12 units	9 units	6 units
Summer Sessions (combined)	6 units	4 units	3 units

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.

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## APPLYING FOR FINANCIAL AID

- 1) In order to apply for financial aid, including federal loans or Federal Work-Study, complete the 2007-2008 Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The FAFSA may be submitted before you have been accepted to LMU; we encourage you to apply early.
- 2) A small number of students will be selected for Verification. If selected, you will be asked to submit copies of your **2006 Federal Income Tax Returns including all schedules and W-2 forms**, along with an **Independent Verification Worksheet**. If you did not file taxes in 2006, a **Student Non-Filer Form** will need to be submitted. All forms are available from our website at [www.lmu.edu/gradfinancialaid](http://www.lmu.edu/gradfinancialaid).
- 3) All students **must** complete the Graduate Financial Aid Application in order to be considered for ANY financial aid, including departmental grants/scholarships. The application is available to download online at [www.lmu.edu/gradfinancialaid](http://www.lmu.edu/gradfinancialaid).
- 4) If you are interested in LMU grants and/or scholarships, complete your department’s Graduate Scholarship Application, available at [www.lmu.edu/gradfinancialaid](http://www.lmu.edu/gradfinancialaid), and submit to your department according to the instructions included in the application.



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

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## ACCEPTING YOUR FINANCIAL AID AWARD OFFERS

**You are required to accept or decline** the Federal Stafford Loans that may be offered to you online via PROWL at [www.lmu.edu/myaid](http://www.lmu.edu/myaid). All grants/scholarships will be automatically accepted on your behalf.

***First Time Borrowers for Federal Stafford Loan Program:***

**Complete Entrance Loan Counseling:** Entrance Loan Counseling is a Federal requirement that explains your rights and responsibilities as a student loan borrower. You can complete this requirement by visiting the EdFund website at [www.edfund.org](http://www.edfund.org). Select the “Ed Test” link at the top of the screen. LMU will receive your results electronically; print a copy of the confirmation page for your records. Allow 5-10 business days for our records to be updated.

**Select a lender & complete a Master Promissory Note (MPN) online:** You may choose a lender by visiting [www.lmu.edu/gradfinancialaid](http://www.lmu.edu/gradfinancialaid). Click on “Types of Aid,” then “Loans” and select the “Federal Stafford Loan.” Carefully review the repayment and borrower benefits, and then select your lender by clicking on the lender name. This will direct you to sign the MPN online, note that some lenders use the phrase “apply” instead of MPN. Please allow 5-10 business days for our records to be updated. This only needs to be completed once as a graduate student loan borrower at LMU, unless you wish to change lenders.

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## FINANCIAL AID COMMUNICATIONS

Communications from the Financial Aid Office will be primarily electronic in form. Your student Lion e-mail account, PROWL/MY AID, and ManeGate messaging are sources for our communications.

**MYAID/PROWL ([www.lmu.edu/myaid](http://www.lmu.edu/myaid)):**

is the online resource financial aid resource for new students at LMU. Use MYAID to check for updates on the status of your Financial Aid.

**ManeGate (<http://manegate.lmu.edu>):**

The ManeGate portal is a “one-stop” web community that provides you with access to various campus systems, online groups, e-mail, registration, billing, forms, news, and communications. ManeGate is accessed by the user name and a password that are automatically generated upon acceptance to LMU. For assistance logging into ManeGate, contact the ITS Help Desk at 310-338-7777.



## AID PROGRAMS

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### 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 your Department's Graduate Scholarship Application available online at [www.lmu.edu/gradfinancialaid](http://www.lmu.edu/gradfinancialaid).

#### *Catholic Teacher/Ministry Fund*

The Catholic Teacher/Ministry fund is offered to graduate students who are employed full-time as teachers in a Catholic school or as full-time employees of the Archdiocese of Los Angeles. In order to be considered for this grant, students must submit a Catholic Teacher/Ministry Fund Grant Application **and** employment verification (ie. copy of teaching contract or official letter from school principal) to the Financial Aid Office. In addition, students must be enrolled in a Master's degree program in Education, English, Pastoral Studies, Philosophy, or Theology. Awards range from \$650-\$750, based on FAFSA information, for three (3) unit classes, with a maximum of two (2) classes each semester and one (1) class in the summer.

#### *Developing Countries Grant (formerly Third World Grant)*

The Developing Countries Grant is offered to Non-U.S. Citizens who are members of the Catholic clergy or Catholic religious orders in developing countries who have been admitted to a graduate program of study at LMU. Eligible candidates may apply for a full tuition scholarship for one (1) master's or doctoral degree at LMU. Contact the Financial Aid Office at (310) 338-2753 for more information.

#### *Religious Grant*

The Religious Grant is offered to members of the Catholic clergy or Catholic religious who have been admitted to a graduate program of study at LMU. Eligible candidates may apply for a 25% tuition award. Details on how to apply are listed on each Department's Scholarship Application. Contact the Financial Aid Office at (310) 338-2753 for more information.

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### 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.

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

#### **SCHOOL OF FILM AND TELEVISION**

*Graduate Scholarships* for students enrolled in the M.F.A. in Production – Film and Television or Screenwriting.

There are multiple scholarships available to exceptional students. Please see Financial Aid for further information.

#### **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.

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## 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](http://www.csac.ed.gov), in addition to the FAFSA.

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

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## LOANS

### *Federal Stafford Loan*

All students enrolled in a Master's Program or combined Master's and Credential Program may be eligible to borrow up to \$20,500 per academic year in subsidized and/or unsubsidized loans. Students enrolled in a Non-Degree Credential program may be eligible to borrow up to \$12,500 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. For Stafford loans first disbursed July 1, 2006 and later, the interest rate will be set at a fixed rate of 6.8 percent. 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](http://www.edfund.org) and complete a Master Promissory Note online at [www.lmu.edu/gradfinancialaid](http://www.lmu.edu/gradfinancialaid)

### *Federal Graduate PLUS Loan*

A fixed 8.5% federal loan in the student's name; credit requirements may be more lenient than an Alternative loan.

### *Federal PLUS Loan*

A fixed 8.5% federal loan in the student's name; credit requirements may be more lenient than for an Alternative loan.

### *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.

Visit us online at [www.lmu.edu/gradfinancialaid](http://www.lmu.edu/gradfinancialaid) for more information.

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## 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. For more information, visit <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.

### *Perkins Loan Cancellation*

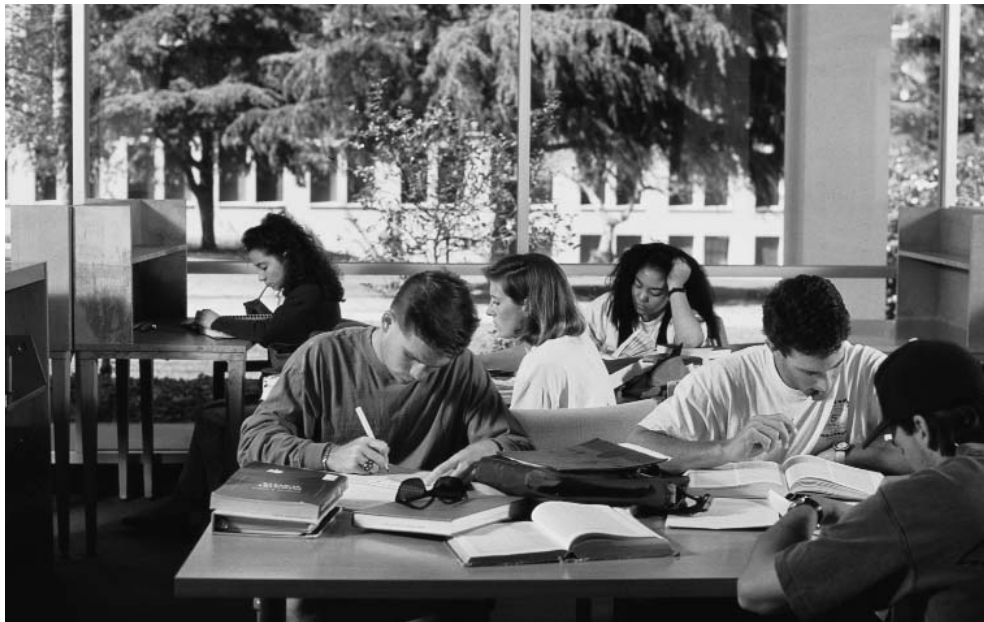
In order to qualify for cancellation (discharge) of up to 100% of a Federal Perkins Loan a student must have served full time in a public or nonprofit elementary or secondary school system as a teacher in a school serving students from low-income families or a special-education teacher, including teachers of infants, toddlers, children, or youth with disabilities, or a 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. For more information, visit [www.studentaid.ed.gov](http://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](http://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*

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**Acting Graduate Director:** John R. Connolly, Ph.D.

**Email:** jconnoll@lmu.edu

**Telephone:** (310) 338-2754

**Office Location:** University Hall 4512

**Fax:** (310) 258-8642

**Website:** www.lmu.edu/bioethics

**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

### **Adjunct Professor:**

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

### **Visiting Professor:**

Nicholas Kockler, M.S., Ph.D., Duquesne University

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## *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.

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## **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., MD or JD).
- 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.

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## 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.

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## 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 <b>or</b> PHIL 678 Ethics (Philosophy)
BIOE 670	Foundations of Theological Ethics <b>or</b> 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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## LEARNING OUTCOMES OF THE M.A. PROGRAM IN BIOETHICS

### Upon successful completion of the MA in bioethics, students:

- Will be able to understand the basic problems, methods, and approaches to the field of bioethics.
- Will familiarize with the main ethical theories of bioethics and identify the philosophical components of the public discussion on bioethical issues.
- Will be able to engage in the critical analysis of bioethical questions and articulate their theoretical and practical dimensions.
- Will be able to recognize and interpret the theological presuppositions of bioethical questions and appreciate the contribution of religious traditions to the field of bioethics.
- Will appreciate the importance of ethical dialogue across different philosophical and religious traditions.
- Will become familiar with the clinical context of medicine and recognize the ethical challenges facing health care professionals and their patients today.
- Will become familiar with the research context of medicine, especially in the area of genetics, and recognize the ethical challenges facing scientists and society at large.
- Will understand the legal and public policy implications of bioethics and become able to understand the interplay of morality and law both at a general level and in relation to specific bioethical issues.



## Course Descriptions

All Courses are three semester hours unless otherwise noted.

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### **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.

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### **BIOE 602 (Elective) • Historical Foundations of Bioethics**

This course will present the history and intellectual development of key ideas and concepts in bioethics. It will include an analysis of the forces that have shaped bioethics including, sociological, technological, political, and others. The key ideas include, but are not limited to, the basis of human dignity, sanctity of life, codes of ethics, health and illness, professional roles, medical technology, autonomy, beneficence/nonmaleficence, euthanasia, quality of life, truth-telling, playing God, stewardship, and justice.

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### **BIOE 604 (Elective)**

#### **Medical Anthropology and Bioethics**

This course will explore the role of culture in medicine and how cultures inform ethical discernment. This may include the acculturation of physicians and other health providers in medical training, the acculturation of different people from various ethnic, linguistic, and geographic backgrounds, the variety of understandings of health and illness (including pain) in different cultures, the different ways in which death is understood, and the differences in how medical technology is perceived as an intervention into one's life. Particular focus would be placed on how these differences influence moral judgment or sentiment regarding specific issues (i.e., specific issues may be used as examples). A section on how diversity in cultures relates to objectivity in ethics may also be included (i.e., how moral relativism is understood in a pluralistic society).

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### **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

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### **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.

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### **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.

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### **BIOE 633 (Elective) • Social Justice and Bioethics**

This course will examine how social justice is addressed in bioethics. Attention will be paid to the relationship between micro-ethics and macro-ethics. Different theories of justice will be presented along with specific moral problems facing contemporary health care. These may include globalization, resource allocation, rationing, access to health care, preventative medicine and public health (e.g., which may include how we responsibly attend to epidemics, outbreaks, and/or bioterrorist attacks), compensation for organs or participation in research protocols (e.g., egg donation for SCNT and stem cell technology), and managed care and the role of evidence-based medicine. In addition, the course may include a section on how decisions are made from a social perspective on research agendas (i.e., why do we/should we pursue high-tech, high-priced medicine versus allocating those funds to other initiatives).



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**BIOE 635 (Elective) • Organizational Ethics and Healthcare**

This course will address ethical issues in the organization of health care. It will attend to the ethical issues regarding the structures of health care delivery, including decisions on what services to provide and how. For example, should one health care institution enter into a partnership with another? Should Hospital A close its transitional care unit? How is this decision made? This may also include the philosophical basis of health care policy (including the moral significance of policies—are they expressions of middle axioms or norms?). Theological issues (in particular for Catholic or faith-based organizations) in corporate identity and how that identity shapes the services provided and the relationships to other organizations (e.g., to what extent and how does a Catholic organization cooperate with a non-Catholic entity) will also be discussed.

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**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.

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

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.

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**BIOE 660 (General Ethics Core) • Ethical Theories in Bioethics**

The course serves as a general introduction to the theories and problems of moral philosophy for students in bioethics, comprising both a historical and a systematic component. Main ethical versions of moral philosophy will be studied, in particular, virtue ethics, deontological theories, utilitarianism, individual liberalism, and communitarianism. Students will understand the function and importance of general ethical frameworks for the articulation of bioethical problems. Although the course interest is on the “application” of theories, the focus will be on the fundamental theoretical thrust of different approaches to ethics. Classic texts from Aristotle, Thomas Aquinas, Hume, Kant, Mill, and others will be studied.

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**BIOE 670 (General Ethics Core) • 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.



*Panoramic view of Xavier Hall and the Chapel.*

# English

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

**Graduate Director:** Paul Harris, Ph.D.  
**email:** pharris@lmu.edu  
**Website:** bellarmine.lmu.edu  
**Office Location:** University Hall, Room 3861  
**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, Ph.D., Southern California  
Robert Caro, S.J., Ph.D., Washington  
Paul A. Harris, Ph.D., Graduate Director, California, Irvine  
David Killoran, Chair, Ph.D., Tulane  
Ruben Martinez, Fletcher Jones Chair in Literature  
John M. Menaghan, Ph.D., California, Berkeley  
Barbara Rico, Ph.D., Yale  
Chuck Rosenthal, Ph.D., Utah  
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  
Kevin Joe Peters, Ph.D., Nebraska  
John Reilly, Ph.D., Cornell  
Stephen Shepherd, D.Phil., Oxford  
Kelly Younger, Ph.D., University College, Dublin

### Assistant Professors:

Stuart Ching, Ph.D., Nebraska  
Juan Mah y Busch, Ph.D., Cornell  
Robin Miskolcze, Ph.D., Nebraska  
Dermot Ryan, Ph.D., Columbia  
Molly Youngkin, Ph.D., Ohio State

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## Mission Statement

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

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

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## ADMISSION REQUIREMENTS

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

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

- 2) Applicants must submit 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.

### Rains Research Assistantships

Rains 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 Rains Research Assistantships due to federal government financial aid restrictions.

### Graduate Assistantships

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

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## DEGREE REQUIREMENTS

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 Critical Methodology, 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.



*Happy faces on graduation day.*

■ **LITERATURE EMPHASIS** (Ten Courses)

Critical Methodology (1)  
Contemporary Critical Theory (1)  
Major Writer (1)  
Literature and Theory Electives (5-7)  
Creative Writing Seminar (0-2)

■ **CREATIVE WRITING EMPHASIS** (Ten Courses)

Critical Methodology (1)  
Contemporary Critical Theory (1)  
Major Writer (1)  
Creative Writing Seminar (3-4)  
Literature and Theory Electives (2-3)  
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)

Critical Methodology (1)  
Contemporary Critical Theory (1)  
Major Writer (1)  
Literature and Theory Electives (3)  
Rhetoric and Composition Theory and Practice (3)  
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.

**Student Learning Outcomes**

Students who complete the Master's Degree in English will:

- Master the terms and issues specific to the discipline and profession of literary studies.
- Understand the history and nature of the discipline and prepare for a future in academia or teaching.
- Master professional writing skills for tasks including book reviews, abstracts, short critical essays, and research projects.
- Have experience in conference submission techniques and presentations.
- Engage critically and deeply with a range of literatures and literary theories.



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

## Course Descriptions

### Survey Courses

All courses are 3 semester hours unless otherwise noted.

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**ENGL 502 • The Arthurian Romance**

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

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

English literature, from the Normans to the Tudors.

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**ENGL 504 • Chaucer**

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

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**ENGL 511 • Literature of the Renaissance**

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

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**ENGL 512 • Seventeenth Century Poetry**

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

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**ENGL 513 • Milton**

The poetry and selected prose of John Milton.

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

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

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

The development of the English novel in its first century.

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**ENGL 531 • Romantic Poetry**

English poetry from Blake to Keats.

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**ENGL 532 • Nineteenth Century English Novel**

The development of the English novel from Austen to Hardy.

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**ENGL 533 • Victorian Literature**

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

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**ENGL 534 • Literature of the Holocaust**

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

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

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

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

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

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

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

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**ENGL 544 • Modern Irish Literature**

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

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**ENGL 545 • Contemporary Irish Literature**

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

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**ENGL 546 • The Irish Renaissance**

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

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**ENGL 547 • Irish Short Story**

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

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

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

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**ENGL 552 • American Romanticism**

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

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**ENGL 553 • American Realism and Naturalism**

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

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**ENGL 554 • Modern American Fiction**

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

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**ENGL 555 • American Fiction Since 1950**

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

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**ENGL 556 • Modern American Poetry**

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

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**ENGL 557 • Modern Drama**

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



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**ENGL 558 • Caribbean Literature**

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

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**ENGL 559 • Survey of Literary Criticism**

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

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**ENGL 561 • Contemporary Literary Criticism**

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

---

**ENGL 562 • Contemporary Rhetorical Theory**

Textual analysis and production based on contemporary rhetorical theory.

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**ENGL 563 • Creative Writing Seminar**

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

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

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

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

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

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**ENGL 567 • Style in Writing**

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

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**ENGL 569 • Linguistics**

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

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

Practice in writing extended narrative forms.

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**ENGL 574 • Rhetoric and Media**

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

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**ENGL 575 • The Art of Rhetoric**

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

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**ENGL 580 • Comparative Drama**

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

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**ENGL 584 • The Black Aesthetic**

Study of theories of African American aesthetics.

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**ENGL 598 • Special Studies**

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

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

**ENGL 600 Critical Methodology****ENGL 601 Seminar in a Literary Period****ENGL 602 Seminar in a Genre****ENGL 603 Seminar in a Major Writer****ENGL 604 Seminar in Literary Theory****ENGL 605 Contemporary Critical Theory****ENGL 606 Seminar in Rhetoric****ENGL 607 Seminar in Composition Theory****ENGL 610 Seminar in Writing****ENGL 691 Comprehensive Examination (M.A.)  
0 sem. hrs.****ENGL 693 Comprehensive Examination (M.A.T.)  
0 sem. hrs.****ENGL 697 Creative Writing Thesis****ENGL 698 Special Studies****ENGL 699 Independent Studies**

# *Philosophy*

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

**email:** Mmorelli@lmu.edu

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

**Office Location:** University Hall 3641

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

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

**Department Secretary:** Alexis Dolan

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

**email:** Adolan@lmu.edu



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

## **FACULTY**

### **Professors:**

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, Chair, Ph.D., Toronto

Timothy Shanahan, 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

Daniel Speak, Ph.D., California, Riverside

Brad Stone, Ph.D., Memphis

Brian Treanor, Ph.D., Boston College

Jeffrey Wilson, Ph.D., Emory

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## *Mission Statement*

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

### **THE DEPARTMENT**

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

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## ADMISSION REQUIREMENTS

1. The General Test of the Graduate Record Examination (GRE) (Waived for some foreign applicants)
2. Demonstration of undergraduate competence in Philosophy, as evidenced by the completion of an undergraduate major or minor in Philosophy, or strong undergraduate preparation in a closely related field. The competency of students with non-traditional backgrounds will be determined in interviews with the Program Director.
3. An undergraduate GPA of 3.0.
4. 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 in Philosophy.
5. A personal statement, of no more than four typed pages, on why the applicant wishes to pursue philosophical studies at the graduate level. Applicants should indicate in their statements their intention to pursue either a terminal M.A. or to seek admission to a Ph.D. program after earning the M.A.
6. A writing sample of approximately 10 typed pages, preferably of philosophical writing.
7. The deadline for the receipt of all materials is February 1 for the fall semester and November 1 for the spring semester.

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## FINANCIAL ASSISTANCE

Every student admitted into the program is considered for tuition assistance. The amounts of the grants vary and are awarded on the basis of both merit and need. One Research Assistantship is awarded each year. Teaching Fellowships may be awarded to students who participate in the Teacher Orientation Program (TOP). Students may also apply for a number of on-campus jobs reserved for graduate students. Rains Research Assistantships (60 hours per semester, 120 hours per year) may be obtained by arrangement with individual professors.

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## DEGREE REQUIREMENTS

The two-year program requires 30 credit hours of course work (10 – 600 level courses), successful completion of a reading proficiency examination in French, German, Latin, or Greek, and successful completion of oral 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, or in the Bioethics Institute, 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. 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.

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## LEARNING OUTCOMES OF THE M.A. PROGRAM IN PHILOSOPHY

Upon successful completion of the M.A. Program in Philosophy, the student

will be familiar with the major figures, movements, positions, and issues characterizing the ancient, medieval, modern, late modern, and contemporary periods in the history of Western Philosophy;

will be able to make intelligent and critical use of the resources and tools required for thorough philosophical research and writing;

will be able to interpret philosophical texts intelligently, critically, and charitably;

will be able to analyse and evaluate philosophical arguments;

will be capable of clear, coherent, and rigorous argumentation and expression in their own philosophical writing;

will be able to communicate their interpretations of philosophical texts and their own critical views confidently in both informal and professional settings;

will be able to engage in fruitful philosophical dialogue and discussion;

will be able to formulate precisely and communicate clearly their own developing positions on the basic epistemological, metaphysical, and ethical questions;

will have a clearer understanding and firmer grasp of the philosophical questions with which they themselves are most deeply concerned;

will be familiar with the range of responsibilities associated with the professional side of the philosophical life.

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## Course Descriptions

All courses are 3 semester hours unless otherwise indicated.

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### PHIL 602 • Plato

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

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### PHIL 604 • Aristotle

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

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### PHIL 606 • Classics of Chinese Philosophy

A study of the classic texts of the Confucian and Daoist traditions, including the *Analects*, *Mencius*, *Doctrine of the Mean*, *The Great Learning*, *Daodejing*, *Zhuangzi*, and *The Art of War*.

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### PHIL 608 • Plotinus

A study of a wide range of Plotinus' works, aimed at articulating his understanding of the fundamental structures of reality, of thought, and of human life in relation to their transcendent source. The main emphasis will be on metaphysical and gnoseological themes, but the ethical, aesthetic, and spiritual dimensions of Plotinus' thought will also be considered.

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### PHIL 609 • Augustine

A study of central philosophical topics in Augustine's thought, focusing primarily but not exclusively on the earlier phases of his work. Issues to be thematized include truth, beauty, unity and number, interiority, divine illumination, eternity and time, and the problem of evil.

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### PHIL 610 • Philosophy in Late Antiquity

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

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### PHIL 612 • Practical Wisdom

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

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### PHIL 614 • Aquinas

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

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### PHIL 616 • Divine and Human Willing

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

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

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

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**PHIL 624 • Early Modern Philosophy**

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

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**PHIL 626 • Pascal**

A close reading of the *Pensées* and selected shorter works with special attention to their relevance for contemporary debates in philosophy of religion over the nature of faith, the ethics of belief, and religious pluralism.

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**PHIL 630 • Kant**

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

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**PHIL 634 • Hegel**

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

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**PHIL 636 • Kierkegaard**

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

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**PHIL 638 • Heidegger**

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

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**PHIL 640 • Wittgenstein**

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

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**PHIL 642 • Hermeneutics**

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

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**PHIL 644 • Critical Theory**

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

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**PHIL 647 • American Philosophy**

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

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**PHIL 648 • Lonergan**

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

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**PHIL 654 • Contemporary French Philosophy**

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

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**PHIL 656 • Epistemology**

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

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**PHIL 662 • Metaphysics**

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





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**PHIL 664 • Philosophy of Mind**

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

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**PHIL 666 • Philosophy of Science**

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

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**PHIL 670 • Social and Political Philosophy**

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

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**PHIL 672 • Virtue Ethics**

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

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**PHIL 678 • Ethics**

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

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

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

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**PHIL 696 • Teacher Orientation and Practicum**

0 sem. hrs.

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**PHIL 697 • Comprehensive Examinations**

0 sem. hrs.

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**PHIL 698 • Special Studies**

1-3 sem. hrs.

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**PHIL 699 • Independent Studies**

1-3 sem. hrs.

# *Department of Theological Studies*

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*Master of Arts Programs in*

## *Theology & Pastoral Theology*

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**Graduate Director:** Michael P. Horan, Ph.D.  
**Office Location:** University Hall, Room 3767  
**Telephone:** (310) 338-2755



*Theology faculty enjoying a light moment.*

### **FACULTY**

#### **Professors:**

Wilkie W.K. Au, Ph.D., California, Santa Barbara  
Douglas Burton-Christie, Ph.D., Graduate Theological Union  
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  
Michael P. Horan, Ph.D., Graduate Director,  
Catholic University of America  
Thomas P. Rausch, S.J., Chilton Professor, Ph.D., Duke  
Jeffrey S. Siker, Chair of the Department, Ph.D.,  
Princeton Theological Seminary  
Daniel L. Smith-Christopher, D. Phil., Oxford

#### **Associate Professors:**

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

#### **Assistant Professors:**

Cecilia Gonzalez-Andrieu, Ph.D., Graduate Theological Union  
Anna Harrison, Ph.D., Columbia  
Kristen E. Heyer, Ph.D., Boston College  
Michael Lee, S.J., Ed.D., Columbia  
Charlotte C. Radler, Ph.D., Chicago  
Johnathan Rothchild, Ph.D., Chicago  
David Sanchez, Ph.D., Union Theological Seminary  
Stephen Sauer, S.J., S.T.D., Catholic University of America  
Tracy Tiemeier, Ph.D., Boston College

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### *Mission Statement*

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

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## ADMISSION REQUIREMENTS

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

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

Applicants need to indicate the particular Master of Arts program to which they are applying, either M.A. in Theology (THEO) or Pastoral Theology (PATH).

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; a personal statement; 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.

**March 1st for the Fall Semester**

**October 1st for the Spring Semester**

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

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## DEGREE REQUIREMENTS

### ■ MASTER OF ARTS IN THEOLOGY (36 sem. hrs.)

**CORE COURSES** (five courses – 15 sem. hrs.)  
in categories A through E:

- A) THST 600 Foundations of New Testament Theology  
**OR** THST 603 Foundations of Old Testament Theology
- B) THST 620 Foundations of Historical Theology  
**OR** any one course from the 620's)
- C) THST 630 Introduction to Systematic Theology
- D) THST 660 Foundations of Christian Moral Life
- E) THST 692 Graduate Pro-Seminar (3 sem. hrs.)  
(usually taken during the first semester)

**THEOLOGY ELECTIVES** (15 sem. hrs.)

Theology students are to complete an additional number of hours for a total of 36 units.

**Comprehensive Exam Option** (0 sem. hrs.)

36 semester hours of course work plus THST 697.

**Thesis Option**

30 semester hours of core courses and electives, plus THST 693 and 694.



*Professors Kristin Heyer and Charlotte Radler*

## ■ MASTER OF ARTS IN PASTORAL THEOLOGY

**CORE COURSES** (six courses – 18 sem. hrs.) in categories A through F:

- A) THST 600 Foundations of New Testament Theology  
**OR** THST 603 Foundations of Old Testament Theology
- B) THST 630 Introduction to Systematic Theology
- C) THST 660 Foundations of Christian Moral Life  
**OR** one course from the Historical area (620's)
- D) THST 670 Foundations of Pastoral Theology
- E) THST 675 Spiritual Formation for Pastoral Ministry
- F) THST 692 Graduate Pro-Seminar (3 sem. hr.)  
(usually taken during the first semester)



### **PASTORAL THEOLOGY ELECTIVES** (18 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 concentration 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 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.

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## **LEARNING OUTCOMES**

### **M.A. Theology**

- 1) To develop a capacity for critical, reflective theological thought, demonstrated in graduate seminar discussion and assigned essays of various lengths and genres.
- 2) To develop a clear understanding of the major theological themes and categories as outlined in the core areas of the degree program, measured by the completion of comprehensive exams or a thesis.
- 3) To develop the tools necessary for doing graduate-level research in theological studies and for articulating one's findings in clear, cogent writing.

### **M.A. Pastoral Theology**

- 1) To develop a capacity for critical, reflective theological thought, demonstrated in graduate seminar discussion and assigned essays of various lengths and genres.
- 2) To develop a clear understanding of the major theological themes and categories as outlined in the core areas of the degree program, measured by the completion of comprehensive exams or a thesis.
- 3) To develop the tools necessary for doing graduate-level research in theological studies and for articulating one's findings in clear, cogent writing.
- 4) To develop an ability to integrate critical theological thinking with ministerial praxis, promoted in course assignments and culminating in the Pastoral Synthesis Project.

## 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.



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



## Systematic Theology

### 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.

## 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

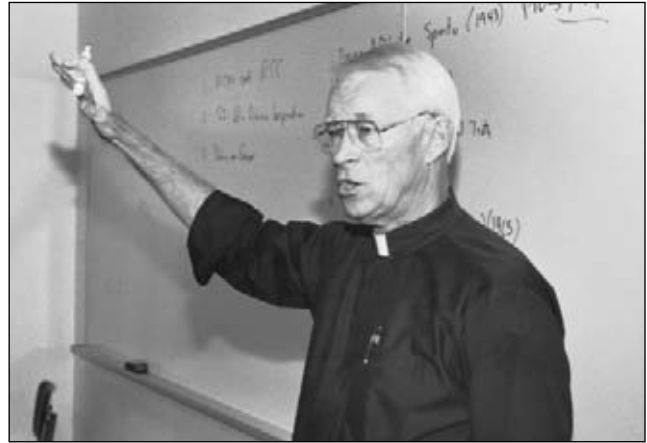
This course, involving both theoretical and experiential learning, focuses on personal and interpersonal dynamics and skills that foster effective pastoral ministry. Topics include the spiritual formation of ministers, collaborative ministry, facilitating prayer, and a generic helping process for spiritual 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 • Spiritual Formation for Pastoral Ministry

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.



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**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.

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**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.

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**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.

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**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**

**3 sem. hrs. (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.**

Comprehensive Exams are offered in the first week of November and the first week of April. Students must register for THST 697 and inform the Graduate Director, in writing, in the first week of the semester, their intention to complete their comprehensive exams.

### **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: Dennis Draper, Ph.D.

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

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

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.

Director, Center for Accounting Ethics, Governance and the Public Interest:

Lawrence Kalbers, Ph.D.

## FACULTY

### Professors:

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

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

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

Charles Vance, Ph.D., Syracuse

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

### Associate Professors:

Dolphy Abraham, 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

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

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

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

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

Cathleen McGrath, Ph.D., Carnegie Mellon

Robbie Nakatsu, Ph.D., British Columbia

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

Thomas I. White, Ph.D., Columbia

Anatoly Zhuplev, Ph.D., Moscow Management Institute

**Assistant Professors:**

Dong Chen, Ph.D., Rutgers  
David Choi, Ph.D., UCLA  
Mark R. Bandsuch, S.J., J.D., Cleveland  
Susan Elkinawy, Ph.D., Oregon  
Velitchka D. Kaltcheva, Ph.D., Florida, Gainesville  
Patricia Garcia Martinez, Ph.D., California, Irvine  
David Offenber, Ph.D., Purdue  
Anthony D. Patino, Ph.D., Temple  
Maria O. Quijada, Ph.D., Massachusetts Institute of Technology  
Ying Sai, Ph.D., Texas

**Adjunct Professor:**

Darryl Graver, J.D., San Diego

**Clinical Professor:**

Steven M. Mintz, D.B.A., George Washington  
Don De Pamphilis, Ph.D., Harvard

**Executives-in-Residence:**

Richard Stafford, Ed.D., Harvard

**■ INTRODUCTION**

The College of Business Administration offers the MBA degree with an 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.



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## *Mission Statement*

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

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

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

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

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

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



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## ADMISSION REQUIREMENTS

1. **Eligibility for Admission:** Applicants for admission to the program leading to the degree of Master of Business Administration must have a Bachelor's degree and an acceptable level of scholarship from an accredited institution of higher learning. The degree may be in any academic discipline.
2. **Application:** Applications for admission are available from the MBA Program, Loyola Marymount University, Hilton Center for Business, 1 LMU Drive, MS 8387, Los Angeles, California 90045, or on-line at <http://mba.lmu.edu>. 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 on-line at <http://www.mba.com/mba>
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. Finally, all applicants with degrees earned outside the United States must have transcripts evaluated.
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.
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.



*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.*

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## PROFICIENCY PREREQUISITES

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

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## ATTENDANCE AND RESIDENCE

Students are expected to be continuously enrolled in the MBA Program. Leaves of absence may be granted to students who submit formal applications. Individuals who remain on leave for more than two years must formally reapply for admission. Readmission is based on the admission criteria and the curriculum that are in effect at the time of the resumption of classes. Eighteen 600 level MBA classes are required to satisfy the Program's academic requirement. In some cases, core courses are waived for students whose previous academic records demonstrate a mastery of the content of the course. A minimum of ten 600 level MBA classes are required to satisfy the University's residence requirement.



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

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## STUDENT REGISTRATION AND COUNSELING

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

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

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

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

# *Master of Business Administration*

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## **MBA DEGREE PROGRAM**

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

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

## **MBA COURSE CATEGORIES**

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

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## **CORE CURRICULUM**

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

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

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

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

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

## **Waivers**

Only core courses may be considered for waiver. Waivers are granted by the Associate Dean's Office after an evaluation of the student's academic transcripts. 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 and a fee of \$75.00 must be paid before the student will be allowed to take any waiver examination.

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## THE ADVANCED CURRICULUM

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

### Specialization

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

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

### Generalization

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

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

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

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

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## INTEGRATION

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

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

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

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

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

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## *International MBA Certificate*

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

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

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

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

**Breadth or Generalization** – through international electives

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

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

MBAB Management and Organizational Behavior

MBAC Marketing Management

MBAE Human Resource Management

MBAF Financial Decision Systems

MBAH Entrepreneurial Organizations

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

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

Functional — outside of area of emphasis

Regional

Practicum

Free International Elective

Strategic — MBAI 690

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

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## *MBA Advantage Certificate Program for Alumni*

### **Program Description**

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

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

### **Areas of Emphasis**

Management and Organizational Behavior

Marketing Management

Information and Decision Sciences

Human Resource Management

Financial Decision Systems

International Business Systems

Entrepreneurial Organizations

Accounting Decision Systems

Competitive Strategy

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## Dual-Degree Programs

### ■ JD/MBA Program

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

#### Admissions

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

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

#### Course of Study

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

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

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

##### I. CORE COURSES

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

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

##### II. BREADTH COURSES

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

##### III. INTEGRATIVE EXPERIENCE COURSES

Three integrative options are available:

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

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



*MBA graduates after their commencement ceremony.*



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

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

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

### **Admissions**

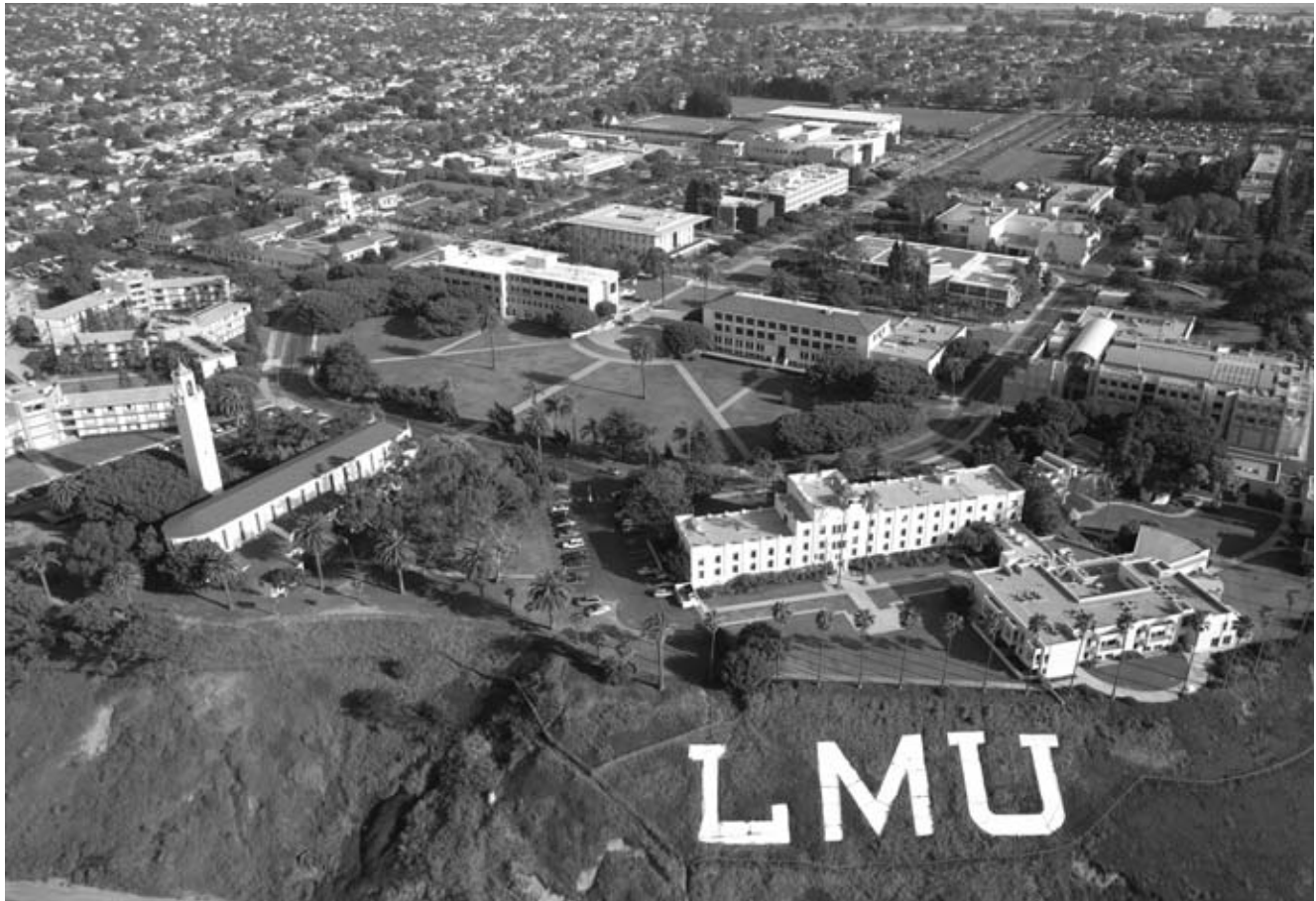
Both the MBA program in the College of Business Administration and the Systems Engineering Program in the College of Science and Engineering must accept students applying to the SELP for admission. The admissions process to both Colleges will be coordinated within the University. Prospective students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

### **Course of Study**

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

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

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



## Core Curriculum Courses

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

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### **MBAA 601**

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

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

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

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

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

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

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### **MBAA 604 • Business Economics**

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

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

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

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

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

Prerequisite: MBAA 604

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### **MBAA 607**

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

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

Prerequisite: MBAA 603

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

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

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

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

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

Prerequisite: MBAA 605

## Advanced Curriculum Courses: Areas of Emphasis

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

### MBAB: Management and Organizational Behavior

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

#### 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 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

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**MBAB 640 • International Strategic Management**

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

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

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**MBAB 641 • International Management**

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

Also listed as MBAG 641.

Prerequisite: MBAA 605

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**MBAB 650 • Environmental Strategy**

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

Prerequisite: MBAI 610

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**MBAB 651 • Ethical Issues in Business**

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

Prerequisite: MBAA 605

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**MBAB 670 • Small Business Strategy**

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

Also listed as MBAH 670.

Prerequisites: MBAA 601-609

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**MBAB 677 • International Negotiations**

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

Prerequisites: MBAA 601, 605, 606

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

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

Prerequisite: MBAI 610

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

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

Prerequisite: MBAA 605

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**MBAB 696 • Directed Research in Management**

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

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**MBAB 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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

Prerequisites: MBAA 601-609

## **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.

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### **MBAC 612 • Advanced Marketing Management**

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

Prerequisite: MBAA 606

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### **MBAC 613 • Consumer Behavior**

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

Prerequisite: MBAA 606

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### **MBAC 614 • Marketing Research**

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

Prerequisite: MBAA 606

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### **MBAC 617 • Direct Response Marketing**

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

Prerequisite: MBAA 606

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### **MBAC 618**

#### **Entrepreneurial and Small Business Marketing**

Traditional marketing approaches often assume large budgets, well-organized management structures, available information and power in the marketplace. Small and entrepreneurial business now constitutes a critical sector of the global economy, and the unique needs of such enterprises must be addressed.

This course examines how marketers in emergent firms may challenge major competitors through the use of niche strategies, guerrilla techniques, and general creativity.

Also listed as MBAH 618.

Prerequisite: MBAA 606

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### **MBAC 619 • Marketing Strategies for Innovative Products and Services**

This course will explore concepts and practices related to marketing in the volatile and fast-paced high-tech environment. The course will provide a balance between conceptual discussions and applied/hands-on analysis. The objectives include obtaining an understanding of the concepts and frameworks of high-tech industries and their marketing implications; the use of strategic alliances and partnerships in marketing technology; and the current knowledge and adaptations of the “4 p’s” to the high-tech market place.

Prerequisite: MBAA 606

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### **MBAC 647 • International Marketing**

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

Prerequisite: MBAA 606

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### **MBAC 660 • Marketing Strategy**

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

Prerequisites: MBAA 601-609



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### **MBAC 662 • Product and Brand Management**

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

Prerequisite: MBAA 606

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

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

Prerequisite: MBAA 606

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### **MBAC 664 • 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

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### **MBAC 676 • The Environment of Business in the European Union**

This course will examine the European Union as both a major part of the global marketplace and a policymaking body. Cultural aspects of doing business there will be highlighted and contrasted with other regional areas. Historical references will be included to enhance understanding. Finally the course addresses current EU issues. Throughout, the major focus will be how all of this impacts marketing practice.

Also listed as MBAG 676.

Prerequisite: MBAA 606

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### **MBAC 677 • International Negotiations**

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

Prerequisites: MBAA 601, 605, 606

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### **MBAC 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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### **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.

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

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

Prerequisite: MBAA 609

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

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

Prerequisite: MBAA 609

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

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

Prerequisite: MBAA 609

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

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

Prerequisite: MBAA 609

Recommended: MBAD 611 or MBAD 613

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

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

Prerequisites: MBAA 607, 608

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

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

Prerequisites: MBAA 607, 608

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### **MBAD 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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

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.

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### **MBAE 611**

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

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

Prerequisite: MBAA 605

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

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

Also listed as MBAB 613 and MBAH 613.

Prerequisite: MBAA 605

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

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

Prerequisite: MBAA 605

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

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

Prerequisite: MBAA 601-609

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### **MBAE 636**

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

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

Prerequisite: MBAA 605

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### **MBAE 637**

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

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

Prerequisite: MBAA 605

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### **MBAE 685**

#### **Power, Politics and Negotiation in Organizations**

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

Prerequisite: MBAA 605

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### **MBAE 698**

#### **Special Studies**

Prerequisite: as designated by the MBA Office.

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

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.

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### **MBAF 611 • Financial Markets**

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

Prerequisite: MBAA 608

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### **MBAF 612 • Financial Institutions**

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

Prerequisite: MBAA 608

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### **MBAF 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, 608

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

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

Prerequisites: MBAA 607, 608

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

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

Prerequisites: MBAA 607, 608

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### **MBAF 620 • Financial Strategy**

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

Prerequisites: MBAA 608; a finance elective or instructor approval

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### **MBAF 621 • Current Trends in Finance**

This course will examine recent developments in finance. Specific topics for the semester will be described in the syllabus for the course.

Prerequisite: MBAA 608

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### **MBAF 623 • Investments**

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

Prerequisite: MBAA 608

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### **MBAF 624 • Mergers and Acquisitions**

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

Prerequisite: MBAA 608

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

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

Prerequisite: MBAA 608

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**MBAF 648 • International Finance**

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

Prerequisite: MBAA 608

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

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

Prerequisite: MBAA 608

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**MBAF 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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**MBAF 699 • Independent Studies**

Prerequisites: MBAA 601-609

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**MBAG: International Business Systems**

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

**■ FUNCTIONAL COURSES**

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

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**MBAG 637****International Management of Human Resources**

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

Prerequisite: MBAA 605

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**MBAG 646 • International Entrepreneurship**

This course focuses on international small business venture initiation process and seeks to develop your knowledge and skills in three key components of international entrepreneurship: initiating entrepreneurial venture, managing basic international business transactions, and dealing in multicultural business environments. Also listed as MBAH 698.

Prerequisites: MBAA 605, 606, and 608

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**MBAG 640 • International Strategic Management**

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

Prerequisite: MBAI 610; one international elective also recommended

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**MBAG 647 • International Marketing Management**

Utilizing marketing management principles in the international environment. The problems and risks involved in export and overseas marketing, and the differing strategies required. Also listed as MBAC 647.

Prerequisite: MBAA 606

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**MBAG 641 • International Management**

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

Also listed as MBAB 641.

Prerequisite: MBAA 605

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**MBAG 648 • International Finance**

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

Prerequisite: MBAA 608

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**MBAG 649****International Dimensions of Economic Strategy**

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

Prerequisites: MBAA 608

**■ REGIONAL COURSES**

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

Prerequisites: MBAA 601, 604, 605 and 606

**MBAG 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.

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**MBAG 675 • Exporting Tactics and Methods**

This course seeks to develop functional knowledge and skills as follows: operating in the international trade environment: driving and restraining factors, regulations, trends, opportunities and barriers; finding and using sources of information and assistance on exporting/importing; and cross-cultural aspects of international trade. Also listed as MBAH 675.

Prerequisites: MBAA 605, 606, and 608.

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**MBAG 676 • The Environment of Business in the European Union**

This course will examine the European Union as both a major part of the global marketplace and a policymaking body. Cultural aspects of doing business there will be highlighted and contrasted with other regional areas. Historical references will be included to enhance understanding. Finally the course addresses current EU issues. Throughout, the major focus will be how all of this impacts marketing practice. Also listed as MBAC 676.

Prerequisite: MBAA 606

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**MBAG 677 • International Negotiations**

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

Prerequisites: MBAA 601, 605, 606

**■ SPECIAL COURSES**

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**MBAG 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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

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.*

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### **MBAH 611 • Entrepreneurship**

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

Prerequisites: MBAA 605, 606, 608

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

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

Prerequisite: MBAA 605

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### **MBAH 615 • Program Management**

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

Prerequisite: MBAA 605

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

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

Prerequisites: MBAA 601, 605

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

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

Prerequisite: MBAA 606



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**MBAH 622 • Management Consulting**

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

Prerequisite: MBAA 605

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**MBAH 624 • Mergers and Acquisitions**

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

Also listed as MBAF 624.

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

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**MBAH 630 • Strategies for Technology Ventures**

This course explores emerging trends and opportunities arising from innovations in science and technology and examines strategies that ventures utilize to exploit them. This course is designed to be approachable for all graduate students regardless of backgrounds and will be highly relevant for those interested in careers in management, marketing and financing of technology.

Through a collection of case studies, lectures, guest speakers, and projects that cover high-growth ventures the student will gain an understanding of the basic opportunities and challenges around some of the most promising technologies. The purpose of the course is to offer the student the tools necessary to successfully identify a true business opportunity, and to start, grow and maintain a technology enterprise.

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**MBAH 646 • International Entrepreneurship**

This course focuses on international small business venture initiation process and seeks to develop your knowledge and skills in three key components of international entrepreneurship: initiating entrepreneurial venture, managing basic international business transactions, and dealing in multicultural business environments. Also listed as MBAG 698.

Prerequisites: MBAA 605, 606, and 608

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**MBAH 670 • Small Business Strategy**

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

Prerequisites: MBAA 601 - 609

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**MBAH 673 • New Product Design and Development**

This course is a team-taught course (professors from Engineering and MBA) that is cross listed with MECH/SELP 673. The course includes both individual projects and assignments, and a team project to create a new product, develop a prototype and then develop a business plan for bringing the product to market. Each team will involve engineers and MBA students. In the past, the course has created outstanding results, including projects that are actually being taken to market. Teams have competed in international New Venture Competitions representing LMU.

Prerequisites: MBAA 606 and 608

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**MBAH 675 • Exporting Tactics and Methods**

This course seeks to develop functional knowledge and skills as follows: operating in the international trade environment: driving and restraining factors, regulations, trends, opportunities and barriers; finding and using sources of information and assistance on exporting/importing; and cross-cultural aspects of international trade. Also listed as MBAG 675.

Prerequisites: MBAA 605, 606, and 608.

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**MBAH 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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

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.

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

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

Prerequisites: MBAA 601-609

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

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

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

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

Prerequisite: MBAI 688

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### **MBAI 690**

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

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

Prerequisite: Completion of the core plus MBAI 688 and 689

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### **MBAI 691**

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

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

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

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

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

Prerequisite: MBAI 690

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### **MBAI 692 • Integrative Project**

The course provides an opportunity for the student to integrate three fields of study in solving on-the-job problems or by doing primary research. An intensive original research study within one field may also be acceptable. Admission requires approval of the Integrative Project Coordinator. The student works independently with the Integrative Project Coordinator in completing the project. Each project is an effort that is unique to the student and his/her field of study and provides a definite state of the art advancement.

Prerequisite: MBAI 610 or 690

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### **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. Course is repeatable.

## **MBAJ: Accounting Decision Systems**

Businesses communicate financial data through the language of accounting. Courses in this area of emphasis are designed to enhance the understanding of how accounting information is developed and how it can be used to optimize organizational goals. Students choosing this area of emphasis will find the knowledge useful in the financial field as well as for strategic and day-to-day business decisions.

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### **MBAJ 611 • Modern Corporate Reporting**

This course will examine basic concepts that govern financial statement reporting by publicly-held corporations. Actual statements will be used to illustrate the complexities of current disclosure issues. The policy-making environment that produces generally accepted accounting principles in the United States will be critically examined, along with some procedural aspects of financial accounting.

Prerequisite: MBAA 602

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### **MBAJ 613 • Profit Planning and Managerial Decisions**

This course provides a conceptual framework for decisions involving a firm's strategies and profitability. Partly based on case study approach, the importance of performance measurement in the decision process is emphasized. Various issues related to the firm's cost structure and pricing models as well as budgeting are covered. Other topics related to the profitability measure such as cost assignment, performance appraisal, and resource allocation are discussed.

Prerequisite: MBAA 602

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### **MBAJ 615 • Tax Planning for Management Decisions**

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

Prerequisite: MBAA 602, 608

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### **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

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### **MBAJ 698 • Special Studies**

Prerequisite: as designated by the MBA Office.

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

Prerequisite: MBAA 601-609

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## The Executive MBA Program

The Executive MBA (EMBA) program is designed to prepare executives for the future. It teaches managers how to address, not just identify, issues before they become problems. Many of today's – and tomorrow's – management challenges don't come with prepackaged solutions. Issues, solutions, and alternatives have to be identified and decisions made before "management theories" are even written. The LMU corporate classroom environment simulates the executive boardroom, complete with current technology, where you'll develop and apply concepts in an experimental environment before taking them to your workplace.

The Executive MBA program curriculum is efficiently structured to maximize learning by eliminating overlap and redundancy. Corporate sponsorship, the EMBA advisory board, projects addressing real business issues and continuing alumni business relationships help ensure the emphasis remains on the relevance of the curriculum to real business challenges.

Classes meet all day Friday and Saturday for over 21 months, every other week.  
The program begins in August 2007 and ends in May 2009.

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### CANDIDATE QUALIFICATIONS

A Bachelor's degree with an acceptable level of scholarship from an accredited institution of higher learning and six or more years of increasing responsibility in professional, management, or entrepreneurial positions.

The admission decision to the EMBA program is individualized and based on a candidate's potential to pursue graduate study. Each candidate is evaluated on several kinds of evidence taken together including, but not limited to, work and management experience, career accomplishments, potential for advancement, letters of recommendation, personal interview, information provided in the application form, undergraduate and graduate (if any) record and GMAT (if required). The Graduate Management Admission Test (GMAT) is required only if your prior academic work and professional experience does not show clear evidence of strong quantitative and analytical reasoning skills. A determination that the GMAT is required will be made after your personal interview and application screening. Selection is based on academic potential without regard to race, creed, color, gender, sexual orientation, national origin, age or disability.

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### THE CURRICULUM

The EMBA is built and organized around key business challenges, integrating core business concepts and tools with real business situations to address these challenges. The 21-month, 58 credit hour program is divided into four modules and 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 Residential Learning Experiences in Washington, D.C. and in an international location.

#### **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.

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## 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.

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**MODULE 1 • Knowledge Foundation and Language of Business •** The emphasis of this module is to assess the impact of the global economy on the economic value of the firm by strengthening your executive ability to acquire and maintain capital resources. Course work aims at improving decision making by laying a solid foundation in quantitative and analytical skills.

MBAP 602	Accounting and Control	
MBAP 603	Decision Support Foundation	
MBAP 604	Applied Business Economics	
MBAP 608	Managerial Finance	
MBAP 611	Corporate Expansion Project	12-14 units Total

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**MODULE 2 • Leadership to Improve Organizational Performance •** The focus of this module is to enable executives to maximize human potential for improving organizational performance. You develop an understanding of your own leadership and decision-making styles to greatly improve your leadership ability.

MBAP 612	Leadership Practicum	
MBAP 622	Strategic Human Resource Management	
MBAP 623	Leadership in the 21st Century	
MBAP 624	The Manager as Decision Maker	
MBAP 625	Managing Technology	
MBAP 626	Executive Communications	
MBAP 661	Team Performance and Group Dynamics	12-14 units Total

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**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	Strategy Formulation in the Global Environment	
MBAP 632	Applied Economics Environment	
MBAP 633	Changing Global Economic Environment	
MBAP 634	Marketing and Social-Cultural Environment	
MBAP 635	Legal Environment of Business	
MBAP 613	Business Opportunity Assessment Project	12-14 units Total

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**MODULE 4 • Strategic Leadership to Achieve Long-Term Success •** This module, the capstone experience of the Program, emphasizes executive leadership required to create and communicate clear direction for the organization's future and for carrying out change to achieve long-term results. The main objective is to enhance your ability to align human and capital resources to the firm's strategy to achieve a long-term competitive advantage for your organization. Particular emphasis is given to ethical conduct, integrity, and socially responsible action.

MBAP 641	Executing Strategy in the Global Environment	
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

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**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

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## EXPECTATIONS FOR EXECUTIVE MBA STUDENTS

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 faculty, team members and class members
- Provide feedback to team members and class members
- Treat fellow students, faculty and administrators with dignity, decency and mutual respect

Failure to adhere to these guidelines may result in dismissal from the program.



# School of Film & Television

## Master of Fine Arts Programs in

■ *Production (Film and Television)*

■ *Screenwriting*

### School of Film and Television

**Dean:** Teri Schwartz

**Telephone:** (310) 338-5800

**Graduate Director:** Glenn Gebhard

**Office Location:** Xavier 333

**Telephone:** (310) 338-3025

### FULL-TIME FACULTY

#### Professors:

Marilyn Beker, M.A., Concordia

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

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

Jeffrey Davis, M.F.A., Iowa

Steve Duncan, M.A., Loyola Marymount

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

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

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

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

Susan Scheibler, Ph.D., Southern California

Mark Evan Schwartz, M.F.A., Boston

#### Assistant Professors:

Kathy Baur, M.F.A., California, Los Angeles

Kurt Daugherty, M.F.A., California, Los Angeles

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

Thomas F. Klein, M.F.A., California, Los Angeles

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

Gregory Ruzzin, M.F.A., Southern California

Beth Serlin, M.F.A., Southern California

Charles Swanson, M.F.A., Southern California

Kennedy Wheatley, M.F.A., Southern California



## ■ INTRODUCTION

The School of Film and Television offers the Master of Fine Arts (M.F.A.) degree in the areas of Production (Film and Television), and Screenwriting. The purpose, admission requirements, and program requirements for each of these areas are described below.

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### *Mission Statement*

The Master of Fine Arts degrees 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.

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## ADMISSION REQUIREMENTS

All applicants must have a Bachelor's degree from an accredited university. The department welcomes applicants who have received degrees in unrelated fields.

There are only a limited number of openings in the graduate School of Film and Television programs 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, all transcripts, GRE scores, two letters of recommendation, and supplemental materials. Supplemental materials include any creative work in written and/or multi-media formats (DVD preferred) that illustrate a particular talent or expertise that the applicant would like to highlight for the selection committee. Students applying to the Screenwriting emphasis must submit a writing sample.

A \$250 deposit must accompany your letter of acceptance within 15 days of notification by the University of your admittance into the program. The deposit is applied toward tuition and is non-refundable.

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## PROGRAM OPTIONS

There are two degree programs within the graduate School of Film and Television at Loyola Marymount University: Production (Film and Television), and Screenwriting. These majors come to fruition in the graduate thesis project for production students, and a portfolio for screenwriting students. Thesis projects take a minimum of one year to complete, usually spanning the final year of graduate work. They comprise 6 units of graduate credit required for the Master of Fine Arts degree. Students do not have the option of the traditional Master's research thesis.

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## GRADUATE PREREQUISITES

Students will also be required to take a specified number of graduate prerequisites. Graduate students are on a provisional status until their graduate prerequisites are successfully completed. These prerequisites are required and may not be waived.

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## PRODUCTION (FILM AND TELEVISION) DEGREE

The School of Film and Television's major in Production is designed to enable students to express their ideas on the screen – whether that screen is in a theater, at home, or held in one's hand. Beyond the existing television and theatrical feature landscape, new forms of media empower a single person to be both a worldwide broadcaster and a very selective receiver. Digital technologies have created new ways of working that transcend the traditional distinctions between film and television. The SFTV Production major combines the best of both of these fields.

Students admitted to this rigorous major become quickly immersed in the art of storytelling for the screen. They encounter and study great works of world cinema, both past and present, and ponder the ramifications of the emerging media of the future. They receive expert hands-on training in writing the screenplay, directing actors, cinematography, sound recording and design, and editing. In the process, each student learns about the challenging relationship between art and technique, and how both serve each other. Students learn the practical aspects of mounting a production: budgeting, location scouting, casting, set design and construction, post production, and the importance of safety in all aspects of what they do. Complete premier state of the art equipment and technology are available 24/7 – all in service of story. Through teamwork, students learn an appreciation for all of the artists who labor to serve the story, and the camaraderie that comes from working as part of a crew engaged in a large, collaborative creative enterprise.

Students also learn to find their individual voices, and express their own points of view, on projects driven by their own creative choices. Beginning with their work on a series of short and intermediate films, students forge the fundamental skills of visual storytelling. Each student's experience culminates with a final project in which advanced students write, cast, direct and edit their own thesis films.

These projects may be entirely from the imagination, or they may document the real world. These finished works are produced and owned by the students, and many are distributed and celebrated far beyond the confines of our campus, through the exciting world of festivals, theatrical, television, and other channels of local, national and international exhibition.

### ■ PRODUCTION PREREQUISITES

FTVS 500	Visual Storytelling
PROD 500	Production I
RECA 500	Sound I
SCWR 501	Writing for Production

Failure to maintain a “B” in prerequisites will lead to disqualification from the program. The student may petition to repeat (one time only) deficient prerequisite course work.

### ■ GRADUATE PRODUCTION REQUIREMENTS

#### A. History & Theory (9 units)

FTVS 510	Theory and Analysis
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#### Select two of the following:

FTVS 512	Seminar in Television Genres
FTVS 513	Seminar in American Film
FTVS 514	Seminar in European Film
FTVS 515	Seminar on the Documentary
FTVS 517	Seminar in TV Programming
FTVS 518	Analysis of Video Games
FTVS 611	Seminar in Film Genres
FTVS 612	Seminar in Film Authors
FTVS 613	Seminar in National Film
FTVS 614	Seminar in Television and Video

#### B. Screenwriting (3 units)

#### One of the following:

PROD 530	Documentary Pre-Production I
SCWR 520	Writing for Production I

#### C. Production (12 units)

PROD 550	Production II (6 units)
PROD 600	Production III (fiction and non-fiction) (6 units)



*Film students creating a documentary.*

**D. Film Process Seminars (6 units)**

- RECA 567 Seminar in Sound
- PROD 668 Pre Production Planning

**E. Advanced Production Technique Seminars (9 units)**

**Select three of the following:**

- PROD 666 Advanced Editing
- PROD 669 Advanced Cinematography
- PROD 680 Seminar in Directing
- PROD 690 Post Production Effects
- RECA 568 Advanced Post Production Sound
- SCWR 521 Rewriting the Feature

**F. Internship (3 units)**

- PROD 688 Internship

**G. Thesis Project (9 units)**

The thesis project requires completion of three courses which divide the project (fiction or non-fiction) into pre-production, production and post-production phases.

*Pre-Production Thesis Project (3 units)*

**Select one of the following:**

- SCWR 620 Writing for Production II (Fiction thesis)
- SCWR 626 Documentary Pre-Production II (Non-fiction thesis)

*The Production Thesis Project (3 units)*

- PROD 650 Thesis Project

*The Post-Production Thesis Project (3 units)*

- PROD 670 Thesis: Post-Production

Prior to registration for the Thesis Project (PROD 650), 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 PROD 650 (with the instructor of record) and PROD 670 (with the instructor of record) until the project is completed and signed off by the Thesis Committee and the Dean 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.

**64 total graduate units are required for the M.F.A. in Production (Film and Television).**

Students must screen a master copy for approval. Upon approval, the master copy must be submitted to the thesis committee to complete the requirements. 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 PROD 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. **Please note: History and Theory courses may be taken any semester.**

	Fall	Spring
<b>First Year</b>	FTVS 500	PROD 550
	PROD 500	PROD 668
	RECA 500	PROD 530 or SCWR 520
	SCWR 501	
<b>Second Year</b>	FTVS 510	SCWR 620 or SCWR 626
	PROD 600	Advanced Prod. Tech. Seminar (2 courses)
	RECA 567	History/Theory
<b>Third Year</b>	PROD 650	PROD 670
	Advanced Prod. Tech. Seminar	PROD 688
	History/Theory	



*Production students finalizing their editing decisions.*

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## SCREENWRITING DEGREE

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.

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 prerequisites:

### ■ SCREENWRITING PREREQUISITES

FTVS 500 Visual Storytelling  
PROD 200 Production I  
SCWR 329 Directing for Screenwriters  
SCWR 500 Elements of Screenwriting

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.

### ■ GRADUATE SCREENWRITING REQUIREMENTS

#### A. Film History & Theory (12 units)

**One of the following: (3 units)**

FTVS 510 Theories of Film Criticism  
FTVS 512 Seminar in Television Genres

**One of the following: (3 units)**

FTVS 513 Seminar in American Film  
FTVS 514 Seminar in International Film  
FTVS 515 Seminar in the Documentary  
FTVS 517 Seminar in Television Programming

**One of the following: (3 units)**

FTVS 611 Seminar in Film Genres  
FTVS 612 Seminar in Film Authors  
FTVS 613 Seminar in National Film  
FTVS 614 Seminar in Television & Video

**Plus: (3 units)**

History/Theory Elective

#### B. Screenwriting (9 units)

SCWR 502 Adaptation  
SCWR 520 Writing for Production I  
SCWR 521 Rewriting the Feature (Rewrite the first draft)

#### C. Students must select one of the following tracks: (6 units)

SCWR 625 Writing the Situation Comedy  
SCWR 627 Advanced Writing: The Situation Comedy

**OR one of the following: (6 units)**

SCWR 629 Writing the One Hour Drama  
SCWR 630 Advanced Writing: The One Hour Drama

#### D. Plus: (3 units)

PROD 688 Internship

**E. Elective Course (3 units)**

**One of the following:**

FTVS 610 Topical Seminar

**OR**

FTVS, PROD, or SCWR 600 level elective

**F. 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.**

**43 total graduate units are required for the M.F.A. 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. **Please note: History and Theory courses may be taken any semester.**

	Fall	Spring
<b>First Year</b>	FTVS 500	SCWR 329
	PROD 200	SCWR 502
	SCWR 500	SCWR 520
	History/Theory	
<b>Second Year</b>	SCWR 521	SCWR 627 or 630
	SCWR 625 or 629	FTVS 610 or Elective
	History/Theory	History/Theory
<b>Third Year</b>	SCWR 690	SCWR 691
	PROD 688	History/Theory



*Students receive a great sense of personal fulfillment when their work is exposed to the general public.*



## Course Descriptions

All courses are 3 semester hours unless otherwise noted.

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### FTVS 500 • Visual Storytelling (1 sem. hr.)

An exploration of the multiple concepts and approaches to visual storytelling. CR/NC grading.

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### FTVS 510 • Theory and Analysis

An examination of key theoretical issues and questions and an application of these through close analysis of media texts.

Prerequisite: Senior or graduate standing.

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### FTVS 512 • Seminar in Television Genres

The roles of television as a popular art is explored through theoretical understandings of television genres including drama, situation comedies, news talk shows, sports, children's shows, daytime serials, one-hour dramas, etc.

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### FTVS 513 • Seminar in American Film

Advanced studies in American film and filmmakers. Screenings, lectures and discussions.

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### FTVS 514 • Seminar in International Film

Advanced studies of cinema from a global perspective. Screenings, lectures and discussions.

Lab fee.

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### FTVS 515 • Seminar on the Documentary

Advanced critical and analytical study of the evolution of documentary film/videos. Screenings, lectures and discussion.

Lab fee.

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### FTVS 517 • Seminar in Television Programming

Advanced critical and analytical study of broadcast programming in the United States and abroad. Screenings, lectures and discussions.

Lab fee.

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### FTVS 518 • Analysis of Video Games

An examination of the history, development, aesthetics, and power of video games, including their relationship to other media text, including movies and television. Screenings, lectures, and discussions.

Lab fee.

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### FTVS 530 • Media Law

A case study of significant legal cases and Federal law affecting and regulating broadcasting and various mass media.

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### FTVS 610 • Film/TV Topical Seminar

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

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### FTVS 611 • Seminar in Film Genre

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

Lab fee.

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### FTVS 612 • Seminar in Film Authors

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

Lab fee.

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### FTVS 613 • Seminar in National Film

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

Lab fee.

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### FTVS 614 • Seminar in Television and Video

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

Lab fee.

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**PROD 500 • Production (6 units)**

Introduction to the aesthetic and practical problems of communicating visually through motion pictures. Production and Post-production theory and practice as applied to Film and Television. Involves group projects.

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**PROD 530 • Documentary Pre-Production**

Research and development for written proposals.

Prerequisite: PROD 500

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**PROD 550 • Production II (6 units)**

Practicum in production of student projects (fiction and non-fiction) from initial concept through post-production. Advanced Production and Post-production theory and practice as applied to Film and Television. Involves individual and/or group projects.

Prerequisite: PROD 500

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**PROD 600 • Production III (6 units)**

Further practical experience in fiction and non-fiction production and post-production including the producing, directing and editing of a film or documentary project. Note: Insurance is required for equipment.

Prerequisites: PROD 530 or SCWR 520

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**PROD 650 • Thesis Project**

Pre-production and production of a major project for fiction or non-fiction (30 minute limit).

Prerequisites: Consent of Graduate Committee; SCWR 620 or 626

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**PROD 666 • Advanced Editing**

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

Prerequisite: PROD 500

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**PROD 668 • Pre-Production Planning**

Further studies in production planning for film/television.

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**PROD 669 • Advanced Cinematography**

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

Prerequisite: PROD 500

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**PROD 670 • Thesis: Post Production**

Editing and completing the thesis. Additional registration required until project is completed.

Prerequisite: PROD 600

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**PROD 671 • Thesis: Post Production II**

Registration is required until Thesis Project is completed.

Prerequisite: PROD 670

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**PROD 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: PROD 500

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**PROD 688 • Intern Practicum I**

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

Prerequisite: Completion of 18 hrs. of graduate courses.

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**PROD 690 • Post Production Effects**

This course addresses the process of communication through typographic animation and visual effects. Emphasis is placed on creating emotional expression and identity through composites of video, text and special effects.

Prerequisite: PROD 500

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**RECA 500 • Sound I**

An introduction to the aesthetic, pragmatic, and technical issues of motion picture sound recording, editing and mixing.

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**RECA 567 • Seminar in Sound**

Production sound theory and practice, with actual experience in recording, producing sound, and advanced post-production procedures for TV and film; ADR, Foley, dialog and sound effects editing, and mixing.

Prerequisite: RECA 500

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**RECA 568 • Advanced Post-Production Sound**

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

Prerequisite: RECA 567

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**SCWR 500 • Elements of Screenwriting**

Elements of screenwriting related to structure, scene construction, character development, and sequencing.

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**SCWR 501 • Writing for Production**

Elements of screenwriting as applied to short films intended for production.

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**SCWR 502 • Adaptation**

Broad survey of the wide range of adaptation concepts, practices and processes.

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**SCWR 520 • Writing for Production I**

Practical experience writing a first draft feature-length screenplay.

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**SCWR 521 • Re-writing the Feature**

Practical experience re-writing the Feature Screenplay.

Prerequisite: SCWR 520.

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**SCWR 602 • Seminar in Critical Writing in the Arts**

An intensive investigation of the aims of the contemporary cinema through screenings and encounters with working filmmakers, joined with practical experience in the composition of professional level film criticism.

Prerequisite: FTVS 509, 510, or 512

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**SCWR 620 • Writing for Production II (fiction thesis)**

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

Prerequisite: SCWR 520, 625 or 629

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**SCWR 625 • Writing the Situation Comedy**

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

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**SCWR 626 • Documentary Pre-Production II (non-fiction thesis)**

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

Prerequisite: PROD 530

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**SCWR 627 • Advanced Writing: The Situation Comedy**

Practical experience writing a “spec” teleplay of a current half-hour situation comedy or writing a half-hour pilot for a new situation comedy series.

Prerequisite: SCWR 625



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**SCWR 629 • Writing the One Hour Drama**

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

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**SCWR 630 • Advanced Writing: The One Hour Drama**

Practical experience writing a “spec” teleplay of a current one hour drama or writing a one hour pilot for a new drama series.

Prerequisite: SCWR 629

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**SCWR 690 • Advanced Screenplay Project I**

Students will write a feature length screenplay.

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**SCWR 691 • Advanced Screenplay Project II**

Students will rewrite a feature length screenplay.

Prerequisite: SCWR 690

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**SCWR 692 • Advanced Screenplay Project III**

Registration is required until Advanced Screenplay Project is completed.

Prerequisite: SCWR 691

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**FTVS 598 • Special Studies**

**PROD 598 • Special Studies**

**SCWR 598 • Special Studies**

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**FTVS 599 • Independent Studies**

**PROD 599 • Independent Studies**

**SCWR 599 • Independent Studies**

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**FTVS 698 • Special Studies**

**PROD 698 • Special Studies**

**SCWR 698 • Special Studies**

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**FTVS 699 • Independent Studies**

**PROD 699 • Independent Studies**

**SCWR 699 • Independent Studies**

# 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.

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## *Master of Arts in*

# *Marital and Family Therapy*

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### 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.

Erica Curtis, M.A., Loyola Marymount, A.T.R., L.M.F.T.

Gail Goldstein, 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

#### **Clinical Faculty:**

Kathleen Fogel-Richmond, M.A., Loyola Marymount, M.F.T., A.T.R.



*Marital and Family Therapy student, Jose Cabrera, explores drawings made by children in response to the September 11th terrorist attacks.*

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## Mission Statement

The Graduate Department of Marital and Family Therapy offers a graduate program leading to a Master of Arts in Marital and Family Therapy. In addition to State of California required curriculum in traditional marital and family therapy coursework, the program is augmented with art therapy coursework. The department provides its graduates with comprehensive training in both verbal and nonverbal modalities. The structure of the program begins with the foundational marital and family therapy coursework, teaching sound theoretical understandings as well as a variety of clinical strategies, including art therapy as a modality. Additional coursework focuses on the art therapy process providing graduates with training in clinical art therapy and giving them breadth and skill in a nonverbal modality.

The Department trains clinicians to work in facilities providing psychological therapeutic services such as: community mental health centers, family counseling agencies, psychiatric hospitals, general hospitals, therapeutic and public schools, residential treatment facilities, drug, alcohol and rehabilitation centers.

The Department provides two and three year programs of rigorous academic work combined with two clinical internships of approximately 840 hours and 420 hours of direct client contact.

Initiated at Immaculate Heart College in 1974, the Department moved to Loyola Marymount in 1980. It encourages well-trained, traditionally grounded marital and family therapists who can expertly utilize art therapy within their clinical work. This philosophy effectively facilitates the comprehensive successes of our graduates within the systems that deliver mental health services in our communities.

The curriculum is designed to meet the academic requirements established by the State of California's Board of Behavioral Science Examiners for the M.F.T. license. The core curriculum and the additional training in art therapy allow the graduate to apply for registration with the American Art Therapy Association.

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## ADMISSION REQUIREMENTS

- A Bachelor's degree from an accredited institution with a GPA of 3.0 ("B") average or higher.
- Prerequisites in Psychology and Studio Art.
  - 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 21 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*

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## PROGRAM REQUIREMENTS

The Master of Arts degree will be granted upon satisfactory completion of a minimum of 53 units. A total of eleven practicum units are applied towards the required total units (semester hours) of credit. The internship fulfills a minimum of 840 hours with 420 direct client contact hours. The internship includes a minimum of two hours a week of supervision. This is provided by 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.



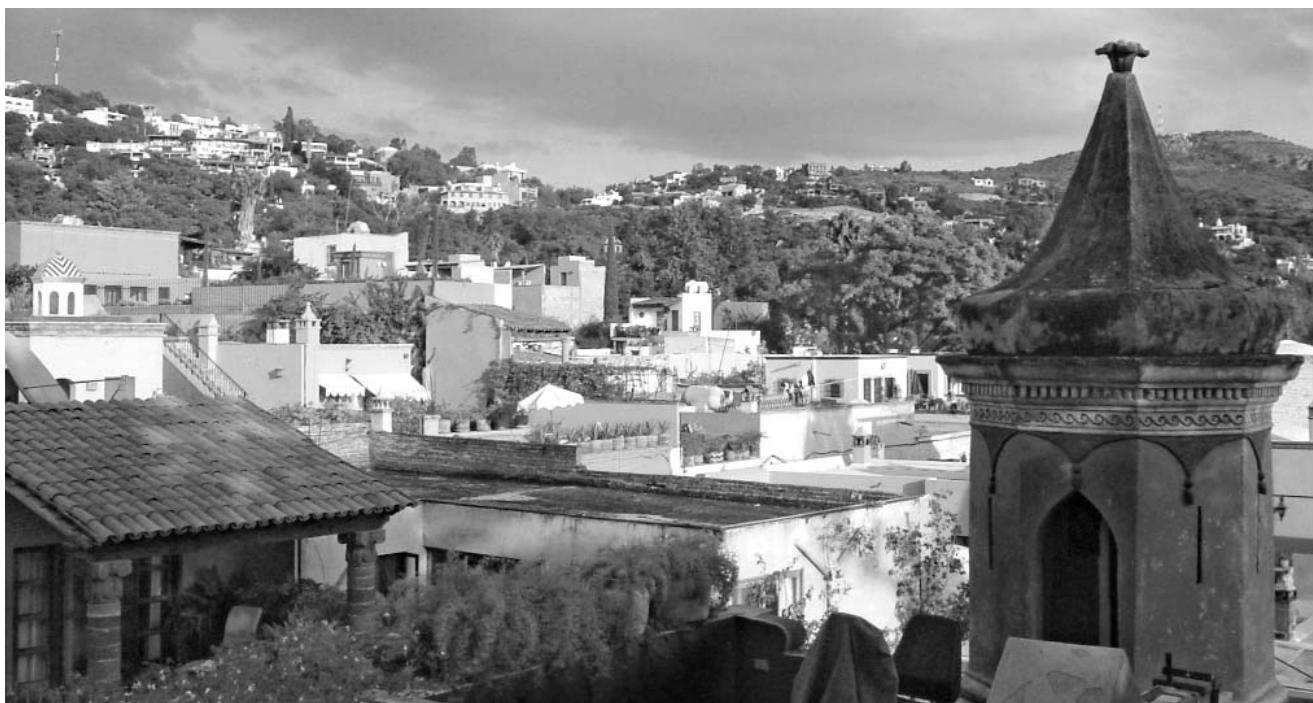
## COURSE WORK SEQUENCE

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 units</u>
			15 units
SECOND SEMESTER (Spring)	MFTH 606	Adolescent Psychotherapy: Theory and Practice	2 units
	MFTH 607	Adult Psychotherapy: Drug and Alcohol Treatment	3 units
	MFTH 608	Theories of Marriage and Family Therapy	4 units
	MFTH 612	Marriage and Family Psychotherapy: Issues and Applications	3 units
	MFTH 617	Practicum/Supervision I	<u>3 units</u>
			15 units
THIRD SEMESTER (Fall)	MFTH 618	Practicum/Supervision II	4 units
	MFTH 621	Cultural & Ethnic Issues in Marriage/Family Therapy	3 units
	MFTH 630	Marriage/Family Psychotherapy: Clinical Studies	3 units
	MFTH 691	Research Methodology	<u>2 units</u>
			12 units
FOURTH SEMESTER (Spring)	MFTH 613	Assessment, Detection and Treatment of Spousal Abuse	1 unit
	MFTH 614	Seminar: Professional Ethics/Human Sexuality	3 unit
	MFTH 619	Practicum/Supervision III	4 units
	MFTH 696	Research/Clinical Paper	<u>3 units</u>
			11 units
			<b>Program Total 53 units</b>

\* Clinical art therapy specialized courses

### 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. Classes available are MFTH 620, MFTH 621, and MFTH 629.



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**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.

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**MFTH 601\* • 2 sem. hrs. • Art Explorations**

Explorations in art making to support an understanding of the art therapy modality.

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**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.

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**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.

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**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.

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**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.

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**MFTH 608 • 4 sem. hrs.****Theories of Marriage and Family Therapy**

Within a conceptual framework of systems theory in marital and family treatment, major theories are surveyed including psychodynamic, structural, strategic, communications, experiential, and post-modern. To demonstrate these theories, videotape of live supervision of cases is utilized where possible. Verbal and nonverbal treatment approaches are explored.

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**MFTH 612 • 3 sem. hrs.****Marriage and Family Psychotherapy: Issues and Applications**

Provides a study of various concepts of psychotherapy through didactic and experiential methods. Includes a focus on effective approaches to communications as well as resolution of problematic issues of the treatment process, including both verbal and nonverbal interventions.

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**MFTH 613 • 1 sem. hr.****Assessment, Detection and Treatment of Spousal Abuse**

This course meets the State of California B.B.S. requirement regarding domestic violence.

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**MFTH 614 • 3 sem. hrs.****Seminar: Professional Ethics/Human Sexuality**

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. Course includes ten hours of human sexuality as mandated by the B.B.S.

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**MFTH 615 • 2 sem. hrs. • Group Dynamics**

This course reviews the theory and practice of group psychotherapy. The dynamics of group therapy are focused on including group process, group formation and maintenance, leadership styles, therapeutic factors, and group stages of development. Various theoretical approaches integrate the verbal and nonverbal experiential exercises.

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**MFTH 617 • 3 sem. hrs. • Practicum/Supervision I**

Internship includes 2 individual weekly supervisions by licensed psychotherapists. Students attend institutional training seminars and appropriate staff meetings. A minimum of 16 hours per week for 15 weeks in the field is required. Internships include work with children/adolescents/adults/geriatrics within a marital and family context.

The following types of institutional setting are available: outpatient clinics and community mental health centers, residential treatment (including abused children), therapeutic and public schools, rehabilitation centers, psychiatric in-patient, and day-treatment hospital settings. The practicum includes a variety of ethnic minority populations.

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

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

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

Same as course description for MFTH 618.

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

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

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**MFTH 621 • 1, 2 or 3 sem. hrs.****Cultural and Ethnic Issues in Marital and Family Therapy**

*Enrollment for 1 unit is contingent upon completion of MFTH 620 and MFTH 622; enrollment for 2 units is contingent upon completion of MFTH 620*

Multicultural values in psychotherapy and counseling are explored. Racial and ethnic factors are examined in the therapeutic process.

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**MFTH 622 • 1 sem. hr.****Multiculturalism and Art Therapy in Mexico – Part II: Artisans in Michoacan**

A field trip into the Mexican state of Michoacan to explore the creative processes and products of the region from an art therapy perspective.

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**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.

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**MFTH 630 • 2-3 sem. hrs.****Marital and Family Therapy: Clinical Studies**

*Enrollment for 2 units is contingent upon completion of MFTH 629*

Advanced studies in marriage and family therapy including the exploration of a range of verbal and nonverbal treatment interventions and strategies from a variety of theoretical viewpoints. Case presentations provide a format to articulate and explore theoretical frameworks.

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**MFTH 638 • 2 sem. hrs. • Psychopathology**

Psychopathology as stated in DSM IV is reviewed and comprehensively explored. The process of assessment and diagnosis focuses on verbal and nonverbal communications.

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**MFTH 640 • 2 sem. hrs. • Psychological Tests**

Review of formal and informal psychological tests used for assessment, including issues of reliability, validity, and item content. Projective drawings and structured clinical interviews are covered.

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**MFTH 691 • 2 sem. hrs. • Research Methodology**

An overview of research design, ethics, and philosophy from a variety of research paradigms and approaches. Critical study of the relevant literature and the development of an in-depth proposal for a research/clinical project or paper to be carried out in the following semester.

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**MFTH 696 • 3 sem. hrs. • Research/Clinical Paper**

The student carries out a research project and writes a research report under the direction of a faculty member.

Requires consent of instructor.

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**MFTH 698 • Special Studies**

Contact Department Chairperson for details.

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**MFTH 699 • Independent Studies**

Contact Department Chairperson for details.

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# *School of Education*

*Master of Arts, Credential and Certificate Programs in*

■ *Teacher Education*

■ *Professional Services*

*Doctor of Education*



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

## **School of Education**

**Office Location:** University Hall, Suite 2600

**Dean's Office:** University Hall, Suite 2100

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Shane P. Martin, Ph.D., Dean

## ■ INTRODUCTION

The School of Education offers graduate programs in the following areas of study: Bilingual Education, Elementary and Secondary Education, Special Education, Catholic Inclusive Education, Biliteracy, Leadership, and Intercultural Education, Child & Adolescent Literacy, General Education, Administration, Catholic School Administration, School Counseling, and Educational/School Psychology. The School of Education also offers a doctorate in Leadership for Social Justice. Degree, credential, intern, and certificate programs are described in the pages that follow.

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.

# Directory

The School of Education offers both credential and Master's degree programs within two departments: Teacher Education and Professional Services, as well as a doctorate in Educational Leadership for Social Justice. Program requirements are described in detail on the pages delineated below.

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*Sacred Heart Chapel, the landmark of the University.*

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## *School of Education Mission Statement*

In accordance with the mission of Loyola Marymount University, the faculty, staff, and students of the School of Education understand and declare our purpose to be the encouragement of life-long learning and academic excellence, the education of the whole person, and the promotion of service and justice for all. We commit ourselves to serving public and private education by fostering excellence inspired by the Jesuit and Marymount traditions of Catholic education.

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## *School of Education Goal Statement*

The faculty, staff, and students of the School of Education strive to work collaboratively in a student-centered environment to be professionals who act to:

- ***Value and respect all individuals***

We believe in the worth of each individual. We affirm the inherent dignity and value of each person as a child of God. Therefore, we believe that all individuals have the potential to be successful learners with unique characteristics and experiences that bring a positive value and meaning to the learning experience.

- ***Promote social justice***

We recognize the existence of social inequity, marginalization, and the different faces of oppression, and we commit ourselves to work actively for the establishment of a just and equitable society. While it is important to understand critically the structures, practices, and discourses that cause and perpetuate

injustice, we also aim to nurture transformative structures, practices, and discourses that actively promote greater equity. This commitment challenges us to think with a global perspective, to embrace the notion of a preferential option for the poor, and to act with a conviction of equity.

- ***Promote cultural responsiveness***

We recognize diversity as a strength and we commit ourselves personally and professionally to serve culturally and linguistically diverse populations. These populations include those who represent cultural diversity broadly defined, including race, ethnicity, socioeconomic status, gender, religion, sexual orientation, ability, and age. Among other valuable theories and approaches, we utilize sociocultural and constructivist perspectives in teaching and learning. We value these and other perspectives that promote active participation in learning, meaningful and authentic instruction and assessment, and emphasize students' cultural and linguistic background experiences.

- ***Integrate theory and practice***

We strive to unite theory and practice in a reciprocal relationship that mutually inform each other. We are a community of reflective practitioners, guided by critical inquiry and social responsibility. We actively engage in educational research, including faculty/student collaboration. We affirm the use of technology in education as authentic, meaningful, and assessable to all learners.

- ***Develop moral, intellectual, responsible and caring leaders***

We are committed to the preparation of educators who will be leaders in the field and who reflect high standards of ethics and values. We seek to be, and encourage others to be, women and men who have the intellectual skills to critically evaluate educational issues, have the moral conviction to respond as agents of change, and exhibit an ethic of care in the service to others.

- ***Collaborate and share leadership across communities***

We believe in the value of working collaboratively with the districts, schools, parents, and students of the communities we serve, to successfully educate all learners. We recognize, support and promote the gifts and talents of community members and encourage their participation in decision-making processes.



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## DEGREE PROGRAM REGULATIONS

### School of Education Admissions Policy

Applicants are encouraged to meet regularly with their Program Director and/or Assistant Director for advice and assistance in meeting the admission requirements and registering for classes. Categories of admission status for the Credential, Master of Arts, 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 of Arts degree posted
- Receive at least a "B" (3.0) or better in each of 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 director. 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 of Arts Degree

A student already possessing a Master of Arts degree from Loyola Marymount's School of Education may apply up to three applicable core courses from that degree toward a second Master of Arts degree. The student must successfully complete all other requirements for the second degree.

### Comprehensive Assessment

All students completing a Master of Arts 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 of Arts degree. There is a fee charged for this enrollment. The Master of Arts comprehensive examination can be written and/or oral. The various Master of Arts degrees have specific requirements as to what type of Comprehensive Examination is required. Students should consult their program director 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 director. 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 of Arts Thesis I. Continuing course enrollment in EDUC 6956 and EDUC 6957 Master of Arts Thesis II & III may also be required.

### **Relationship between the Credential and the Degree:**

Some Master of Arts 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. A grade of Incomplete "I" will only be issued when a candidate has completed a minimum of 80% of the course work.

### **ePortfolio / LiveText**

LiveText is a web based software program used by students to create lesson plans, portfolios, teacher performance assessments (TPAs) and complete fieldwork and course assignments. All Master of Arts level students enrolled in the School of Education are required to purchase and utilize LiveText. An ePortfolio fee is assessed students at the beginning of their first semester of enrollment. The fee covers a three year registration for LiveText. Students taking more than three years to complete their degrees will be reassessed the ePortfolio fee.

### **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 Director, 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, he/she may retake the course to attain a higher grade with permission from their Program Director.

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 Director 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 director will work with the student to develop a plan for remediation.
- The instructor, program director, and student will meet with the associate dean if necessary.
- The program director 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 Student Psychological Services, or other referrals.

Students who cannot uphold both academic and non-academic standards may be disqualified from their program. Students who are disqualified from one program in the School of Education are not eligible for any other program in the School.

### Technology

The School of Education emphasizes and fully supports the use of 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://soe.lmu.edu>). 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 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. The degree will not be posted to the candidate's transcript if an 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

A credential application 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 section of the website at <http://soe.lmu.edu> for more detailed information on the credential application process.

### School of Education Awards

The School of Education will name an Outstanding Student of the Year from each program. The recipient must be a student graduating in the current academic year. The candidates for these awards are nominated and voted upon by faculty in recognition of the graduate's academic, personal, and professional qualities that best exemplify the mission and goals of the School of Education.

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*The School of Education holds four Unit Dispositions that shape the professional expectations for all candidates. "We strive to be, and to educate professionals to be, educators who: respect and value all individuals; educate by integrating theory and practice; advocate for access to a socially just education; and lead in order to facilitate transformation."*



*Teach for America students engaged in computer projects.*

# *Clinical Education*

---

**Assistant Dean:** Marta Sanchez, Ph.D.

**Coordinator of Clinical Education:** Yolanda Neal

**Program Administrator:** Dana C. Adams, M.S.

**Coordinators of Fieldwork:** Elena Arriola-Freeman, M.S.

Monica Boomgard, M.S.

Pat Delhagen, M.S.

The Clinical Education Department assigns and coordinates all fieldwork experiences related to the Teacher Credential and Master of Arts. Clinical Education ensures that the content, professional standards, pedagogical knowledge, skills, and dispositions are applied in appropriate and diverse school settings. All fieldwork interfaces with coursework requirements and students are given opportunities which offer them a multitude of experiences at various grade levels and with diverse student populations.

Clinical Education offers many levels of student support in the field. The Assistant Dean of Clinical Education oversees all fieldwork elements with the assistance of the Coordinator of Clinical Education. The Program Administrator monitors the documentation of student fieldwork, the administration of the Teacher Performance Assessments and the delivery of services by the Coordinators of Fieldwork. The Coordinators of Fieldwork provide assistance and resources to University Supervisors and On-Site Support Providers in order to ensure the high quality of student services. Student support is maintained consistently and effectively by Clinical Education to ensure student success in their fieldwork component.

The following fieldwork experiences and requirements are coordinated by Clinical Education:

- Student Teacher Placements and Field Supervision
- Intern/Practitioner Field Supervision
- Observation Site Placements
- University Intern Program
- TPAs (Teacher Performance Assessments)

# Teacher Education

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

**Department Chairperson:** Magaly Lavadenz, Ph.D.

**Email:** soeinfo@lmu.edu

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**Telephone:** (310) 338-2863

**Fax:** (310) 338-1976



*LMU focuses on educating the whole person.*

---

## FACULTY

### Professors:

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

### Associate Professors:

Edmundo F. Litton, Ed.D., San Francisco  
Irene Oliver, Ed.D., Pepperdine  
Francisco Ramos, Ph.D., Southern California  
Ana Serrano, Ph.D., California, Los Angeles

### Assistant Professors:

Catherine Belcher, Ph.D., Pennsylvania  
Ignacio Higareda, Ph.D., Southern California  
Terese C. Jiménez, Ph.D., California, Santa Barbara  
Yvette Lapayese, Ph.D., California, Los Angeles

### Professor in Residence:

Jennie Spencer-Green, Ph.D., Colorado

### Adjunct Professors:

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

### Clinical Faculty:

Tim Braun, M.A.  
Katharine W. Clemmer, M.A.T., Mathematics  
Patricia DelHagen, M.A.  
Marianne Mitchell, M.A., L.E.P.  
Diana Murphy, M.S.

### PLACE Corps:

Diana Murphy, M.S., Director  
Betty DeLong, Coordinator

### Teach for America Partnership:

Eduardo Lara, M.Ed., Director  
Amie Haffner, M.A., Coordinator

### Teacher Education Academic Advisor:

Terri Taylor

**Lecturers:**

Kevin Baxter, Ed.D.  
 Penelope Beery, Ed.D.  
 Ty Binfet, Ph.D.  
 Stephen Brown, Ph.D.  
 Lynn Busia, M.S.  
 Christine Cain, Ph.D.  
 Maura Captain, M.A.  
 Grace Carpenter, M.A.  
 Lamesha Carter, Ph.D.  
 Derrick Chau, Ph.D.  
 Marie Collins, Ph.D.  
 Karla Colorado, Ed.D.  
 William Crean, M.A.  
 Debra Davis, M.Ed.  
 Darin Earley, M.A.  
 Danielle Else, M.S.  
 Margaret Esfahani, M.A.  
 John Evans, M.A.  
 Angela Fajardo, M.A.  
 Lisa Flores, M.A.  
 Charlene Fried, M.S.  
 Stephanie Graham, M.A.  
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Lisa Gustavson, M.A.  
 Jacqueline Hansen, M.A.  
 Kia Harris, M.A.  
 Mary Hendra, M.S.  
 Eve Hill, J.D.  
 Teresa Holden-Ilgunas, Ed.D.  
 Erin Holman, M.A.  
 JoAnn Isken, M.Ed.  
 Sharon Jarrett, Ed.D.  
 Dana Kelsey, M.A.T.  
 Jessica Krull, M.A.  
 David Kukla, M.A.  
 Lindsay Kwock, M.A.  
 Eduardo Lara, M.Ed.  
 Shannon Leonard, M.A.  
 Liza Levine, M.A.  
 Diana Limón, Ed.D. (cand.)  
 Amy Loveland, M.A.  
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 Maria Marrone, M.A.  
 Denise Miranda, Ed.D.  
 Soledad Molinar, M.A.  
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 JoAnne Slater, M.Ed.  
 Michael Smith, M.A.  
 Andrea Steinfeld, M.A.  
 Patricia Swiderski, M.A.  
 Michelle Tubbs, Ed.D.  
 Irma Vasquez, M.A.  
 Henry Vidrio, M.A.  
 Patricia Wedlock, M.S.  
 Leslie Wells, M.A.  
 Ryan Williams, M.A.

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**INTRODUCTION AND OVERVIEW**

The Teacher Education Department offers a variety of credential and graduate programs that emphasize the preparation of excellent teachers to educate the culturally and linguistically diverse populations in California's K-12 public or private schools. Accredited by the National Council for the Education of Teacher Education and the California Commission on Teacher Credentialing, we provide professional preparation in research-based exemplary practices that include the requisite knowledge, skills, and dispositions required to ensure equity and excellence in education. Our Masters and credential programs graduates are highly regarded by their colleagues and leaders in the schools, districts, and communities in which they teach. Teacher preparation and professional development options in the Department promote and respond to the Jesuit and Marymount traditions and correspond to the core tenets of the School of Education's Conceptual Framework.

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**CREDENTIAL PROGRAMS**
**Preliminary California Teaching Credentials** in

- Elementary Education (SB 2042 Multiple Subjects)
- Secondary Education (SB 2042 Single Subject)
- Bilingual Education (Bilingual, Crosscultural, Language, and Academic Development (BCLAD), Spanish emphasis)
- Special Education (Education Specialist: Mild/Moderate Disabilities Level I and Level II )

Teaching credential requirements (listed within each program) are governed by the California Commission on Teacher Credentialing and are subject to change.

Students interested in pursuing credentials in Elementary Education, Secondary Education, Elementary Education with a Bilingual emphasis, Secondary Education with a Bilingual emphasis, or Special Education, must attend an information session to begin the initial application process.

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## MASTERS OF ARTS IN EDUCATION (MA)

The Department of Teacher Education offers the following programs:

- Combined preliminary credential and Master of Arts in Elementary Education, Secondary Education, Bilingual Education, Special Education or Literacy and Language Arts
- Master of Arts in Elementary Education, Secondary Education, Bilingual Education (Elementary or Secondary), or Special Education with a credential option
- Specialized Master of Arts programs in Biliteracy, Leadership, and Intercultural Education; Child and Adolescent Literacy, Literacy Education; Special Education with a Crosscultural Emphasis; Catholic Inclusive Education or General Education.

### **Application Requirements for Master of Arts and/or Credential**

Application deadlines are: June 15 for Fall semester, November 15 for Spring semester, and March 15 for Summer session. PLACE Corps application deadline is January 31. Please contact the Admissions Coordinator at 310.338-7845 for more information. Application does not assure admission.

Elementary Education, Secondary Education, Bilingual Education (Elementary/Secondary) and Special Education require the following to apply for provisional admission:

#### **1. Attendance at an Information Session (for Credential Candidates Only)**

Please contact the Admissions Coordinator at (310) 338-7845 to attend an information session. Applicants will receive an information packet which includes:

- Graduate Application
- Candidate Information Sheet
- Three Recommendation Forms
- Technology Self-Verification Form
- Fingerprint Clearance Form
- Program information

#### **2. Submission of Graduate Application and Application Fee**

Applicants may either submit the application to the Graduate Division or complete the online application.

#### **3. Candidate Information Sheet**

Applicants must submit the Candidate Information Sheet to the Graduate Division.

#### **4. Statement of Intent**

Applicants must write a 3 to 5 page essay describing how their experiences, qualities, and goals reflect the School of Education's motto – REAL (Respect, Educate, Advocate, Lead). See website for additional information on REAL <http://soe.lmu.edu>. The Statement of Intent should be submitted to the Graduate Division with the application and Candidate Information Sheet.

#### **5. Letters of Recommendation**

Applicants must submit three letters of recommendation to the Graduate Division. At least one letter must verify the applicant's experience and familiarity with the age group appropriate to the candidate's interest.

#### **6. Grade Point Average (GPA) Requirement**

A cumulative undergraduate GPA of 2.8 or higher or a GPA of 2.85 or higher in the last 60 units of the applicant's undergraduate degree or 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 the Academic Program Director. Please see the Exceptions Policy for further details.

#### **7. Transcripts**

Applicants must submit, to the Graduate Division, two sets of official transcripts with their bachelor's degree posted. If applicants are in the process of completing the degree at the time of applying, they must submit official transcripts with their degree posted by the start of registration for the following semester. Candidates who have attended more than one college or university must submit two sets of official transcripts from each college/university attended.

#### **8. Observation/Volunteer Hours Plan of Action**

Candidates must complete at least 20 hours of experience working with culturally diverse youths in the required age level for the program (elementary – 5-12 years of age; secondary – 13-19 years of age; special education – 5-22 years of age).



## 9. Basic Skills Proficiency Requirements

All Multiple (Elementary) Subjects, Single (Secondary) Subject and Special Education applicants must meet the California Commission on Teacher Credentialing requirements for basic skills. An official passing score on one of following examinations is required to demonstrate proficiency in basic skills:

- the CBEST examinations
- CSET: Multiple Subjects Plus Writing Skills examination – only multiple subjects candidates
- The ACT Plus Writing Examination
- The GRE (Graduate Record) Examination
- The SAT Reasoning Examination

## 10. Subject Matter Competency Test (CSET) Plan of Action

Candidates must demonstrate mastery of the required subject matter by passing the appropriate subject matter exam (CSET). Candidates will provide a Plan of Action, written statement, on when the CSET will be taken. Candidates must provide an original passing score report to the School of Education.

*Note (Secondary Candidates only):* Candidates may provide a letter verifying 100% completion of the subject matter coursework from a 2042 approved program.

11. **Fingerprint Clearance:** An application for fingerprint clearance (also known as Live Scan) is included in the Admissions information packet and must be submitted to the School of Education Credential Office (University Hall 2100). Official results of the Certificate of Clearance must be received by the Credential Office prior to enrolling in teacher education courses. All fees associated with the fingerprint clearance application must be included with the application to the Credential Office and are the responsibility of the student.

12. **Tuberculin Test:** Candidates must submit an official copy of their tuberculin skin test results, given within one year.

13. **Technology Requirement:** Candidates may satisfy the technology requirement by either completing a self-verification form or verifying the completion of an approved 2042 course through another institution. Candidates must register for ePortfolio during the first prerequisite course. The fee is assessed during the first semester of enrollment.

## 14. Interview

The candidate will be asked to schedule a personal interview with the Director/Assistant Director of the academic program to which the candidate is applying. The interview will not be scheduled until all letters of recommendation have been received.

## Provisional Admission Requirements

All application requirements listed at the beginning of the Teacher Education section must be met to be eligible for an admissions interview with the Academic Program Director/Assistant Director.

1. **Interview with the Academic Program Director/Assistant Director:** Following the submission of all the above requirements to the Graduate Division (listed above), the candidate will be contacted to schedule an interview with the Academic Program Director/Assistant Director.

2. **Provisional Admission:** Following the interview, the candidate's application will be reviewed by the Associate Dean. If admitted, the candidate is provisionally admitted to the appropriate Education Master of Arts and Credential Program.

3. **Advisement:** Immediately upon being provisionally admitted, the student must schedule an appointment with the Program Academic Advisor.



## Formal Admission Requirements

1. **Academic Advising:** All candidates must meet with the Academic Advisor to complete the appropriate course sequence, receive program information and a student handbook.
2. **U.S. Constitution Requirement:** Candidates may satisfy the U.S. Constitution requirement in one of the following ways:
  - 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 School of Education Admissions Coordinator. Candidates must present a course syllabus and course description.
  - Passing an approved examination offered through LMU's History Department.

3. **Prerequisite Courses:** Candidates must complete the following four courses with a grade of "B" (3.0) or better:

### General Education:

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

### Special Education Pre-Service Courses (Summer):

EDUC 5300	Introduction to Teaching and Learning – Intern / Practitioner Only (3 semester units)
EDUC 5301	Managing Learning Environments – Intern / Practitioner Only (3 semester units)

### Special Education Prerequisite Courses (Fall):

EDUC 5981	Fieldwork and Seminar I – Intern / Practitioner Only (2 semester units)
EDUC 6301	Informal Assessment and Individual Education Program (IEP) Development (3 semester units)

### METHODS:

#### Elementary Emphasis:

EDUC 6200	Elementary and Curriculum and Teaching Methodology (3 semester units)
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#### Secondary Emphasis: One of the following two academic methods courses depending on focus area/CSET:

EDUC 6251	Secondary Curriculum and School Methods for Math and Science (3 semester units)
EDUC 6252	Secondary Curriculum and School methods for English and Social Science (3 semester units)

4. **CSET:** Candidates must submit official passing score report to the Academic Advisor. Students who have not taken the CSET must submit their CSET registration as proof of their intent to take the CSET.

*Note (Secondary Candidates only):* Candidates may provide a letter verifying 100% completion of the subject matter coursework from a 2042 approved program.

5. **Disposition Rubric Score:** Candidate chooses a professor of one of the four pre-requisite courses to complete the Disposition Rubric and submits the score to the Academic Advisor.
6. **Professional Advising:** Candidate schedules an appointment with the Academic Program Director/Assistant Director.

### Teacher Admission and Advisory Committee (TAAC) Review:

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, including the resolution of any Incomplete grades received in the prerequisite courses. Candidates will be notified of the TAAC's decision in writing.

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

# Elementary Education



Director of Elementary Education,  
Dr. Irene Oliver.

**Director:** Irene Oliver, Ed.D.

**Assistant Director:** Annette Pijuan, M.A.

## ■ *Master of Arts in Elementary Education with a Preliminary 2042 Multiple Subjects Credential*

The combined Multiple Subject Preliminary Credential and Master of Arts in Elementary Education program is designed for graduate students who are seeking teaching positions in grades K-5 or any self-contained classrooms in grades 6-8 (Traditional Candidate) or are currently contracted to teach in grades K-5 or any self-contained classroom in grades 6-8 (Intern/Practitioner Elementary Candidate) in either public or private schools. A student successfully completing either program is eligible to receive a Master of Arts in Elementary Education as well as be able to apply for a California Preliminary Multiple Subject Credential.

For application and admission requirements please refer to pages 113-115.

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### TRADITIONAL CANDIDATES

Candidates following this path will complete all coursework before beginning their culminating experiences as student teachers. LMU will facilitate the candidate's placement as student teachers. Placements must be completed in the subject or grade level that is authorized by the credential.

#### Student Teaching Requirements

1. **Complete the following three courses** with a grade of "B" (3.0) or better prior to enrolling in student teaching:

*Methods 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

2. **Teaching Performance Assessments:** Tasks 1 and 2 (two zero unit courses with associated fees):

- EDUC 5950 TPA Task 1
- EDUC 5951 TPA Task 2

3. **Health Education for Educators:** Candidates may satisfy the Health Education requirement in one of the following ways:
  - Successful completion of EDUC 8000
  - Successful completion of 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.

4. **Professional Advising:** Schedule an appointment with the Elementary/Secondary Program Director/Assistant Director by calling (310) 338-2863.
5. **CSET Score Report:** Original score report verifying 100% successful completion of all elements of the CSET.
6. **Disposition Rubric Score:** The professor for EDUC 6201 will submit a score to the Program Advisor.
7. **Fieldwork Application:** Candidates must complete the fieldwork application and violation affidavit with the Program Advisor. They must then schedule an interview with the Coordinator of Clinical Education.

#### **Teacher Advisory Review Committee (TARC):**

After all the steps outlined above have been completed, the candidate's file will be submitted to the Teacher Advisory Review Committee (TARC) for review. It is the candidate's responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in any courses. Candidates will be notified of the committee's decision in writing.

## Culminating Fieldwork Requirements

### 1. Student Teaching:

EDUC 5976 Elementary Directed Teaching  
(9 semester hours)

### 2. TPA Tasks 3 and 4: Two zero unit courses with associated fees.

EDUC 5952 TPA Task 3

EDUC 5953 TPA Task 4

**Note:** There are four (4) Master of Arts programs which may be combined with a Credential in either Elementary or Secondary Education. **Only six (6) units of graduate student teaching may be applied to the Combined Master of Arts program.**



*School of Education students working on collaborative projects.*

## Additional Coursework Required for the Master of Arts Degree

### OPTION 1: Elementary Education

#### 1. Choose one of the following courses and complete with a 3.0 or better:

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

#### 2. Complete EDUC 6995 Comprehensive Exam in Elementary Education: Fee required.

### OPTION 2: Literacy and Language Arts

The Master of Arts in Literacy and Language Arts combined with the 2042 Preliminary Multiple Subjects or Single Subject Teaching Credential offers the opportunity for a graduate student to receive both a preliminary teaching credential and a Master of Arts degree. Candidates who initially applied for admission to the credential program only must add the Master of Arts degree prior to the pre-fieldwork assessment.

#### Program Requirements:

#### 1. All 2042 Preliminary Multiple Subjects Teaching Credential courses.

#### 2. Additional Required Coursework

EDUC 6342 Diagnosing and Developing Literacy Skills

EDUC 6343 Practicum in Diagnosing and Developing Literacy Skills

#### 3. Comprehensive Assessment: Candidates meet with the program director to discuss their timeline and enrollment in either the comprehensive exam or the thesis project series.

EDUC 6995 Comprehensive Exam: Literacy (fee required) **OR** Thesis Option  
(See program director for detailed course sequence)

#### Exit Interview:

The candidate must schedule an exit interview with the Elementary/Secondary Academic Program Director or Assistant Director. The exit interview must be completed prior to submitting an application for a credential and Master of Arts degree.

#### Application for Credential:

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

#### Reading Instruction Competence Assessment (RICA):

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.

#### Application for Master of Arts Degree:

Candidates must complete an application for a Master of Arts degree with the Office of the Registrar the semester prior to the completion of degree requirements. Please follow up with the Office of the Registrar for commencement participation.

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## INTERN/PRACTITIONER CANDIDATES

**Intern Candidate:** A candidate following this path is employed full-time at a public school in a district that has a partnership with LMU. The candidate takes courses while teaching full-time. This employment status, along with additional supervision in the classroom provided through LMU, fulfills the field requirements of the credential. Candidates seek out their own employment as Interns unless the candidates are in a cohort program where placement is facilitated through the program (e.g. Teach for America). The Intern must be employed to teach at least 60% in the area of the credential, and the contract must state that the teacher is contracted to teach in the subject/grade in which the candidate is seeking a credential. It is necessary that the student hold an Intern credential in order to be enrolled in the Intern program.

### Intern Credential Requirements

Eligibility for the Intern Credential is determined by the following guidelines set forth by the California Commission on Teacher Credentialing (CCTC):

- Original approved Basic Skills Proficiency examination score report with passing score
- Original CSET score report with passing score
- Verification the U.S. Constitution requirement has been met
- Undergraduate degree posted on official transcripts
- Verification of employment
- Two-year academic program
- Certificate of Clearance (fingerprint application & fee)
- Application for credential and fee



*Teacher Education candidates involved in mid-term studies.*

Once candidates have satisfied the above guidelines, an application for the intern credential is available through the Academic Advisor. Please schedule an appointment with the Academic Advisor.

The California Commission on Teacher Credentialing (CCTC) is responsible for the awarding of the Intern Credential.

**Teacher Practitioner Candidate:** Teacher practitioner candidate are employed full-time at a private or Catholic school. The candidates take courses while teaching full-time. This employment status, along with additional supervision in the classroom provided through LMU, fulfills the requirements of the credential. There is an additional requirement of 60 observation hours in a public school setting required to meet the credential requirements (see Academic Program Advisor for details). Candidates seek out their own employment as a Teacher Practitioner unless the candidate is part of a cohort program (e.g. Partners in Los Angeles Catholic Education – PLACE; Los Angeles) where placement is facilitated through the cohort program. The teacher practitioner must be employed to teach at least 60% in the subject/grade of the credential.

### Provisional Admission Requirements

All requirements must be met to be eligible for an admissions interview with the Elementary/Secondary Academic Program Director/Assistant Director. All application requirements must be met.

1. **Verification of Employment:** Candidates must submit a signed Verification of Employment form. The candidate must be employed by a School District that holds a partnership agreement with Loyola Marymount University
2. **CSET:** Must submit official passing score report to the Academic Advisor. (for Intern Candidates only).
3. **Interview with the Elementary/Secondary Academic Program Director/Assistant Director:** Upon submission of all application requirements, applicant will be contacted for an interview.
4. **Advisement:** Immediately upon being provisionally admitted, the student must schedule an appointment with the Academic Advisor by calling (310) 338-2863.

### Formal Admission Requirements

1. **Program Advising:** All candidates must meet with the Academic Advisor to complete a course sequence and receive program information and a student handbook.
2. **Prerequisite Courses:**  
Candidates must complete the following courses with a grade of “B” (3.0) or better:
  - EDUC 5970 Field Experience I
  - EDUC 5971 Field Experience 2
  - EDUC 6200 Elementary Curriculum and Methods
  - EDUC 6960 Introduction to Teaching and Learning

Candidates must complete two of 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

3. **Disposition Rubric Score:** Candidate chooses a professor of one of the four pre-requisite courses to complete the Disposition Rubric and submits the score to the Academic Advisor.
4. **Professional Advising:** Candidate schedules an appointment with the Elementary/Secondary Academic Program Director/Assistant Director by calling (310) 338-2863.

**Teacher Admission and Advisory Committee (TAAC) Review:**

After the requirements for provisional and formal admission have been completed, the candidate’s file will be submitted to TAAC for review. It is the candidate’s responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in the prerequisite courses. Candidates will be notified of the committee’s decision in writing.

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

**Program Requirements**

1. **Candidates will need to complete the following** prior to enrolling in EDUC 6961, TPA 3 and TPA 4:

Complete the remaining courses below 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

Complete both of the following courses with a grade of “B” (3.0) or better:

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

2. **Teaching Performance Assessments:** Tasks 1 and 2 (two zero unit courses with associated fees):

- EDUC 5950 TPA Task 1
- EDUC 5951 TPA Task 2

3. **Health Education for Educators:** Candidates may satisfy the Health Education requirement in one of the following ways:
  - Successful completion of EDUC 8000.
  - Successful completion of 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.

4. **Professional Advising:** Schedule an appointment with the Elementary/Secondary Academic Program Director/Assistant Director by calling (310) 338-2863.
5. **CSET Score Report:** Original score report verifying 100% successful completion of all elements of the CSET.
6. **Disposition Rubric Score:** The professor for EDUC 6201 will submit a score to the Academic Advisor.
7. **Fieldwork Application:** Candidates must complete the fieldwork application and violation affidavit with the Academic Advisor. They must then schedule an interview with the Coordinator of Clinical Education.
8. **Verification of Employment:** Candidates must submit a signed verification of employment form prior to enrollment into EDUC 6961.

**Teacher Advisory Review Committee (TARC):**

After all the steps outlined above have been completed, the candidate’s file will be submitted to the Teacher Advisory Review Committee (TARC) for review. It is the candidate’s responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in any courses. Candidates will be notified of the committee’s decision in writing.

## **Culminating Fieldwork Requirements**

1. **EDUC 6961: Portfolio and Assessment**
2. **TPA Tasks 3 and 4:** Two zero unit courses with associated fees.  
EDUC 5952 TPA Task 3  
EDUC 5953 TPA Task 4

## **Additional Coursework Required for the Master of Arts Degree**

### **OPTION 1: Elementary Education**

1. **Choose one of the following courses and complete with a 3.0 or better:**  
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
2. **Complete EDUC 6995 Comprehensive Exam in Elementary Education:** Fee required.

### **OPTION 2: Literacy and Language Arts**

The Master of Arts in Literacy and Language Arts combined with the 2042 Preliminary Multiple Subjects or Single Subject Teaching Credential offers the opportunity for a graduate student to receive both a preliminary teaching credential and a Master of Arts degree. Candidates who initially applied for admission to the credential program only must add the Master of Arts degree prior to the pre-fieldwork assessment.

#### **Program Requirements:**

1. **All 2042 Preliminary Multiple Subjects Teaching Credential courses.**
2. **Additional Required Coursework**  
EDUC 6342 Diagnosing and Developing Literacy Skills  
EDUC 6343 Practicum in Diagnosing and Developing Literacy Skills
3. **Comprehensive Assessment:** Candidates meet with the program director to discuss their timeline and enrollment in either the comprehensive exam or the thesis project series.  
EDUC 6995 Comprehensive Exam: Literacy (fee required) **OR** Thesis Option  
(See program director for detailed course sequence)

#### **Exit Interview:**

The candidate must schedule an exit interview with the Elementary Academic Program Director. The exit interview must be completed prior to submitting an application for a credential and Master of Arts degree.

#### **Application for Credential:**

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

#### **Reading Instruction Competence Assessment (RICA):**

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 to the completion of their student teaching.

#### **Application for Master of Arts Degree:**

When all requirements have been completed, candidates must complete an application for a Master's degree with the Office of the Registrar.



## ■ *Practitioner: Master of Arts without credential*

This program is designed for practitioners who do not successfully pass the CSET prior to EDUC 6961 Portfolio & Assessment. Instead, candidates must complete all of the requirements detailed above for Provisional Admission, Formal Admission and Student Teaching requirements. Culminating Fieldwork Experience and Additional Coursework Required for the Master of Arts Degree are replaced with the following:

### **OPTION 1: Elementary Education**

**1. Choose two of the following courses and complete with a 3.0 or better:**

- 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

**2. Complete EDUC 6995 Comprehensive Exam in Elementary Education:** Fee required.

### **OPTION 2: Literacy and Language Arts**

The Master of Arts in Literacy and Language Arts combined with the 2042 Preliminary Multiple Subjects or Single Subject Teaching Credential offers the opportunity for a graduate student to receive both a preliminary teaching credential and a Master of Arts degree. Candidates who initially applied for admission to the credential program only must add the Master of Arts degree prior to the pre-fieldwork assessment.

#### **Program Requirements:**

**1. All 2042 Preliminary Single Subject Teaching Credential courses.**

**2. Additional Required Coursework**

- EDUC 6342 Diagnosing and Developing Literacy Skills
- EDUC 6343 Practicum in Diagnosing and Developing Literacy Skills

**3. Comprehensive Assessment:** Candidates meet with the program director to discuss their timeline and enrollment in either the comprehensive exam or the thesis project series.

- EDUC 6995 Comprehensive Exam: Literacy (fee required) **OR** Thesis Option  
(See program director for detailed course sequence)

If the candidate successfully passes all sections of the CSET within 5 years, the candidate can complete the credential by completing an exit interview with the Academic Program Director and submitting an application for a credential.

## ■ **2042 MULTIPLE SUBJECTS CREDENTIAL ONLY**

This program is designed for practitioners who are only interested in seeking a credential. Candidates must complete all of the requirements detailed above for Provisional Admission, Formal Admission and Student Teaching Requirements, Culminating Fieldwork Experience, Exit Interview and Application for Credential.

## ■ **2042 PROFESSIONAL CLEAR MULTIPLE SUBJECTS CREDENTIAL**

Candidates have five years after obtaining their preliminary credential in which to complete the requirements for a professional clear credential. LMU offers an approved Professional 2042 Clear Credential Program for those teachers who do not have access to an induction program at their school site. See Professional 2042 Clear Teaching Credential in this Bulletin for more information.

# Secondary Education

**Director:** Irene Oliver, Ed.D.

**Assistant Director:** Annette Pijuan, M.A

## ■ *Master of Arts in Secondary Education with a Preliminary 2042 Single Subject Credential*

The combined Single Subject Preliminary Credential and Master of Arts in Secondary Education program is designed for graduate students who are seeking teaching positions in grades 9-12, or in 6-8 school settings that require teachers to teach in departments (Traditional Secondary Candidate) or students who are currently contracted to teach in grades 9-12, or in 6-8 school settings that require teachers to teach in departments (Intern/Practitioner Secondary Candidate). A student successfully completing this program will be eligible to receive a Master of Arts in Secondary Education as well as be able to apply for a California Preliminary Single Subject Credential.

The following Single Subject Preliminary credentials are offered through the School of Education:

- Art
- Biology
- Chemistry
- Physical Education (Dance)
- Earth Science
- English
- French
- Mathematics
- Physics
- Social Science
- Spanish

For application and admission requirements please refer to pages 113-115.

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### TRADITIONAL CANDIDATES

A candidate following this path will complete all coursework before beginning their culminating experiences as a student teacher. LMU will facilitate the candidate's placement as a student teacher. This placement must be completed in the subject or grade level that is authorized by the credential.

#### Student Teaching Requirements

1. **Candidates will need to complete the following** with a grade of "B" (3.0) or better prior to enrolling in student teaching:

- EDUC 5250 Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators
- EDUC 6250 Improvement of Literacy in the Single Subject Classroom

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

- EDUC 5251 Methods in Teaching Secondary Languages Other than English
- EDUC 5252 Methods in Teaching Secondary Social Studies
- EDUC 5253 Methods in Teaching Secondary English
- EDUC 5254 Methods in Teaching Secondary Science
- EDUC 5255 Methods in Teaching Secondary Math
- EDUC 5256 Methods in Teaching Secondary Art

2. **Teaching Performance Assessments:** Tasks 1 and 2 (two zero unit courses with associated fees):

- EDUC 5950 TPA Task 1 in the subject emphasis of the credential
- EDUC 5951 TPA Task 2

3. **Health Education for Educators:** Candidates may satisfy the Health Education requirement in one of the following ways:

- successful completion of EDUC 8000
- successful completion of 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.

4. **Professional Advising:** Schedule an appointment with the Elementary/Secondary Academic Program Director/Assistant Director by calling (310) 338-2863.
5. **Subject Matter Competency:** Submit to the Academic Advisor either
  - original score report verifying 100% successful completion of all elements of the CSET OR
  - letter verifying 100 % completion of the subject matter coursework from a 2042 approved program
6. **Disposition Rubric Score:** The professor for EDUC 6250 will submit a score to the Academic Advisor.
7. **Fieldwork Application:** Candidates must complete the fieldwork application and violation affidavit with the Academic Advisor. They must then schedule an interview with the Coordinator of Clinical Education

#### **Teacher Advisory Review Committee (TARC)**

After all the steps outlined above have been completed, the candidate's file will be submitted to the Teacher Advisory Review Committee (TARC) for review. It is the candidate's responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in any courses. Candidates will be notified of the committee's decision in writing.

#### **Culminating Fieldwork Requirements**

1. **Student Teaching:**  
EDUC 5977 Secondary Directed Teaching (9 semester hours)
2. **TPA Tasks 3 and 4:** Two zero unit courses with associated fees.  
EDUC 5952 TPA Task 3  
EDUC 5953 TPA Task 4

*Note:* There are four (4) Master of Arts programs which may be combined with a Credential in either Elementary or Secondary Education. **Only six (6) units of graduate student teaching may be applied to the Combined Master of Arts program.**

#### **Additional Coursework Required for the Masters Degree**

##### **OPTION 1: Secondary Education**

1. **Choose one of the following courses and complete with a 3.0 or better:**  
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
2. **Complete EDUC 6995 Comprehensive Exam in Elementary Education:** Fee required.

##### **OPTION 2: Literacy and Language Arts**

The Master of Arts in Literacy and Language Arts combined with the 2042 Preliminary Multiple Subjects or Single Subject Teaching Credential offers the opportunity for a graduate student to receive both a preliminary teaching credential and a Master of Arts degree. Candidates who initially applied for admission to the credential program only must add the Master of Arts degree prior to the pre-fieldwork assessment.

##### **Program Requirements:**

1. **All 2042 Preliminary Single Subject Teaching Credential courses.**
2. **Additional Required Coursework**  
EDUC 6342 Diagnosing and Developing Literacy Skills  
EDUC 6343 Practicum in Diagnosing and Developing Literacy Skills
3. **Comprehensive Assessment:** Candidates meet with the program director to discuss their timeline and enrollment in either the comprehensive exam or the thesis project series.  
EDUC 6995 Comprehensive Exam: Literacy (fee required) **OR** Thesis Option  
(See program director for detailed course sequence)

##### **Exit Interview:**

The candidate must schedule an exit interview with the Elementary/Secondary Program Director/Assistant Director. The exit interview must be completed prior to submitting an application for a credential and Master of Arts degree.

##### **Application for Credential:**

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

## Application for Master of Arts Degree:

Candidates must complete an application for a Master of Arts degree with the Office of the Registrar the semester prior to the completion of degree requirements. Please follow up with the Office of the Registrar for commencement participation.

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## INTERN/PRACTITIONER CANDIDATES

**Intern Candidate:** A candidate following this path is employed full-time at a public school in a district that has a partnership with LMU. The candidate takes courses while teaching full-time. This employment status, along with additional coaching in the classroom provided through LMU, fulfills the field requirements of the credential. Candidates seek out their own employment as interns unless the candidates are in a cohort program where placement is facilitated through the program (e.g. Teach for America). The intern must be employed to teach at least 60% in the area of the credential, and the contract must state that the teacher is contracted to teach in the subject/grade in which the candidate is seeking a credential. It is necessary that the student hold a University intern credential in order to be enrolled in the intern program.

### Intern Credential Requirements

Eligibility for the Intern Credential is determined by the following guidelines set forth by the California Commission on Teacher Credentialing (CCTC):

- Original CBEST score report with passing score
- Original CSET score report with passing score
- Verification the U.S. Constitution requirement has been met
- Undergraduate degree posted on official transcripts
- Verification of employment
- 2-year academic program plan
- Certificate of Clearance (fingerprint application & fee)
- Application for credential and fee

Once candidates have satisfied the above guidelines, an application for the intern credential is available through the Academic Advisor. Please schedule an appointment with the Academic Advisor by calling (310) 338-2863.

The California Commission on Teacher Credentialing (CCTC) is responsible for the awarding of the University Intern Credential.

**Teacher Practitioner Candidate:** Teacher practitioner candidates are employed full-time at a private or Catholic school. The candidates take courses while teaching full-time. This employment status, along with additional supervision in the classroom provided through LMU, fulfills the requirements of the credential. There is an additional requirement of 60 observation hours in a public school setting required to meet the credential requirements (see Academic Program Advisor for details). Candidates seek out their own employment as a Teacher Practitioner unless the candidate is enrolled in a cohort program (e.g. Partners in Los Angeles Catholic Education – PLACE) where placement is facilitated through the cohort program. The teacher practitioner must be employed to teach at least 60% in the subject/grade of the credential.

### Provisional Admission Requirements

1. **Verification of Employment:** Candidates must submit a signed Verification of Employment form. The candidate must be employed by a School District that holds a partnership agreement with Loyola Marymount University.
2. **Subject Matter Competency (for Intern Candidates only):** Candidates must demonstrate mastery of the required subject matter by either passing the appropriate California Subject Exam Test (CSET) OR by completing a 2042 approved subject matter program. Either option needs to be completed and verified prior to enrollment in EDUC 6961 Portfolio and Assessment and TPA 3 & TPA 4.
  - CSET Option: Candidates will provide a written statement documenting when the CSET will be taken. Candidates must provide an original passing score report to the School of Education prior to enrollment in EDUC 6961 Portfolio and Assessment and TPA 3 & TPA 4.
  - 2042 Approved Subject Matter Program: Candidates must complete a 2042 approved Subject Matter Program. Candidates must provide a written statement on when the subject matter coursework will be completed. Candidates will provide a letter verifying 100% completion of the subject matter requirement prior to enrollment in EDUC 6961 Portfolio and Assessment and TPA 3 and TPA 4.
3. **Interview with the Elementary/Secondary Academic Program Director/Assistant Director:** Upon submission of all application requirements, applicant will be contacted for an interview.
4. **Advisement:** Immediately upon being provisionally admitted, the student must schedule an appointment with the Academic Advisor by calling (310) 338-2863.

## Formal Admission Requirements

1. **Academic Advising:** All candidates must meet with the Academic Advisor to complete a course sequence and receive a student handbook.

2. **Prerequisite Courses:**

Candidates must complete the following courses with a grade of “B” (3.0) or better:

- EDUC 5970 Field Experience I
- EDUC 5971 Field Experience 2
- EDUC 6960 Introduction to Teaching and Learning

Candidates must complete two of 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

Candidates must complete one of the following courses, depending on subject emphasis of the credential:

- EDUC 5251 Methods in Teaching Secondary Languages Other than English
- EDUC 5252 Methods in Teaching Secondary Social Studies
- EDUC 5253 Methods in Teaching Secondary English
- EDUC 5254 Methods in Teaching Secondary Science
- EDUC 5255 Methods in Teaching Secondary Math
- EDUC 5256 Methods in Teaching Secondary Art

3. **Disposition Rubric Score:** Candidate chooses a professor of one of the four pre-requisite courses to complete the Disposition Rubric and submits the score to the Program Advisor.

4. **Professional Advising:** Candidate schedules an appointment with the Elementary/Secondary Academic Program Director/Assistant Director by calling (310) 338-2863.

### Teacher Admission and Advisory Committee (TAAC) Review:

After the requirements for provisional and formal admission have been completed, the candidate’s file will be submitted to TAAC for review. It is the candidate’s responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in the prerequisite courses. Candidates will be notified of the committee’s decision in writing.

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

## Program Requirements

1. **Candidates will need to complete** the remaining courses with a grade of “B” (3.0) or better prior to enrolling in EDUC 6961, TPA 3 and TPA 4:

- 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

Complete both of the following courses with a grade of “B” (3.0) or better:

- EDUC 5250 Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators
- EDUC 6250 Improvement of Literacy in the Single Subject Classroom

2. **Teaching Performance Assessments:** Tasks 1 and 2 (two zero unit courses with associated fees):

- EDUC 5950 TPA Task 1 in the subject emphasis of the credential
- EDUC 5951 TPA Task 2

3. **Health Education for Educators:** Candidates may satisfy the Health Education requirement in one of the following ways:

- successful completion of EDUC 8000
- successful completion of 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.

4. **Professional Advising:** Schedule an appointment with the Elementary/Secondary Academic Program Director/Assistant Director by calling (310) 338-2863.

5. **Subject Matter Competency:** Submit to the Academic Advisor either
  - original score report verifying 100% successful completion of all elements of the CSET, OR
  - letter verifying 100 % completion of the subject matter coursework from a 2042 approved program
6. **Disposition Rubric Score:** The professor for EDUC 6250 will submit a score to the Academic Advisor.
7. **Fieldwork Application:** Candidates must complete the fieldwork application and violation affidavit with the Academic Advisor. They must then schedule an interview with the Coordinator of Clinical Education.

**Teacher Advisory Review Committee (TARC):**

After all the steps outlined above have been completed, the candidate's file will be submitted to the Teacher Advisory Review Committee (TARC) for review. It is the candidate's responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in any courses. Candidates will be notified of the committee's decision in writing.

**Culminating Fieldwork Requirements**

1. **Enroll in Fieldwork:**  
EDUC 6961 Portfolio and Assessment
2. **Enroll in TPA Tasks 3 and 4:** Two zero unit courses with associated fees.  
EDUC 5952 TPA Task 3  
EDUC 5953 TPA Task 4

**Additional Coursework Required for the Masters Degree**

**OPTION 1: Secondary Education**

1. **Choose one of the following courses and complete with a 3.0 or better:**  
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
2. **Complete EDUC 6995 Comprehensive Exam in Secondary Education:** Fee required.

**OPTION 2: Literacy and Language Arts**

The Master of Arts in Literacy and Language Arts combined with the 2042 Preliminary Multiple Subjects or Single Subject Teaching Credential offers the opportunity for a graduate student to receive both a preliminary teaching credential and a Master of Arts degree. Candidates who initially applied for admission to the credential program only must add the Master of Arts degree prior to the pre-fieldwork assessment.

**Program Requirements:**

1. **All 2042 Preliminary Single Subject Teaching Credential courses.**
2. **Additional Required Coursework**  
EDUC 6342 Diagnosing and Developing Literacy Skills  
EDUC 6343 Practicum in Diagnosing and Developing Literacy Skills
3. **Comprehensive Assessment:** Candidates meet with the program director to discuss their timeline and enrollment in either the comprehensive exam or the thesis project series.  
EDUC 6995 Comprehensive Exam: Literacy (fee required) **OR** Thesis Option  
(See program director for detailed course sequence)

**Exit Interview:**

The candidate must schedule an exit interview with the Elementary/Secondary Program Director/Assistant Director. The exit interview must be completed prior to submitting an application for a credential and Master of Arts degree.

**Application for Credential:**

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

**Application for Master of Arts Degree:**

Candidates must complete an application for a Master of Arts degree with the Office of the Registrar the semester prior to the completion of degree requirements. Please follow up with the Office of the Registrar for commencement participation.

## ■ *Practitioner: Master of Arts without credential*

This program is designed for practitioners who do not successfully pass the CSET prior to enrollment in EDUC 6961 Portfolio and Assessment. Instead, candidates must complete all of the requirements detailed above for Provisional Admission, Formal Admission and Program Requirements.

### **OPTION 1: Secondary Education**

1. **Choose two of the following courses and complete with a 3.0 or better:**

- 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
- EDUC 6995 Comprehensive Exam in Secondary Education (fee required)

2. **Complete EDUC 6995 Comprehensive Exam in Secondary Education:** Fee required.

### **OPTION 2: Literacy and Language Arts**

The Master of Arts in Literacy and Language Arts combined with the 2042 Preliminary Multiple Subjects or Single Subject Teaching Credential offers the opportunity for a graduate student to receive both a preliminary teaching credential and a Master of Arts degree. Candidates who initially applied for admission to the credential program only must add the Master of Arts degree prior to the pre-fieldwork assessment.

#### **Program Requirements:**

1. **All 2042 Preliminary Single Subject Teaching Credential courses.**

2. **Additional Required Coursework**

- EDUC 6342 Diagnosing and Developing Literacy Skills
- EDUC 6343 Practicum in Diagnosing and Developing Literacy Skills

3. **Comprehensive Assessment:** Candidates meet with the program director to discuss their timeline and enrollment in either the comprehensive exam or the thesis project series.

- EDUC 6995 Comprehensive Exam: Literacy (fee required) **OR** Thesis Option  
(See program director for detailed course sequence)

If the candidate successfully passes all sections of the CSET within 5 years or completes 100% of the required coursework from a 2042 approved program, the candidate can complete the credential by completing an exit interview with the Academic Program Director and submitting an application for a credential.

### ■ **2042 SINGLE SUBJECT CREDENTIAL ONLY**

This program is designed for intern/practitioner candidates who are only interested in seeking a credential. Candidates must complete all of the requirements detailed above for Provisional Admission, Formal Admission, Culminating Fieldwork Experience, Exit Interview and Application for Master's Degree.

### ■ **2042 PROFESSIONAL CLEAR MULTIPLE SUBJECTS CREDENTIAL**

Candidates have five years after obtaining their preliminary credential in which to complete the requirements for a professional clear credential. LMU offers an approved Professional 2042 Clear Credential Program for those teachers who do not have access to an induction program at their school site. See Professional 2042 Clear Teaching Credential in this Bulletin for more information.



## ■ Professional 2042 Clear Teaching Credential

**Director:** Candace Poindexter, Ed.D.

**Assistant Director:** Tim Braun, M.A.

### ■ INTRODUCTION

The Professional 2042 Clear Credential Program 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 at their school sites. This program leads toward the Professional Clear 2042 Teaching Credential granted by the State of California Commission on Teacher Credentialing.

The Professional 2042 Clear Credential Program coursework may be combined with other graduate coursework to complete the following Master of Arts degrees: Elementary, Secondary or Literacy Education.

**Application Deadline:** Applications for the Professional 2042 Clear Credential Program are due June 15. Candidates will only be admitted to begin coursework during the Fall semester of each academic year.

### Admissions Requirements

Documentation should be submitted to the Graduate Division:

1. **Grade Point Average:** The GPA requirement may be met in one of the following ways:
  - An undergraduate cumulative GPA of 2.8 or higher
  - GPA of 2.85 or higher in the last 60 units of the applicant's undergraduate degree.
  - A GPA of 3.0 or higher in nine units of graduate coursework
2. **Verification of the Unavailability of a State of California Commission of on Teacher Credentialing Approved Induction Program:** This program is only available to candidates who do not have access to an approved induction program. Eligible applicants must submit a completed form signed by the school/district where they are employed, releasing them to participate in the Professional 2042 Clear Credential Program.
3. **Valid California 2042 Preliminary Teaching Credential:** Applicants must submit a copy of their valid California 2042 Preliminary Teaching Credential.
4. **Graduate Division Application and Application Fee:** Applicants must submit an application for admission, two recommendation forms, the Candidate Information Sheet and the application fee. The application fee is waived for LMU Alumni.
5. **Verification of Employment or Intent to Hire:** Applicants must submit a completed form signed by their principal verifying employment for the duration of advanced coursework in the Professional 2042 Clear Credential Program.
6. **Transcripts:**
  - If applicants have earned a Master of Arts degree, official transcripts must be submitted with the degree posted.
  - If applicants have earned units beyond a Bachelor's degree, official transcripts from any and all institutions where courses have been taken must be submitted.
  - If applicant has recently completed an academic program in the School of Education, this requirement may be waived.
7. **Statement of Intent:**
  - Applicants must write a 3 to 5 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 the School of Education website for a complete explanation of REAL: <http://soe.lmu.edu>.
  - This requirement is waived for LMU alumni returning after an absence of less than one year.
8. **Professional 2042 Clear Credential Program Contract:** A contract committing applicants to complete the advanced coursework in one year may be submitted along with the application materials. Applicants signing the Professional 2042 Clear Credential contract are eligible for a grant applied towards tuition.
9. **Additional Units Plan of Action Form:** Applicants must complete this form to clarify how they will obtain the additional units beyond their Bachelor's degree required to clear their credential. Applicants must have a total of 30 units beyond their Bachelor's degree to clear their credential. (See Master of Arts in Literacy Education section on page 129.)
10. **Interview with the Professional 2042 Clear Credential Program Coordinator:** Following submission of all materials to the Graduate Division, the applicant will be contacted to schedule an interview with the director of the Professional 2042 Clear Credential Program.

### **Teacher Admission and Advisory Committee (TAAC) Review:**

After the above requirements 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, including the resolution of any Incomplete grades received in the prerequisite courses. Candidates 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 institution.

### **Professional 2042 Clear Credential Advanced Coursework**

After being formal admission to the Professional 2042 Clear Credential program, candidates will complete the following courses:

- EDUC 6080 Advanced Course 1: Special Populations, English-Language Learners, Health, and Technology (3 semester hours, offered fall only)
- EDUC 6965 Action Research Fieldwork Support Course 1 (1 semester hour, offered fall only)
- EDUC 6081 Advanced Course 2: Special Populations, English-Language Learners, Health, and Technology (3 semester hours, offered spring only)
- EDUC 6966 Action Research Fieldwork Support Course 2 (1 semester hour, offered spring only)

### **Additional Units**

Once the candidates finish the Professional 2042 Clear Credential Program they cannot clear their credential until the additional 22 graduate units have been successfully completed and official transcripts are sent to the Credential Office in the School of Education.

### **Master of Arts in Literacy Education**

In addition to the Professional 2042 Clear Credential coursework above, the following additional coursework will result in a Master of Arts in Literacy Education:

- EDUC 6340 Educational Linguistics
- EDUC 6341 Foundations of Literacy Instruction
- EDUC 6342 Diagnosing and Developing Literacy Skills
- EDUC 6343 Practicum in Diagnosing and Developing Literacy Skills
- EDUC 6103 Curriculum and Instructional Leadership
- EDUC 6344 Seminar in Literacy, Leadership and Professional Development
- EDUC 6345 Literacy Fieldwork (1 semester hour)
- EDUC 6995 Comprehensive Examination (fee required)

One of the following courses:

- EDUC 6100 Anthological Analysis of Cultural Diversity
- EDUC 6105 Assessment and Research Methodology
- EDUC 6106 Human Development and Learning

### **Application for Clear Credential**

When all requirements have been completed, candidates must complete an application for a clear Professional Clear 2042 Teaching Credential (additional fee required, see website for more information).



*LMU students get hands-on teaching experience particular to their field of study.*

## ■ *PLACE Corps – Partners in Los Angeles Catholic Education*

**Director:** Diana Murphy, M.S.

### ■ INTRODUCTION

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.

The PLACE Corps is a teaching service corps in partnership with the Archdiocese of Los Angeles and the 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 Advanced Literacy may be available to applicants who have had an undergraduate emphasis in education coursework, pending transcript evaluation.

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 member, 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 Bachelor’s 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.

PLACE Corps members work under contract as teachers for the Archdiocese of Los Angeles. Acceptance into the program is contingent upon the availability and offer of a compatible teaching position in an Archdiocesan PLACE Corps school. 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, cover most of tuition.

Because of the demands of the program, PLACE Corps members must maintain a single life-style during their two-year commitment.

Those admitted to the new cohort are required to attend the Welcome Orientation Weekend in April. The orientation includes 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.

**Application Deadline:** The application deadline for PLACE Corps is January 31. The full-time commitment begins the subsequent summer.



*Bishop Wilkerson surrounded by PLACE participants at the Commissioning Mass.*

## Admission Requirements

Acceptance into the PLACE Corps is limited to 25 members per cohort. Admission to the PLACE Corps requires the Admission Requirements

Acceptance into the PLACE Corps is generally limited to 25 members per cohort. Admission to the PLACE Corps requires the completion and submission of the following items:

1. All program requirements for the multiple or single subject programs: Candidates must complete all admission requirements outlined in either the Multiple Subject or Single Subjects credential program as described in respective sections. Please refer to the Teacher Practitioner/Intern sections of Elementary or Secondary Education in this bulletin for more details.
2. Graduate Division application, PLACE Corps application, statement of intent, three letters of recommendation, signed letter of commitment, and a Judicial Affairs clearance.
3. Interview with PLACE Corps Candidate Selection Committee.
4. Observation Hours: All candidates must present acceptable evidence of having completed at least 20 hours of observation in a culturally and linguistically diverse setting within the age range they are planning to teach. It is beneficial to the candidate to do so within a public school setting as these 20 hours may be applied towards the 60 hours of public school observations required for credential requirements for teachers in private and parochial schools. Any remaining hours of public school observations still required will be completed during the first summer of PLACE Corps participation.



*PLACERs form a strong community with one another.*

## Program Requirements

PLACE Corps members will begin their two-year commitment with participation in a program summer retreat designed to support and inspire. Participants are invited to become actively involved in ongoing spiritual and community aspects of the program.

In addition to specific program requirements, PLACERs must satisfy all contractual obligations of the school to which they are assigned.

In the fall, while living in community, PLACE Corps members will begin their teaching, along with taking two cohort classes (generally one night per week) each semester.

For the most part, over the two-year period, PLACE Corps members will be enrolled in courses 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. Exceptions to the recommended sequence must be approved by both the PLACE Corps director and coordinator. PLACERs must take only their prescribed courses and may not take any additional coursework concurrently.

The sequence of academic 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 California preliminary teaching credential and master's degree.



*PLACERs teach in underserved Los Angeles communities, maintaining Catholic traditions in education.*

## ■ *LMU / Teach for America Partnership*

**Director:** Eduardo Lara, M.Ed.

**Coordinator:** Amie Haffner, M.A.

This comprehensive two-year program combines coursework for the Master of Arts in Elementary Education, Secondary Education, or Special Education with a preliminary teaching credential while participating in Teach for America in Los Angeles. The Bilingual Crosscultural Academic and Language Development or BCLAD teaching credential (Spanish emphasis) can be added to the credential if a candidate meets the requirements of this program (see BCLAD section). A Master of Arts in Child and Adolescent Literacy or Education Administration may be available to applicants who already have a teaching credential, pending transcript evaluation.

### ■ INTRODUCTION

The School of Education is committed to social justice and closing the achievement gap in our most under-resourced schools. In order to advocate for education equity in our Los Angeles community, the School of Education has partnered with Teach for America (TFA), the national corps of outstanding leaders of all academic majors who commit to teach in public schools and become lifelong leaders in the effort to expand opportunity for children. The LMU/TFA Partnership program provides graduate training and support for TFA teachers in the Los Angeles area. This partnership program requires that candidates work full-time in a Los Angeles area public school district while they pursue a Master of Arts in Education and a Preliminary Teaching Credential. Participants in this program may be eligible for an AmeriCorps educational award through their TFA membership. Participants are also eligible for an LMU tuition grant that is contingent on full-participation in all related grant programs and completion of the two-year program.

### Admission Requirements

Admission to the LMU/TFA Partnership is limited to candidates who have been admitted and matriculate to TFA in the Los Angeles region. Admission to the program is contingent upon the availability of space and meeting all deadlines.

All program requirements for the multiple or single subject programs: Candidates must complete all admission requirements outlined in either the Multiple Subject or Single Subjects credential program as described in respective sections. Please refer to the Teacher Practitioner/Intern sections of Elementary or Secondary Education in this bulletin for more details.

### Program Requirements

LMU/TFA Partnership students admitted to the program are required to attend the Welcome Orientation Weekend in August. The orientation includes such topics as program expectations, the academic program, dispositions, fieldwork requirements, financial aid, student account responsibilities, and registration. Eligible students are also required to participate in all institutional grants.

### Recommended Coursework Sequence for Combined Master of Arts and Credential Program

LMU/TFA Partnership students take their coursework over a period of two years. Exceptions to the recommended sequence must be approved by the LMU/TFA Partnership Director, Director of Teacher Education, and Credential Manager.

The sequence of professional coursework is outlined at the August Orientation. The LMU/TFA Partnership is comprehensive and includes all the coursework and field experience required to obtain a preliminary teaching credential and Master of Arts degree. Please refer to the Intern sections of Elementary, Secondary, or Special Education for more details.

# Bilingual Education

## ■ *Master of Arts in Bilingual Elementary Education with an Option for a 2042 Multiple Subjects Preliminary Credential Program and Bilingual/Crosscultural Language and Academic Development Credential*

**Director:** Magaly Lavadenz, Ph.D.

### ■ INTRODUCTION

This Master of Arts program emphasizes the preparation of highly qualified elementary school teachers to conduct quality bilingual and intercultural education for a variety of student populations. This combined master program fulfills all the requirements referred to as and the 2042 Multiple Subjects Preliminary Teaching Credential Program with a Bilingual/Crosscultural Academic and Language Development (BCLAD) emphasis in Spanish.

In addition to meeting all of the application requirements listed on pages 113-115, students must meet the following:

- 1) **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.

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### TRADITIONAL CANDIDATES

Candidates following this path will complete all coursework before beginning their culminating experiences as student teachers. LMU will facilitate the candidate's placement as student teachers. Placements must be completed in the subject or grade level that is authorized by the credential.

### Student Teaching Requirements

1. **Complete the following three courses** with a grade of "B" (3.0) or better prior to enrolling in student teaching:

*Methods 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

2. **Teaching Performance Assessments:** Tasks 1 and 2 (two zero unit courses with associated fees):

- EDUC 5950 TPA Task 1  
EDUC 5951 TPA Task 2

3. **Health Education for Educators:** Candidates may satisfy the Health Education requirement in one of the following ways:

- Successful completion of EDUC 8000
- Successful completion of 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.

4. **Professional Advising:** Schedule an appointment with the Elementary/Secondary Program Director/Assistant Director by calling (310) 338-2863.
5. **CSET Score Report:** Original score report verifying 100% successful completion of all elements of the CSET.
6. **Disposition Rubric Score:** The professor for EDUC 6201 will submit a score to the Program Advisor.
7. **Fieldwork Application:** Candidates must complete the fieldwork application and violation affidavit with the Program Advisor. They must then schedule an interview with the Coordinator of Clinical Education.
8. **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.

**Teacher Advisory Review Committee (TARC):**

After all the steps outlined above have been completed, the candidate's file will be submitted to the Teacher Advisory Review Committee (TARC) for review. It is the candidate's responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in any courses. Candidates will be notified of the committee's decision in writing.

**Culminating Fieldwork Requirements****1. Student Teaching:**

EDUC 5976 Bilingual Elementary Directed Teaching (9 semester hours)

**2. TPA Tasks 3 and 4:** Two zero unit courses with associated fees.

EDUC 5952 TPA Task 3

EDUC 5953 TPA Task 4

**3. Complete EDUC 6995 Comprehensive Exam in Bilingual Elementary Education:** Fee required; or Master's Thesis Option**4. Exit Interview:** The candidate must schedule an exit interview with the Bilingual Education Program Director. The exit interview must be completed prior to submitting an application for a credential and Master of Arts degree.**Application for Credential**

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

**Reading Instruction Competence Assessment (RICA):**

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.

**Application for Master of Arts Degree:**

Candidates must complete an application for a Master of Arts degree with the Office of the Registrar the semester prior to the completion of degree requirements. Please follow up with the Office of the Registrar for commencement participation.

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**INTERN/ PRACTITIONER CANDIDATES**

**A. Intern Candidate:** A candidate following this path is employed full-time at a public school in a district that has a partnership with LMU. The candidate takes courses along with teaching full-time. This employment status, along with additional supervision in the classroom provided through LMU, fulfills the field requirements of the credential. Candidates seek out their own employment as an Intern unless the candidate is part of a cohort program where placement is facilitated through the cohort (Teach for America - TFA) program. The Intern must be employed to teach at least 60% in the area of the credential, and the contract must state that the teacher is contracted to teach in the subject/grade in which the candidate is seeking a credential. It is necessary that the student holds an Intern credential in order to be in the Intern route.

**Intern Credential Requirements**

Eligibility for the Intern Credential is determined by the following guidelines set forth by the California Commission on Teacher Credentialing (CCTC):

Original approved Basic Skills Proficiency examination score report with passing score

Original CSET score report with passing score

Verification the U.S. Constitution requirement has been met

Undergraduate degree posted on official transcripts

Verification of employment

Two-year academic program

Certificate of Clearance (fingerprint application & fee)

Application for credential and fee

Once candidates have satisfied the above guidelines, an application for the intern credential is available through the Academic Advisor. The California Commission on Teacher Credentialing (CCTC) is responsible for the awarding of the Intern Credential.

**B. Teacher Practitioner candidate:** In this route a candidate is employed full-time at a private or Catholic school. The candidate takes courses along with teaching full-time. This employment status, along with additional supervision in the classroom provided through LMU, fulfills the requirements of the credential. There is an additional requirement of 60 observation hours in a public school Settingg required to meet the credential requirements (See Academic Program Advisor for further details). Candidates seek out their own employment as a Teacher Practitioner unless the candidate is part of a



cohort program (Partners in Los Angeles Catholic Education - PLACE; Los Angeles Catholic Archdiocesan School Teachers - LA/CAST) where placement is facilitated through the cohort program. The Teacher Practitioner must be employed to teach at least 60% in the subject/grade of the credential.

### Provisional Admission Requirements

All requirements must be met to be eligible for an admissions interview with the Bilingual Education Director. All application requirements must be met (see pages 113-115).

1. **Verification of Employment:** Candidates must submit a signed Verification of Employment form. The candidate must be employed by a School District that holds a partnership agreement with Loyola Marymount University.
2. **CSET:** must submit official passing score report to the Program Advisor. (for Intern Candidates only)
3. **Interview with the Bilingual Education Program Director:** Upon submission of all application requirements, applicant will be contacted for an interview.
4. **Advisement:** Immediately upon being provisionally admitted, the student must schedule an appointment with the Academic Advisor by calling (310) 338-2863.

### Formal Admission Requirements

1. **Program Advising:** All candidates must meet with the Program Advisor to complete a course sequence and receive program information and a student handbook.

2. **Prerequisite Courses:**

Candidates must complete the following courses with a grade of "B" (3.0) or better:

- EDUC 5970 Field Experience I
- EDUC 5971 Field Experience 2
- EDUC 6200 Elementary Curriculum and Methods
- EDUC 6960 Introduction to Teaching and Learning

Candidates must complete two of 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

3. **Disposition Rubric Score:** Candidate chooses a professor of one of the four pre-requisite courses to complete the Disposition Rubric and submits the score to the Program Advisor.
4. **Professional Advising:** Candidate schedules an appointment with the Bilingual Education Program Director by calling (310) 338-2863.

### Teacher Admission and Advisory Committee (TAAC) Review:

After the requirements for provisional and formal admission have been completed, the candidate's file will be submitted to TAAC for review. It is the candidate's responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in the prerequisite courses. Candidates will be notified of the committee's decision in writing.

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

### Program Requirements

1. **Candidates will need to complete the following** prior to enrolling in EDUC 6961, TPA 3 and TPA 4:

Complete the remaining courses below 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

Complete both of the following courses with a grade of "B" (3.0) or better:

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

2. **Teaching Performance Assessments:** Tasks 1 and 2 (two zero unit courses with associated fees):

EDUC 5950 TPA Task 1

EDUC 5951 TPA Task 2

3. **Health Education for Educators:** Candidates may satisfy the Health Education requirement in one of the following ways:

- Successful completion of EDUC 8000.
- Successful completion of 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.

4. **Professional Advising:** Schedule an appointment with the Bilingual Education Program Director by calling (310) 338-2863.

5. **CSET Score Report:** Original score report verifying 100% successful completion of all elements of the CSET.

7. **Disposition Rubric Score:** The professor for EDUC 6201 will submit a score to the Program Advisor.

8. **Additional Coursework Required for the Master of Arts Degree** (these requirements also meet the requirements for the BCLAD credential):

EDUC 5320 Chicano/Latino Cultures: An Interdisciplinary Perspective

EDUC 6320 Primary Language Methodology in Bilingual Settings.

9. **Fieldwork Application:** Candidates must complete the fieldwork application and violation affidavit with the Program Advisor. They must then schedule an interview with the Coordinator of Clinical Education.

10. **Verification of Employment:** Candidates must submit a signed verification of employment form prior to enrollment into EDUC 6961.

#### **Teacher Advisory Review Committee (TARC):**

After all the steps outlined above have been completed, the candidate's file will be submitted to the Teacher Advisory Review Committee (TARC) for review. It is the candidate's responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in any courses. Candidates will be notified of the committee's decision in writing.

#### **Culminating Fieldwork Requirements**

1. **EDUC 6961** Portfolio and Assessment

2. **TPA Tasks 3 and 4:** Two zero unit courses with associated fees.

EDUC 5952 TPA Task 3

EDUC 5953 TPA Task 4

2. **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.

3. **Complete EDUC 6995 Comprehensive Exam in Elementary Education:** Fee required; or Master's Thesis Option

#### **Exit Interview:**

The candidate must schedule an exit interview with the Bilingual Education Director. The exit interview must be completed prior to submitting an application for a credential and Master of Arts degree.

#### **Application for Credential:**

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

#### **Reading Instruction Competence Assessment (RICA) Plan of Action:**

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.

#### **Application for Master of Arts Degree:**

Candidates must complete an application for a Master of Arts degree with the Office of the Registrar the semester prior to the completion of degree requirements. Please follow up with the Office of the Registrar for commencement participation.

# ■ *Master of Arts in Bilingual Secondary Education with an Option for a 2042 Single Subject Preliminary Credential Program and Bilingual/Crosscultural Language and Academic Development Credential*

**Director:** Magaly Lavadenz, Ph.D.

## ■ INTRODUCTION

This Master of Arts program emphasizes the preparation of highly qualified middle and high school school teachers to conduct quality bilingual and intercultural education for a variety of student populations. This combined master program fulfills all the requirements referred to as and the 2042 Single Subject Preliminary Teaching Credential Program with a Bilingual/Crosscultural Academic and Language Development (BCLAD) emphasis in Spanish.

The combined Bilingual Single Subject Preliminary Credential and Master of Arts in Secondary Education program is designed for graduate students who are seeking teaching positions in grades 9-12, or in 6-8 school settings that require teachers to teach in departments (Traditional Secondary Candidate) or students who are currently contracted to teach in grades 9-12, or in 6-8 school settings that require teachers to teach in departments (Intern/Practitioner Secondary Candidate). A student successfully completing this program will be eligible to receive a Master of Arts in Secondary Education as well as be able to apply for a California Preliminary Single Subject Credential with a BCLAD emphasis (Spanish).

The following Single Subject Preliminary credentials are offered through the School of Education:

- Art
- Biology
- Chemistry
- Physical Education (Dance)
- Earth Science
- English
- French
- Mathematics
- Physics
- Social Science
- Spanish

For application and admission requirements please refer to pages 113-115.

In addition to meeting all of the application requirements listed on pages 113-115, students must meet the following:

- 1) **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.

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## TRADITIONAL CANDIDATES

A candidate following this path will complete all coursework before beginning their culminating experiences as a student teacher. LMU will facilitate the candidate's placement as a student teacher. This placement must be completed in the subject or grade level that is authorized by the credential.

### Student Teaching Requirements

1. **Candidates will need to complete the following** with a grade of "B" (3.0) or better prior to enrolling in student teaching:

- EDUC 5250 Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators
- EDUC 6250 Improvement of Literacy in the Single Subject Classroom

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

- EDUC 5251 Methods in Teaching Secondary Languages Other than English
- EDUC 5252 Methods in Teaching Secondary Social Studies
- EDUC 5253 Methods in Teaching Secondary English
- EDUC 5254 Methods in Teaching Secondary Science
- EDUC 5255 Methods in Teaching Secondary Math
- EDUC 5256 Methods in Teaching Secondary Art

2. **Teaching Performance Assessments:** Tasks 1 and 2 (two zero unit courses with associated fees):  
 EDUC 5950 TPA Task 1 in the subject emphasis of the credential  
 EDUC 5951 TPA Task 2
3. **Health Education for Educators:** Candidates may satisfy the Health Education requirement in one of the following ways:
  - successful completion of EDUC 8000
  - successful completion of 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.
4. **Professional Advising:** Schedule an appointment with the Bilingual Education Program Director by calling (310) 338-2863.
5. **Subject Matter Competency:** Submit to the Academic Advisor either
  - original score report verifying 100% successful completion of all elements of the CSET OR
  - letter verifying 100 % completion of the subject matter coursework from a 2042 approved program
6. **Disposition Rubric Score:** The professor for EDUC 6250 will submit a score to the Academic Advisor.
7. **Additional Coursework for the Master of Arts Degree:** *These requirements also meet the requirements for the BLAD credential:*
  - EDUC 5320 Chicano/Latino Cultures: An Interdisciplinary Perspective
  - EDUC 6320 Primary Language Methodology in Bilingual Settings
8. **Fieldwork Application:** Candidates must complete the fieldwork application and violation affidavit with the Secondary Fieldwork Coordinator responsible for student teaching.

#### **Teacher Advisory Review Committee (TARC)**

After all the steps outlined above have been completed, the candidate's file will be submitted to the Teacher Advisory Review Committee (TARC) for review. It is the candidate's responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in any courses. Candidates will be notified of the committee's decision in writing.

#### **Culminating Fieldwork Requirements**

1. **Student Teaching:**  
 EDUC 5977 Secondary Directed Teaching (9 semester hours)
2. **TPA Tasks 3 and 4:** Two zero unit courses with associated fees.  
 EDUC 5952 TPA Task 3  
 EDUC 5953 TPA Task 4
3. **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.
4. **Complete EDUC 6995 Comprehensive Exam in Secondary Education:** Fee required; or Master's Degree Option.

#### **Exit Interview:**

The candidate must schedule an exit interview with the Secondary Program Director. The exit interview must be completed prior to submitting an application for a credential and Master of Arts degree.

#### **Application for Credential:**

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

#### **Application for Master of Arts Degree:**

Candidates must complete an application for a Master of Arts degree with the Office of the Registrar the semester prior to the completion of degree requirements. Please follow up with the Office of the Registrar for commencement participation.

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## INTERN/PRACTITIONER CANDIDATES

**Intern Route:** A candidate following this path is employed full-time at a public school in a district that has a partnership with LMU. The candidate takes courses while teaching full-time. This employment status, along with additional supervision in the classroom provided through LMU, fulfills the field requirements of the credential. Candidates seek out their own employment as an Intern unless the candidate is part of a cohort program where placement is facilitated through the cohort (e.g. Teach for America - TFA; Partners in Los Angeles Catholic Education) program. The intern must be employed to teach at least 60% in the area of the credential, and the contract must state that the teacher is contracted to teach in the subject/grade in which the candidate is seeking a credential. It is necessary that the student holds an Intern credential in order to be in the Intern Route.

Eligibility for the Intern Credential is determined by the following guidelines set forth by the California Commission on Teacher Credentialing (CCTC):

- Original CBEST score report with passing score
- Original CSET score report with passing score
- Verification the U.S. Constitution requirement has been met
- Undergraduate degree posted on official transcripts
- Verification of employment
- 2-year academic program plan
- Certificate of Clearance (fingerprint application & fee)
- Application for credential and fee

Once candidates have satisfied the above guidelines, an application for the intern credential is available through the Academic Advisor. Please schedule an appointment with the Academic Advisor by calling (310) 338-2863.

The California Commission on Teacher Credentialing (CCTC) is responsible for the awarding of the University Intern Credential.

**Practitioner Route:** In this route a candidate is employed full-time at a private or Catholic school. The candidates take courses while teaching full-time. This employment status, along with additional supervision in the classroom provided through LMU, fulfills the requirements of the credential. There is an additional requirement of 60 observation hours in a public school setting required to meet the credential requirements (see Academic Program Advisor for details). Candidates seek out their own employment as a Teacher Practitioners unless the candidate is part of a cohort program (Partners in Los Angeles Catholic Education – PLACE; Los Angeles Archdiocesan School Teachers – LA/CAST) where placement is facilitated through the cohort program. The Teacher Practitioner must be employed to teach at least 60% in the subject/grade of the credential.

### Provisional Admission Requirements

All requirements must be met to be eligible for an admission interview with the Bilingual Education Program Director. All application requirements must be met (see pages 113-115).

1. **Verification of Employment:** Candidates must submit a signed Verification of Employment form. The candidate must be employed by a School District that holds a partnership agreement with Loyola Marymount University.
2. **Subject Matter Competency (for Intern Candidates only):** Candidates must demonstrate mastery of the required subject matter by either passing the appropriate California Subject Exam Test (CSET) OR by completing a 2042 approved subject matter program. Either option needs to be completed and verified prior to enrollment in EDUC 6961 Portfolio and Assessment and TPA 3 & TPA 4.
  - CSET Option: Candidates will provide a written statement documenting when the CSET will be taken. Candidates must provide an original passing score report to the School of Education prior to enrollment in EDUC 6961 Portfolio and Assessment and TPA 3 & TPA 4.
  - 2042 Approved Subject Matter Program: Candidates must complete a 2042 approved Subject Matter Program. Candidates must provide a written statement on when the subject matter coursework will be completed. Candidates will provide a letter verifying 100% completion of the subject matter requirement prior to enrollment in EDUC 6961 Portfolio and Assessment and TPA 3 and TPA 4.
3. **Interview with the Bilingual Education Program Director:** Upon submission of all application requirements, applicant will be contacted for an interview.
4. **Advisement:** Immediately upon being provisionally admitted, the student must schedule an appointment with the Academic Advisor by calling (310) 338-2863.

## Formal Admission Requirements

1. **Academic Advising:** All candidates must meet with the Academic Advisor to complete a course sequence and receive a student handbook.

2. **Prerequisite Courses:**

Candidates must complete the following courses with a grade of “B” (3.0) or better:

- EDUC 5970 Field Experience I
- EDUC 5971 Field Experience 2
- EDUC 6960 Introduction to Teaching and Learning

Candidates must complete two of 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

Candidates must complete one of the following courses, depending on subject emphasis of the credential:

- EDUC 5251 Methods in Teaching Secondary Languages Other than English
- EDUC 5252 Methods in Teaching Secondary Social Studies
- EDUC 5253 Methods in Teaching Secondary English
- EDUC 5254 Methods in Teaching Secondary Science
- EDUC 5255 Methods in Teaching Secondary Math
- EDUC 5256 Methods in Teaching Secondary Art

3. **Disposition Rubric Score:** Candidate chooses a professor of one of the four pre-requisite courses to complete the Disposition Rubric and submits the score to the Program Advisor.

4. **Professional Advising:** Candidate schedules an appointment with the Bilingual Education Program Director by calling (310) 338-2863.

### Teacher Admission and Advisory Committee (TAAC) Review:

After the requirements for provisional and formal admission have been completed, the candidate’s file will be submitted to TAAC for review. It is the candidate’s responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in the prerequisite courses. Candidates will be notified of the committee’s decision in writing.

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

## Program Requirements

1. **Candidates will need to complete** the remaining courses with a grade of “B” (3.0) or better prior to enrolling in EDUC 6961, TPA 3 and TPA 4:

- 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

Complete both of the following courses with a grade of “B” (3.0) or better:

- EDUC 5250 Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators
- EDUC 6250 Improvement of Literacy in the Single Subject Classroom

2. **Teaching Performance Assessments:** Tasks 1 and 2 (two zero unit courses with associated fees):

- EDUC 5950 TPA Task 1 in the subject emphasis of the credential
- EDUC 5951 TPA Task 2

3. **Health Education for Educators:** Candidates may satisfy the Health Education requirement in one of the following ways:

- successful completion of EDUC 8000
- successful completion of 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.

4. **Professional Advising:** Schedule an appointment with the Bilingual Education Program Director by calling (310) 338-2863.

5. **Subject Matter Competency:** Submit to the Academic Advisor either
  - original score report verifying 100% successful completion of all elements of the CSET, OR
  - letter verifying 100 % completion of the subject matter coursework from a 2042 approved program
6. **Disposition Rubric Score:** The professor for EDUC 6250 will submit a score to the Academic Advisor.
7. **Additional Coursework Required for the Master of Arts Degree:** *These requirements also meet the requirements for the BCLAD credential:*
  - EDUC 5320 Chicano/Latino Cultures: An Interdisciplinary Perspective
  - EDUC 6320 Primary Language Methodology in Bilingual Setting
8. **Fieldwork Application:** Candidates must complete the fieldwork application and violation affidavit with the Academic Advisor. They must then schedule an interview with an Elementary Education clinical faculty member.
9. **Verification of Employment:** Candidates must submit a signed verification of employment form prior to enrollment into EDUC 6961.

**Teacher Advisory Review Committee (TARC):**

After all the steps outlined above have been completed, the candidate's file will be submitted to the Teacher Advisory Review Committee (TARC) for review. It is the candidate's responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in any courses. Candidates will be notified of the committee's decision in writing.

**Culminating Fieldwork Requirements**

1. **Enroll in Fieldwork:**
  - EDUC 6961 Portfolio and Assessment
2. **Enroll in TPA Tasks 3 and 4:** Two zero unit courses with associated fees.
  - EDUC 5952 TPA Task 3
  - EDUC 5953 TPA Task 4

**Completion of the Master of Arts Degree and Credential:**

1. **Complete EDUC 6995 Comprehensive Exam in Secondary Education:** Fee required; or Master's Thesis Option.
2. **Exit Interview:**

The candidate must schedule an exit interview with the Secondary Program Director. The exit interview must be completed prior to submitting an application for a credential and Master of Arts degree.
3. **Application for Credential:**

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

**Application for Master of Arts Degree:**

Candidates must complete an application for a Master of Arts degree with the Office of the Registrar the semester prior to the completion of degree requirements. Please follow up with the Office of the Registrar for commencement participation.



## ■ *Master of Arts in Biliteracy, Leadership and Intercultural Education*

**Director:** Magaly Lavadenz, Ph.D.

### ■ INTRODUCTION

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 of Arts 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.



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### ADMISSION REQUIREMENTS

Acceptance for Master of Arts in Biliteracy, 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. Biliteracy 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, in the Spring. This two and a half year program follows a cohort model in a specified sequence of 43 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.

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## 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:

#### *California Preliminary Administrative Services Credential*

- EDUC 6420 An Invitation to Lead (1 semester hour)
- EDUC 6421 Vision of Learning for Diverse Students, Families, Staff, & Community
- EDUC 6422 Responding to Diversity of Students, Families, Staff, & Community
- EDUC 6423 Student Learning & Professional Growth for Diverse Students, Families, Staff, & Community
- EDUC 6424 Organizational Management for Student Learning: Political, Economic, and Legal Frames of Diverse Students, Families, Staff, and Community
- EDUC 6425 Transforming Organizations for Diverse Students, Families, Staff, & Community
- EDUC 6426 Primed for Action – Culminating Presentation (0 semester hour, with an associated fee)

#### **Option 2: For those students who choose not to complete the Preliminary Administrative Services Credential, they may apply to receive the Certificate in Leadership and Equity in English Learner Education**

#### *Certificate in Leadership and Equity in English Learner Education*

Beginning in Spring 2008, students who hold a Master of Arts degree from an accredited college or university, or are currently enrolled in a Master of Arts program at LMU may apply for this Certificate after completing the following:

1. Admission requirements listed under Master of Arts in Administration
2. Successful completion of:
  - EDUC 6423 Student Learning and Professional Growth for Diverse Students, Families, Staff and Community
  - EDUC 6424 Organizational Management for Student Learning: Political, Economic, and Legal Frames of Diverse Students, Staff, Families, and Community
  - EDUC 5325 Curriculum and Instructional Leadership in Bilingual Settings

### 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 of Arts Thesis
- EDUC 6956 Master of Arts Thesis, as needed
- EDUC 6957 Master of Arts 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

# Special Education

## ■ *Master of Arts in Special Education*

**Director:** Victoria L. Graf, Ph.D.

**Assistant Director:** Marianne Mitchell, M.A., L.E.P.

### ■ 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 Cross-cultural 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 (grades K-12) with specific learning disability, mild to moderate mental retardation, attention deficit and attention deficit hyperactivity disorder, and serious emotional disturbance.

#### **Application Deadlines:**

June 15 for fall semester, November 15 for spring semester, and March 15 for Summer Session. Students may begin their internship in the fall semester only, but may enter the University as traditional students. All candidates being recommended for the preliminary Education Specialist Credential on or after July 1, 2007 will receive the English Learner authorization (pending approval from California Commission on Teacher Credentialing).

## ■ *Education Specialist Credential: Mild/Moderate Disabilities Program Elementary or Secondary Emphasis*

### **TRADITIONAL CANDIDATES:**

Students following this path will complete all coursework before beginning their culminating experiences as student teachers. LMU will facilitate the candidates' placement as student teachers. All prerequisite requirements listed above apply to the Candidate choosing the traditional route.

### **Provisional Admission Requirements**

All requirements listed at the beginning of the Teacher Education section must be met to be eligible for an admissions interview with the Special Education Director/Assistant Director.

#### **1. Student Teaching Requirements:**

Complete the following courses with a grade of "B" (3.0) or better prior to enrolling in student teaching (EDUC 5978):

- EDUC 5000 Cultural Paradigms of Education (3 semester hours)
- EDUC 5003 Theories of Second Language Acquisition (3 semester hours)
- EDUC 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 semester hours)
- EDUC 6102 Context of Schooling (3 semester hours)
- EDUC 6201 Foundations of Literacy Instruction (3 Semester hours) (Elementary Emphasis **OR**
- EDUC 6250 Improvement of Literacy in Single Subject Classrooms (3 semester hours) (Secondary Emphasis)
- EDUC 6300 Creating Effective Classrooms in Diverse Settings (3 semester hours)
- EDUC 6301 Creating Collaborative Partnerships (2 semester hours)
- EDUC 6302 Informal Assessment and Individual Education Program (IEP) Development Methods (3 semester hours)
- EDUC 6303 Teaching and Assessing Students with Mild/Moderate Disabilities (4 semester hours)
- EDUC 5978 Directed Teaching with Students with Mild/Moderate Disabilities (6 semester hours)

2. **Professional Advising:** Schedule an appointment with the Special Education Program Director by calling (310) 338-2863.
3. **CSET Score Report:** Original score report verifying 100% successful completion of all elements of the CSET.
4. **Disposition Rubric Score:** The professor for EDUC 6201 will submit a score to the Program Advisor.
5. **Fieldwork Application:** Candidates must complete the fieldwork application and violation affidavit with the Program Advisor. They must then schedule an interview with the Coordinator of Clinical Education.
6. **Teacher Advisory Review Committee (TARC):** After all the steps outlined above have been completed, the candidate's file will be submitted to the Teacher Advisory Review Committee (TARC) for review. It is the candidate's responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in any courses. Candidates will be notified of the committee's decision in writing
7. **Culminating Experiences for the Master's Degree and credential:**
  - Enroll in and complete EDUC 6995 Comprehensive Exam (0 units) – fee required.
  - Exit Interview: The candidate must schedule an exit interview with the Special Education Director or Assistant Director. The exit interview must be completed prior to submitting an application for a credential and Master's degree.
8. **Application for Credential:** When all requirements have been completed, candidates must complete an application for a preliminary teaching credential (additional fee required, see SOE website for more information).
9. **Reading Instruction Competence Assessment (RICA):** After completing EDUC 6201 (Foundations of Elementary Literacy Instruction), or EDUC 6250 (Improvement of Literacy in Single Subject Classrooms) candidates are required to take, pass, and submit an original score report of the RICA to the School of Education Office.
10. **Application for Master of Arts Degree:** Candidates must complete an application for a Master of Arts degree with the Office of the Registrar the semester prior to the completion of degree requirements. Details for commencement activities obtained from the Office of the Registrar.

#### **Intern Candidate:**

A candidate following this path is employed full-time at a public school in a district that has a partnership with LMU. The candidate takes courses while teaching full-time. This employment status, along with additional supervision in the classroom provided through LMU, fulfills the field requirements of the credential. Candidates seek out their own employment as Interns unless the candidates are in a cohort program where placement is facilitated through the program (e.g. Teach for America). The Intern must be employed to teach at least 60% in the area of the credential, and the contract must state that the teacher is contracted to teach in the area in which the candidate is seeking a credential.

It is necessary that the student hold an Intern credential and complete the program pre-service requirement in order to be enrolled in the Intern program. Intern credentials are issued for new placements at the beginning of the fall semester only. Candidates must submit a Verification of Employment form, signed by the School District that holds a partnership agreement with Loyola Marymount University.

#### **Teacher Practitioner Candidate:**

The teacher practitioner candidate is employed full-time at a non-public school. The candidate takes courses while teaching full-time. This employment status, along with additional supervision in the classroom provided through LMU, fulfills the requirements of the Preliminary credential. The Candidate seeks out his/her own employment as a Teacher Practitioner. The teacher practitioner must be employed to teach at least 60% in the area of the credential. The Teacher Practitioner must fulfill all of the field requirements listed below including the program pre-service requirements.

#### **Intern/Practitioner Credential Requirements**

Eligibility for the Intern Credential is determined by the following guidelines set forth by the California Commission on Teacher Credentialing (CCTC):

- Original CBEST score report with passing score
- Original CSET score report with passing score
- Verification the U.S. Constitution requirement has been met
- Undergraduate degree posted on official transcripts
- Verification of employment
- Action Plan for taking CSET
- Two-year academic program plan
- Certificate of Clearance (fingerprint application & fee)
- Application for credential and fee

## Graduate Record Exam:

Candidates must take the GRE and present passing scores. At least two of the three sections must equate to 800 or higher. The California Commission on Teacher Credentialing (CCTC) is responsible for the awarding of the Intern Credential.

## Provisional Admission Requirements for Interns/Teacher Practitioners:

All requirements must be met to be eligible for an admissions interview with the Special Education Program Director/Assistant Director. All application requirements must be met (see pages 113-115).

## Formal Admission Requirements

1. **Program Advising:** Candidate must meet with the program advisor to complete a program course sequence.
2. **Fingerprint Clearance:** An application for fingerprint clearance (also known as Live Scan) is included in the Admissions information packet and must be submitted to the School of Education Credential Office (University Hall 2100) prior to completing the prerequisite courses. Official results of the Certificate of Clearance (COC) must be received by the Credential Office prior to enrolling in student teaching. All fees associated with the fingerprint clearance application must be included with the application to the Credential Office and are the responsibility of the student. The Intern credential requires the official verification of fingerprint clearance.
3. **U.S. Constitution Requirement:** The Intern credential requires that candidates meet the U.S. Constitution requirement. Candidates may satisfy the U.S. Constitution requirement in one of the following ways:

- 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 School of Education Admissions Coordinator. Candidates must present a course syllabus and course description.
- Passing an approved examination offered through LMU's History Department.

4. **Graduate Record Exam:** Candidates must take the GRE and present passing scores. At least two of the three sections must equate to 800 or higher.
5. **Technology Requirement:** Candidates may satisfy the technology requirement by either completing a self-verification form or verifying the completion of an approved 2042 course through another institution.

Candidates must register for ePortfolio during the first prerequisite course. The fee is assessed during the first semester of enrollment.

6. **Special Education Emphasis Pre-service Courses:** The following courses must be completed with a grade of "B" (3.0) or better:

### Summer:

EDUC 5300 Introduction to Teaching and Learning in General and Special Education Programs (3 semester hours)  
EDUC 5301 Managing Learning Environments (3 semester hours) (delete?)

All students entering the field as Interns must complete the coursework for 5300 and 5301 with one of two options:

- Teach for America (TFA) students complete this coursework during their Institute.
- Non-Cohort students entering as Interns must complete these two courses during a 2 week Institute prior to entering the classroom.

7. **Prerequisite Courses:** Candidates must complete the following courses with a grade of "B" (3.0) or better:

### Special Education Pre-service Courses – SUMMER:

EDUC 5300 Introduction to Teaching and Learning (Intern Only) (3 semester hours)  
EDUC 5301 Managing Learning Environments (Intern Only) (3 semester hours)

### Special Education Prerequisite Courses – FALL:

EDUC 5981 Fieldwork and Seminar I (Practitioner only) (2 semester hours)  
EDUC 6302 Informal Assessment and Individual Education Program (IEP) Development Methods (3 semester hours)

### Methods Coursework:

#### Elementary Emphasis

EDUC 6200 Elementary and Curriculum and Teaching Methodology (3 semester hours)

#### Secondary Emphasis

One of the following two academic methods courses for depending on focus area/CSET:

EDUC 6251 Secondary Curriculum and School Methods for Math and Science (3 semester hours)  
EDUC 6252 Secondary Curriculum and School Methods for English and Social Science (3 semester hours)

**Disposition Rubric Score:** Candidate chooses a professor of one of the two pre-requisite courses to complete the Disposition Rubric and submits the score to the Program Advisor.

8. **Professional Advising:** Candidate schedules an appointment with the Special Education Program Director by calling (310) 338-2863.

**Teacher Admission and Advisory Committee (TAAC) Review:**

After the requirements for provisional and formal admission have been completed, the candidate's file will be submitted to TAAC for review. It is the candidate's responsibility to ensure that all items have been completed, including the resolution of any Incomplete grades received in the prerequisite courses. Candidates will be notified of the committee's decision in writing.

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

**Program Requirements**

EDUC 6300 Creating Effective Classrooms in Diverse Settings (3 semester hours)

**Literacy:**

**Elementary Emphasis**

EDUC 6201 Foundations of Literacy Instruction (3 semester hours)

**Secondary Emphasis**

EDUC 6250 Improvement of Literacy in Single Subject Classrooms (3 semester hours)

EDUC 5982 Fieldwork and Seminar 2: Special Education (1 semester hour – Practitioner/Intern only)

**RICA (Reading Instruction Competence Assessment):**

**Elementary and Secondary Emphasis:** After completing EDUC 6201 (Elementary Emphasis) or EDUC 6250 (Secondary Emphasis), candidates are required to take, pass, and submit an original score report of the RICA to the School of Education prior to application for the preliminary credential.

**Summer:**

EDUC 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 semester hours)

EDUC 6301 Creating Collaborative Partnerships (2 semester hours)

**Fall:**

EDUC 5983 Fieldwork and Seminar 3: Special Education (1 semester hour – Practitioner/Interns only)

EDUC 5000 Cultural Paradigms of Education (3 semester hours)

EDUC 5003 Theories of Second Language Acquisition (3 semester hours)

**Culminating Fieldwork Requirements: Elementary and Secondary Emphasis**

**Spring:**

EDUC 5984 Fieldwork and Seminar 4: Special Education - Practitioner/Interns only (2 semester hours)

EDUC 6102 The Context of Schooling (3 semester hours)

EDUC 6303 Teaching and Assessing Students with Mild/Moderate Disabilities (4 semester hours)

**Additional Coursework Required for the Master's Degree**

Complete EDUC 6995 Comprehensive Exam in Special Education (fee required)

**Exit Interview**

An exit interview with the Special Education Program Director/Assistant Director must be completed prior to submitting applications for a credential and Master's degree.

**Application for Credential**

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

**Application for Master's Degree**

When all requirements have been completed, candidates must complete an application for a Master's degree with the Office of the Registrar.

## ■ Professional Level II Mild / Moderate Specialist Credential

### ■ INTRODUCTION

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 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 to complete the requirements for the Professional Level II Mild/Moderate Specialist credential.

PLEASE NOTE: 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.

### Program Requirements

Thirty units (upper division) beyond the Bachelor's degree must be successfully completed and must include the following courses:

#### 1. Core Special Education Requirements (10 semester hours)

- EDUC 6310 Professional Induction Planning Seminar (0 semester hours)
- EDUC 6311 Advanced Issues in Assessment & Instruction of Students with Special Needs (3 semester hours)
- EDUC 6312 Consultation and Collaboration for Students with Special Needs (3 semester hours)
- EDUC 6313 Supportive Environments for Students with Behavior and Emotional Needs (3 semester hours)
- EDUC 6314 Professional Educator Evaluation Seminar (1 semester hour)

#### 2. Electives (3 semester hours) or Non-University Option (45 hours)

Depending on individual needs and professional goals, candidates may elect to complete an elective course or by completing 45 hours of approved professional development activities.

#### 3. Professional Clear Requirements

**Health Education for Educators:** Candidates may satisfy the Health Education requirement in one of the following ways:

- Successful completion of EDUC 8000
- Successful completion of 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.

**Advanced Computer Skills:** Candidates must show evidence of knowledge of advanced computer skills in one of the following ways.

- Successful completion of EDUX 843 (Integrating Technology for Elementary Educators) through LMU Extension
- Successful completion of EDUX 844 (Technology in Secondary Education) through LMU Extension
- Successful completion of 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.

Official transcripts should be provided as evidence of course completion.

**CPR (Cardiopulmonary Resuscitation) Certification:** Candidates must show current adult, infant and child CPR certification.



*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 Cross-cultural 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 setting or a 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. Candidates may choose to pursue additional coursework for the SB 2042 Multiple Subjects or Single Subject Teaching Credential. Please contact the Director of General Education for more information.

**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:

- At least 3 semester hours in statistics and research methods.
- A Special Education core of at least 15 semester hours.
- Appropriate restricted electives as approved by a Special Education advisor to complete the minimum number of program semester hours.
- Comprehensive Assessment (see next section).

### Comprehensive Assessment

EDUC 6995 Comprehensive Exam: Special Education (0 semester hrs. fee required)

OR Thesis Option: see Program Director for approval.

EDUC 6950 Advanced Research Methods

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

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

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

EDUC 6957 Master's Thesis III (as needed) (1 semester. hr.)



## ■ *Master of Arts in Catholic Inclusive Education*

### ■ INTRODUCTION

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. Some courses may be transferred depending upon the needs of the student.

### Admission Requirements

The following are required for consideration of acceptance into the Master of Arts in Catholic Inclusive Education:

1. **The Graduate Division application and letter of intent.** Submitted directly to the Graduate Division Office.
2. **Special Education Program application form.**
3. **Transcripts:** Two sets of official transcripts from all colleges/universities attended. All transcripts should be sent directly to the Graduate Division 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 undergraduate coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
4. **Letter of recommendation from the candidate's principal or supervisor.**
5. **Graduate Record Examination (GRE):** Must be complete prior to or during the first semester of coursework in the program. The score report should be submitted to the Program Advisor or with application materials.
6. **Interview with the Director/Assistant Director of the Program.**

### Course Requirements

EDUC 6100 Anthropological Analysis of Cultural Diversity (3 semester hours)  
EDUC 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 semester hours)  
EDUC 6103 Curriculum and Instructional Leadership (3 semester hours)  
EDUC 6105 Assessment and Research Methodology (3 semester hours)  
EDUC 6106 Human Development and Learning (3 semester hours)  
EDUC 6300 Creating Effective Classrooms in Diverse Settings (3 semester hours)  
EDUC 6304 Policies and Issues in Education for Diverse Learners with Disabilities (3 semester hours)  
EDUC 6821 Informal Assessment and Program Development in Schools (3 semester hours)  
EDUC 6822 Creating Successful Inclusion Programs (3 semester hours)  
EDUC 6823 Advanced Practicum in Inclusive Education (3 semester hours)  
EDUC 6995 Comprehensive Examination (0 semester hours)

### 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, and some courses may be transferred based on the needs of the student.

### Admission Requirements

1. **The Graduate Division application, including letter of intent:** Submitted directly to the Graduate Division Office.
2. **Transcripts:** Two sets of official transcripts from all colleges/universities attended. All transcripts should be sent directly to the Graduate Division 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 undergraduate coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
3. **Letter of Recommendation:** From applicant's principal/supervisor.
4. **Interview with the Director of the Program.**

### Course Requirements

EDUC 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 semester hours)  
EDUC 6103 Curriculum and Instructional Leadership (3 semester hours)  
EDUC 6300 Creating Effective Classrooms in Diverse Settings (3 semester hours)  
EDUC 6821 Informal Assessment and Program Development in Schools  
EDUC 6822 Creating Successful Inclusion Programs

## ■ *Certificate in Advanced Literacy for At-Risk Students (pending approval)*

The Certificate in Advanced Literacy for At-Risk Students is a customized program for Catholic School teachers who are working with at-risk children in the area of literacy. The candidates will be able to diagnose student needs and implement intervention programs for struggling readers. Courses are designed with an emphasis on practical applications of techniques to support struggling readers.

### Admission Requirements

1. **The Graduate Division application, including letter of intent:** Submitted directly to the Graduate Division Office.
2. **Transcripts:** Two sets of official transcripts from all colleges/universities attended. All transcripts should be sent directly to the Graduate Division 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 undergraduate coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
3. **Letter of Recommendation:** From applicant's principal/supervisor.
4. **Interview with the Director of the Program.**

### Course Requirements

EDUC 6311 Advanced Issues in Assessment and Instruction of Students with Special Needs  
EDUC 6342 Diagnosing and Developing Literacy Skills  
EDUC 6343 Practicum: Diagnosing and Developing Literacy Skills  
EDUC 6346 Advanced Practicum: Diagnosis and Intervention in Reading/Language Arts Instruction  
EDUC 6347 Research and Trends in Literacy and learning for At-Risk Students

# Literacy Education

## ■ *Master of Arts in Child and Adolescent Literacy (online option also available)*

**Director:** Candace A. Poindexter, Ed.D.

**Assistant Director:** Timothy J. Braun, M.A.

### ■ INTRODUCTION

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. This degree is offered as a traditional program or as an online program.

### Admission Requirements

Application to the Child and Adolescent Literacy Master of Arts degree program is accomplished by completing and submitting the following to the School of Education (unless otherwise noted).

1. **Graduate Division Application:** Submitted directly to the Graduate Division Office.
2. **Transcripts:** Two copies of official transcripts from all colleges/universities attended, 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 or online at [soe.lmu.edu](http://soe.lmu.edu).
6. **Interview with the Program Director or Assistant Director.**
7. **GPA Requirement:** Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of undergraduate coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.

Once the above have been completed, the candidate's file will be submitted to the Admissions Committee for review. The committee may accept, defer or deny admission.

### Program Requirements

1. 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
2. Two Courses in Area of Specialization:
  - 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
  - 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
3. Comprehensive Assessment
  - EDUC 6995 Comprehensive Examination: Literacy (fee required)
  - OR** Thesis Option with approval:
    - EDUC 6950 Advanced Research Methods
    - EDUC 6951 Advanced Research Design (1 sem. hr.)
    - EDUC 6955 Master of Arts Thesis I (1 sem. hr.)
    - EDUC 6956 Master of Arts Thesis II (1 sem. hr.) as needed
    - EDUC 6957 Master of Arts Thesis III (1 sem. hr.) as needed

## ■ *Reading Certificate Program (online option also available)*

### ■ INTRODUCTION

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. Non-credentialed Catholic and private school teachers will receive an LMU endorsement in Literacy. Certificate Program is also offered on-line.

### Admission Requirements

1. **Graduate Division Application:** Submitted directly to the Graduate Division Office.
2. **Transcripts:** 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:** 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. **GPA Requirement:** Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of undergraduate coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
8. **Teaching Credential:** Copy of current, valid teaching credential.
9. **CBEST:** Verification of CBEST passage.
10. **Teaching Experience Verification:** Verification of three years successful, full-time teaching experience in grades preschool through adult.



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

### 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)*

### ■ INTRODUCTION

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

# 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 on his/her goals and objectives. This program allows a maximum flexibility in selecting a course of study for a Master's degree.

### Admission Requirements

Application to the Master of Arts in General Education degree program requires the completion and submission the following:

1. **Graduate Division Application:** Submitted directly to the Graduate Division Office.
2. **Transcripts:** two copies of official transcripts from all colleges/universities attended. These should be sent directly to the Graduate Admissions Office.
3. **Letter of Intent.**
4. **General Education Program Application:** Available in the School of Education
5. **Two Letters of Recommendation:** Forms may be obtained in the School of Education.
6. **Interview with the Program Director.**
7. **GPA Requirement:** Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of undergraduate coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.

### Program Requirements

1. **Four 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
2. **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 semester hours of coursework in the total program must be at the 6000 level.
3. **Comprehensive Assessment**

EDUC 6995	Comprehensive Examination: General Education (fee required)
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*
- *School Administration and Leadership*
- *Leadership for Social Justice*

**Department Chair:** Mary K. McCullough, Ph.D.

**email:** soeinfo@lmu.edu

**Website:** <http://soe.lmu.edu>

**Office Location:** University Hall, Suite 2600

**Telephone:** (310) 338-2863

**Fax:** (310) 338-1976

## FACULTY

### Professors:

Thomas M. Batsis, O.Carm., 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

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

Elizabeth Stoddard, Ph.D., Oregon State

### Assistant Professors:

Kristen R. Anguiano, Ph.D., Iowa

Franca Dell 'Olio, Ed.D., Pepperdine

Emily S. Fisher, Ph.D., California, Santa Barbara

Karen Komosa Hawkins, Ph.D., Loyola, Chicago

### Clinical Faculty:

Judy Pollick, M.A.

Vidda Brough, M.S.

### Adjunct Professor:

Sharon Watt, J.D.

## ■ INTRODUCTION

The Professional Services Department of the School of Education offers programs in Leadership, School Administration, School Counseling, and School Psychology. Students may choose from credential and certificate programs, Master of Arts programs, and a doctorate in Educational Leadership for Social Justice.



### Lecturers:

Rev. Jim Anguiano, M.A., M.Div.

Kevin Baxter, Ed.D.

Laurie Beyer, Ph.D.

Roberta Benjamin, Ed.D.

J. Tyler Binfet, Ph.D.

Carolyn Brooks, M.A.

Christine Cain, Ph.D.

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

Debra Davis, M.Ed.

Janis Davis, M.S.

Carol Dygean, M.A.

Annmaria Rousey DeMars

Diane Fiello, Ed.D.

Marolyn Freedman, M.A.

Christopher Haddy, Ph.D.

Karen Hawkins, Ph.D.

Michael Horan, Ph.D.

Esther Hugo, Ph.D.

JoAnn Isken, M.Ed.

Dana Kelsey, M.A.

Amber Klein, Ph.D.

Michael Lee, M.A.

Richard Lieberman, M.A.

Philip Pannell, Ph.D.

Mary Ring, M.A.

Diane Rodriguez, Ph.D.

Vivian Rodriguez-Holiday, M.A.

Douglas Siembieda, M.A.

Larry Silvers, M.A.

**Academic Program Director:** Thomas M. Batsis, O.Carm., Ph.D.

## ■ INTRODUCTION

The Counseling programs are designed to prepare graduate students with a variety of academic backgrounds to work in this field in elementary, middle, and secondary schools as well as the community colleges. The Master of Arts in Counseling is combined with the Pupil Personnel Services Internship Credential (School Counseling.) The combined program consists of 48 semester hours plus the comprehensive examination.

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 a Catholic school system.

The coursework for the School Counseling Program also meets course requirements for the Preliminary Administrative Services Credential with the addition of three courses and four units of School Administration fieldwork.

## ■ *Master of Arts in Counseling and Pupil Personnel Services 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.

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).

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## ADMISSION REQUIREMENTS

The items listed below should be submitted directly to the School of Education Office, unless otherwise noted:

1. Completion of the Graduate Division application form. This should be submitted directly to the Graduate Admissions Office.
2. Two official copies of transcripts from all colleges/universities attended. These should be sent directly to the Graduate Admissions Office.
3. A letter of application (intent) to the Academic Program Director in which the following issues are addressed:
  - (a) why the applicant wants to be a school counselor;
  - (b) characteristics the applicant possesses that he or she thinks will make him/her an effective school counselor;
  - (c) 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 Academic 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 must occur no later than the end of the first semester of enrollment and before field work assignment. Fingerprint applications are available in the School of Education.
10. Signed recommendation forms from two faculty members in the School of Education with whom the candidate has had courses is required before the candidate is granted Formal Admission.
11. All entering candidates should first enroll in EDUC 6362, Counseling Theories and Techniques. Candidates will be reviewed for formal acceptance upon completion of this course and steps 1-10 above.
12. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of undergraduate 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.
13. Basic Computer Skills: All applicants must verify that they have 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.
14. 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.

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## **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 15 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

### **The advanced specialization courses for the School Counseling Credential, consisting of 9 additional semester hours are:**

- EDUC 6384 Practicum in Culturally Responsive Counseling
- EDUC 6970 Fieldwork in School Counseling I
- EDUC 6980 Fieldwork in School Counseling II
- EDUC 6995 Comprehensive Examination: Counseling (0 credits with an associated fee, required for degree candidates)

### **Qualifying Level Internship Courses**

Prior to being admitted into Internship status a candidate must have completed the following (6) courses:

- EDUC 6362 Counseling Theories and Techniques
- EDUC 6366 Principles, Organization, and Administration of Pupil Personnel and Human Services
- EDUC 6368 Educational and Career Planning
- EDUC 6372 Prevention, Intervention and Consultation in P.P.S.
- EDUC 6378 Communication Process and Counseling in Groups
- EDUC 6382 Professional Ethics, Legal Mandates and Political Relationships

## ■ *Master of Arts in Counseling and Pupil Personnel Services Internship Credential – School Counseling*

The School Counseling Internship Credential Program allows a candidate to become employed full time as a school counselor should a school district wish to employ the candidate prior to the completion of the credential program. An internship credential must be acquired and an agreement reached with the employing school district. This agreement is called a Memorandum of Understanding, and spells out in detail the expectations of the sponsoring school district, Loyola Marymount University, and the intern. The candidate will need to show evidence of being employed as a counseling intern by the sponsoring school district. A candidate must complete a minimum of six (6) selected courses within the program prior to beginning an internship. These courses include: Education: 6362, 6382, 6372, 6378, 6368 and 6366. The Coordinator of Field Work and Internship Experiences must give approval of all internship agreements and placements.

For each semester beyond completion of the field work courses (EDUC 6970 and 6980), candidates must enroll for one credit hour of Internship Field Work Supervision.

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### **ADMISSION REQUIREMENTS**

The admission requirements for the Internship Credential Program are the same as the Master of Arts in Counseling and Pupil Personnel Services Credential - School Counseling program. Intern applicants must also complete additional application forms and the six qualifying level internship courses, prior to beginning internship.

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### **COURSE REQUIREMENTS**

#### **QUALIFYING LEVEL COURSES (TO BE COMPLETED PRIOR TO BEGINNING FIELD WORK I):**

- EDUC 6362 Counseling Theories & Techniques (take this course first)
- EDUC 6382 Professional Ethics, Legal Mandates, and Political Relationships
- EDUC 6372 Prevention, Intervention and Consultation in PPS
- EDUC 6378 Communication Process and Counseling in Groups
- EDUC 6368 Educational and Career Planning
- EDUC 6366 Principles, Organization, & Administration of Pupil Personnel and Human Services

#### **Field Work and Practicum (Following the completion of Qualifying Level Courses and with Program Director approval):**

- EDUC 6386 Practicum in Culturally Responsive Counseling\*
- EDUC 6970 Field Work in School Counseling I\*
- EDUC 6980 Field Work in School Counseling II
- EDUC xxxx Internship Field Work Supervision

#### **Internship Level Courses (Completed concurrent with Field Work I & II):**

- EDUC 6105 Assessment and Research Methodology
- EDUC 6104 Evaluation of Instruction, Learning, and Achievement
- EDUC 6100 Anthropological Analysis of Cultural Diversity
- EDUC 6106 Human Development and Learning
- EDUC 6101 Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 6103 Curriculum and Instructional Leadership
- EDUC 6376 Social Responsibility, Violence Prevention, and Crisis Intervention in Schools

#### **Program Completion:**

- EDUC 6995 Oral Comprehensive Exam and Professional Portfolio Review

## ■ *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 related services, it offers more elective coursework. All courses will apply to the PPS Services Credential should the candidate wish to pursue it.

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### ADMISSION REQUIREMENTS

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

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### COURSE REQUIREMENTS

Three of the following core courses:

- EDUC 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.

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### ADMISSION REQUIREMENTS

The following are required for consideration of acceptance into the Master of Arts in Catholic School Counseling Program:

1. The Graduate Division application, along with two official transcripts from all colleges/universities attended.
2. Statement of Intent.
3. Two letters of recommendation (forms may be obtained in the School of Education).
4. Official Graduate Record Examination (GRE) scores.
5. Interview with a Academic Program Director of the Counseling Program.
6. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of undergraduate coursework taken or a 3.0 GPA in at least 9 units of graduate level coursework is required. An appeal may be made to the Exceptions Committee.

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### COURSE REQUIREMENTS

Three of the following core courses:

- EDUC 6800 Foundations of Catholic Education
- EDUC 6841 Private School Finance and Law
- EDUC 6840 Theological/Catechetical Methodology
- EDUC 6842 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

**Academic Program 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 Praxis II for School Psychologists examination is also necessary for completion of this program. Our program operates on a cohort model, where all candidates enter and exit at the same time after three years plus summer courses. **The application deadline for School/Educational Psychology is February 15.**

## ■ *Master of Arts in Educational Psychology Combined with a PPS Credential – School Psychology*

The program leading to the Pupil Personnel Services Credential (School Psychology) is approved by the State of California Commission on Teacher Credentialing. All psychologists employed by the public schools in California are required to hold this credential. An undergraduate major or minor in Psychology or a closely related field is required. Applicants whose undergraduate major is other than psychology may be considered but will be required to have taken 18 selected undergraduate units in psychology (6 courses) which cover the following topics:

- Introduction to Psychology
- Learning Theories
- Developmental Psychology
- Physiological Psychology or Neuropsychology
- Statistics or Experimental Psychology

Plus a course from 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 Academic Program Director prior to applying.**

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## ADMISSION REQUIREMENTS

The items listed below should be submitted directly to the School of Education Office, unless otherwise noted:

1. Completion of the Graduate Division application form. This should be submitted directly to the Graduate Admissions Office.
2. Two copies of official transcripts from all colleges/universities attended. These should be sent directly to the Graduate Admissions Office.
3. Completion of the Graduate Record Examination (GRE). This requirement is waived for those candidates who already possess a Master's degree from an accredited university.
4. Completion of CBEST no later than the end of the first semester.
5. All applicants must verify that they have 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 Academic Program Director in which the following issues are addressed: (a) why the applicant wants to be a school psychologist; (b) characteristics the applicant possesses that he or she thinks will make him/her an effective school psychologist; (c) 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 by the end of the first semester. An application for fingerprint clearance must be submitted to the Credential Office prior to enrolling in EDUC 6524, School Psychology Practicum, 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 late February to 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).

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## **COURSE REQUIREMENTS**

EDUC 6500	Foundation of Ethical, Professional, and Legal Practice in School Psychology
EDUC 6502	Determinants of Child and Adolescent Learning and Development
EDUC 6504	Statistics, Assessment and Research Methods in Education
EDUC 6506	Seminar in Counseling and Interpersonal Relations
EDUC 6508	Serving Diverse Students with Exceptional Needs
EDUC 6510	Seminar in Instruction and Learning
EDUC 6512	Group Counseling and Intervention with Children and Adolescents
EDUC 6514	Diversity in Community and School Psychology
EDUC 6520	Prevention, Intervention, and Consultation in Pupil Personnel Services
EDUC 6526	Social Responsibility, Violence Prevention, and Crisis Intervention in Schools
EDUC 6524	Practicum in School Psychology

The Advanced Specialization courses for the School Psychology Credential are:

EDUC 6516	Seminar in Motivation and Achievement
EDUC 6518	Traditional and Alternative Assessment of Cognitive Abilities
EDUC 6522	Diagnostic Assessment and Intervention of Learning Problems
EDUC 6528	Social, Emotional, and Behavioral Assessment
EDUC 6530	Treatment of Emotional and Behavioral Disorders in Children and Adolescents
EDUC 6532	Seminar in School Systems and Psychological Services
EDUC 6534	Advanced Assessment and Positive Behavioral Intervention
EDUC 6536	Special Issues and Best Practices in School Psychological Services
EDUC 6538	Supervised Internship in School Psychology I
EDUC 6540	Supervised Internship in School Psychology II
EDUC 6995	Comprehensive Exam

# School Administration and Leadership

The Administrative Services program offers degrees, credentials, and certificates 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 School Administration and Leadership Program offers the following degree, credentials and certificates:

- Master of Arts in Administration (Certificate in Special Education Leadership embedded)
- Master of Arts in Catholic School Administration
- Preliminary Administrative Services Credential / Tier I (Certificate in Special Education Leadership embedded)
- Administrative Services Internship / Tier I (Certificate in Special Education Leadership embedded)
- Professional Administrative Services Credential / Tier II
- Certificate in Catholic School Leadership
- Certificate in Charter School
- Certificate in Leadership and Equity in English Learner Education
- Certificate in Special Education Leadership

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*

**Academic Program Director:** Franca Dell'Olio, Ed.D.

The California Administrative Services Credential is divided into two tiers: a Preliminary Administrative Services Credential (Tier I) and a Professional Administrative Services Credential (Tier II) Program. Both Administrative credential programs are approved by the California Commission on Teacher Credentialing.

The Preliminary Administrative Services Credential Program consists of the completion of 16 semester hours including field experience, focused on the preparation of candidates for positions in administration in public, private, and charter schools. The program of study will provide the candidate a purposeful, integrated preparation program for general and special education. It will address the individual needs of ALL children, with a strong emphasis on cultural and linguistic diversity, and the successful development of English Language Learners. Coursework and curriculum for the Leadership Certificate in Special Education is embedded within the Preliminary Administrative Services Credential program. Candidates must successfully participate in culminating presentations as evidence of learning and growth. An Administrative Services Internship (Tier I) is also available in collaboration with local districts.

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## ADMISSION REQUIREMENTS

The following are required for consideration of acceptance into the Preliminary Administrative Services Credential (Tier I) Program:

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of Intent (see website for content) and Resumé.
3. Three completed reference forms from education administrators/personnel (forms available from Admissions Coordinator or on website).
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 in a base credential area.
  - 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. An appointment with the Academic Program Director is required prior to scheduling courses.

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## COURSE REQUIREMENTS

- EDUC 6420 Invitation to Lead (1 sem. hr.)
- EDUC 6421 Vision of Learning
- EDUC 6422 Responding to Diversity
- EDUC 6423 Student Learning and Professional Growth
- EDUC 6424 Organizational Management
- EDUC 6425 Transforming Organizations
- EDUC 6426 Primed for Action (0 sem. hrs. with an associated fee)



*Dr. Brian Leung teaching a graduate class.*

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

**Academic Program Director:** Franca Dell'Olio, Ed.D.

The Administrative Services Program is approved to offer an Internship Program in collaboration with a local school district. This will allow interns to enroll in courses while they serve as administrators under the supervision of professionals from the school district and the University. Each intern earns a salary from the employing school district.

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## ADMISSION REQUIREMENTS

The admission requirements for the Internship Program are the same as the requirements for the Preliminary Administrative Services Credential with the addition of the following:

1. Letter of Intent to include desired internship placement (see website for additional content) and Resumé.
2. Approval from district for placement, including a signed Memorandum of Understanding.
3. District supervisor information.

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## COURSE REQUIREMENTS

- EDUC 6420 Invitation to Lead (1 semester hour)
- EDUC 6421 Vision of Learning
- EDUC 6422 Responding to Diversity
- EDUC 6423 Student Learning and Professional Growth
- EDUC 6424 Organizational Management
- EDUC 6425 Transforming Organizations
- EDUC 6426 Primed for Action (0 sem. hrs. with an associated fee)



## ■ *Master of Arts in Administration*

**Academic Program Director:** Franca Dell'Olio, Ed.D.

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### ADMISSION REQUIREMENTS

The following are required for consideration of acceptance into the Master of Arts in Administration program:

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of Intent (see website for content) and Resumé.
3. Three completed reference forms (available from the School of Education, Admissions Coordinator or website).
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 undergraduate 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. An appointment with the Academic Program Director is required prior to scheduling courses.

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### COURSE REQUIREMENTS

EDUC 6100 Anthropological Analysis of Cultural Diversity  
EDUC 6105 Assessment and Research Methods  
EDUC 6106 Human Development/Learning  
EDUC 6420 Invitation to Lead (1 semester hour)  
EDUC 6421 Vision of Learning  
EDUC 6422 Responding to Diversity  
EDUC 6423 Student Learning and Professional Growth  
EDUC 6424 Organizational Management  
EDUC 6425 Transforming Organizations  
EDUC 6426 Primed for Action (0 sem. hrs. with an associated fee)  
EDUC 6427 Advocacy  
EDUC 6428 Master Level Course

Comprehensive Assessment (see next section)

\*Candidates successfully completing all of the course requirements for the M.A. in Administration will also receive a Special Education Leadership Certificate, as that coursework is embedded within the program.

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### COMPREHENSIVE ASSESSMENT

EDUC 6426 Primed for Action (0 sem. hrs. with an associated fee.)

## ■ *Professional Administrative Services Credential Program*

**Academic Program Director:** Franca Dell'Olio, Ed.D.

The Professional Administrative Services Credential (Tier II) program is designed for students who hold the Preliminary Administrative Services Credential and have secured a position in administration. Loyola Marymount University offers two paths to the credential, either through coursework taken as part of the doctoral program or the credential option described below.

Candidates enrolled in the Ed.D. Program in Educational Leadership for Social Justice have the option to complete the Professional Administrative Credential if they meet the requirements of the Preliminary Administrative Credential and complete the required coursework.

Other candidates, not enrolled in the doctoral program, may enroll in the Professional Administrative Services Credential Option program described below. The credential option program consists of one course for a total of three units. The course will be primarily taught on-line with two class meetings required.

All candidates for the Professional Administrative Services Credential must verify completion of a minimum of two years of successful administrative experience in a full-time position in a public or private school of equivalent status while holding the Preliminary Administrative Services Credential prior to obtaining University recommendation for the Professional Administrative Services Credential.

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### ADMISSION REQUIREMENTS

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of intent and a current resumé. (Refer to website for content for letter.)
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. Completed reference forms from 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 Academic Program Director.
8. Interview with the Academic Program Director.
9. Verification of computing skills form (self-verification).

**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 Exceptions Committee for admission consideration/recommendation.

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### PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL OPTION

Candidates enrolling in this option will be required to complete the course listed below.

Candidates are required to secure a mentor in the local school district.

EDUC 6415 Professional Administrative Induction and Assessment Seminar (3 sem. hrs.)

## ■ *School Administration and Leadership Certificate Programs*

**Academic Program Director:** Franca Dell'Olio, Ed.D.

The various Certificates in School Administration and Leadership are designed to recognize those candidates who have completed a 3 or 4 course sequence in the designated area of emphasis. Candidates will be prepared to develop and implement programs which will render additional, focused support to students, staff, parents, and school communities.

- **Certificate in Special Education Leadership**
- **Certificate in Charter School**
- **Certificate in Leadership and Equity in English Learner Education**
- **Certificate in Catholic School Leadership**

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### **Course Requirements**

#### **Certificate in Special Education Leadership**

Students may apply for this Certificate after completing the following:

1. Admission requirements listed under Master of Arts in Administration
2. Successful completion of:
  - EDUC 6423 Student Learning and Professional Growth
  - EDUC 6424 Organizational Management
  - EDUC 6427 Advocacy

#### **Certificate in Charter School/Small Learning Communities Leadership**

Students may apply for this Certificate after completing the following:

1. Admission requirements listed under Master of Arts in Administration
2. Successful completion of:
  - EDUC 6423 Student Learning and Professional Growth
  - EDUC 6424 Organizational Management
  - EDUC 6429 Specializing in Charter Schools/Small Learning Communities

#### **Certificate in Leadership and Equity in English Learner Education**

Students may apply for this Certificate after completing the following:

1. Admission requirements listed under Master of Arts in Administration
2. Successful completion of:
  - EDUC 6423 Student Learning and Professional Growth
  - EDUC 6424 Organizational Management
  - EDUC 5325 Curriculum and Instructional Leadership in Bilingual Settings

#### **Certificate in Catholic School Leadership**

Students may apply for this Certificate after completing the following:

1. Admission requirements listed under Master of Arts in Catholic School Administration
2. Successful completion of :
  - EDUC 6800 Foundations of Catholic Education
  - EDUC 6840 Catechetical Leadership in Catholic School Education
  - EDUC 6841 Private School Law and Ethics
  - EDUC 6842 Leadership in Catholic Education

## ■ *Preliminary Administrative Services Credential Option for Candidates in the Master of Arts in Catholic School Administration*

**Academic Program Director:** Edmundo Litton, Ed.D.

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### **ADDITIONAL REQUIREMENTS**

1. A copy of a current California teaching and/or service credential(s).
2. A minimum of one year verified service as a teacher. 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.
5. Letter of Intent (see website for content).

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### **COURSE REQUIREMENTS**

EDUC 6105	Assessment and Research Methods
EDUC 6420	Invitation to Lead (1 semester hour)
EDUC 6421	Vision of Learning
EDUC 6422	Responding to Diversity
EDUC 6423	Student Learning and Professional Growth
EDUC 6424	Organizational Management
EDUC 6425	Transforming Organizations
EDUC 6800	Foundations of Catholic Education
EDUC 6840	Catechetical Leadership in Catholic School Education
EDUC 6841	Private School Law and Ethics
EDUC 6842	Leadership in Catholic Education

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### **COMPREHENSIVE ASSESSMENT**

EDUC 6426 Primed for Action (0 semester hour, with an associated fee)

## ■ *Certificate in Catholic School Leadership*

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.

## ■ *Master of Arts in Catholic School Administration*

**Academic Program Director:** Edmundo Litton, 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.

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### ADMISSION REQUIREMENTS

The following are required for consideration of acceptance into the Master of Arts in Catholic School Administration Program:

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of intent.
3. Three completed reference forms or letters of recommendation.
4. Official Graduate Record Examination (GRE) scores.
5. Interview with the Academic 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 undergraduate 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 Exceptions Committee for admission consideration/recommendation.

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### COURSE REQUIREMENTS

EDUC 6100	Anthropological Analysis of Cultural Diversity
EDUC 6105	Assessment and Research Methods
EDUC 6420	Invitation to Lead (1 semester hour)
EDUC 6421	Vision of Learning
EDUC 6422	Responding to Diversity
EDUC 6423	Student Learning and Professional Growth
EDUC 6424	Organizational Management
EDUC 6425	Transforming Organizations
EDUC 6800	Foundations of Catholic Education
EDUC 6840	Catechetical Leadership in Catholic School Education
EDUC 6841	Private School Law and Ethics
EDUC 6842	Leadership in Catholic Education

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### COMPREHENSIVE ASSESSMENT

EDUC 6426 Primed for Action (0 semester hour, with an associated fee)

## ■ *Doctorate in Education*

### *Ed.D. in Educational Leadership for Social Justice*

**Director:** Mary K. McCullough, 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 education. 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 17.**

\*Candidates who have taken doctoral level coursework at another accredited university may request a transcript audit and admission to an individualized course of study leading to the Ed.D. in Educational Leadership for Social Justice. Candidates must meet the admission requirements and take a written exam. If accepted, candidates must complete the required tutorials, research seminars, and culminating experience.

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#### **ADMISSION REQUIREMENTS**

The following are required for consideration of acceptance into the Ed.D. in Educational Leadership for Social Justice:

1. Application for Ed.D. program
2. Admission Test: GRE with minimum score of 1100 (combined verbal and math scores) and writing score of 4.5
3. A two to three page Statement of Purpose following the format described in application materials
4. Earned Master's degree from an accredited institution verified by official transcripts (2 copies)
5. GPA of 3.75 (4.0 scale) in master's coursework
6. 20 graduate level semester units in a related field, which includes verified content in research methods, diversity, and psychology
7. Current resumé
8. Three recommendation forms (at least one from a current employer and one from a professor in a completed master's level program)
9. Interview with Doctoral Admissions Committee
10. Professional writing sample
11. Minimum of 2 years full-time experience in public, Catholic, or private schools

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## COURSE REQUIREMENTS

### **Core courses**

Candidates must complete all of the following courses:

- EDUC 7000 Sociopolitical Context of Education: Policy and Reform
- EDUC 7001 Social Justice and Education
- EDUC 7002 Moral and Ethical Leadership
- EDUC 7003 Leadership for Educational Achievement
- EDUC 7004 Organizational Theory and Change
- EDUC 7020 Situated Inquiry in Education
- EDUC 7021 Statistical Analysis in Education
- EDUC 7022 Qualitative Research in Education

### **Specializations**

Candidates select one of the following specializations:

#### ***P-12 Public Education Specialization***

- EDUC 7040 Context and Current Topics in Public Education
- EDUC 7041 Transformative Leadership in Diverse Learning Communities
- EDUC 7042 Management of Fiscal/Human Capital
- EDUC 7043 Legal and Policy Issues in Education
- EDUC 7049 Research Seminar: Public Education

### **OR**

#### ***P-12 Catholic/Private/Charter School Education Specialization***

- EDUC 7060 Context and Current Topics in Private Education
- EDUC 7061 Mission and Stewardship in Education
- EDUC 7062 Managing Financial Resources in Private Education
- EDUC 7063 Law and Policy in Private Education
- EDUC 7069 Research Seminar: Catholic/Private/Charter Education

### **Dissertation**

Candidates complete at least 6 units of dissertation coursework, including:

- EDUC 7950 Dissertation Proposal Design
- EDUC 7951 Dissertation Seminar I
- EDUC 7952 Dissertation Seminar II
- EDUC 7953 Doctoral Dissertation I
- EDUC 7954 Doctoral Dissertation II (as needed; candidates enroll in 2 units each semester leading to completion and acceptance of dissertation)
- EDUC 7955 Doctoral Dissertation III (as needed; candidates enroll in 2 units each semester leading to completion and acceptance of dissertation)

## Course Descriptions

All courses are 3 semester hours unless otherwise noted.

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### EDUC 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.

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### 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.

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### 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. Assessment, identification, and program placement for Limited English Proficient students are emphasized. This course provides an overview of education policies and laws related to English language learners.

Field work is required.

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### 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.

Field work is required.

Prerequisite: EDUC 5003 or EDUC 414

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### 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.

Field work is required.

Prerequisite: EDUC 5003 or EDUC 414

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### EDUC 5251 • Methods in Teaching Secondary Languages Other than English

This class will address the communicative approach to language instruction. Major themes 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.

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### EDUC 5252 • Methods in Teaching Secondary Social Studies

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.

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### EDUC 5253 • Methods in Teaching Secondary English

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.



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**EDUC 5254 • Methods in Teaching 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 teaching science; explores methods of long and short range planning, effective use of textbooks to design instruction and labs in both physical and life science, unit plans and lesson planning; assessment, and differentiated instruction to support student achievement of the California Science curriculum.

Field work is required.  
Special approval required.

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**EDUC 5255 • Methods in Teaching 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.

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**EDUC 5256 • Methods in Teaching Secondary Art**

This methodology seminar is designed to provide opportunities for prospective secondary art educators to critically examine the theoretical, historical, psychological, sociological, and practical applications of art education. Projects will involve the development, implementation, and assessment of a successful and socially responsible art education curriculum.

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**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.

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**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.

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**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.

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**EDUC 5321 • Applied Linguistics**

Seminar in the theoretical and practical applications of linguistics, socio- and ethno-linguistics, psycholinguistics, language based content area instruction and language policy and planning as they relate to second language learners.

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**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.

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**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.

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**EDUC 5324 • Bilingualism and Biliiteracy**

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

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**EDUC 5325 • Curriculum and Instructional Leadership  
in a Bilingual Setting**

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

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**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.

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

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

Lab fee required.  
Credit/No Credit.  
Special approval required.

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**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.

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

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

Lab fee required.  
Credit/No Credit.  
Special approval required.

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**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.

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**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.  
Prerequisite: EDUC 5970

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**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.  
Prerequisite: EDUC 5971

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**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.

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**EDUC 5976 • Elementary Directed Teaching  
6-12 sem. hrs.**

Full-time supervised teaching in two culturally diverse public elementary schools; seminar sessions held throughout the semester, which include instruction in art, music, and physical education.

Lab fee required.  
Credit/No Credit.  
Special approval required.  
All Incompletes must be removed prior to registration.  
Passing scores on CSET & CBEST required.

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

Full-time supervised teaching in one culturally diverse public middle and/or high school; seminar sessions held throughout the semester support the student in successfully completing his or her student teaching.

Lab fee required.  
Credit/No Credit.  
Special approval required.  
All Incompletes must be removed prior to registration.  
Subject matter competency required.

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**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.

Lab fee required.  
Credit/No Credit.  
Special approval required.

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**EDUC 5981 • Special Education Fieldwork and Seminar 1  
2 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 and meets on a weekly basis.

Interns and Teacher Practitioners only.  
Special approval required.

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**EDUC 5982 • Special Education Fieldwork and Seminar 2  
1 sem. hr.**

This course is a continuation of Fieldwork 1.

Credit/No Credit.  
Interns and Teacher Practitioners only.  
Special approval required.

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**EDUC 5983 • Special Education Fieldwork and Seminar 3  
1 sem. hr.**

This course is a continuation of Fieldwork 2.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

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**EDUC 5984 • Special Education Fieldwork and Seminar 4  
2 sem. hrs.**

This course is a continuation of Fieldwork 3.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

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**EDUC 5998 • Special Studies**

Subject matter and credit by arrangement.

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**EDUC 5999 • Independent Studies**

Subject matter and credit by arrangement.

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**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

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**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.

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**EDUC 6002 • Philosophy of Education**

Course description under construction.

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**EDUC 6080 • Advance Course 1: Special Populations,  
English-Language Learners, Health, and Technology**

This course integrates the advanced study of health education and the teaching of students with exceptional needs. The study of health education, including the study of nutrition, cardiopulmonary resuscitation, and the physiological and sociological effects of abuse of alcohol, narcotics, and drugs and the use of tobacco will be addressed. Training in cardiopulmonary resuscitation also meets the standards established by the American Heart Association or the American Red Cross. This course includes the study of and field experience in methods of delivering appropriate educational services to pupils with exceptional needs in general education programs. Candidates will understand how to effectively put IDEA into practice within the context of an all-inclusive classroom. Effective communication between stakeholders to support students with exceptional needs in the classroom will be addressed.

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**EDUC 6081 • Advance Course 2: Special Populations,  
English-Language Learners, Health, and Technology**

This course integrates the advanced study of technology and the teaching of English Language Learners (ELL). This course is designed to build upon beginning teachers' expertise in equitable assessment and instruction for ELL students through and with equitable uses of technology. Utilizing a sociocultural and additive approach, the course addresses standards-informed instruction for ELL students from beginning to advanced levels of English development. Particular focus is given to oral language and literacy development across content areas, analysis of teacher instructional practices, and family literacy. This course includes the study of and field experience in methods and strategies of integrating technology into the curriculum to support all students. Candidates will explore a variety of electronic communication tools for use within the classroom as well as to expand the network of professional educators. Candidates will address the areas of information literacy, the digital divide, and using technology to create life-long learners.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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. Emphasis is placed on the impact of culture and diversity on child and adolescent development.

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**EDUC 6200 • Elementary School Curriculum and Methods**

This course focuses on instructional methods for mathematics, science and social studies for the culturally diverse elementary classroom. Students will acquire skills in the creation of lesson plans utilizing a variety of instructional and evaluation methods, and classroom teaching. Course will include all state mandated content areas.

Lab fee required.

Field work is required.

Admission to program required.

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**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.

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**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.

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**EDUC 6251 • Secondary School Curriculum and Methods for Math and Science**

Objectives, methods, materials and problems involved in teaching math and science in the secondary schools. Explores methods of long and short range planning, course overviews, unit plans and lesson planning. Presents alternative strategies of instruction and methods of diagnosing needs and evaluating learning. Current approaches to classroom discipline, management, and organization are studied.

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**EDUC 6252 • Secondary School Curriculum and Methods for Language Arts and Social Studies**

Objectives, methods, materials and problems involved in teaching language arts and social studies in the secondary schools. Explores methods of long and short range planning, course overviews, unit plans and lesson planning. Presents alternative strategies of instruction and methods of diagnosing needs and evaluating learning. Current approaches to classroom discipline, management, and organization are studied.

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**EDUC 6300 • Creating Effective Classrooms in Diverse Settings • 3 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.

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**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.

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**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

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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 5003

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**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. Fieldwork required.

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**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.

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**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.

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**EDUC 6324 • Technology in Multilingual Settings**

Offered as an elective, this course emphasizes the use of instructional technologies with multilingual populations. Of particular emphasis is the bridging of the Digital Divide, access and equity in technology with diverse populations, and uses of instructional technology within dual language contexts.

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**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.

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**EDUC 6326 • Apprenticeship in Research in  
Bilingual/Leadership/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.

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**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.

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**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.

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**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

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**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.

Consent of Program Director required.  
Co-requisite: EDUC 6342

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**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.

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**EDUC 6345 • Literacy Fieldwork**

This fieldwork experience is designed to facilitate the application of theoretical concepts in practical settings. The candidate will be able to demonstrate that literacy standards are being met in the classroom setting.

Credit/No Credit  
Special approval required.

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**EDUC 6346 • Advanced Practicum: Diagnosis and Intervention in Reading/Language Arts Instruction**

This course is intended for candidates for the Reading/Language Arts Specialist Credential and includes clinical experiences working with both beginning readers and students who have severe reading difficulties. This practicum includes a seminar on diagnosing and providing appropriate intervention for struggling readers as well as an opportunity to work with the parents of the Literacy Lab students.

Candidates will gain knowledge and experience, practice skills acquired in course work, and demonstrate competency in the skills required by a reading specialist.

Consent of Program Director required.  
Prerequisites: EDUC 6342, EDUC 6343

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**EDUC 6347 • Research and Trends in Literacy and Learning for At-Risk Students**

In this advanced course for the Reading Specialist Credential, candidates will engage in a critical analysis of literacy research which examines current models of the reading process and their influence on curriculum, instructional and assessment issues for at-risk students. Emphasis will be placed on intervention techniques used to support struggling readers.

Prerequisite: EDUC 6341  
Special approval required

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**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.

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**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.

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**EDUC 6363 • Community and School Psychology**

Course description under construction.

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**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

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**EDUC 6366 • Principles, Organization, and Administration of Pupil Personnel and Human Services**

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.

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**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.

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**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

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**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.

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**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.

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**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.

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**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.

Credit/No Credit.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.



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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**EDUC 6415 • Professional Administrative Induction and Assessment Seminar**

The development and implementation of an individualized professional development plan involving the candidate, the employing school district, and the University. The plan includes the designation of a local mentor and the proposed district support available to the student. Also included are plans for completing academic coursework and professional growth opportunities to meet the candidate's needs and credential competencies in the non-University activities that are delivered by qualified individuals, supported by appropriate resources, and evaluated on an ongoing basis.

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 (Tier II).

This course is taken on a Credit/No Credit basis.

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**EDUC 6420 • An Invitation to Lead • 1 sem. hr.**

Course description under construction.

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**EDUC 6421 • Vision of Learning for Diverse Students, Families, Staff, and Community • 3 sem. hrs.**

Course description under construction.

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**EDUC 6422 • Responding to Diversity of Students, Families, Staff, and Community • 3 sem. hr.**

Course description under construction.

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**EDUC 6423 • Student Learning and Professional Growth for Diverse Students, Families, Staff, and Community**  
**3 sem. hrs.**

Course description under construction.

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**EDUC 6424 • Organizational Management for Student Learning: Political, Economic, and Legal Frames of Diverse Students, Families, Staff, and Community**  
**3 sem. hrs.**

Course description under construction.

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**EDUC 6425 • Transforming Organizations for Diverse Students, Families, Staff, and Community • 3 sem. hrs.**

Course description under construction.

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**EDUC 6426 • Primed for Action – Culminating Presentation • 0 sem. hr., with an associated fee**

Course description under construction.

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**EDUC 6427 • Advocacy • 3 sem. hr.**

Course description under construction.

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**EDUC 6428 • Master Level Course • 3 sem. hr.**

Course description under construction.

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**EDUC 6429 • Specializing in Charter Schools/Small Learning Communities • 3 sem. hr.**

Course description under construction.

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**EDUC 6500 • Foundations of Ethical, Professional, and Legal Practice in School Psychology**

This course provides a comprehensive exploration of the field of School Psychology, including its historical antecedents and contemporary educational, legal, and system issues that impact the profession. Content will include review of 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. Field assignments required (i.e. interviews and observations will give students insight into their future vocation).

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**EDUC 6502 • Determinants of Child and Adolescent Learning and Development**

This course introduces candidates to knowledge base regarding major contributors to student learning and development. Educational context and social influences on behaviors are reviewed. Advanced analysis and application of major psychological theories and biological basis will help candidates understand typical and atypical child and adolescent development. Evidence-based individual, school, family, and community interventions are explored.

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**EDUC 6504 • Statistics, Assessment, and Research Methods in Education**

This graduate level course will emphasize the development of knowledge and skills with regard to interpreting and applying essential descriptive statistics, research methodologies, and basic concepts of psychological and education assessment. The course content will consist of an overview of individual and group tests and inventories; test construction and evaluation; alternative assessment; progress monitoring; program evaluation; and comprehensive testing programs.

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**EDUC 6506 • Seminar in Counseling and Interpersonal Relations**

This course provides an overview of major counseling theories, and provides candidates with basic counseling skills with general and special education students. Candidates will learn general and specific techniques appropriate for use in school settings. Issues related to interpersonal relationships, culturally competent counseling, law and ethics, and evaluation of counseling effectiveness will be addressed.

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**EDUC 6508 • Serving Diverse Students with Exceptional Needs**

This course will provide an overview of the characteristics of diverse students with exceptional needs with a view towards developing an understanding of the psychological and educational implications of these exceptionalities. This course will also emphasize current laws and procedures regarding the appropriate education for these students. Field assignment required.

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**EDUC 6510 • Seminar in Instruction and Learning**

This course provides students with an overview of teacher instruction and the evaluation of student learning using curriculum based measures for reading, writing and math, observation of student behavior during instruction, teacher interviews, and observation of effective classroom practices. The course also provides an overview of instructional strategies in the areas of reading, writing, and math for students who are at-risk for academic failure.

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**EDUC 6512 • Group Counseling and Intervention with Children and Adolescents**

This course focuses on the application of group counseling theories to support positive mental health development in children and adolescents. Topics will include different types of group counseling, including psychoeducational and social skills groups in the school setting. Issues related to culturally competent group counseling and law and ethics will be addressed. Field assignment required.

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**EDUC 6514 • Diversity in Community and School Psychology**

Using an experiential and ethnographic approach, candidates in this course will learn and process information about the impact of culture on education from a historical perspective, the role of family and community, as well as review significant sociopolitical issues that impact students and families. Themes covered will include: critical analysis, social justice, inequality in educational policies and practices, overrepresentation of minorities in special education, assessment/intervention bias, immigration and second language learners, and working with non-majority culture and SES groups.

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**EDUC 6516 • Seminar in Motivation and Achievement**

This seminar will provide candidates with psychological theories, concepts, and research related to achievement motivation, learning and cognition. Topics will include school climate, family influences, retention, assessment of learning environments, and socio-cultural factors on learning

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**EDUC 6518 • Traditional and Alternative Assessment of Cognitive Abilities**

This course covers standard administration of common norm-based and criterion-referenced cognitive assessments. As part of learning about these assessments, candidates learn test interpretation and demonstrate the ability to integrate test results with other information about a student in a psycho-educational report. Additionally, candidates learn about legal and ethical issues related to testing, and about administering assessments in a socially and culturally responsible manner.

Lab fee required.

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**EDUC 6520 • Prevention, Intervention, and Consultation in Pupil Personnel Services**

This course is designed to support learning and application of knowledge and skill in collaborative consultation with school personnel and family on academic and behavioral issues that negatively impact student achievement. Candidates will also learn and apply concepts related to systemic consultation. Field assignment required.

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**EDUC 6522 • Diagnostic Assessment and Intervention of Learning Problems**

This course will provide students with an indepth study of learning-related processes and practices in assessment techniques used by school psychologists to assess learning-related problems and plan for their prevention and remediation. Various methods of assessment, including progress monitoring, will be discussed in addition to research based interventions.

Lab fee required.

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**EDUC 6524 • Practicum in School Psychology**

Practicum is a year-long field experience and university seminar for second-year candidates in the school psychology program. Candidates will gain knowledge and experience, practice skills acquired in course work, and demonstrate beginning competency in a wide range of skills and services typically performed by a school psychologist.

Credit/No Credit.

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**EDUC 6526 • Social Responsibility, Violence Prevention, and Crisis Intervention in Schools**

This graduate level course is designed to support your 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) best practice response and interventions of a school-based crisis team.

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**EDUC 6528 • Social, Emotional, and Behavioral Assessment**

This course teaches candidates to administer and interpret assessments of students' social and emotional functioning in school. Students will use assessment results, in conjunction with other data sources to write comprehensive psychoeducational reports with concise conceptualization of how a student's social and emotional issues impact his/her school functioning.

Lab fee required.

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**EDUC 6530 • Treatment of Emotional and Behavioral Disorders in Children and Adolescents**

In this course candidates will learn the federal and state educational code diagnostic criteria for classifying students as Emotionally Disturbed. Candidates will become familiar with psychiatric disorders common in childhood and adolescence. Candidates will learn DSM-IV diagnostic criteria, federal and state educational code criteria, basic etiology, common features, evidence-based treatments, and school-based interventions.

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**EDUC 6532 • Seminar in School Systems and Psychological Services**

This course is designed to prepare candidates for internship in school psychology. Content will emphasize further role development, professional ethics and conduct, legal aspects of the practice of school psychology, principles and techniques of supervision, and selected topics in assessment and intervention.

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**EDUC 6534 • Advanced Assessment and Positive Behavioral Intervention**

The primary goal of this course is to help candidates become proficient in conducting Functional Analysis Assessments, which includes designing and evaluating positive behavior support plans. Additionally, candidates learn about classroom management, needs of special populations (e.g., foster students, students with emotional disturbances), and school-wide prevention and intervention related to discipline, social skills, conflict resolution, aggression/violence, and school-engagement.

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**EDUC 6536 • Special Issues and Best Practices in School Psychological Services**

This course covers advanced issues and recommended practices in the delivery of psychological support services in elementary and secondary school settings. Topics will include assessment for progress monitoring, serving low-incidence disabilities, assistive technology, assessment and intervention with CLD and preschool children. Additional topics will include: promoting reading and literacy development with students and families, psychopharmacology with school-age students, roles for school psychologists, and community building, including asset mapping to support educational goals.

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**EDUC 6538 • Supervised Internship in School Psychology I**

This seminar is the final level of supervision for school psychology interns. Under the supervision of both field-based and university-based psychologists, candidates refine their practice and delivery of psycho-educational services in the school setting with the P-12 student population.

Credit/No Credit.

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**EDUC 6540 • Supervised Internship in School Psychology II**

This seminar is a continuation from the previous semester designed to support school psychology interns. Support in preparation for graduation and entry into the profession of school psychology is emphasized.

Credit/No Credit.

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**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.

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**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.

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**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.

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**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.

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**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.

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**EDUC 6840 • Catechetical Leadership in Catholic School Education**

This course will assist the student in imagining a new role, that of Catechetical Leader, who will help to create a new culture of renewal in U.S. Catholic schools. The student will critically analyze the history and theory of Christian religious education/catechesis, especially as it applies to faculty members, parents and other adults in the Catholic school community. Three class sessions will be dedicated to a review of contemporary Christology in the context of the Catholic tradition. Other topics will include: ecclesiological issues that flow from Vatican II, evangelization, social justice, and Lilly Endowment's initiative on Christian practices.

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**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.

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**EDUC 6842 • Leadership in Catholic Education**

This course is designed to give new and aspiring administrators theory and research in the following areas: leadership, management, organizations, change facilitation, and decision-making within the context of the Catholic Church and its educational institutions. This course will also focus upon the role and responsibilities associated with school finance, accounting, development, and management.

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**EDUC 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

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**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.

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**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

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

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

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**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.

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**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.

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**EDUC 6961 • Fieldwork Supervision: Portfolio and Assessment of Teaching • 3 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.

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.

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**EDUC 6965 • Action Research Fieldwork Course I (Fall only)**

This is a field experience course that supports a group of fifth year teacher candidates within the following framework: the candidate will meet weekly with a University Support Provider who will guide the candidate through the individual induction plan process. This process includes individual assessment, observations, conversations, portfolio development and support in the areas designated by the individual induction plan. A small group will meet four times during the semester with the University Support Provider. These meetings are in addition to any feedback sessions that are held between the university support provider and candidate. The fifth year University Support Providers will be in contact with the professors who teach the integrated advanced course work to support the collaboration model. Candidates are required to demonstrate competency in the area of the California Standards for the Teacher Profession (CSTP) related to the integrated courses they are currently attending. In order for candidates to receive credit in this course, they must demonstrate competency in the CSTPs and fifth year standards through a portfolio presentation.

Credit/No Credit.

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**EDUC 6966 • Action Research Fieldwork Course II (Spring only)**

This is the continuation of EDUC 6965, a course that supports a group of fifth year teacher candidates within the following framework. The candidate will meet weekly with a University Support Provider who will guide the candidate through the individual induction plan process. This process includes individual assessment, observations, conversations, portfolio development and support in the areas designated by the individual induction plan. A small group will meet four times during the semester with the University Support Provider. These meetings are in addition to any feedback sessions that are held between the university support provider and candidate. The fifth year University Support Providers will be in constant contact with the professors who teach the integrated advanced course work to support the collaboration model. Candidates are required to demonstrate competency in the area of the California Standards for the Teacher Profession (CSTP) related to the integrated courses they are currently attending. In order for candidates to receive credit in this course, they must demonstrate competency in the CSTPs and fifth year standards through a portfolio presentation of their action research.

Credit/No Credit.

Prerequisite: EDUC 6965

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**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.

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**EDUC 6971 • Field Experience in Administration I  
2 sem. hrs. – Special approval required**

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.

Fieldwork I may be taken as early as your third class in the program.

Credit/No Credit.

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**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.

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**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.

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**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.

Fieldwork II must be taken in the final semester of the program.

Credit/No Credit.

Prerequisite: EDUC 6971

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**EDUC 6983 • Field Experience in Bilingual,  
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 Bilingual, Leadership, and Intercultural Education program and also emphasizes leadership for bilingual.

Credit/No Credit.

Prerequisite: EDUC 6974

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**EDUC 6984 • Internship Fieldwork Supervision • 1 sem. hr.**

A continuation of EDUC 6980 – Fieldwork in School Counseling II

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**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.

Fee required.

Credit/No Credit.

Special approval required.

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**EDUC 6998 • Special Studies**

Subject matter and credit by arrangement.

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**EDUC 6999 • Independent Studies**

Subject matter and credit by arrangement.

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**EDUC 7000 • Sociopolitical Context of Education:  
Policy and Reform**

This course provides an in-depth examination of educational policy making processes, utilizing a historical and ideological approach. The course will focus on the history and analysis of national, state, and local policies, processes, standards, and reform movements applied to general and special education. An additional focus of the course will be the study of school finance and an analysis of the equity and adequacy issues governing school finance.

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**EDUC 7001 • Social Justice and Education**

This course examines various approaches to conceptualizing, interpreting, and making operational 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: critically competing ethical and religious theories of justice; sociological factors of schools as institutions of injustice and cultures that can promote an ethos to further justice; the relationships of the ethical theory of justice of educational institutions; and the examination of pedagogy for social justice. The goal of the course is to bring together ethics, sociology of education, and concrete pedagogy.

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**EDUC 7002 • Moral and Ethical Leadership**

This course examines ethics in education, moral development theory, and leadership theory. Emphasis will be placed on the role of the individual in the development of principles and practices of just and caring leadership. Critical inquiry into the responsibility of leaders for the protection and promotion of democratic schooling and global citizenship is highlighted.

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**EDUC 7003 • Leadership for Educational Achievement**

This course examines components of instructional reflective leadership and the relationship to educational achievement for diverse populations. The course will critically examine the following topics related to achievement: standards-based education, assessment and accountability systems, processes for equitable access to curriculum and learning, participatory education, inclusive critical pedagogy, and the equitable and appropriate use of technology. The sociocultural perspective and the psychology of learning will guide the exploration of leadership, accountability, instruction, and assessment.

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**EDUC 7004 • Organizational Theory and Change**

This course will focus on organizational theory and culture, systemic change, and supervision of programs and personnel. The role of the leader as an agent for transformative change, an informed implementer of technology to reduce the digital divide, and facilitator for community collaboration is examined.

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**EDUC 7020 • Situated Inquiry in Education**

This introductory course provides educational leaders with an integrated methodological approach to practitioner research through school and classroom-based research. A survey of quantitative and qualitative methods will be the basis for situated inquiry in which candidates are introduced to field-based, problem-solving research, survey research methodology, program evaluation research, and technology. Candidates will improve skills in the development of research instruments and tools for data collection.

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**EDUC 7021 • Statistical Analysis in Education**

This advanced quantitative research course focuses on univariate and multivariate methods utilizing advanced technology and desktop statistical software to conduct and design field-based analyses of diverse data sets from educational settings.

Prerequisite: EDUC 6105 or equivalent

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**EDUC 7022 • Qualitative Research in Education**

This advanced qualitative research course focuses on a variety of qualitative research methods and designs for diverse educational settings, including ethnography, observations, interviews, and case studies. The research will be focused through the lens of social justice.

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**EDUC 7040 • Context and Current Topics in Public Education**

This seminar explores the historical, philosophical, and structural issues in public education. The seminar will include a discussion and analysis of the current issues defining and challenging public P-12 education.

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**EDUC 7041 • Transformative Leadership in Diverse Learning Communities**

This is an advanced course in leadership theory and the study of organizational structure, culture, and climate. The course will emphasize the following: reflective, shared, and servant leadership; multiple assessment measures to evaluate learning; design, implementation, and evaluation of professional development, accountability systems; the processes involved in establishing positive organizational culture; diversity in school communities; and communication and collaboration with diverse families and community members.

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**EDUC 7042 • Management of Fiscal/Human Capital**

The recruitment, management, and assessment of fiscal and human resources will be explored through the lens of social justice. This course includes the following: national, state, and local funding and fiscal management; human resource recruitment, retention, and evaluation; equity analysis of resources for diversity; and strategies for building effective learning communities.

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**EDUC 7043 • Legal and Policy Issues in Education**

Candidates examine legal frameworks of national, state, and local government and educational entities. The focus of the course will be on the political and sociological forces affecting general education programs, services for students with exceptional needs, and other categorical programs. Course topics include laws affecting education and the application of legal principles to current policies and practices.

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**EDUC 7049 • Research Seminar: Public Education**  
**2 sem. hrs.**

This course focuses on the practitioner researcher's formulation of research questions, preparation of the design and methodology to be used in the researcher's study of public education. The outcome of this course will be the design and methodology chapter of the candidate's dissertation.

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**EDUC 7060 • Context and Current Topics in Private Education**

This seminar explores the historical, philosophical, structural, and theological issues in Catholic, private, and charter schools, as well as non-public schools serving students with exceptional needs. The seminar will include a discussion and analysis of the current issues defining and challenging Private K-12 education and the influence of Catholic Social teaching in these topics.

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**EDUC 7061 • Mission and Stewardship in Education**

This course focuses on the stewardship dynamic of leadership, the mission-driven focus of the Catholic or Private context, and the foundations of building community within organizations in which the service of faith promotes justice. Using literature on communities of practices, this course examines how people learn to participate in communities and what member learning means relative to the life of communities over time.

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**EDUC 7062 • Managing Financial Resources in Private Education**

An advanced study of private education, charter schools, and non-profit organizations from the management and financial resource perspective which includes: strategic planning, finance management, fiscal resources, marketing, grant writing, trustee development, and fundraising.

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**EDUC 7063 • Law and Policy in Private Education**

This course explores legal, government, and political processes as they apply to private and Catholic education. Strategies for advocating for the rights of all children, including children with exceptional needs will be emphasized. Faith-based ethics rooted in the scripture, tradition, and Catholic social teaching will centralize issues and topics.



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**EDUC 7069 • Research Seminar: Catholic / Private / Charter Education • 2 sem. hrs.**

This course focuses on the practitioner researcher's formulation of research questions, preparation of the design and methodology to be used in the researcher's study of private education. The outcome of this course will be the design and methodology chapter of the candidate's dissertation.

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

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

Credit/No Credit.

\*Institutional Review Board Approval

In the beginning of the research phase of the proposed doctoral program, candidates will be required to submit a proposal to the Human Subjects Review Board for approval prior to conducting research.

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

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

Credit/No Credit.

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

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

Credit/No Credit.

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**EDUC 7953 • Doctoral Dissertation I • 2 sem. hrs.**

2 sem. hrs. each semester until completion

Candidates will enroll in 2 semester hours each semester leading to completion and acceptance of dissertation.

Credit/No Credit.

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

2 semester hours each semester until completion.

Credit/No Credit.

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

2 semester hours each semester until completion.

Credit/No Credit.

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**EDUC 8000 • Health Education****1 non-degree unit - 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.

Credit/No Credit.

# *College of Science & Engineering*



*Frank R. Seaver College of Science and Engineering – Pereira Hall*

## *Master of Arts in Teaching Mathematics, Master of Science, Master of Science in Engineering, and Certificate Programs*

### **Frank R. Seaver College of Science and Engineering**

**Office Location:** Pereira Hall, Room 100

**Telephone:** (310) 338-2834

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

Jeff Sanny, M.S., Associate Dean

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

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### *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 Frank R. Seaver 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, and Environmental Science. 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*

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**Graduate Director:** Michael Grady, Ph.D.

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**E-Mail:** mgrady@lmu.edu



*Students at a workshop on calculators.*

## **FACULTY**

### **Professors:**

Lev Abolnikov, Ph.D., Leningrad

Curtis Bennett, Ph.D., Chicago

Michael Berg, Ph.D., California, San Diego

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

Herbert Medina, Ph.D., California, Berkeley

David Smith, Ph.D., Oklahoma

Connie Weeks, Ph.D., Southern California

Scott Wright, M.S., Southern California

### **Associate Professors:**

Lily Khadjavi, Ph.D., California, Berkeley

Blake Mellor, 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

Edward Mosteig, Ph.D., Cornell

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## *Mission Statement*

The Master of Arts in Teaching Mathematics program provides an opportunity for secondary school teachers to broaden their background in mathematical science and to correlate this knowledge with current education practice.

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## **ADMISSION REQUIREMENTS**

Students seeking admission to the Master of Arts in Teaching Mathematics program 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.

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## PROGRAM REQUIREMENTS

During the first semester of attendance, the student should prepare a program of study with a faculty advisor. A degree candidate is required to complete, with an average grade of at least 3.0 ("B"), a program of study that may include prerequisite undergraduate-level coursework, and that must include thirty or more semester hours of graduate-level coursework, as deemed appropriate by the advisor in consultation with the department. Of the graduate level coursework, at least fifteen semester hours are to be in Mathematics and fifteen in Education. Available courses in Mathematics include topics courses in Real Variables, Complex Variables, Algebraic Structures, Geometry, Topology, Numerical Analysis, Probability and Statistics, Mathematical Modeling, Operations Research, and History of Mathematics. All fifteen hours of work in Education are to be at the graduate level.

In addition, all candidates for the Master of Arts in Teaching Mathematics are required to register for and complete an approved project in mathematics or mathematics education.

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## Course Descriptions

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

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### MATH 511 • Mathematics and Gender Equality

Historical and current gender issues in mathematics examined through the lives and mathematical work of women mathematicians from the 4th to the 21st centuries, and equity issues in K-12 mathematics education and math-related careers. Mathematical topics include prime numbers, conic sections, functions, sequences and series, polyhedra and group theory.

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### MATH 550 • Fundamental Concepts of Geometry

Euclidean and non-Euclidean planar geometries, axiomatic systems, synthetic and analytic representations, relationships with algebra, and selected topics and applications.

Prerequisites: MATH 248 and 250

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### MATH 560 • Advanced Topics in Probability and Statistics

Material to be covered will be determined by the instructor. Consult with the instructor for the specific topics in probability and statistics that will be covered in any given semester.

Prerequisites: MATH 360

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### MATH 561 • Computational Methods in Linear Algebra

Numerical solutions of linear systems of equations, Gauss elimination and iterative methods, eigenvalues and eigenvectors.

Prerequisites: CMSI 185 or MATH 282, and MATH 250 or consent of instructor.

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### MATH 562 • Numerical Analysis

Numerical solutions of non-linear equations, interpolation, numerical differentiation, integration, and solution of differential equations.

Prerequisites: CMSI 185 or MATH 282, and MATH 245 or consent of instructor.

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### MATH 568 • Mathematical Methods of Operations Research

Linear and dynamic programming, network analysis, inventory control.

Prerequisite: MATH 360

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### MATH 575 • Introduction to Orbit Determination

A brief introduction to Banach and Hilbert spaces, the Projection Theorem, linear minimum variance estimates, the Kalman filter, variational equations and orbit determination examples. The final exam is a computer problem that involves tracking a spacecraft orbiting an asteroid by means of Doppler measurements.

Prerequisites: MATH 245, 250, and consent of instructor.

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### MATH 582 • Analysis of Algorithms

Design, comparison, and analysis of mathematical algorithms, including implementation and testing using Fortran.

Prerequisites: CMSI 185 or MATH 282 or consent of instructor.

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### MATH 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.

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

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

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### MATH 695 • MAT Final Project • 0 sem. hrs.

To complete the requirements for the MAT in Mathematics degree, the student will complete a substantive project under the guidance of a faculty member, prepare a written report and give an oral presentation on the project.

# *Civil Engineering & Environmental Science*

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**Graduate Director:** Joseph C. Reichenberger  
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**Fax:** (310) 338-5896  
**email:** jreichenberger@lmu.edu

## **FACULTY**

### **Professors:**

Michael E. Manoogian,\* Ph.D., Southern California  
Joseph C. Reichenberger,\* Department Director of Civil Engineering  
and Environmental Science and Graduate Program,  
M.S.C.E., Southern California  
William J. Trott,\* Chairperson, Ph.D., California, Los Angeles

### **Assistant Professors:**

Rachel G. Adams, Ph.D., Massachusetts Institute of Technology  
Jeremy S. Pal, 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

### **Emeritus Faculty:**

James E. Foxworthy,\* Ph.D., Southern California  
Michael E. Mulvihill,\* Ph.D., California, Los Angeles

## **NATURAL SCIENCE DEPARTMENT FACULTY**

### **Professor:**

James M. Landry, Ph.D., Miami of Ohio

### **Assistant Professor:**

John Dorsey, Ph.D., Melbourne



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

\*Registered Professional Civil Engineers

\*\*Registered Geologist, Certified Engineering Geologist

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## *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.

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## ADMISSION REQUIREMENTS

All applicants must possess a bachelor of science (B.S.) degree or undergraduate engineering degree, which shall include:

- General Chemistry 3 semester hours (1 course)
- Mathematics through one year of college calculus
- Total all science – 12 semester hours or 4 courses which could include biology, microbiology, chemistry, or physics.

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.

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## 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 and Scientists
ENVS 631	Principles of Water Quality Management
ENVS 633	Aquatic Chemistry
ENVS 644	Applied Microbiology
ENVS 645	Environmental Engineering and Science Laboratory
CIVL 504	Applied Fluid Mechanics*
CIVL 605	Engineering Communications
CIVL 620	Computers and Environmental Analysis
CIVL 640	Physical and Chemical Treatment Processes**
CIVL 641	Biological Treatment Processes**

### 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 654	Surface Water Hydrology
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 635	Chemical Fate and Transport
ENVS 650	Watershed Management



*Students study the effects of wave motion.*

*Required – Science Majors **Required – Engineering Majors
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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

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**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.

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**CIVL 510 • 2 sem. hrs. Offered: Spring Term**  
**Open Channel Hydraulics**

Study of steady uniform and non-uniform flow in open channels, design of channels, transitions, confluences and culverts and other hydroaule structures. Prerequisite: CIVL 504 or equivalent

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**CIVL 511 • 2 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

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**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

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**CIVL 598 • 1-4 sem. hrs. • Special Studies**

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**CIVL 599 • 1-4 sem. hrs. • Independent Studies**

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**CIVL 600 • 0 sem. hrs. Offered: Fall and Spring Terms**  
**Comprehensive Examination**

Students must register for this class but only after they have completed all of their course requirements (30 units) or will have completed all of their course requirements at the end of the semester in which they plan to take the 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.

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**CIVL 610 • 2 sem. hrs. Variable offering**  
**Water Treatment Systems Design**

Integration of unit processes and operations and functional engineering design of water treatment systems. Prerequisites: CIVL 640

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**CIVL 611 • 2 sem. hrs. Variable offering**  
**Wastewater Treatment Systems Design**

Integration of unit processes and unit operations and functional engineering design of municipal wastewater treatment and water reclamation systems. Prerequisite: CIVL 640, CIVL 641

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**CIVL 612 • 2 sem. hrs. Variable offering**  
**Air Pollution Analysis**

Detailed analysis of emission sources, emission calculation methods, and air pollution controls. The dispersion of air pollutants in the atmosphere (fates and lifetimes, dispersion modeling methods). In-depth techniques of conducting risk assessments due to exposure to air pollutants.

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**CIVL 614 • 2 sem. hrs. Variable offering**  
**Industrial Waste Management**

Principles and methods of treatment and disposal of industrial wastes that may adversely affect the environment, including general characterization of wastes from industries of major significance and typical treatment processes involved. Regulatory constraints. Prerequisites: ENVS 610, ENVS 631

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**CIVL 615 • 2 sem. hrs. Variable offering**  
**Theory and Design of Waste Outfall Systems**

The theory of turbulent mixing as applied to the design of submarine waste and thermal outfall systems; a review of the regulations and their impact on the design of outfall systems. Prerequisite: ENVS 610, ENVS 631, and CIVL 504 or equivalent.

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**CIVL 620 • 2 sem. hrs. Offered: Summer Session**  
**Computers and Environmental Analysis**

Applications of digital simulations in the analysis of problems in the environment, water quality modeling, numerical methods, statistical analysis, and use of a large scale application program.

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**CIVL 634 • 2 sem. hrs. Variable offering**  
**Groundwater Management**

Management of groundwater basins for optimum yield, quality, and environmental considerations; artificial recharge; methods of exploration; groundwater models; water rights; and conjunctive use of surface and groundwater.

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**CIVL 635 • 2 sem. hrs. Variable offering**  
**Contaminant Transport in Groundwater**

Processes affecting the transport and fate of inorganic and organic contaminants in groundwater. Emphasis is placed on processes involving phase equilibrium, mass transfer, dissolution, etc. Review of flow and contaminant transport models, remediation technologies and practical/regulatory considerations.

Prerequisites: ENVS 610, ENVS 631, CIVL 514

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**CIVL 640 • 2 sem. hrs. Offered: Fall Term**  
**Physical and Chemical Treatment Processes**

Theory and practice of the physical and chemical treatment processes to treat water and wastewater including flow equalization, preliminary treatment, grit removal, primary sedimentation, filtration, flotation, adsorption, ion exchange and membrane separation, air stripping, precipitation, chemical oxidation and disinfection.

Prerequisite: CIVL 504 or equivalent, ENVS 631, ENVS 633

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**CIVL 641 • 2 sem. hrs. Offered: Spring Term**  
**Biological Treatment Processes**

Theory and practice of biological treatment of wastewater and wastewater residuals including activated sludge, biotowers and fixed film systems, oxygen transfer, secondary clarification, nutrient removal, aerobic and anaerobic digestion, composting, oxidation ponds, and wetlands.

Prerequisite: CIVL 504 or equivalent, ENVS 631, ENVS 633, ENVS 644

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**CIVL 648 • 2 sem. hrs. Variable offering**  
**Hazardous Substances Management**

The study of regulation and management strategies for environmental programs (hazardous substances) including hazardous waste, asbestos, underground tanks, air pollution, and the California Environmental Quality Act.

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**CIVL 649 • 2 sem. hrs. Variable offering**  
**Contaminated Site Remediation**

An overview of the regulatory framework, site assessment and sampling techniques, and remediation technologies for contaminated sites. Emphasis is placed on cost-effective remediation technologies, regulatory agency coordination, and new and emerging technologies for site clean-up projects.

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**CIVL 650 • 2 sem. hrs. Variable offering**  
**Fundamentals of Environmental Health Risk Assessment**

The fundamental technical aspects and non-technical policy aspects of environmental health risk assessments. Basics of environmental chemistry; partitioning, fate and transport of pollutants in the atmosphere and water; human exposure scenarios, fundamentals of toxicology and epidemiology.

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**CIVL 654 • 2 sem. hrs. Variable offering**  
**Surface Water Hydrology**

Study of the elements of the hydrologic cycle, rainfall, streamflow, infiltration, evapotranspiration, snowmelt, hydrographs, probability, river and reservoir routing, runoff determination using the rational method and hydrograph methods.

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**CIVL 656 • 2 sem. hrs. Variable offering**  
**Water Resources Systems Modeling**

Analyze and implement current simulation models in water resources. Topics may include: hydrologic and watershed models; reservoir operation models; surface water and groundwater quality models; computer applications.

Prerequisite: Permission of instructor.

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**CIVL 665 • 2 sem. hrs. Variable offering**  
**Economics of Water Resources**

Fundamentals of microeconomics; analysis of demand; production; theory of costs; welfare economics; benefit-cost analysis; applications in water resources management and environmental engineering.

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**CIVL 670 • 2 sem. hrs. Variable offering**  
**Contracts and Specifications**

Discussion of the design and construction process, contract documents and specifications, contract changes, claims and disputes, property issues, selection of the design professional and professional service contracts.

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**CIVL 695 • Master Thesis**

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**CIVL 698 • Special Studies**

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**CIVL 699 • Independent Studies**

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**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.

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**ENVS 610 • 2 sem. hrs.**      **Offered: Fall Term**  
**Chemistry for Environmental Engineers and Scientists**  
Review of inorganic chemistry with emphasis on gas laws, chemical equilibrium, oxidation-reduction, thermodynamics, and chemical kinetics. An introduction to organic chemistry is presented.  
Prerequisite: Undergraduate Chemistry.

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**ENVS 613 • 2 sem. hrs.**      **Variable offering**  
**Solid Wastes Engineering**  
Application of current technology to municipal solid waste collection, separation and recovery, haul and transport, and municipal landfill design including gas collection and handling.

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**ENVS 615 • 2 sem. hrs.**      **Variable offering**  
**Environmental Impact Reports**  
An engineering perspective of managing water and wastewater projects through the California Environmental Quality Act (CEQA) process.

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**ENVS 618 • 2 sem. hrs.**      **Variable offering**  
**Applied Oceanography**  
A study of the physical, chemical and biological characteristics of the oceans which must be considered in the design of wastewater outfalls, marine structures, etc.  
Prerequisites: Adequate mathematics/science background.

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**ENVS 625 • 2 sem. hrs.**      **Variable offering**  
**Inland Waters**  
The structure of and movement of water in lakes, rivers, and estuaries; cyclical and progressive changes of the physical, chemical, and biological composition of aquatic systems are discussed along with an explanation of lake remediation techniques.  
Prerequisites: ENVS 610, ENVS 644

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**ENVS 631 • 2 sem. hrs.**      **Offered: Fall Term**  
**Principles of Water Quality Management**  
Review of basic parameters used to describe water quality. Fundamentals of aquatic interaction in natural systems and fate of pollutants in the natural environments. Basic water and wastewater treatment systems.  
Prerequisite: Introductory calculus, basic physics and chemistry.

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**ENVS 633 • 2 sem. hrs.**      **Offered: Spring Term**  
**Aquatic Chemistry**  
Equilibrium chemistry concepts including gas- and solid-liquid equilibria applied to aquatic systems. Emphasis on calculation methods for solving for chemical speciation in natural and treated aquatic systems.  
Prerequisite: ENVS 610

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**ENVS 635 • 2 sem. hrs.**      **Variable offering**  
**Chemical Fate and Transport**  
Introduction to physical, chemical, and biological processes governing the movement and fate of chemicals in surface water and the subsurface. Practical quantitative problems solved based on chemical transport and reactions in the environment.  
Prerequisite: ENVS 610 or permission of the instructor

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**ENVS 644 • 2 sem. hrs.**      **Offered: Spring Term**  
**Applied Microbiology**  
Emphasis on physical and biochemical aspects of bacterial metabolism and behavior as applied to environmental engineering; kinetics and energetics of microbial growth.  
Prerequisites: ENVS 610, ENVS 631

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**ENVS 645 • 2 sem. hrs.**      **Offered: Summer Session**  
**Environmental Engineering and Science Laboratory**  
The application of standard tests to determine the chemical and biological quality characteristics in aquatic systems.  
Prerequisites: ENVS 633, ENVS 644, ENVS 631

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**ENVS 650 • 2 sem. hrs.**      **Variable offering**  
**Watershed Management**  
Discussion of the regulatory implications and comparison and contrast of different approaches to watershed management through case studies. Topics include Total Maximum Daily Loads (TMDLs) and EPS's "net environmental benefit"; pollutants studied include nutrients, salts, pesticides, trash, and sediments. A class project, involving application and modeling of basic hydrologic principles for an actual watershed, is assigned.

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# *Electrical Engineering & Computer Science*

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**Graduate Director:** Stephanie E. August, Ph.D.

**Office Location:** Doolan Hall, Room 108

**Telephone:** (310) 338-5973

**Fax:** (310) 338-2782

## **FACULTY**

### **Professors:**

Philip M. Dorin, Ph.D., California, Los Angeles

Tai-Wu Kao, Ph.D., Utah

John A. Page, Ph.D., California, Los Angeles

Richard Plumb, Ph.D., Syracuse

Paul A. Rude, Ph.D., Pittsburgh

Raymond J. Toal, Program Director of Computer Science,  
Ph.D., California, Los Angeles

Nazmul Ula, Department Chair, Ph.D., California, Davis

### **Associate Professor:**

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

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

### **Assistant Professors:**

John David N. Dionisio, Ph.D., California, Los Angeles

Lei Huang, Ph.D., Southern California

### **Lecturers:**

Cliff d'Autremont, M.S., Loyola Marymount

David Hammers, Ph.D., California, Los Angeles

Anil Kantak, Ph.D., Southern California

Kirk Kohonen, Ph.D., California, Irvine

Peter Pawlowski, Ph.D., Southern California



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

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## *Mission Statement*

The Master of Science programs in Electrical Engineering and Computer Science are designed to provide theoretical knowledge as well as practical applications in the areas of communication systems, software systems theory and engineering, and computer systems engineering. Through these programs, working engineers and computer scientists are given an opportunity to continue their education on a part-time basis.

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## **ADMISSION REQUIREMENTS**

Students seeking admission should have completed an undergraduate program in electrical engineering, computer science, or a closely related field. To be considered for admission, students must submit an application, \$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.

## Transfer Credit

Students may transfer up to six (6) semester hours for courses completed at another regionally accredited college or university. Credits to be transferred must be taken prior to admission. Course grade must be at least a "B", and course must not have been used to satisfy degree requirements at another college or university.

---

## 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 and communications. 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 (Mechanical Engineering), and Barbara Marino.*

## Course Descriptions

### Computer Science

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

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#### CMSI 583 • Theory of Computation

Finite automata, regular expressions, pushdown automata, context free languages; Turing machines and unrestricted grammars; computability and decidability; complexity and intractability; introduction to the theory of NP-completeness.

Prerequisite: CMSI 281

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#### CMSI 585 • Programming Languages

Study of major programming languages, concepts, features, and implementation. Topics include: scope and extent, procedures and functions, types, modules, exception handling, concurrency, object-oriented programming, logic programming, and semantics. Examples are taken from ML, Perl, C, Javascript, Java, and Smalltalk.

Prerequisite: CMSI 284 and 386

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#### CMSI 587 • Operating Systems

Topics in the design of digital computer operating systems with emphasis on large-scale multiprocessing, multiprogramming and distributed environments. Topics include process scheduling, interprocess communication, I/O management, virtual memory management, file systems, and network, distributed, and real-time operating systems.

Prerequisite: CMSI 284

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#### CMSI 588 • Compiler Construction

Topics in the theory and design of compilers and interpreters for high-level programming languages, including scanners and scanner-generators; context-free grammars and pushdown automata; parser construction; intermediate representations; error recovery; code generation; optimization and data-flow analysis.

Prerequisite: CMSI 583 and CMSI 585

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

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#### CMSI 599 • Independent Studies • 1-3 sem. hrs.

Special study areas defined by a student in cooperation with a faculty member and approved by the Department Chairperson. A maximum of two Independent Studies courses may be applied towards the Master's degree.

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#### CMSI 601 • Graduate Seminar

Project-based seminar in which students will be required to select, research, write about, and discuss some aspect of a broad area of current interest to computer scientists and electrical engineers (e.g., computer networks, digital communication).

Prerequisites: Successful completion of coursework and the endorsement of the faculty advisor. (The seminar can be taken during the final semester of coursework subject to the approval of the faculty advisor.)

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#### CMSI 641 • Software Engineering

Design and development issues of large-scale software systems which are reliable and easily maintainable. Course project covers each step of the development process from the initial needs analysis and requirement specification through design and implementation. Topics include tradeoffs between agile and traditional approaches, impact of legacy systems, architectural representation issues, testing, project risk management, and emerging trends in software engineering such as model-driven engineering and aspect-oriented software development.

Prerequisites: CMSI 585 and CMSI 587

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#### CMSI 655 • Internet Technologies

Study of the basic architecture, protocols and services of the global Internet. Topics include: internetworking principles, the TCP/IP protocol suite, socket-level programming, DNS, MIME, HTTP, FTP, and POP; XML technologies; web programming with XHTML, CSS, JavaScript and web server extensions; the design of database-backed systems, middleware, scalability and security.

Prerequisite: CMSI 585

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#### CMSI 670 • Interaction Design

Interaction design and human-computer interaction, with equal emphasis on learning how to design and evaluate interaction architectures and learning how to use existing frameworks to implement such architectures. Topics include: interaction guidelines, principles, and theories; usability engineering; the model-view-controller (MVC) paradigm; existing frameworks such as Swing, GLUT, and Cocoa; and current research in the field.

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#### 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

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#### CMSI 673 • Distributed and Concurrent Programming

Study of paradigms and languages for concurrent and distributed computing. Topics include concurrent programming foundations; Win32 processes and threads; Java threads, networking and RMI; real-time and distributed systems; remoting; Java EE and .NET.

Prerequisite: CMSI 284

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#### CMSI 674 • Topics in Operating Systems

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

Prerequisite: CMSI 587

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**CMSI 675 • Declarative Programming Languages**

A survey of theoretical foundations and computer languages for functional and logic programming, with examples from LISP, Scheme, Haskell, ML, SQL, and Prolog.

Prerequisite: CMSI 585

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**CMSI 677 • Artificial Intelligence**

Study of artificial intelligence. Topics include: problem solving methods; heuristic search and game playing; knowledge representation, frames, inheritance and commonsense reasoning; neural nets and genetic algorithms; and machine learning.

Prerequisites: CMSI 385 and CMSI 386

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**CMSI 682 • Knowledge-Based Systems**

Detailed study of design and implementation of knowledge-based systems. Topics include: logic and theorem proving; deduction systems; reaction systems; forward and backward chaining; knowledge acquisition; and explanatory interfaces.

Prerequisite: CMSI 677 or consent of professor.

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**CMSI 685 • Natural Language Processing**

Role of syntax, semantics and pragmatics in human language processing by computers. Topics include: natural language generators and parsers; inference, conceptual analysis; and discourse processing.

Prerequisite: CMSI 677 or consent of instructor.

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**CMSI 686 • Database Systems**

Fundamental concepts in the field of database technology. Topics include: database system structure, semantic data modeling, relational and object-oriented databases, query languages, integrity and security, physical database design, crash recovery, and concurrency.

Prerequisite: CMSI 587

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**Electrical Engineering**

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

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**ELEC 521 • Introduction to Communication Systems**

The concepts of signal formation, modulation, transmission and reception, and demodulation of signals in noise will be discussed.

Prerequisite: ELEC 532 and ELEC 423, or consent of instructor.

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**ELEC 525 • Digital Signal Processing**

The representation, analysis, and processing of discrete signals are discussed. Topics include sampling, quantization, Z-transform of signal, discrete Fourier and fast Fourier transforms, analysis and design of digital filters, and spectral estimation of random digital signals.

Prerequisites: ELEC 371 or equivalent course in linear systems.

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**CMSI 687 • Topics in Theoretical Computer Science**

Topics from: Computational complexity; theory of formal languages; program schemes, recursion schemes; discrete developmental systems. (May be repeated for credit.)

Prerequisites: CMSI 583 and consent of instructor.

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**CMSI 688 • Object Technologies**

Study of object-oriented philosophy and its applications in software architecture and programming languages. Topics include: object-oriented design, abstraction, inheritance, polymorphism, component models and design patterns.

Prerequisites: CMSI 585 or equivalent.

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**CMSI 689 • Computer Networks (See ELEC 687)**

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

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**CMSI 698 • Special Studies • 1-3 sem. hrs.****CMSI 699 • Independent Studies\* • 1-3 sem. hrs.**

Special study areas defined by a student in cooperation with a faculty member and approved by the Department Chairperson. A maximum of two such courses may be applied towards the Master's degree.

\*A student wishing to enroll during a given term must submit a proposal to the concerned faculty member at least one month prior to the beginning of that term.

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**ELEC 532 • Probability and Random Processes**

A study of the concepts of probability, random variables and stochastic processes. The topics of correlation, power spectral density, and linear mean-square estimation are included.

Applications in communications will be cited.

Prerequisite: Senior or Graduate Standing.

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**ELEC 552 • Semiconductor Device Physics**

In-depth coverage of semi-conductor device physics, including: principle of quantum mechanics, carrier transport phenomena in semiconductor materials, P-N junctions, metal-semiconductor and semiconductor heterojunctions, and MOS transistors.

Prerequisite: ELEC 353 or equivalent.

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**ELEC 561 • IC Fabrication Processes**

Overview of processes in manufacture of Integrated Circuits. Topics include: single crystal growth, oxide growth, photolithographic processes, ion implantation and impurity diffusion, metal deposition, and passivation and packaging of chips. Use is made of SUN workstations for modeling and simulation.

Prerequisites: ELEC 353 or equivalent.

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**ELEC 562 • Digital System Design with VHDL**

Computer aided design of digital VLSI (Very Large Scale Integrated) systems using Very High Speed Integrated Circuits (VHSIC) using the VHDL hardware description language.

Prerequisites: ELEC 383 or equivalent.

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**ELEC 563 • ASIC Design**

Topics include programmable logic devices and gate array architectures, programmability of PLDs and gate arrays, field programmable gate arrays (FPGAs) and applications of FPGAs in digital system design. Course includes laboratory experiments and extensive use of Computer Aided Design tools.

Prerequisites: ELEC 383 or permission of Instructor.

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**ELEC 567 • Introduction to Digital VLSI Design**

Custom and semi-custom design of VLSI circuits using standard cells, design methodologies of advanced complimentary metal-oxide-semiconductor (CMOS) circuits, and simulation of designed circuits will be emphasized. At the end of the semester, circuits designed by the students will be sent for fabrication through MOSIS and later tested by the students for functionality.

Prerequisites: ELEC 383 or permission of Instructor.

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**ELEC 583 • Finite State Machines**

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

Prerequisites: ELEC 281 or equivalent.

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**ELEC 584 • Introduction to Microprocessors II**

Design and applications of Intel microprocessors. Topics include: basic concepts, architecture, assembly language programming, interfacing and system design. (Not open to students with credit in ELEC 384.)

Prerequisite: ELEC 383 or equivalent course in microprocessors.

---

**ELEC 585 • Computer Organization and Architecture**

System structure of minicomputers and main frame computers. Structured memory based systems; parallel and multiunit processors; introduction to input/output processing.

Prerequisite: ELEC 385 or equivalent course in computer system design.

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

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**ELEC 599 • 1-3 sem. hrs. • Independent Studies**

Special study areas defined by a student in cooperation with a faculty member and approved by the Department Chairperson. A maximum of two Independent Studies courses may be applied toward a Masters degree.

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**ELEC 601 • Graduate Seminar**

(See description of CMSI 601.)

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**ELEC 621 • Information Theory and Coding**

The concepts of information measures and channel capacity are introduced. The applications of Shannon theory to evaluate the effectiveness of practical communication links is developed. Error correction coding and its application in reliable communications are emphasized in this class.

Prerequisite: ELEC 532

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**ELEC 624 • Digital Communication Theory**

This course provides the foundation of digital communication theory. Topics include representation of bandpass signals, frequency and phase shift keying, M-ary signal, detection in additive Gaussian noise channel, intersymbol interference, and efficient signaling with coding.

Prerequisites: ELEC 521 and ELEC 532

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**ELEC 626 • Satellite Communication Systems**

This course provides an introduction to the practical and theoretical analysis of the performance of satellite communications. Topics in link design, satellite orbit dynamics, antenna gain and coverage, frequency and time division multiple access, component and subsystem nonlinearity, signal format, and error correction coding will be discussed.

Prerequisites: ELEC 521 and ELEC 532

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**ELEC 627****Phase-Lock Techniques for Communication and Control**

Phase-lock loop concepts, stability, noise response, acquisition, frequency response and topics of applications in coherent communications such as PLL costas loop, byte synchronization will be discussed.

Prerequisite: ELEC 532

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**ELEC 628 • Spread Spectrum Systems**

The system performance and signal design of spread spectrum communication systems will be discussed. Topics addressed are frequency hopping and direct sequence systems and their performance in jamming and CDMA environments.

Prerequisites: ELEC 521, ELEC 532, and ELEC 624 are recommended.

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**ELEC 631 • Numerical Methods in Engineering**

A course in numerical techniques of computing. Numerical techniques; errors in computing; generation of functions; roots of polynomials, integration techniques; solution of simultaneous linear equations; ordinary differential equations; partial differential equations. (Note: Same as MECH 604)

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**ELEC 632 • Optimization Techniques in Signal Processing**

An introduction to the theory, analysis, and design of optimum signal processing systems in both discrete and continuous time. Topics include spectral factorization, least-mean-square theory and estimation algorithms, linear signal estimation, Wiener and Kalman filtering, linear prediction, spectral estimation, and matched filtering. Access to computer with MATLAB, Fortran, Pascal, or other high level language compiler for assignments is required.

Prerequisite: ELEC 532

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**ELEC 637 • Optical Communication Systems**

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

Prerequisites: ELEC 521 and ELEC 532

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**ELEC 651 • Communication Electronics**

Theory and design aspects of analog electronic circuits as applied to the generation, amplification, detection, transmission, and modulation of electrical signals will be discussed.

Prerequisite: Undergraduate electronics course.

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**ELEC 662 • Analog VLSI Design**

Topics in computer-aided design of analog VLSI systems. Topics include: custom and semi-custom design, design methodologies, and simulation of designed circuits. Circuits designed will be fabricated for testing by student.

Prerequisite: ELEC 354 and ELEC 383 or equivalent.

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**ELEC 663 • Digital VLSI Design**

Topics in computer-aided design of digital VLSI systems. Topics include: custom and semi-custom design, design methodologies of advanced CMOS circuits, and simulation of designed circuits. Circuits designed will be fabricated for testing by student.

Prerequisite: ELEC 354 and ELEC 383 or equivalent.

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**ELEC 670 • Radar Engineering**

Radar fundamentals will be covered including radar applications, frequency allocation, radar space-time coordinates, target and clutter scattering, radar range performance and signal/target detection and location. Also waveform and non-coherent/coherent signal processing design and analysis will be treated for targets embedded in various types of clutter. The course will also address simple antenna and transmitter/receiver design and performance. A sample radar system design problem will be accomplished.

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**ELEC 682 • Arithmetic Processors**

Concepts of number systems, digital numbers algorithms; logic and organization of digital arithmetic processors; conventional arithmetic; algorithm acceleration; floating-point and significance arithmetics; redundant, signed-digit, residue number systems; error detection in digital arithmetic.

Prerequisite: ELEC 585 or equivalent.

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**ELEC 685****Diagnostic Design and Fault-Tolerant Computers**

Theory and techniques for testing digital circuits and systems, design techniques for fault-tolerant digital systems, test generation for combinational and sequential circuits, self-checking and self-testing circuits, gate-level simulation on a fault-model.

Prerequisites: ELEC 584 and ELEC 585

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**ELEC 686 • Microprocessor Applications**

Applications of microprocessors and microprocessor control in the design of digital and hybrid systems, including digital computer systems.

Prerequisite: ELEC 584 or equivalent.

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**ELEC 687 • Computer Networks**

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

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**ELEC 688 • Advanced Computer Architecture**

Design and implementation of reduced instruction set computer architectures. Topics include pipelining, parameter passing, register windows compiling techniques, and comparison with CISC architectures.

Prerequisite: ELEC 585

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**ELEC 689 • Advanced Topics in Computer Design**

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

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

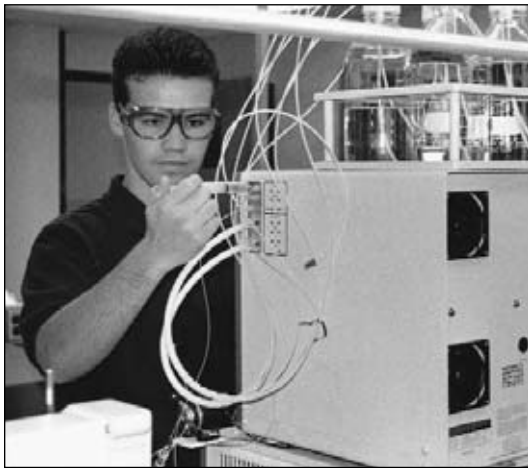
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**ELEC 699 • Independent Studies • 1-3 sem. hrs.**

*Computer Science graduates at May 2005 commencement.*

# *Mechanical Engineering*

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**Graduate Director:** Bohdan W. Oppenheim, Ph.D.  
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**Telephone:** (310) 338-2825  
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## **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:**

Herand Bedrossian, Ph.D., Southern California  
Sam Dimaggio, Ph.D., Columbia  
Dan Erlick, Ph.D., Purdue  
Eric Hall, Ph.D., Georgia IT  
Greg V. Meholic, M.S., Embry-Riddle  
John Ogren, Ph.D., Ph.D., Colorado School of Mines  
Michael Papadopoulos, Ph.D., Vanderbilt  
Allan G. Piersol, M.S., California, Los Angeles  
Peter B. Pollack, Ph.D., Purdue  
Brian Sako, Ph.D., California, Los Angeles  
Dorota Shortell, M.S., Stanford

\*Registered Professional Mechanical Engineers

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## *Mission Statement*

The mission of the graduate programs in Mechanical Engineering is to serve engineers desiring to advance their careers by providing modern, professionally rigorous and conveniently administered educational programs leading to Certificates in various Mechanical Engineering disciplines and multidisciplinary areas, to the Master of Science in Engineering (M.S.E.) degree in Mechanical Engineering, and to the combined Bachelor of Science and Master of Science (B.S./M.S.) degrees in Mechanical Engineering (available only to Seniors in Mechanical Engineering at LMU).

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 and include individuals with worldwide reputations in their fields.

The M.S.E. degree can be obtained upon completion of the three core courses, plus six elective courses, plus either a capstone Project/Thesis course or two additional elective courses. The six elective courses can be replaced by two certificate programs, or one certificate program plus three courses. The certificate programs, if chosen, must be enrolled into and 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.

The combined Bachelor of Science and Master of Science (B.S./M.S.) degrees in Mechanical Engineering can be earned in five years (one extra year beyond the traditional undergraduate program).



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## **IAC SCHOLARSHIPS ([www.lmu.edu/iac](http://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 size manufacturing plants in Southern California. LMU-IAC is a part of the national network of 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, team skills, and up to three (3) credits. 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 20 hours per week for 40 weeks per year; physical ability to move around factories and a strong interest in the Center's goals. Please direct inquires to: Dr. Bohdan W. Oppenheim, IAC Director and Professor of Mechanical Engineering, Pereira Hall of Engineering, Room 204. Telephone: (310) 338-2825, e-mail: [boppenheim@lmu.edu](mailto:boppenheim@lmu.edu)

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## **LEAN AEROSPACE INITIATIVE ([www.lmu.edu/lai-en](http://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, Systems Engineering, 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](mailto:boppenheim@lmu.edu)

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## **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.

The students applying for the combined B.S./M.S. degrees must apply in the Fall semester of their Senior year, indicating the "Combined B.S. and M.S." on their application form. All other application requirements remain the same. If admitted, they will take their first graduate course in the Spring semester of their Senior year.

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## **PROGRAM REQUIREMENTS**

All courses listed below are 3 semester hours, unless otherwise noted. Each lecture-type course meets once a week.

### **Requirements for Master of Science in Engineering Degree, major in Mechanical Engineering**

The candidate for the degree of Master of Science in Engineering who majors in Mechanical Engineering is required to complete, with a 3.0 ("B") grade-point average, all of the following elements (a through e) of the studies:

- 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 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 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 the Combined B.S./M.S. Degrees, major in Mechanical Engineering**

Only LMU Seniors in Mechanical Engineering are eligible to apply for the combined degree program. Admission will take place in the Fall semester of the Senior year. The remaining requirements are as follows:

- 1) Complete nine 500- or 600-level courses (approximately half of each, subject to the Program Director's approval).
- 2) One of the courses must be the Independent Project or Thesis course MECH 686 of at least three semester hours. It is highly recommended that this course be taken in the first summer session between the Senior and the Fifth year, or in the Fall of the Fifth year.
- 3) The overall GPA of all nine courses must be at least a 3.0 ("B"), the grade in each 500-level course must be at least 3.0 ("B"), and the grade in each 600-level course must be at least 2.0 ("C").

The course load should be as follows:

#### **Spring Semester of Senior Year**

Complete one 500- or 600-level course, to be credited towards the M.S. degree, increasing the normal course load from 15 units to 18 units. An undergraduate student who takes only 12 units in the semester can take two 500- or 600-level courses towards the M.S. degree. Upon satisfactory completion of the undergraduate program after the Senior year, the student will be eligible to receive a B.S. degree in Mechanical Engineering, and to participate in the undergraduate commencement ceremony.

#### **Summer After the Senior Year**

The student must take one 500- or 600-level course during each Summer Session (for a total of two courses). The student is responsible for their housing during the summer. A student can apply for on-campus housing, if available.

#### **Fall Semester of the Fifth Year**

The student must take three 500- or 600-level courses.

#### **Spring Semester of the Fifth Year**

A student must take three 500- or 600-level courses. A student who has taken two rather than one graduate course in their Senior year will need to take only two courses in the Spring of the Fifth year, for a total of nine courses.

A student who has satisfactorily completed the above requirements (1,2,3) will be eligible to receive the Master of Science degree, major in Mechanical Engineering, in May of the Fifth year.

A student who must adjust her/his academic progress due to personal reasons may be allowed to follow an adjusted schedule with the approval of the Program Director. The requirements will remain the same.

## 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<sup>-</sup>), the grade in a particular 600-level course must be at least 2.0 (C<sup>-</sup>), and the grade-point average for all three courses must be at least 2.7 (B<sup>-</sup>). 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 673	New Product Design and Development

### Certificate in Materials Engineering

Three of the following five courses:

MECH 516	Materials Selection in Design
MECH 530	Fracture Mechanics
MECH 618	Electronic Properties of Materials
MECH 619	Composites
MECH 620	Fatigue

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

### Certificate in Systems Engineering

MECH 500	Quality
MECH 552	Systems Engineering
MECH 594	Project Management

### 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

**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.**

## 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.

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**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.

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**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.

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**MECH 536 • Shock and Vibration Engineering**

Harmonic Motion; phasors; vibration terminology; energy basics; single degree-of-freedom systems (free and forced undamped and damped vibration, free and forced transient vibration); Laplace transform; response spectrum; two-degree-of-freedom systems; frequency response; absorbers; normal modes; coordinate coupling; orthogonality; Lagrange's equation; continuous systems (longitudinal and torsional vibration of a rod), approximate and exact solutions; wave propagation.

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**MECH 540 • Structural Dynamics**

Beam vibration; boundary conditions; modes; approximate and exact solutions; general matrix formulations and interrelationships; decoupling by transformation to modal coordinates; free and forced response; experimental approaches; modal truncation; mode acceleration method; component mode synthesis; formulation of large-order system responses (time and frequency domain); load transform matrices; introduction to finite elements.

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**SELP 552 • Systems Engineering (same as MECH 552)**

Fundamentals of modern Systems Engineering throughout the program lifecycle; focus on mission success, system, and system-of-systems; broad integrative adoptable and flexible thinking; initiation of a SE activity, feasibility studies, mission engineering, preproposal and proposal activities; risk in performance, cost, schedule and deployment aspects of a project; requirement definition and development, system design, interface and configuration control, and verification/validation; introduction to critical aspects of the DoD, NASA and INCOSE guides on SE; class projects in Integrated Product Development Teams.

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**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.

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**MECH 560 • Turbomachinery**

Compressor, pump, fan selection and applied theory.

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**MECH 570 (listed at 598 in Fall 2006)  
Energy Systems and Tribology**

Introduction to modern energy systems. Energy savings through tribology, including surface design, friction and wear reduction, and proper lubrication.

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**SELP 594 • Project Management (same as MECH 594)**

Aspects of management and leadership of complex technical endeavors: project management principles and interaction of the manager with the team; architecting teams and organizational structures; planning a project and managing financial, schedule and technical challenges and constraints during its lifecycle; tools for planning, controlling and monitoring a project; subcontract management, configuration management; federal acquisition process lifecycle; Microsoft project.

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

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

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

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**MECH 604 • Engineering Mathematics**

Advanced topics in applied mathematics in linear algebra and analysis. Vector spaces, linear transformations, determinants, inner product spaces, solution of simultaneous linear equations, LU factorization, solution of algebraic eigenvalue problems by QR and QZ algorithms, linear least square problem and the singular value decomposition. Vector calculus, change of coordinate transformations, Stokes theorem, introduction to calculus of variation, ordinary differential equations, and numerical methods for their solution, Fourier analysis applied to discrete signals.

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**MECH 618 • Electronic Properties of Materials**

Theory, properties and device applications of materials from the point of view of their dielectric, electrical, optical, and magnetic behavior.

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**MECH 619 • Composites**

Forms and properties of resins, fibers and composites; material and structural design and analysis; manufacturing, machining and assembly; quality assurance and testing; metal and ceramic based materials; information resources.

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**MECH 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.

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**MECH 626 • Elasticity**

Analysis of stress and strain, stress tensor, Mohr's circles for stress and strain, Hooke's law and stress-strain diagrams, equations of equilibrium and compatibility, two-dimensional plane problems in elasticity, Airy stress functions, failure criteria, stresses in thin-walled cylinders and spheres, stress concentration factors, stresses in thick-walled cylinders and disks, energy methods. A brief introduction to the mathematics of vector calculus and indicial notation. Textbook: *Advanced Strength and Applied Elasticity*, 4th edition, by Ugural & Fenster, Prentice Hall Publishing, 1999, ISBN 0-13-047392-8.

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**MECH 638 • Random Vibrations**

Classification and description of random data (stationarity, ergodicity, cross-correlation, cross spectra); stationary random process theory (one or two variables, Gaussian distribution, correlation, spectral density); linear input-output relations (single and multiple inputs, ordinary, multiple and partial coherence); statistical error in random data analysis; bias; digital signal processing (FFT, spectra, coherence, aliasing, windowing, averaging); nonstationary data; specifications for testing for structural and equipment survival.

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**MECH 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, Project.

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**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.

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**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.

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**MECH 671 • The Elements of Design**

Fundamentals of designing machine, sheet metal, and plastic parts and deciding which type of part should be used for a given application. Design of subsystems and assemblies using the rules of datum features, design intent, and geometric dimensioning and tolerancing. Design for manufacturing, assembly, serviceability, and the environment. Hands-on design projects.

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**MECH 673 • New Product Design and Development**

Student conceived and/or corporate-sponsored team projects leading to a final prototype and business plan of a new product. Concept generation, team dynamics, customer needs analysis, product function, risk, decision theory, prototyping, manufacturing planning, specifications, quality function deployment, and cost analysis. Cross-listed with the business school to include entrepreneurship, marketing, and financial considerations when developing the design and business plan. Final oral presentation in front of a panel of industry experts in engineering and business.

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**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.

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**MECH 691 • Industrial Assessment Center Practicum**

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

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**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*

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- *Systems Engineering (SE)*
- *Systems Engineering Leadership (SELP)*
- *Systems Engineering (SE) with Technical Focus*
- *Certificate in Systems Engineering*

**Graduate Director:** Frederick S. Brown, Ph.D.

**Office Location:** Doolan Hall 218

**Telephone:** 310-338-7878

**FAX:** 310-338-5249

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## **FACULTY**

### **Professors:**

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

### **Visiting Professors:**

Frederick S. Brown, Ph.D., Illinois

### **Lecturers:**

Arnold Galloway, Ph.D., Michigan

Claire Leon, M.B.A., California, Los Angeles

Rosalind Lewis, M.S., Southern California

Barry Molnaa, M.P.M., Keller Graduate School of Mangement

Dorota Shortell, M.S., Stanford

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## *Mission Statements*

The mission of the **Systems Engineering MS program** is to provide working engineers and scientists with the skills and modern tools needed to manage complex, interdisciplinary technical endeavors and systems engineering teams to enable the realization of successful systems. The students may select the following study plans:

- 1) The **Systems Engineering MS** program.
- 2) The **Systems Engineering Leadership Program (SELP)** offering a dual-MS/MBA degree to provide integrated engineering and business skills for becoming systems engineering managers and leaders.
- 3) The **Systems Engineering MS program with a Technical Focus** in another science, engineering or computer science discipline providing multidisciplinary breadth. The student pursuing this option will take three Electives in another graduate program offered by the College of Science & Engineering at LMU. The student's prior education must provide suitable preparation for such studies. This option must be approved by both the Director of Systems Engineering and the Director of the Technical Focus program.
- 4) A post-baccalaureate **Certificate in Systems Engineering** providing the skills required for conducting basic systems engineering.

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## **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 Systems Engineering Master's programs:

- Application to Graduate Division (URL <https://apply.embark.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.

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## **SCHEDULE**

The Systems Engineering MS program and Systems Engineering with Technical Focus MS program are designed to be completed in about two years by a working student taking two courses per semester. The dual degree Systems Engineering Leadership Program is designed to be completed in about three years. The Certificate program can be completed within one year. Students 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.

# Systems Engineering (SE)

## PROGRAM REQUIREMENTS

The 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 or a grade of less than "C" in any 600-level course will not have the course count toward their degree. The overall minimum GPA required for graduation is 3.0 in the MS programs and 2.7 in the Certificate program.

The MS student must complete the requirements (a-c):

a) Core Requirements for the **MS in SE** degree:

- SELP 500 Quality\*
- SELP 530 Systems Architecting
- SELP 540 Engineering Ethics
- SELP 552 Systems Engineering
- SELP 594 Project Management
- SELP 650 Advanced Systems Engineering
- SELP 660 Lean Methods

b) Three Elective courses:

*For MS in Systems Engineering:*

- SELP 671 Spacecraft Design or SELP 673 New Product Design and Development\*
- SELP 685 Systems Engineering Case Studies\*
- SELP 694 Systems Engineering Seminar

*For MS in Systems Engineering with Technical Focus in X:*

Three graduate courses selected by the student from another graduate science, engineering or computer science program offered by the College of Science & Engineering at LMU, subject to approval of both the Director of Systems Engineering and the Director of the selected program. The courses must be at the 500 or 600 level, and at least one of the three courses must be at the 600 level.

c) SELP 695 Integrative Project/Thesis\*

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

- SELP 500 Quality
- SELP 552 Systems Engineering
- SELP 594 Project Management

With the approval of the SELP Program Director, other SELP courses may be substituted for one of the three above to meet the Certificate requirements.



# *Systems Engineering Leadership (SELP)*

## 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 System Engineering portion of the requirements (11 courses) is exactly the same as those listed above under "Systems Engineering Program Requirements". The MBA requirements include 12 courses listed below. 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 receive a grade of less than "B" in any 500-level course or a grade of less than "C" in any 600-level course will not have the course count toward their degree. The overall minimum GPA required for graduation is 3.0.

### **MBA Courses**

#### *Core MBA Courses*

- MBAA 601 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 607 Operations Analysis & Decision Support Systems
- 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, MBAF 648

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



*Pereira Hall, the home to the School of Engineering.*

## Course Descriptions

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

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### SELP 500 • Quality (same as MECH 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, Ancon, 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

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### SELP 530 • Systems Architecting

Methodologies in systems architecture. Architecting hardware (aerospace examples), software and system-of-systems. Validation and verification on systems architecture to prevent flawed concepts. Design approaches, tools, and processes for net-centric systems.

Prerequisite: SELP 552.

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### SELP 540 • Engineering Ethics

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

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### SELP 552 • Systems Engineering (same as MECH 552)

Fundamentals of modern Systems Engineering throughout the program lifecycle; focus on mission success, system, and system-of-systems; broad integrative adoptable and flexible thinking; initiation of a SE activity, feasibility studies, mission engineering, pre-proposal and proposal activities; risk in performance, cost, schedule and deployment aspects of a project; requirement definition and development, system design, interface and configuration control, and verification/validation; introduction to critical aspects of the DoD, NASA and INCOSE guides on SE; class projects in Integrated Product Development Teams.

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### SELP 594 • Project Management (same as MECH 594)

Aspects of management and leadership of complex technical endeavors. Project management principles and interaction of the manager with the team. Architecting teams and organizational structures. Planning a project and managing financial, schedule and technical challenges and constraints during its lifecycle. Tools for planning, controlling and monitoring a project. Subcontract management. Configuration management. Federal acquisition process lifecycle. Microsoft Project.

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### SELP 599 • Special Studies

Study areas defined by the student and approved by the Program Director.

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### SELP 650 • Advanced Systems Engineering

Application and management and monitoring of the SE process and logistics; leadership of integrated teams; management for uncertainty, decision making, risk & opportunity; design for X (manufacturing, assembly, testing, sustainability, maintainability, etc); technology management & assessment; identifying options and bounding the trade space; software systems management; verification process; different roles of testing; modeling techniques and SE tools; design.

Prerequisite: SELP 552.

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### SELP 660 • Lean Methods (same as MECH 660)

History of Lean: JIT, Toyota Production System, Womack, Lean Aerospace Initiative, Lean Enterprise book, Five Principles of Lean; Value Stream Mapping; Lean Manufacturing with detailed coverage of JIT Tools; Lean Enterprise: stakeholders, waste, multiple value streams, LESAT, Transitioning to Lean Enterprise, Lean Enterprise Model, Labor relations and NUMMI Case Study; layoffs; Lean Product Development: definitions, waste, principles, systems engineering, concurrency, matrix organization optimization; design takt time, scheduling and assessing progress, acquisition reform, Skunk Works; Lean Suppliers Network; Keiretsu, Quality, JIT and the right price; Theory of constraints and critical chain; optional field trip, simulations.

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### SELP 671 • Spacecraft Design

Fundamental knowledge of spacecraft design: configuration, design and inter-dependencies of subsystems, launch vehicle, and trade-offs between performance, cost and reliability. Students will be exposed to a wide range of considerations including design, manufacture, test and operation, cost, performance, manufacturability. At the end of this course the student will have a fundamental understanding of the factors influencing spacecraft design and will be able to evaluate the impact of tradeoffs between subsystem requirements on the performance and cost at the system level. The course will be fast paced and include both individual and team projects.

Prerequisites: SELP 552 and SELP 530.



*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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### **SELP 673 • New Product Design and Development**

Student conceived and/or corporate-sponsored team projects leading to a final prototype and business plan of a new product. Concept generation, team dynamics, customer needs analysis, product function, risk, decision theory, prototyping, manufacturing planning, specifications, quality function deployment, and cost analysis. Cross-listed with the business school to include entrepreneurship, marketing, and financial considerations when developing the design and business plan. Final oral presentation in front of a panel of industry experts in engineering and business.

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### **SELP 685 • Systems Engineering Case Studies**

Case studies to examine notable successes and failures in major technology-driven government, commercial and defense programs where systems engineering played a significant role. Lessons learned and ethics. Students perform intensive reading of the cases and present them using the Harvard law school model.

Prerequisites: SELP 552, 594 or MBAA 615; SELP 650.

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### **SELP 694 • Systems Engineering Seminar**

Invited guests present interesting and relevant programs with significant systems engineering component. Students present assigned topics on systems engineering.

Prerequisite: SELP 552.

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### **SELP 695 • Systems Engineering Integrative Project/Thesis**

Capstone course of 3-6 Sem. Hrs. 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 proposal with timeline and 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. A final written report and oral presentation are required.

Prerequisites: All SELP Core Courses.  
MBAI 610 for SELP students.

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### **SELP 699 • Independent Studies**

Study areas defined by the student and approved by the Program Director.

### **Core MBA Courses: MBAA 601-609**

See MBA Core Curriculum.

**Advanced MBA Courses: MBA 610; MBAB 615; One elective course selected from: MBAG 640, 641, 642, 649, or MBAF 648.**

See MBA Advanced Curriculum.

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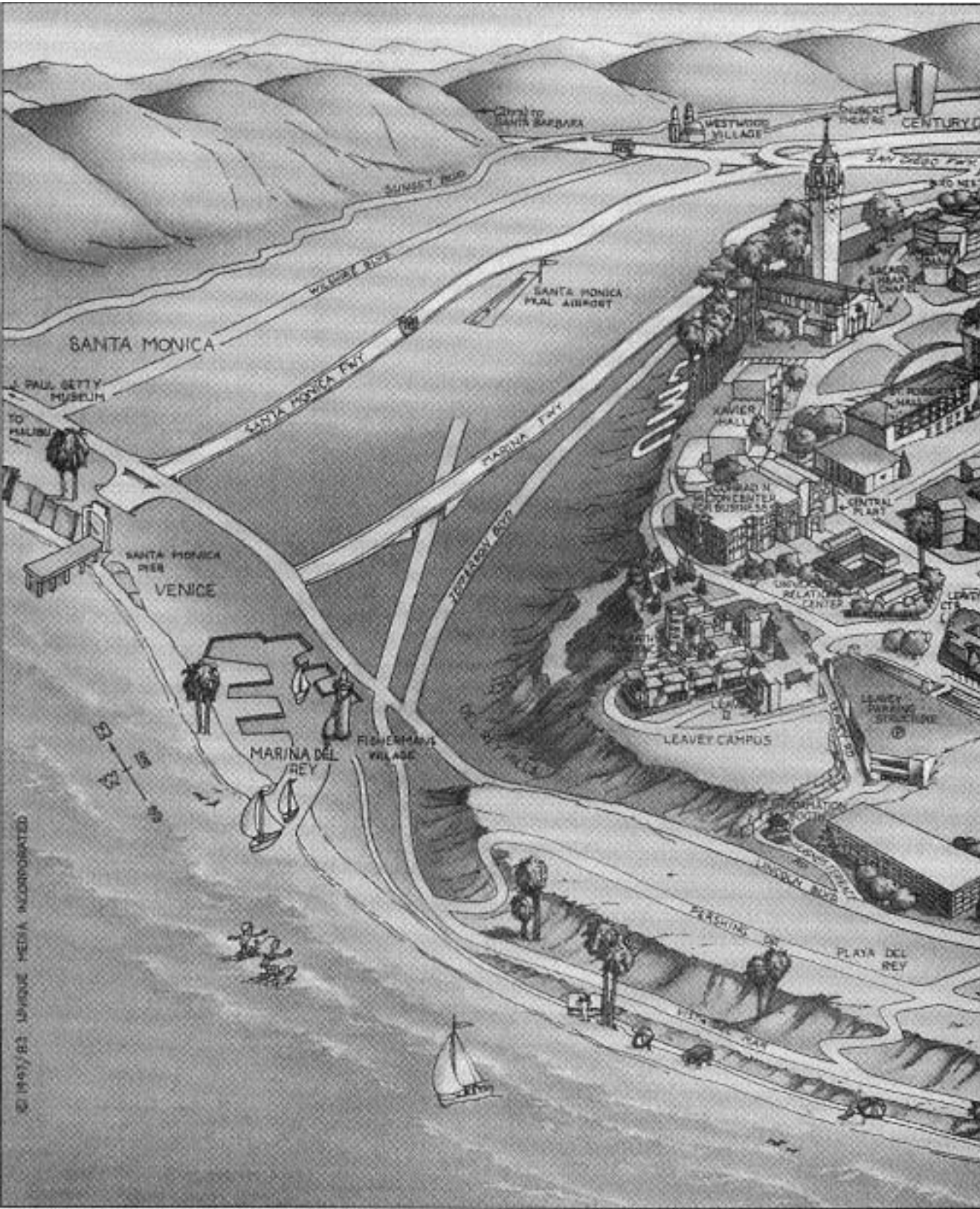
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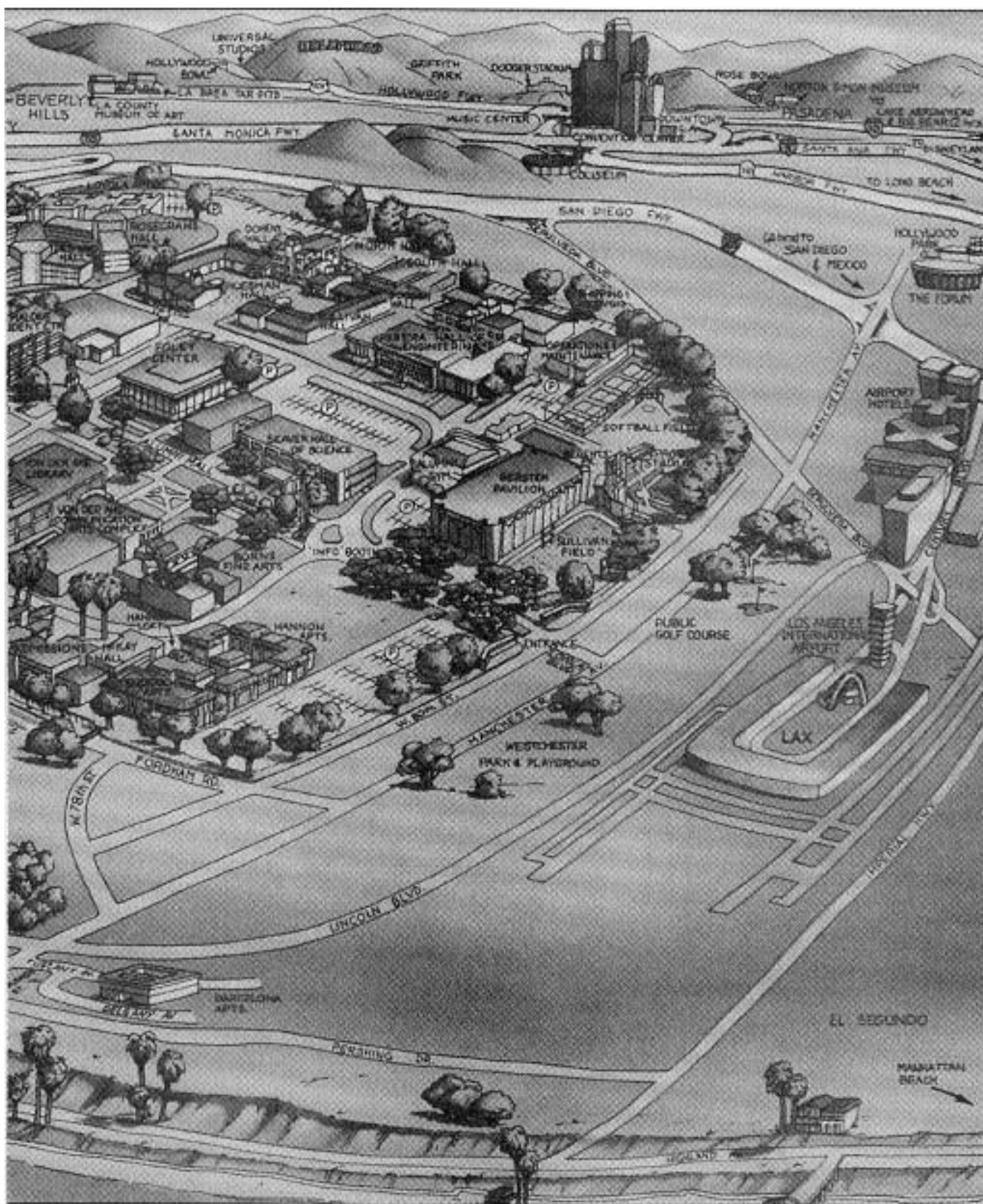
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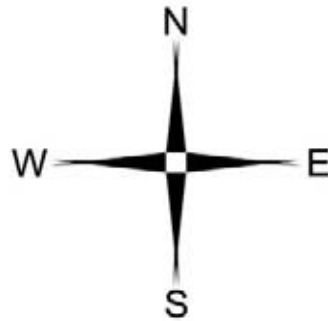
Campus Map



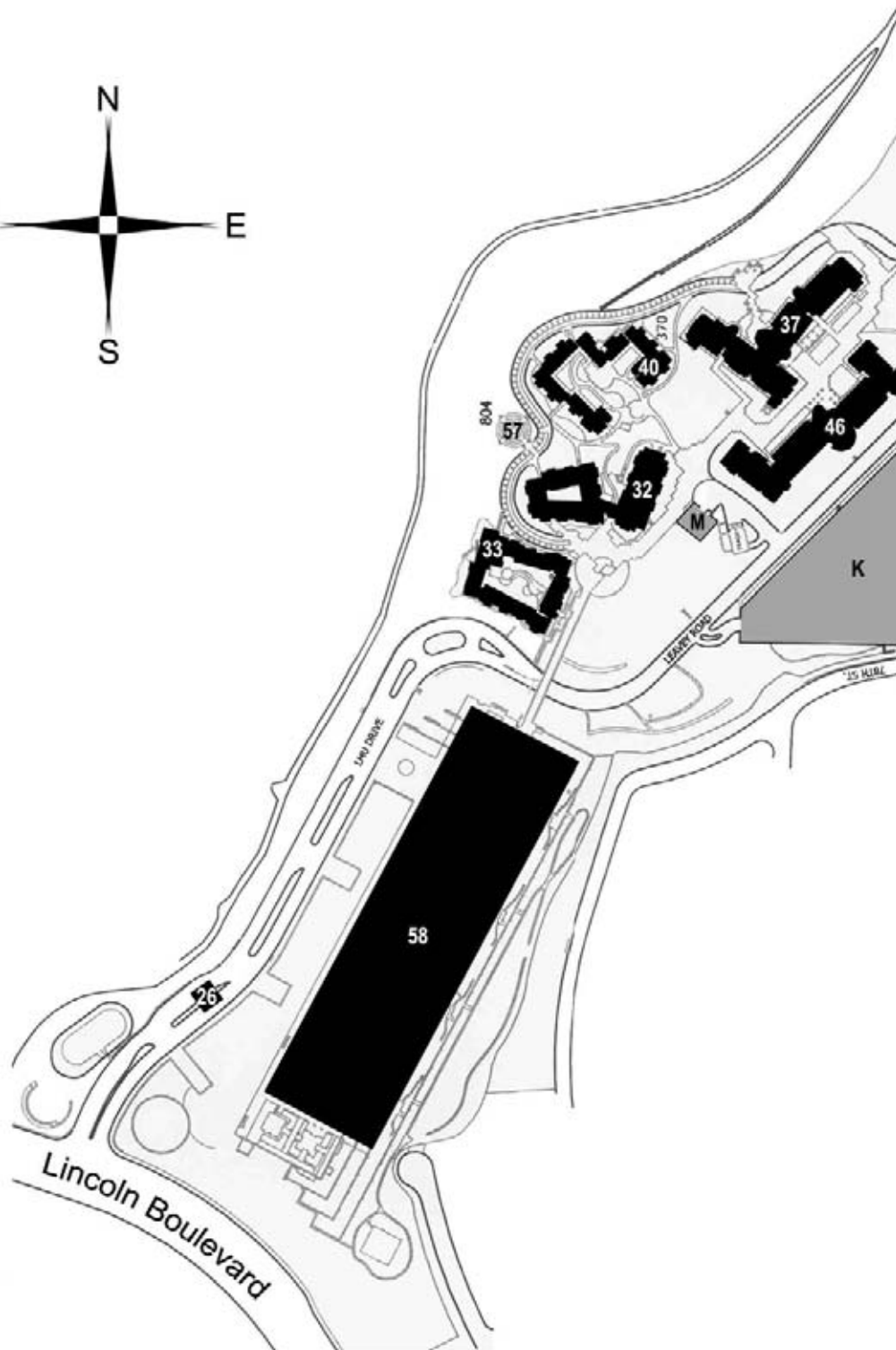




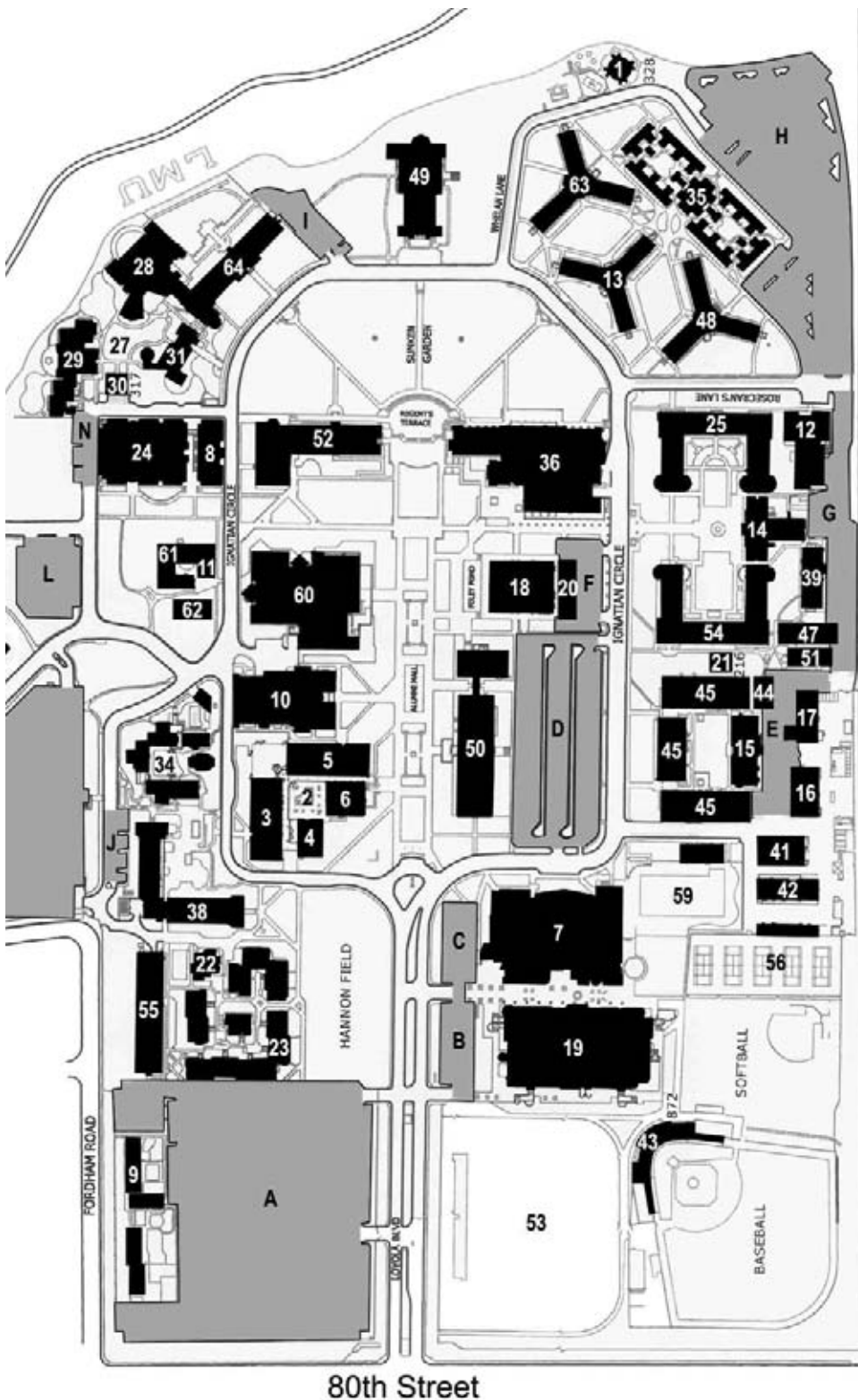
# Loyola Marymount University



<u>PARKING LOTS</u>	<u>ID#</u>
Visitor / Student Hannon Lot . . . . .	A
Employee / Student Gersten Lot . . . . .	B
Employee / Student Burns Rec. Lot . . . . .	C
Employee Seaver Lot . . . . .	D
Employee / Student Lot . . . . .	E
10 Minute & Disabled Lot . . . . .	F
Employee / Student Lot . . . . .	G
Student Loyola Lot . . . . .	H
Admissions Lot . . . . .	I
Student Leavey Lot . . . . .	J
Drolinger Plaza . . . . .	K
Student Rains Lot . . . . .	L
10 Minute & Disabled Lot . . . . .	M
Jesuit Lot . . . . .	N





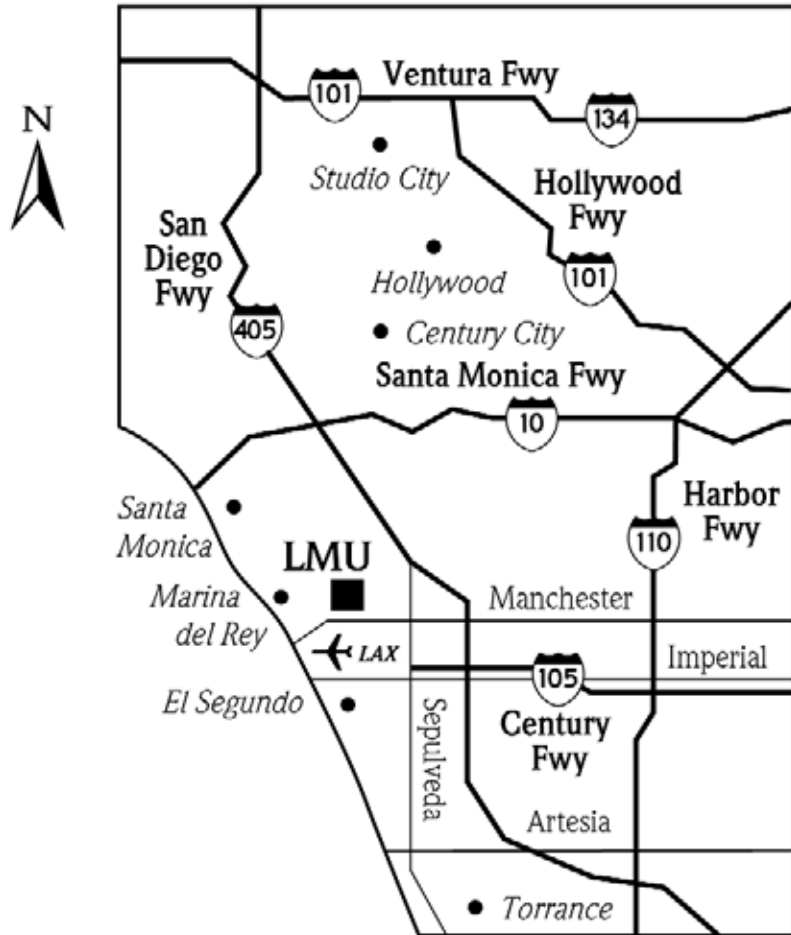


80th Street

BUILDING	ID#
Bird Nest	1
Burns Fine Arts Center	2
Hogan Hall	3
Laband Art Gallery	4
Lemons Hall	5
Murphy Recital Hall	6
Burns Recreation Center	7
Central Plant	8
Child Care Center	9
Communication Arts	10
Conference and Event Services	11
Daum Hall	12
Desmond Hall	13
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Arrupe House	28
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Graduate Division / University Hall  
 1 LMU Drive, Suite 2500  
 Los Angeles, California 90045-2659

### General Location



### Location Detail

