
Loyola Marymount University Bulletin

2008-2010



The University Bulletin contains the academic and administrative policies and regulations that govern enrollment of undergraduate, graduate, and postbaccalaureate students at Loyola Marymount University. Students are responsible for knowing all academic and administrative policies and regulations affecting their program of study and for abiding by all such policies and regulations during their period of enrollment at the University. Continued enrollment is subject to compliance with the academic and administrative policies and regulations as described herein and otherwise published by the University. Failure to understand the policies and regulations does not relieve a student of her or his responsibility for adhering to the policies and regulations.

Students are governed by the applicable University and degree requirements in the University Bulletin of their entry year into the University. Students must normally fulfill the department major or program requirements in effect when they declare the major or program of study. If these requirements have been modified since the most recent printing of the Bulletin, students may be required to fulfill those with the most recent date. Students are advised to consult the chairperson of the major department or the appropriate program director for the correct information.

This publication is not an offer to enter into a contract. Loyola Marymount University reserves the right to make changes to degree program requirements, academic and administrative policies and regulations, financial charges, and course offerings published in the University Bulletin at any time without prior notice. The University strives to assure the accuracy of the information in the University Bulletin at the time of publication. However, the University reserves the right to make corrections as necessary to the University Bulletin. For changes that may occur, please log on to <http://registrar.lmu.edu>.

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University Phone Numbers

Westchester Campus Offices:

Area Code is 310

Admissions, Graduate	338-2721
Admission, Undergraduate.....	338-2750
Alumni Relations	338-3065
Athletics	338-2765
Bellarmino College of Liberal Arts	338-2716
Bookstore	338-2889
Campus Ministry	338-2860
Chancellor's Office	338-3070
College of Business Administration	338-2731
College of Communication and Fine Arts	338-7430
Controller's Office.....	338-2711
Development Office.....	338-7545
Executive Vice President and Provost.....	258-5404
Facilities Management	338-2760
Financial Aid Office	338-2753
Frank R. Seaver College of Science and Engineering.....	338-2834
Human Resources.....	338-2723
Information.....	338-2700
Jesuit Community Residence.....	338-7445
Library	338-2788
LMU Extension	338-2757
Office of the Registrar	338-2740
President's Office	338-2775
Public Safety.....	338-2893
RSHM Residence.....	641-4682
School of Education.....	338-2863
School of Film and Television.....	338-3033
Senior Vice President, Administration.....	338-5236
Senior Vice President and Chief Academic Officer	338-2733
Senior Vice President and Chief Financial Officer	338-2738
Senior Vice President, Student Affairs.....	338-2885
Senior Vice President, University Relations.....	338-5127
Student Housing.....	338-2963

Mailing Addresses:

LOYOLA MARYMOUNT UNIVERSITY
1 LMU Drive
Los Angeles, California 90045
(310) 338-2700
<http://www.lmu.edu/>

LOYOLA LAW SCHOOL
919 South Albany Street
P.O. Box 15019
Los Angeles, California 90015-0019
(213) 736-1000
<http://www.lls.edu/>

Academic Calendar 2008-2010

M=Monday, T=Tuesday, W=Wednesday, R=Thursday, F=Friday, S=Saturday, U=Sunday

Fall 2008

Aug 25	M	Classes begin
Aug 29	F	Last day to file an application for a December degree
Aug 30	S	Last day to add or drop a class without a grade of 'W'
Aug 30	S	Last day to withdraw from the semester for a 100% refund
Sep 1	M	No classes—Labor Day
Sep 4	R	Last day to withdraw from the semester for a 90% refund
Sep 12	F	Last day for undergraduates to finish coursework for Spring/Summer grades of Incomplete
Sep 12	F	Last day to withdraw from the semester for a 70% refund
Sep 19	F	Last day for instructors to submit Spring/Summer grades for undergraduates with Incompletes
Sep 20	S	Last day to withdraw from the semester for a 50% refund
Oct 10	F	Last day to submit mid-term deficiency grades
Oct 17	F	No classes—Autumn Day
Oct 18	S	Last day to withdraw from the semester for a 25% refund (no refunds after this date)
Oct 31	F	Last day to withdraw from classes or apply for Credit/No Credit grading
Nov 14	F	Spring 2009 registration begins
Nov 26-28	W-F	No classes—Thanksgiving
Nov 30	U	Financial Clearance due for Spring Semester
Dec 6-7	S-U	No classes—Reading Days
Dec 8-12	M-F	Final Examinations
Dec 17	W	Last day for instructors to submit final grades
Dec 24-Jan 2	W-F	Administrative Offices closed—Christmas

Spring 2009

Jan 12	M	Classes begin
Jan 16	F	Last day to file an application too participate in May Commencement
Jan 17	S	Last day to add or drop a class without a grade of 'W'
Jan 17	S	Last day to withdraw from the semester for a 100% refund
Jan 19	M	No classes—Martin Luther King, Jr., Day
Jan 23	F	Last day to withdraw from the semester for a 90% refund
Jan 30	F	Last day for undergraduates to finish coursework for Fall grades of Incomplete
Jan 30	F	Last day to withdraw from the semester for a 70% refund
Feb 9	M	Last day to withdraw from the semester for a 50% refund
Feb 13	F	Last day for instructors to submit Spring/Summer grades for undergraduates with Incompletes
Feb 27	F	Last day to submit mid-term deficiency grades
Mar 9-13	M-F	No classes—Spring Break
Mar 10	T	Last day to withdraw from the semester for a 25% refund (no refunds after this date)
Mar 20	F	Last day to withdraw from classes or apply for Credit/No Credit grading
Mar 31	T	No classes—Cesar Chavez Day
Apr 9	R	Holy Thursday Evening (no classes after 4:25 p.m.)
Apr 10	F	No classes—Good Friday
Apr 13	M	Fall 2009 registration begins
Apr 15	W	Deadline for Dissertation Defense
May 2-3	S-U	No classes—Reading Days
May 4-8	M-F	Final Examinations
May 9-10	S-U	Commencement Weekend
May 13	W	Last day for instructors to submit final grades

Summer 2009

May 18	M	Session I start
May 25	M	No classes—Memorial Day
Jun 26	F	Session I end
Jun 29	M	Session II start
Jul 3	F	No classes—Independence Day
Aug 7	F	Session II end

Fall 2009

Aug 31	M	Classes begin
Sep 4	F	Last day to file an application for a December degree
Sep 4	F	Last day to add or drop a class without a grade of 'W'
Sep 4	F	Last day to withdraw from the semester for a 100% refund
Sep 7	M	No classes—Labor Day
Sep 10	R	Last day to withdraw from the semester for a 90% refund
Sep 17	R	Last day to withdraw from the semester for a 70% refund
Sep 18	F	Last day for undergraduates to finish coursework for Spring/Summer grades of Incomplete
Sep 27	U	Last day to withdraw from the semester for a 50% refund
Oct 2	F	Last day for instructors to submit Spring/Summer grades for undergraduates with Incompletes
Oct 16	F	Last day to submit mid-term deficiency grades
Oct 16	F	No classes—Autumn Day
Oct 24	S	Last day to withdraw from the semester for a 25% refund (no refunds after this date)
Nov 6	F	Last day to withdraw from classes or apply for Credit/No Credit grading
Nov 13	F	Spring 2010 registration begins
Nov 25-27	W-F	No classes—Thanksgiving
Nov 30	M	Financial Clearance due for Spring Semester
Dec 12-13	S-U	Reading Days
Dec 14-18	M-F	Final Examinations
Dec 23	W	Last day for instructors to submit final grades
Dec 24-Jan 1	R-F	Administrative Offices closed—Christmas

Spring 2010

Jan 19	T	Classes begin
Jan 25	M	Last day to file an application too participate in May Commencement
Jan 25	M	Last day to add or drop a class without a grade of 'W'
Jan 25	M	Last day to withdraw from the semester for a 100% refund
Jan 29	F	Last day to withdraw from the semester for a 90% refund
Feb 5	F	Last day for undergraduatess to finish coursework for Fall grades of Incomplete
Feb 5	F	Last day to withdraw from the semester for a 70% refund
Feb 15	M	Last day to withdraw from the semester for a 50% refund
Feb 19	F	Last day for instructors to submit Spring/ Summer grades for undergraduates with Incompletes
Mar 5	F	Last day to submit mid-term deficiency grades
Mar 14	U	Last day to withdraw from the semester for a 25% refund (no refunds after this date)
Mar 26	F	Last day to withdraw from classes or apply for Credit/No Credit grading
Mar 29-Apr 2	M-F	No classes—Spring Break
Apr 9	F	Fall 2010 registration begins
Apr 15	R	Deadline for Dissertation Defense
May 1-2	S-U	Reading Days
May 3-7	M-F	Final Examinations
May 8-9	S-U	Commencement Weekend
May 12	W	Last day for instructors to submit final grades

Summer 2010

May 17	M	Session I start
May 31	M	No classes—Memorial Day
Jun 25	F	Session I end
Jun 28	M	Session II start
Jul 5	M	No classes—Independence Day
Aug 6	F	Session II end

The University

History

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, the Jesuits, 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 by Father Jean Gailhac. These two traditions of education have come together in Los Angeles as Loyola Marymount University.

The present institution 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 in their newly founded Los Angeles College.

Rapid growth prompted the Jesuits to commence the collegiate department that same year; 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 the Graduate Division occurred in June 1950, though graduate work had formed an integral part of the Teacher Education Program during the preceding two years.

The Religious of the Sacred Heart of Mary began teaching local young women in 1923. Ten years later 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 college. 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 July 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 that complemented and enhanced the school’s heritage of Catholic values.

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
- Lives an Institutional Commitment to Roman Catholicism and the Judeo-Christian Tradition
- 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

University Mission Statement

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

Therefore, the University pursues quality in:

Curricula of All Academic Programs

Instruction in all disciplines and courses is to be challenging, intellectually stimulating, and current. It is to be conducted in an atmosphere of academic freedom and is to include discussion of the important moral and other value questions of contemporary society. Students are to acquire skills, knowledge, and the ability to use their skills and knowledge creatively now and in the future.

The undergraduate core curriculum is to be structured, integrated, and centered on the humanities, especially philosophy and Catholic theology. Students are to acquire the arts of precise and elegant expression, a sound and critical grasp of ideas, a familiarity with the modern world's ways of knowing itself, a personal understanding of this nation's history and multicultural heritage, and an appreciation of other cultures and societies around the globe.

Concentrations in the liberal arts and sciences as well as in carefully selected pre-professional programs are to give students not only technical knowledge and expertise but also awareness of the larger human context that calls them to use their competencies for personal growth and service to others. Similarly, the University's commitment to graduate and professional education is aimed at the formation of men and women of competence and compassion.

Co-curricular Programs and Support Services

Other campus activities—resident life, clubs and organizations, recreational and sports programs, social events, and health services—are to complement academic pursuits. Students are to have opportunities, experiences, and responsibilities that will assist and guide their struggle to become fully human.

University life as a whole is to be open to the subtle presence and activity of God, God's Word, and Spirit. Students are to find a campus environment, reinforced by specific programs, that nourishes faith and contemplation, seeks the integration of reason and faith, the religious and secular, and recognizes the implications of faith for right conduct and service.

All offices of the University—academic, student life, business, university relations, facilities management, and campus ministry—are to be supportive of the university's efforts to graduate intelligent, faith-filled men and women for others.

Faculty, Administration, and Staff

The university is to recruit faculty who are supportive of its mission and goals, well-educated, well-trained in their fields, diverse, and committed to excellence in the classroom, significant scholarship, and contributions to their disciplines. The university is to assist individual faculty members with the challenge of combining in one life dedicated teaching, close relationships with students, collegiality, and scholarly activity and achievement.

The university is to recruit and develop administrators and staff, of diverse backgrounds, who are supportive of its missions and goals, skilled, dedicated to their work, and collegial.

Students are to find in all who labor on behalf of the university examples of generosity, service, and personal integrity.

Students

The university is to recruit and attract literate, capable students, as academically prepared as possible, who are comfortable with its mission and goals, eager to study and to participate in campus life, searching to discover and follow a worthwhile direction for their own lives. The mix of the student body—interests, special talents, geographic origin, socioeconomic class, and, particularly, ethnicity—is to be as varied as reasonable and possible, manifesting always the biblical option for the poor.

From admission to commencement, inside and outside the classroom, the university is to encourage and challenge students as individuals to liberate their own minds and hearts and to develop their God-given abilities for service to others and God's greater glory.

The university is always to measure and judge its success with students by their lives as alumni—the quality of their personal lives, of their careers, of their influence and leadership, and of their accomplishments.

Campus Life, Hospitality, and Service

All on campus—faculty, administration and staff, students—are to collaborate and share responsibility for the formation of an academic community based on mutual respect, friendship, and a shared commitment to the university's mission and goals. All are to expect from one another good work, disciplined behavior, and courtesy.

The university community is to be open and welcoming to others from off campus who visit for intellectual stimulation and reflection, artistic events and programs, worship, or relaxation and recreation. Those invited are to include, especially, alumni, parents and families, benefactors and friends, professional colleagues, neighbors, and church members, but also others whom the university can appropriately serve with its facilities, buildings, and grounds.

The university is to be known not only as an intellectual and cultural center which others can visit but also one that sends its members—faculty, administration and staff, students—into the community to learn, to teach, to minister, to labor, to participate in and lead efforts to create a more rational, faith-filled, just society.

Guided by this mission, Loyola Marymount has become a comprehensive university with excellent undergraduate instruction, selected graduate programs, and a distinguished law school.

Goals

Loyola Marymount University promotes academic excellence by:

- Enrolling an academically ambitious, multicultural, and socio-economically diverse student body
- Recruiting, retaining, and supporting a diverse and multicultural faculty committed to excellence in teaching and active scholarship or artistic productivity
- Sustaining an excellent staff and administration as partners with the faculty in promoting academic excellence
- Engaging students in academic programs that explore the multicultural experience of American ethnic groups
- Maintaining an academic community in which freedom of inquiry and expression enjoy the highest priority
- Emphasizing the skills and knowledge necessary for a lifetime of intellectual growth and providing strong pre-professional and professional preparation in the undergraduate curriculum
- Offering excellent graduate and legal education in a context which promotes the highest standards of personal integrity and professional responsibility
- Developing and maintaining the physical facilities, equipment, and support systems that enable the university to carry out its academic mission
- Providing library facilities and services for excellence in the university's undergraduate, graduate, and professional programs

Lives an institutional commitment to Catholicism and the Judeo-Christian tradition by:

- Ensuring that Catholic faith and tradition continue to inform and inspire the Loyola Marymount educational experience
- Encouraging collaboration between members of the founding religious communities and other members of the University to give a distinctive tone to campus life
- Welcoming students, faculty, and staff from all faith traditions
- Emphasizing the examination of the moral and ethical implications of all human actions
- Fostering a just society through a commitment to social justice and service
- Offering opportunities for religious practice and faith development for the entire Loyola Marymount community

Provides a liberal education by:

- Offering a core curriculum that provides each undergraduate with a broad education in the liberal arts and sciences as the heart of the undergraduate experience
- Emphasizing the study of philosophy and theology in the undergraduate curriculum
- Challenging all students to think critically and reflect on basic values and issues, and free themselves from prejudice
- Supporting a faculty committed to excellent teaching and scholarship in a university based on the liberal arts tradition
- Encouraging students to understand their fields of studies in a broad intellectual, ethical, and social context
- Preparing students, undergraduate and graduate, to play active roles in addressing the problems and challenges of the larger society and world in which they live

Fosters a student-centered university by:

- Maintaining the residential character and medium size of the Westchester campus to assure that each student receives personal attention
- Encouraging staff, administration, and faculty to embrace the ideal of personal care and dedication to the well-being and development of each student
- Offering co-curricular programs that complement the academic programs and produce a coherent educational experience
- Supporting the full involvement of students in campus life by offering a wide variety of activities
- Providing opportunities for students to develop their leadership skills by actively involving them in decision making
- Challenging and encouraging students to lead and serve others

Creates a sense of community on campus by:

- Introducing new members of the community to the shared values and history of the university and reinforcing a sense of belonging for all members
- Assuring that the daily life of the campus reflects a vision of human dignity and fosters mutual understanding and caring
- Celebrating the richness and diversity of a multicultural campus
- Encouraging faculty, staff, administrators, and students to serve others, participate in the life of the University, and act as responsible and generous members of the academic community
- Providing opportunities to participate in making significant decisions through well-defined and fair procedures

Participates actively in the life of the larger community by:

- Using the resources of Los Angeles and Southern California to expand and deepen the student's educational experience
- Developing academic programs that address the dynamics and opportunities of the nations and cultures of Latin America and the Pacific Rim
- Inspiring faculty, staff, students, and alumni to serve their communities and society by applying their skills and knowledge to critical problems
- Contributing to the intellectual and cultural life of society through scholarship and the arts
- Providing leadership in the examination and discussion of the ethical dimensions of social issues
- Recognizing a particular responsibility to serve the global Church, and especially the people of the Archdiocese of Los Angeles and the local dioceses.

Approved by Board of Trustees, December 3, 1990

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.

Accreditation

Loyola Marymount's academic programs have been accredited by the following organizations:

American Art Therapy Association

American Bar Association

Association of American Law Schools

Association to Advance Collegiate Schools of Business

California Commission on Teacher Credentialing

Committee of Bar Examiners of the State Bar of California

The Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology
Address: 111 Market Place, Suite 1050
Baltimore, MD 21202-4012

Telephone: (410) 347-7700

International Association of Counseling Services

National Association of Schools of Art and Design

National Association of Schools of Dance

National Association of Schools of Music

National Association of Schools of Theatre

National Association of School Psychologists

National Council for Accreditation of Teacher Education

Western Association of Schools and Colleges

Address: 985 Atlantic Avenue, Suite 100
Alameda, CA 94501

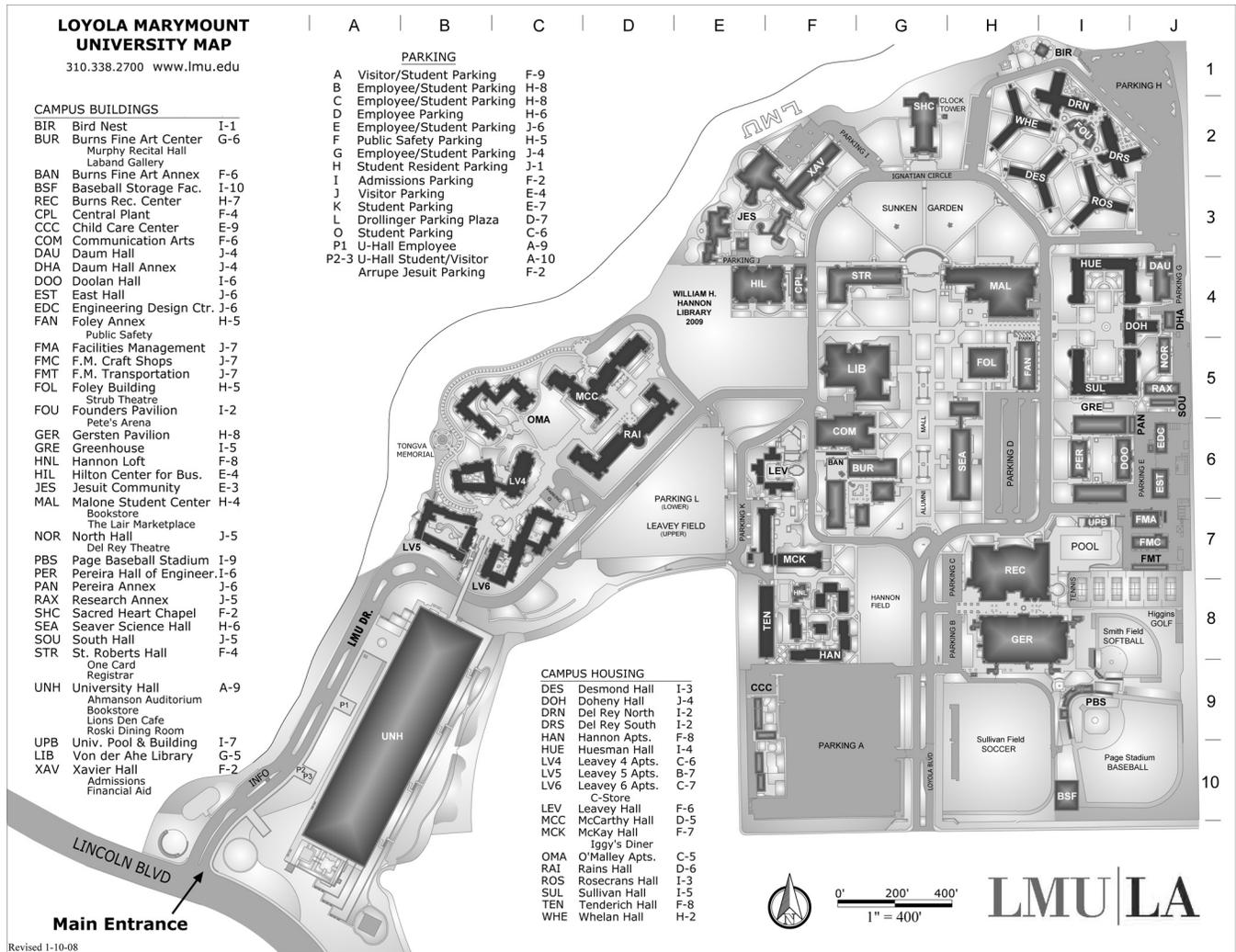
Telephone: (510) 748-9001

Membership

Loyola Marymount University is a member of the following organizations:

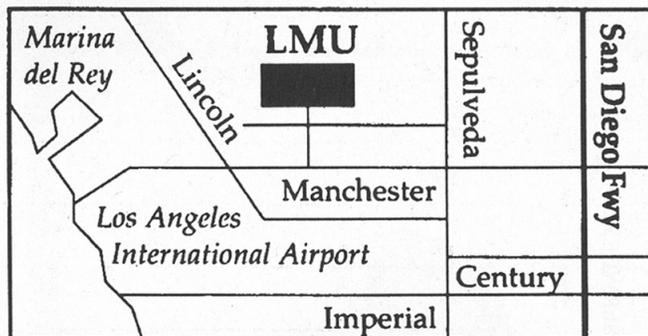
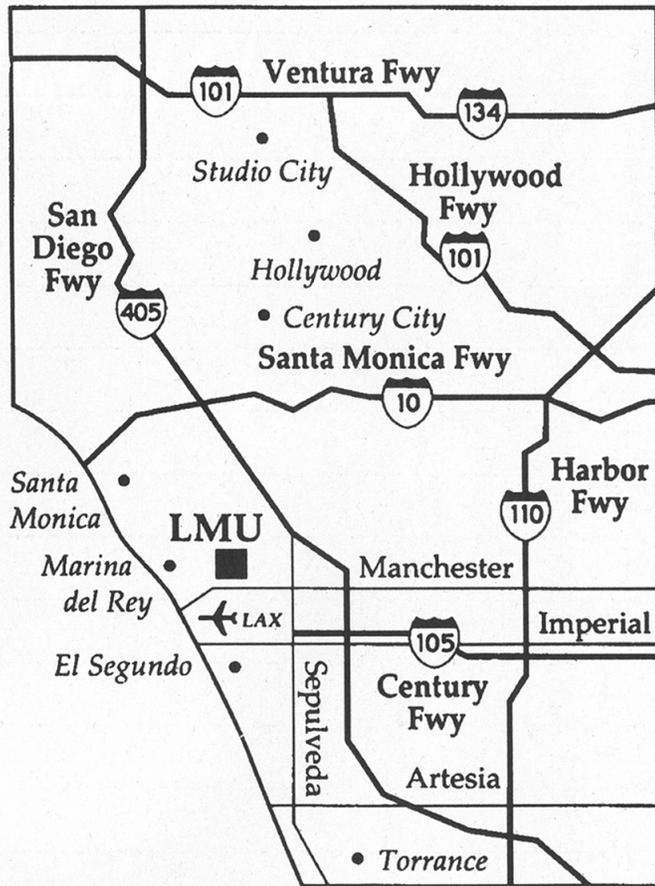
American Academy in Rome
 American Association of Colleges for Teacher Education
 American Association of Collegiate Registrars and Admissions Officers
 American Chemical Society
 American College Personnel Association
 American College of Physicians
 American Council on Education
 American Counseling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

Campus Maps





General Location



Location Detail

University Facilities

Academic and Administrative

A complex of five buildings, the Burns Fine Arts Center was opened in 1984. In Hogan Hall and Lemon Hall are housed the primary studios of the Dance Program, studios, and classrooms utilized by the Department of Art and Art History, the Department of Music rehearsal rooms and classrooms, as well as the offices of faculty dedicated to the various Fine Arts disciplines. The three additional buildings located here are the Laband Art Gallery, Murphy Recital Hall, and the Thomas P. Kelly Student Art Gallery.

The Harry & Kathleen Daum Hall, on the east side of campus, was erected in 1998. The Learning Resource Center is located on the second floor. *The Los Angeles Loyolan* and *The Tower* have offices in this building. Information Technology Services also has offices here.

Daum Hall Annex houses the ROAR Television Network.

The Jerome and Elvira Doolan Building, built in 1985, houses Computer Science and Engineering faculty, classrooms, and laboratories.

East Hall houses the Human Performance Lab, the Scene Shop, Event Operations, and some offices for Facilities Management.

Facilities Management, remodeled in 2002, houses Administrative, Building Management, Construction, Grounds Transportation, and Recycling offices.

Foley Annex houses classrooms and offices, including Environmental Health and Safety, and Public Safety. Also, this annex accommodates the Sinatra Opera Workshop, the PRESS program, the REU/RET program, the Academic Community of Excellence (ACE) program, Emergency Medical Technicians, and faculty offices for the College of Communication and Fine Arts and the Frank R. Seaver College of Science and Engineering.

Foley Building, constructed in 1962, houses the Charles H. Strub Memorial Theatre, faculty offices, seminar rooms, and computer labs. It is named after Edward T. Foley, a benefactor of the University.

The Conrad N. Hilton Center for Business opened in the Fall of 1995. It houses classrooms, meeting rooms, lecture halls, faculty offices, Information Services, the Asian Business Center, and a 350-seat auditorium in a spacious, technologically advanced facility.



Malone Memorial Student Center, named in honor of the late Fr. Lorenzo M. Malone, S.J., former Vice President of the University, was completed in August 1958. Renovation and expansion of the Center was completed in August 1996. Located in the Center are the Senior Vice President for Student Affairs, Department of Student Life, Associated Student offices, Campus Ministry Center, student dining, bookstore, Center for Service and Action, Ethnic and Intercultural Services, and conference rooms. In addition, the Lion's Den, Living Room and The Hill are located in this building.

North Hall and South Hall, located on the east side of the campus, house the Del Rey Theatre, the Associate Dean for Undergraduate Studies, the Natural Science department, classrooms, Science and Engineering labs, the Center for Student Success, and faculty offices.

Pereira Annex, located behind Pereira Hall, includes staff from the Santa Monica Bay Restoration Commission and faculty offices for the Frank R. Seaver College of Science and Engineering as its residents.

Pereira Hall, erected in 1955, houses the Frank R. Seaver College of Science and Engineering Dean's offices, classrooms, faculty offices, computer labs, and engineering labs. This building is named in honor of Br. John Pereira, S.J., who was responsible for much of the landscaping on the early campus.

Research Annex, erected in 1970, houses faculty offices and labs for the Frank R. Seaver College of Science and Engineering.

The Frank R. Seaver Hall of Science, erected in 1962, houses the departments of Biology, Chemistry and Biochemistry, and Physics and Engineering Physics. In addition to 22 undergraduate and research laboratories, the building contains faculty offices, seminar rooms, classrooms, and a computer lab.

St. Robert's Hall, erected in 1929, houses classrooms, the offices of the Dean of the College of Communication and Fine Arts, the Dean of the School of Film and Television, the Office of the Registrar, Animation facilities, a student computer lab, and in the annex, the OneCard Office, Conference Services, and the School of Film and Television External Affairs Office. St. Robert Bellarmine, S.J., was a theologian and is a doctor of the Church.

University Hall, opened in 2000, houses University Administration, classrooms, faculty administration, an auditorium, dining facilities, Campus Graphics, and the following staff departments: University Relations; Human Resources; LMU Extension; Career Development Services; Distribution Center; Controller's Office; Graduate Admissions; Thomas and Dorothy Leavey Center for the Study of Los Angeles; Classroom Management; Marymount Institute for Faith, Culture, and the Arts; the Dean's office for the Bellarmine College of Liberal Arts; University Honors Program; the Dean's office for the School of Education; the Doctoral Program for the School of Education; and the Sponsored Projects Office.

The Charles Von der Ahe Library, named for its principal donor, was constructed in 1959 and doubled in size in 1977. Scheduled to open in Fall of 2009 is the William H. Hannon Library.

Wil and Mary Jane Von der Ahe Communication Arts Building, completed in 1971, houses the Louis B. Mayer Motion Picture Theatre, faculty offices, film classrooms, conference room, color television studios, and motion picture sound stage.

Xavier Hall, one of the first buildings constructed on this campus in the 1920s, is home to the Office of Financial Aid, Undergraduate Admission, and faculty offices for the School of Film and Television. St. Francis Xavier, S.J., was an original companion of St. Ignatius.

Athletic Facilities

The Jane Browne Bove Boathouse was completed in 2002. The boathouse is in Marina del Rey.

The Fritz B. Burns Recreation Center, completed in August 2000, holds a fitness center, multipurpose center, concession stand, two gyms, and the recreation offices, plus the Student Health Center and Student Psychological Services.

The Albert Gersten Athletic Pavilion, dedicated in early 1982, expands the University's existing facilities to accommodate the intercollegiate athletic program, support facilities, Founder's Room, and Weight Room.

Leavey Field is situated on top of Drollinger Parking Plaza. Since 1995, it has provided space for Intramurals and intercollegiate sports.

On Sullivan Field, adjacent to the Pavilion, are located other athletic facilities of the University. These include the Burns Aquatics Center, LMU Tennis Center and the Morris A. Pivaroff and George P. Kading Tournament Court, George C. Page Baseball Stadium, Smith Field ballpark and batting cages, Thomas Higgins, S.J., Short Game Center for golf practice, and soccer facilities.

Chapels

The Chapel of the Sacred Heart was completed in 1953. It has a seating capacity of 800. The Regents Memorial Tower and the Regents Tower clock were donated by the classes of 1961 and 1962; the tower has become a landmark of the campus.

Huesman Chapel, dedicated in 1947, is located in Huesman Hall.

Leavey Chapel was dedicated as the Chapel of Our Lady of Good Hope in 1968. This chapel is in the Dorothy and Thomas E. Leavey Center.

Mary Chapel, located inside the Chapel of the Sacred Heart, is used for daily mass and other liturgies.

The Marymount Center for Prayer and Peace hosts a chapel space for interfaith functions. The Marymount Institute, endowed by a generous contribution from the Leavey Foundation, established the Marymount Center in 2001.

Xavier Chapel is the worship space for the Jesuit Community. Located in Xavier Hall, the former Jesuit residence, it was built in 1928.

Loyola Law School

Established in 1920, Loyola Law School is one of the oldest law schools in Southern California. The campus is located in the Pico-Union district near downtown Los Angeles. Expansion of facilities began in 1980 under the direction of internationally acclaimed architect, Frank O. Gehry. The completed campus includes the William M. Rains Library, the Fritz B. Burns Academic Center, three lecture buildings, the Chapel of the Advocate, the Rev. Charles S. Casassa Building, the Albert H. Girardi Advocacy Center, and the Student Services Center.

Residence Halls

Del Rey North and Del Rey South Halls, opened in 2005, house approximately 200 students each and includes a pizza kitchen.

Desmond Hall, erected in 1958, was named in honor of the Daniel and C.C. Desmond, generous benefactors of the University.

Doheny Hall was completed in 1986 and houses 120 students. The building is named for University benefactor, Carrie Estelle Doheny.

Hannon Apartments, erected in 1978, were named in honor of Eugenie B. Hannon, mother of William H. Hannon, alumnus, benefactor, and honorary trustee. They house 282 upperclass students and include The Loft.

Huesman Hall, erected in 1947, houses men and has a chapel. It is named for Ralph R. Huesman, uncle of alumnus, Fred B. Huesman, and former trustee, John Huesman, S.J.

The Jesuit Community Residence, Ignatius Commons, built in 1999, accommodates the members of the Society of Jesus.

The Dorothy and Thomas E. Leavey Center, erected in 1968, is a women's residence hall and houses the Ignatian Center for Spirituality, the Collins Faculty & Alumni Center, and a chapel.

Leavey 4, 5, and 6 are apartment buildings. Leavey 4 was built in 2002, Leavey 5 in 2003, and Leavey 6 in 2005. The latter also includes Student Housing and a convenience store.

McCarthy Hall, erected in 1996, was the first residence hall built on the Leavey Campus. It accommodates 247 students. It is named in honor of J. Thomas McCarthy, philanthropist and generous benefactor of the University.

McKay Hall, erected in 1968, contains a diner-style restaurant and game room. It is named for Sr. M. Raymunde McKay, R.S.H.M., former President of Marymount College.

O'Malley Student Apartments, completed in summer 2000, accommodates 164 students. It is named in honor of former LMU president Fr. Thomas P. O'Malley, S.J.

Rains Hall, on the Leavey Campus, was built in 1997. Named in honor of Lilore Green Rains, a philanthropist and generous benefactor of the University, this building houses 300 students.

Rosecrans Hall, erected in 1962, was named in honor of William S. Rosecrans, for many years Chairman of the Board of Regents and a generous benefactor of the University.

Sullivan, erected in 1947, houses women and is named for former Loyola College president, Joseph A. Sullivan, S.J. Located here are Sullivan Lounge and the Sullivan Academic Center.

Tenderich Apartments, completed January 1971, accommodates 143 students in 39 units. Tenderich is named for Ernst and Gertrude Tenderich, parents of former trustee, Mary Kretschmar.

Whelan Hall was completed in the summer of 1965. It is named for Rev. Edward J. Whelan, S.J., President of Loyola University from 1942 to 1949.

Social and Recreation Facilities

The Bird Nest, adjacent to Del Rey North, offers a beautiful view of Marina del Rey, Santa Monica, and the Pacific Ocean. The Bird Nest sponsors and hosts a wide variety of events.

The Loft, located in the heart of the Hannon Apartments, Tenderich Apartments, and McKay residence hall, provides the southern campus with an informal, comfortable location to host a variety of events. The Loft was built in 1978 and renovated in 1994 and 2007.

Adjacent to St. Robert's Hall is St. Robert's Auditorium, which plays host to hundreds of events and programs from educational conferences and panel discussions to dances, speakers, and concerts. The auditorium can accommodate up to 350 people.

Legal Responsibility of the University

The University endeavors to safeguard students in the use of physical facilities, laboratories, athletic fields, and gymnasium, and to this end regulations concerning the use of such facilities have been established, but it is clearly understood that students who use the same do so entirely at their own risk. The University has no legal responsibility for injuries or other damages suffered by students on or off the campus, or in travel to and from school-related activities, or for any expense in connection therewith.

University Services

Campus Business Services—OneCard Office

The Campus Business Services office provides several key University services to students, faculty, and staff in support of the University's mission. The office provides support for the LMU OneCard, Cable TV, and Telephone Billing, as well as several other services.

The OneCard is a critical and integral part of campus life, especially for those living in University housing, providing card-based services ranging from on-campus dining to key-card access into buildings, admission to campus events and use at participating off-campus merchants.

Online services are available at <http://www.lmu.edu/OneCard> and can be used to add value to your OneCard, check your balances, and suspend your card if it has been misplaced or stolen, as well as view current off-campus merchants who accept the OneCard as a debit card.

The office is located in St Robert's Annex, 1st floor, and can be reached at (310) 338-2735 or onecard@lmu.edu.

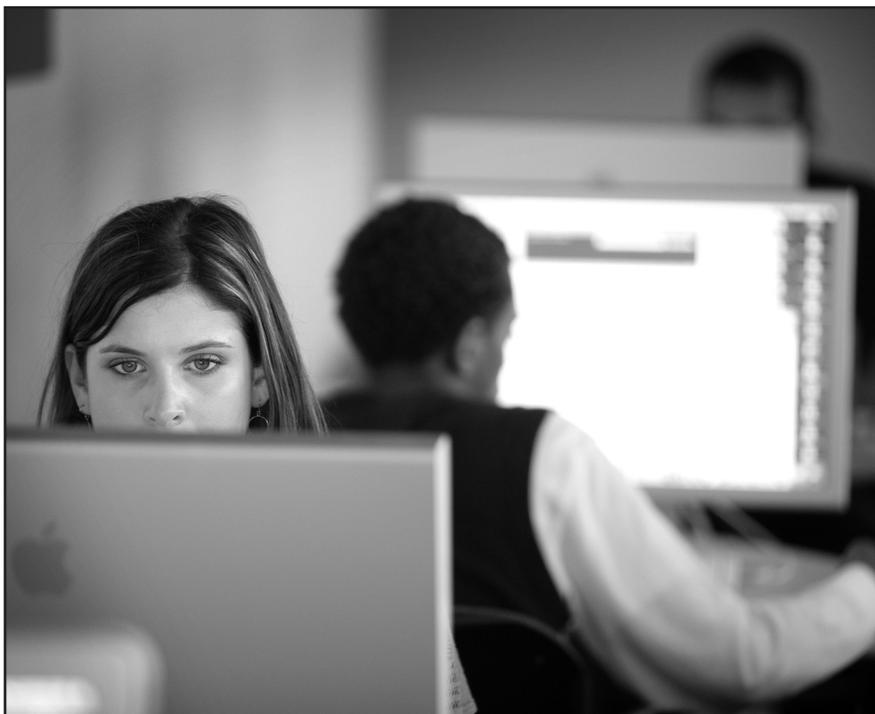
Campus Ministry

Campus Ministry seeks to illuminate the world through transformative expressions of faith. To achieve this vision, we center our ministry on three main goals:

- To create a place where all are welcome and revered as sacred;
- To remember and celebrate all that gives life meaning, purpose, and passion;
- To accompany and empower all on the journey toward becoming more full alive.

Rooted in the University's Roman Catholic identity and Jesuit and Marymount heritage, our outreach embraces people of all faith traditions. Through worship, retreats, spiritual direction, social justice opportunities, faith sharing groups, and a wide variety of other programming, Campus Ministry is a community of diverse and passionate people committed to creating a safe and friendly environment. We are dedicated to sharing in the discovery and experience of wonder and awe in the world. In times of distress, we comfort, console, and encourage healing and reconciliation.

Campus Ministry is a place to belong, believe, and become.



For more information about specific programming and the many ways we work to live out the mission of Loyola Marymount University, contact us at <http://ministry.lmu.edu>, (310) 338-2860, or in Malone 210.

Center for Ignatian Spirituality

The Center for Ignatian Spirituality exists to promote the integration of Ignatian spirituality with the life of the University. It serves as a resource for those seeking to develop a personal spirituality, one rooted in an ever-deepening commitment to the service of faith and the promotion of justice. For more than four-and-a-half centuries, Ignatian spirituality has stood radically open to the diverse ways in which God enters the history of individuals and groups.

The Center has four main goals:

- To develop programs that enable the faculty and staff to grow in knowledge and experience of Ignatian education and spirituality;
- To assist those members of the faculty and staff who desire to integrate Ignatian values more deeply into their professional and personal lives;

- To encourage and support faculty and staff members to assume leadership roles in these spiritual endeavors within their college, department, and division; and
- To serve as a resource for all members of the University community interested in Ignatian values.

The Center can be reached at (310) 338-1806 and is on the web at <http://www.lmu.edu/CIS>.

Conference and Event Services

The Department of Conference and Event Services consists of three offices:

The Conferences component oversees all aspects related to on- and off-campus use of bookable space at LMU. This includes academic year events and the Summer Conference program. This office is located in St. Robert's Annex and can be reached directly at (310) 338-2975.

LMU Event Services is comprised of the Event Operations and Event Scheduling offices.

Event Operations is responsible for the delivery, set-up, maintenance, and resetting of event equipment including tables, chairs, audio visual components, and podiums. The Event Scheduling Office is responsible for managing space allocation and confirming event locations, equipment, and support reserved by LMU faculty or staff. The Event Scheduling Office works closely with other campus service providers to ensure that all events on campus are properly set up and supported according to client needs and specifications. Event Scheduling is located on the first floor of University Hall, Suite 1768 and can be reached directly at (310) 338-2878.

Marymount Institute for Faith, Culture, and the Arts

The Marymount Institute for Faith, Culture, and the Arts preserves the transformative educational tradition of the Religious of the Sacred Heart of Mary and promotes a dialogue between faith and culture as expressed in fine, performing, literary, and communication arts.

The Institute strengthens the contributions of the Marymount tradition and legacy to the Loyola Marymount University community and the larger society. It does this by encouraging interdisciplinary and intercultural scholarly and artistic activity in the form of research and publication, exhibits, performances, conferences, seminars, and lectures.

The Marymount Center is located on the third floor of University Hall, 3002, and may be reached at (310) 338-4570.

Food Services

Sodexo, the restaurant service of the LMU community, provides a program that strives to meet and exceed the dining needs of its student population. There are several locations on campus that offer flexible hours, in settings that complement and enhance the community experience, including the Lair Marketplace, the University Hall Roski Café, Jamba Juice, the Lion's Den, the Lion's Corner Café, the C-Lion convenience store, Crimson Lion, Iggy's Diner, and Pizza del Rey.

Call (310) 338-2977 for more information, or visit online at <http://dining.lmu.edu>.

Information Technology

LMU Information Technology (IT) provides management and services in support of the University's information technology resources. These resources include the campus network and telecommunications systems, computer labs, computer centers, administrative information systems, and web and instructional technology services. IT provides these services in an effort to enhance the intellectual life and experience of students and the University community and to provide for efficient technology operations.

The IT department's services include the support of the technical infrastructure of campus networks and computer workstations, computer labs, data centers, registration systems, technical training and instructional technology, classroom management, and other academic and administrative systems.

The IT department has two primary locations on campus as well as several distributed offices and functions throughout the campus. The main administrative offices are located in Daum Hall and in the Student Computing Lounge in St. Robert's Basement. The Student Help Desk is located in the St. Robert's Student Computer Lounge. The IT website is <http://www.lmu.edu>.

IT Help Desk

IT provides specialized Help Desk services to provide students, faculty, and staff with technical support.

The Student Help Desk is located in the St. Robert's Student Computing Lounge. This service provides computing, network, and communications support for LMU students. This single point of contact is a convenient way for students to request assistance for technical issues, including network accounts, e-mail, telephone, and voicemail. The Student Help Desk provides limited hardware support for student-owned computer equipment.

The Student Help Desk is open Monday-Thursday, 9:00 a.m.-8:00 p.m.; Friday, 9:00 a.m.-5:00 p.m.; and Saturday, 9:00 a.m.-5:00 p.m. Phone: (310) 338-7777 option 3 (on-campus extension 87777); e-mail: studenthelp@lmu.edu.

Student E-Mail and Network Access

The campus-wide network is available to all LMU students. Upon enrollment and registration, an LMU student is automatically assigned an e-mail address and a network account. The network allows students to access services like PROWL (the online registration system), library databases, the Internet, and other services. There are no fees associated with using the campus network, and all accounts are password protected. Most systems, such as e-mail, are web-based and available from off-campus also.

Questions regarding account activation or use should be directed to the Student Help Desk, via telephone at (310) 338-7777, option 3, or via e-mail at studenthelp@lmu.edu.

Student Telecommunications

Long distance service from LMU student residence halls and apartments is provided by AT&T's ACUSTM service. Students are assigned a personal security code to access outside lines from their rooms or apartments and receive their own itemized telephone bill each month.

Computer Labs and Villages

The University provides technology access to students throughout the campus with its two general-purpose computer labs and 31 area-specific and speciality labs. Students may contact the Student Lab Coordinator at (310) 338-4489 for more information.

General Purpose Labs

Maintained by IT, the general purpose labs have either Windows- or Mac-based workstations, offer extended hours, contain at least 20 workstations, and provide access to a variety of popular software programs. The locations of the general purpose labs include: the lower level of St. Robert's Hall and the lower level of Von der Ahe Library.

Specialty Labs and Computer Villages

In addition to the general purpose labs, many academic departments provide discipline-specific computer resources and training labs. These labs vary in size and function and often use specialty software for e-learning, research, and training. The computer village areas are located within academic departments in University Hall. In addition to spacious working areas, these villages provide a social dimension to workstation computing where students and faculty can interact and integrate technology into the educational experience.

Other IT Services for Students

ManeGate Portal

ManeGate is a “one-stop” web community that provides students, faculty, and staff with access to various campus systems, online groups, e-mail, calendar, registration, forms, news, communications, and more. ManeGate is the online gateway for students to access student services and information. ManeGate is available from on and off campus at <http://manegate.lmu.edu>.

Blackboard

IT supports the use of Blackboard, an environment for online teaching, learning, and collaboration. Blackboard is utilized by many LMU faculty and is available online through ManeGate at <http://manegate.lmu.edu>.

PROWL

The Personal Records Online Web Link (PROWL) provides faculty and students with secure web-based access to class registration, grades, and other information maintained by the Office of the Registrar. PROWL is accessed through ManeGate at <http://manegate.lmu.edu>.

Loyola Marymount University Children’s Center

The Loyola Marymount University Children’s Center was established to address the child care needs of the University community. The LMUCC is an on-site, employer-sponsored organization dedicated to quality care for children of all those who make up the LMU and greater Westchester communities. Care is made available for children of the faculty, staff, and students, with a limited number of spaces available to alumni, qualified on-campus employees of University service contractors, and neighborhood residents. In keeping with the Jesuit and Marymount traditions, we strive to meet the needs of the community of which we are a part by incorporating diversity into a values-centered curriculum.

The Center’s early childhood professionals are committed to educating the whole child—socially, emotionally, physically, and intellectually—to set the stage for life-long learning. Based on developmentally appropriate practice, the curriculum focuses on play, creativity, and hands-on discovery learning for children 6 weeks to 11 years of age. Our intention is to be a model of quality Early Childhood Education programs for the communities we serve.

The LMUCC is open year-round, providing full- and part-time enrollment for infants through preschoolers. Our School-Age program provides after-school care for K-5th grades. Contact (310) 258-8900 for more information.

Public Safety

The Public Safety Office is located in Foley Annex and is open seven days a week, 24 hours a day. Lost and found is located here.

Public Safety may be contacted by phone at (310) 338-2893. In case of emergency, dial 222 from any on-campus phone.

All motor vehicles used on campus must be registered through Public Safety. The registered owner is responsible for displaying the University parking decal, affixed at the time of vehicle registration.

For more information about Public Safety’s services, please go to <http://www.lmu.edu/publicsafety>.

University Bookstore

Books, sundry items, school spirit clothing, and gifts are available through the University Bookstore. The operating hours during the academic year are: Monday-Thursday, 7:45 a.m.-7:00 p.m.; Friday, 7:45 a.m.-5:00 p.m.; Saturday, 9:00 a.m.-3:00 p.m.; and closed on Sundays.

The main campus store is located on the ground floor of the Malone Student Center. There is also an annex, selling snacks and gift items, located on the first floor of University Hall.

Shop 24 hours a day at <http://www.efollett.com>.

University Media

LMU Annual Report

This annual report highlights activities and accomplishments of the past year.

Vistas

Vistas magazine is the University and alumni magazine for Loyola Marymount University. It is one of the many ways LMU keeps its alumni, faculty, staff, parents, and friends informed about what’s happening on this vibrant campus. The Vistas mission is also to help the LMU community learn more about students, faculty, staff, and alumni; explore contemporary issues in society; find service and networking opportunities; and stay in touch with our Jesuit and Marymount traditions. For more information, contact Vistas@lmu.edu.

University Organizations

LionsFund

Focused on providing a well-rounded educational experience, LionsFund supports our student-athletes’ quest for excellence through scholarships and team support. Gifts to the LionsFund assist to provide the resources needed for LMU student-athletes to achieve the highest possible level of success both athletically and academically. Supporting each of LMU’s 20 intercollegiate athletic teams, LionsFund is a vital part of the University’s ability to compete at the NCAA Division I level.

The LionsFund Council is a volunteer council, helping to support LMU Athletics and student-athletes through annual advancement, fundraising, and direct outreach to increase support for the LionsFund. Donor benefits include special events, personal contact, and the opportunity to purchase priority seating for home Lions games. For additional information, please contact the Annual Support Office for Athletic Giving at (310) 338-2908 or by e-mailing golions@lmu.edu.

Loyola Marymount University Parents Association

The LMU Parents Association is an informal organization of all LMU parents. Under the leadership of the Parent Ambassador Council, the Association seeks to broaden the understanding of the educational philosophy and goals of the University, act as a liaison between the administration and parents to ensure the exchange of ideas and mutual concerns, and respond to the needs of the University. For additional information or to become a Parent Ambassador, please contact the Office of Parent Relations at (310) 338-7037.

Alumni Association

The Loyola Marymount Alumni Association is composed of approximately 50,000 former students of Loyola University, Marymount College, and LMU. The Association's vision is to build and maintain lifelong relationships that add value to alumni and to the University. Through the Association, alumni and students help ensure the continued excellence of LMU and are challenged to live LMU's mission in their social, spiritual, professional, and intellectual experiences. Programs and events that promote this mission include: Alumni for Others—LMU's signature alumni service program, President's Day—when LMU's president hosts alumni as they return and learn, Alumni Grand Reunion, Alumni BBQ, and regional events in cities across the country. Guiding the Alumni Association's programs are dedicated volunteers including the Alumni Association Board of Directors, regional event planners and hosts, and student leaders. To access the Association's calendar of events, benefits, and services, or ways to become involved, visit <http://www.lmu.edu/alumni>.

Use of University Property

No person may use University property in a manner, or for a purpose, or under circumstances forbidden by any applicable public law, ordinance, regulation, or order, or tending to interfere materially with the efficient and orderly conduct of any University business or function.

In line with this directive, any person or persons, whether students or non-students, registered student organization or other student groups, shall be required to obtain a permit from the Office of the Senior Vice President for Student Affairs prior to any proposed march, demonstration, public meeting, etc.

Student Affairs

The Division of Student Affairs is committed to providing co-curricular experiences which enhance the educational mission and foster the total development of the student. The Office of the Senior Vice President for Student Affairs is the central administrative office for the departments within the Division and is responsible for coordination and supervision within the Division. In addition, the Senior Vice President assures that the student affairs departments are supportive of the academic mission and goals of the University.

The Division of Student Affairs holds students as central to the mission and values of the University.

The goals of the Division of Student Affairs are:

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

These goals are implemented through services and programs which are provided by the following areas:

Office of the Senior Vice President
 Athletics
 Campus Recreation
 Career Development Services
 Center for Service and Action
 Ethnic and Intercultural Services
 First Year Experience
 Judicial Affairs
 Off Campus Student Life
 Office for International Students and Scholars
 Student Health Services
 Student Housing
 Student Leadership and Development
 Student Media
 Student Psychological Services



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 a 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.

Athletics

Loyola Marymount University participates in nine intercollegiate sports for men: basketball, baseball, crew, cross country, golf, soccer, tennis, track, and water polo; ten intercollegiate sports for women: basketball, crew, cross country, soccer, softball, swimming, tennis, track, water polo, and volleyball; and one coed sport: cheerleading. LMU is a member of the National Collegiate Athletic Association Division I and competes in the West Coast Conference.

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 and services include the Fritz B. Burns Recreation Center, the Lion's Den coffee shop, the Corner Pocket Game Room, and the Lion Express shuttle service.

The Recreation Center provides the opportunity for physical recreation, including group exercise classes, Intramural and Club Sports, lap swimming, and a state-of-the-art workout 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 TV lounge. All three venues are located on the first floor of Malone.

The Corner Pocket 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 <http://www.lmu.edu/campusrec>.

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 development 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 8:00 a.m.-5:00 p.m. Monday-Friday with extended hours on Wednesdays from 5:00 p.m.-7:00 p.m. 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.

Career Development Services is committed to

- encouraging students to discover their own strengths, interests, and values
- engaging employers who present opportunities for students and alumni to use their professional work to make a positive difference
- providing meaningful services to our constituent communities

Services offered include:

- Access to Career Services at Other Universities
- Career and Graduate School Fairs
- Career Counseling
- Career Development Strategies Course (LIBA 250/251)
- Career Resource Library
- Educational Professional File Service
- Employer Information Sessions
- Etiquette Dinner
- Internships
- Job Search Advising
- Mentoring and Networking Programs
- Mock Interviews
- On- and Off-Campus Federal Work Study Jobs
- Online Job and Internship Listings on LionJobs
- Part-Time On- and Off-Campus Jobs
- Personality and Interest Inventories
- Resume Critiques and Preparation Assistance

Student Employment Services

Student Employment Services provides part-time employment assistance to all LMU students. It offers skill development and contributes to the overall campus experience. Undergraduate student opportunities are available for Work Study and non-Work Study employment. Graduate Assistantships are available through the Office of Graduation Admissions. Opportunities may be found at <http://www.lmu.edu/Page27133.aspx>.

All part-time employment opportunities may be found at <http://lionjobs.lmu.edu>.

Undergraduate Employment

Federal Work Study and LMU Work

Federal Work Study and LMU Work is the largest source of employment for students. Work Study is awarded to students based upon financial need and is jointly funded by the Federal Government and the University. Opportunities for employment are either on campus or off campus at designated non-profit organizations.

Transfer Work

Various University departments fund on-campus part-time positions through Transfer Work funding and do not require financial need as a qualification for eligibility.

Part-Time Employment Off Campus

Student Employment Services works with employers off campus to provide employment opportunities for students in a variety of fields.

Student Worker Program

The Student Worker Program gives students the opportunity to live and work on campus on a year-round basis while at the same time earning money toward their tuition. The Student Worker Program consists of 12 men and 12 women, working in various University departments. To apply, students should contact the Student Worker office at (310) 338-5013.

Center for Service and Action

The Center for Service and Action (CSA) seeks to educate and form men and women for others, especially with and for the disadvantaged and the oppressed. Through direct personal contact between students and the marginalized in service-learning experiences, CSA fosters a solidarity with the poor that will lead to intellectual inquiry, moral reflection, and social action.

CSA is directly responsible for the Service and Action House, the Service Organization Program, Alternative Breaks, Underwings Praxis, Post-Graduate Service advisement, Community Based Learning, and El Espejo.

Each year CSA recognizes the six most outstanding LMU undergraduate students who have excelled in their community service. These students each receive a \$1,000 Riordan Community Service Award.

Through the generosity of the Marymount Institute, CSA also recognizes outstanding graduating seniors for their commitment to community service. These students receive the Arete Award.

Ethnic & Intercultural Services

Ethnic & Intercultural Services (EIS) is a student-centered department guided by Loyola Marymount University's mission to encourage learning, educate the whole person, and foster the service of faith and the promotion of justice.

EIS is grounded by LMU's intercultural values and serves as a resource for all students as they prepare for the challenges and rewards of living in a diverse society. EIS offices work in concert to empower all students to participate fully in campus life and achieve personal success, with a special focus on helping first-year students of color transition to university life.

Ethnic & Intercultural Services consists of four linked offices—Asian Pacific Student Services, Chicano Latino Student Services, Intercultural Affairs, and the Office of Black Student Services—that reflect the rich diversity of Loyola Marymount University.

Peer Mentor Program

The EIS Peer Mentor Program is designed to provide services and activities to first-year students of color to aid in the transition from high school to college and engage them academically and socially in all aspects of the University. The Peer Mentors are committed to helping students excel in their first year of college by providing guidance, friendship, encouragement, information about university resources and college life, and opportunities for interaction within a multicultural environment. Assigned to mentor groups according to major, freshmen are immediately immersed within a group of students with whom they can socialize, study with, and learn from.

Asian Pacific Student Services

Asian Pacific Student Services (APSS) engages the intercultural community at Loyola Marymount University in the issues, culture, and experiences of Asian Pacific Americans through advocacy, community building, education, resources, programming, and the development of leaders. APSS aims to raise consciousness by developing a community of like-minded individuals who will continue throughout their lives to support the mission of Loyola Marymount University with an open and developing understanding of Asian Pacific Americans and the larger intercultural global community.

APSS programs include THIRD TUESDAY (a monthly opportunity to hang out in the casual setting of the Living Room while enjoying various Asian Pacific American performers—spoken word, theatre, live music, etc.); POWER TRIPS (empowering field trips out into Asian Pacific American Los Angeles); the APA ROUNDTABLE (a monthly gathering of APA student organizational leaders); and various other regular opportunities throughout the year to engage in—dialogue, learn, share, enjoy, empower, and celebrate—Asian Pacific America.

Chicano Latino Student Services

Chicano Latino Student Services (CLSS) provides culturally sensitive programs that foster and promote the academic and personal success of Latino/a students. In addition, it strives to educate the campus about Latino/a issues and the ethnic diversity represented within the community (i.e., Central and South America, Caribbean, and Mexico).

CLSS programs include Bienvenida Latina—the Latino Fall Welcome, Leadership Roundtable Meetings, EIS Leadership Retreat, Latin America's Independence Days Celebration, Latino Spiritual Retreat, Latino Leadership Legacy Week, POWER TRIPS (i.e., museums, community events, entertainment/theatre, restaurants, speakers, etc.), Dia de Reconocimiento (Latino graduation ceremonies), Latino Resource Handbook, and Weekly CLSS E-Newsletter. CLSS also offers student advocacy, personal support, assistance for Latino/a student groups, and transitional/beyond LMU programming. CLSS programs and services also consider gender, class, religion/spirituality, bi-monolingual, generational, sexual orientation, and bi-racial/ethnic identities.

Intercultural Affairs

Intercultural Affairs is dedicated to developing an environment that encourages intercultural awareness, understanding, and interaction. This office is committed to developing socially responsible men and women who understand that as we learn to value the qualities of diverse cultures, we begin to appreciate the shared element of our common humanity. This office seeks to create an environment that is both welcoming to our Lesbian, Gay, Bisexual, Transgender community, as well as supportive of their unique needs. The office provides human relations trainings, meditations, advocacy, open forums, LGBT focused programs, retreats, and classes all focused toward developing students committed to the Loyola Marymount legacy of cultural consciousness and progressive social action.

Office of Black Student Services

The Office of Black Student Services (OBSS) works to promote a positive campus environment that supports the academic and personal success of African American students. OBSS programs and services include an annual Fall Welcome, Student Retreat, Kente Graduation, Black History Month events, speakers, cultural enrichment programs, community activities, support for student groups, student advocacy, and personal support. OBSS also strives to build close ties with the local African American community.

Academic Community of Excellence

The Academic Community of Excellence (ACE) develops sophomore scholars of color for undergraduate research and graduate educational and professional opportunities. ACE is a competitive scholars program that emphasizes academic excellence, post-baccalaureate preparation, undergraduate research, and experiential leadership. ACE coordinates educational seminars and research symposia; provides competitive undergraduate research grants; sponsors students that attend and present at select research conferences; provides individualized educational support; and offers scholarship, test preparation, and other preparatory resources. Admission to ACE is selective, and prospective scholars are those who are committed to academic excellence and are interested in pursuing research and graduate and professional school opportunities.

First Year Experience

First Year Experience aspires to build relationships with students in order to ensure the successful transition of every first year student into the collegiate culture of Loyola Marymount University. This is accomplished through involvement in campus activities, learning, and development opportunities. Upon completion of their first year, it is our hope to have freshmen involved in campus organizations, clubs, and student groups in order to cultivate a positive sense of self, confidence, and to acquire the tools necessary to educate the whole person.

Judicial Affairs

Mission

The Judicial Affairs Office, operating within the context of the University's mission and goals, provides learning experiences for students who are found to be responsible for violating the Student Conduct Code. Judicial Affairs strives to help students grow into more responsible and community-minded persons. Loyola Marymount University provides its students with an environment conducive to the pursuit of knowledge. Such an environment is based upon respect, trust, and integrity among all members of the community.

About 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 as members of the LMU community. The LMU Community Standards Publication outlines standards of behavior which are appropriate for students in the community.

Policies have been established to assist in building a learning community where the respect, consideration, and dignity of every member of the LMU community are priorities. Of course, no single policy or group of policies can anticipate every eventuality. Accordingly, LMU expressly reserves the right to revise, supplement, or withdraw any policy or portion of a policy from time to time as it deems necessary.

The Student Conduct Code is published in *Community Standards*. All students are responsible for the contents of *Community Standards*. Physical copies of this booklet are available from the Office of Judicial Affairs, Malone 355. The electronic version 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 8:00 a.m.-5:00 p.m., on Wednesday from 8:00 a.m.-7:00 p.m., and may be contacted via telephone at (310) 338-1821.

Off-Campus Student Life

Working within the University's mission to educate the whole person, Off-Campus Student Life provides programs and services for those LMU students living outside the University resident community, with efforts directed towards building positive community relations, encouraging personal responsibility and developing life-long citizenship. For additional information on Off-Campus Student Life services, call (310) LMU-6262.

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, the U.S. Department of Justice, U.S. Citizenship and Immigrations 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 <http://www.lmu.edu/oiss>, or call (310) 338-2937.

Student Health Services

The Student Health Service (SHS) provides a wide range of services to assist students in staying healthy by promoting healthy lifestyles and by providing medical care for common health problems. The staff includes a physician, nurse practitioners, registered nurses, and X-ray technologist.

The University may require immunizations and/or TB testing of incoming students. Students will be notified of the requirements by mail. Failure to fulfill the requirements may result in a hold applied to the student's registration and not being able to register.

Services offered by the Student Health Service include: treatment for minor illnesses and injuries, GYN care, dermatological care, pregnancy tests, lab work, X-rays, immunizations, and prescriptions.

Occasionally, a student may need to see a specialist. In this case, the student may be referred to a specialist by the SHS or may select her/his own specialist. The student is responsible for transportation and medical costs.

All personal health information and medical records are covered by the laws of confidentiality of the State of California.

Full-time undergraduate students are eligible to be seen in SHS at no charge; full-time graduate and law students are also eligible to use SHS but are charged a fee once each semester at the time they access the Health Center. All students who are seen in SHS may incur charges for medications, lab tests, X-rays, and medical supplies.

Students do not need health insurance to access SHS, nor does SHS bill private health insurance plans. However, all LMU undergraduates are required to have health insurance, and we strongly advise graduate students to purchase health insurance policies.

SHS is located on the north side of the Burns Recreation Center, first floor. Office hours are 8:00 a.m.-5:00 p.m. with extended hours on most Mondays and Wednesdays until 7:00 p.m. during the academic year.

Students are seen on an "appointment only" basis unless it is an urgent or an emergent problem. During office hours, appointments may be made 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 our web page at <http://www.lmu.edu/Page1390.aspx>.

Medical Insurance

The University requires that all full-time undergraduate students who are not covered by personal medical insurance **MUST BE** covered by the University's Sickness Insurance Plan. If the student has adequate private sickness insurance, a waiver must be returned to the Controller's Office within the specified time. All students taking seven or more semester hours are automatically covered for accident insurance. Forms for filing insurance claims for the University's Accident and Sickness Insurance Plan may be obtained from the Controller's Office. Claims must be filed within thirty days of disability. Students should be aware of the name of their insurance company and provider numbers. Coverage by the University's Insurance Plan is not a prerequisite for use of the Student Health Center.

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. There is a fee for late cancellation or appointment no shows.

Student Psychological Services is located on the north side of the Burns Recreation Center, 2nd floor. Office hours are 8:00 a.m.-5:00 p.m. Monday, Tuesday, Thursday, and Friday, and 8:00 a.m. to 7:00 p.m. 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>.

Student Housing and Residence Life

LMU Student Housing provides a unique opportunity for participation in community living. Knowing that the physical and social environment affects the intellectual and social development of students, every effort is made to create communities which reflect the University's educational mission.

A Resident Director (RD) and Resident Advisors (RAs), under the supervision of an Area Coordinator for Residence Life (AC), are responsible for overseeing the living environment and developing programs in each housing facility. The staff is responsible for creating an atmosphere conducive to building community and promoting scholarship. They provide opportunities for students to become acquainted with one another and involved in campus activities. They also encourage students to take full advantage of cultural and intellectual opportunities within the University and in Los Angeles.

LMU is proud of its Resident Minister program. Resident Ministers (RMs) are priests, sisters, and lay ministers who live in the residence halls and apartments with the students. They assist in creating a vibrant Christian community marked by mutual respect and social responsibility. Their primary role is to provide guidance on social, moral, and spiritual issues which students face daily.

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>.

Student Leadership & Development

Student Leadership & Development strives to enrich the learning environment for students seeking growth outside the classroom. The staff works with ASLMU, all co-curricular clubs and organizations, the Greek Community, and the leadership program. Student Leadership & Development offers assistance with programming and planning of events and special projects, as well as assistance and support in the formation of new organizations. The department also provides advocacy and support to students throughout their academic career.

Associated Students of Loyola Marymount University (ASLMU)

All full-time undergraduate students are automatically members of the Associated Students of Loyola Marymount University. ASLMU, through the Student Senate, Cabinet, and Judiciary, is the voice of the student body, speaking for students on issues such as allocation of funds for clubs and organizations, academic concerns, and other areas affecting student life. In addition to planning on-campus activities, such as speakers, concerts, movies, and dances, ASLMU also initiates service programs in the community. Services offered by ASLMU are supported by the student activity fee.

Leadership Program

The Leadership Program, granted in the University's mission to educate the whole person, provides leadership education, development, and training to cultivate personal leadership in all students.

Student Organizations

As a student-centered, Catholic university, Loyola Marymount University recognizes the importance of clubs, programs, and services in fostering the educational mission of the University and offers a wide variety of each appealing to the needs of the student body. There are academic and professional clubs.

The current list of registered student clubs and organizations on campus is available online at the Student Leadership and Development website at <http://www.lmu.edu/page895.aspx>. Note: The views or positions of a registered club or organization does not necessarily reflect the position of Loyola Marymount University.

Academic

Accounting Society
Amateur Radio
American Society for Mechanical Engineers
American Society of Civil Engineers (ASCE)
Arnold Air Society
Black Business & Student Association
Business Law Society
Chemistry Society
Chicanos for Creative Medicine
Delta Sigma Pi
Economics Society
Finance Society
Flying Lions
Institute of Electrical and Electronic Engineers
Lambda Pi Eta
Latino Business Student Association
Marketing Society
National Society of Black Engineers
Philosophy Society
Psi Chi
Society of Hispanic Professional Engineers
Society of Women Engineers
Tau Beta Pi (Engineering Honor Society)
Theology Society
Tri Beta (Biology Honor Society)

Cultural

American Indian Student Association
Armenian Student Association
Asian & Pacific Student Association
Black Student Union
Brothers of Consciousness
Gay Straight Alliance
Han Tao
Harmony Union of Beats
Hellenic Student Association
Isang Bansa
Kyodai
Movimiento Estudiantil Chicana/Chicano de Aztlan (MEChA)
Muslim Student Association
Na Kolea—Hawaiian Club
Nuestra Alma Latina
Pangea
Sistah Friends
Spanish Club

Arts & Entertainment

Animation Club
Ballroom Swing & Dance
B-Boy Status
Del Rey Players
Film Society
Kumba Beatz
Modern Music Exploration
Student Music Society

Fraternity/Sorority

Alpha Delta Gamma
Alpha Phi
Beta Theta Pi
Delta Delta Delta
Delta Gamma
Delta Sigma Theta
Delta Zeta
Greek Council
Kappa Alpha Theta
Lambda Chi Alpha
Order of Omega
Pi Beta Phi
Sigma Chi
Sigma Gamma Rho
Sigma Lambda Beta
Sigma Lambda Gamma
Sigma Phi Epsilon

Service

Alternative Breaks Club
Alumni Connect College Outreach Club
Arnold Air Society
Belles
Best Buddies
Crimson Circle
De Colores
El Espejo
Emergency Medical Services
Gryphon Circle
Habitat for Humanity
Ignatians
Magis
Marians
Rotaract Club
Silverwings
Special Games
St. Vincent de Paul
Sursum Corda
Unite for Sight
Up Till Dawn

Governance/Advisory

Black Student Union
Greek Council
Resident Housing Association
Student Alumni Association

Political/Social Justice

Amnesty International
Cool Campus Initiative
Feminist Club
Human Rights Coalition
Students for Labor & Economic Justice
Underwings Praxis

Spiritual/Religious

Campus Christian Fellowship
Christian Life Community
Muslim Student Association
Petros
Revolution
Righteousness for Christ Fellowship

Sports

Aquatics Club
Boardriders Club Skate
Boardriders Club Surf
Brazilian Jujitsu
Ice Hockey
Men's Lacrosse
Rugby Club
Sail Club
Student Athlete Advisory Committee
Women's Lacrosse
Women's Club Soccer
Women's Club Volleyball

Student Media**The Los Angeles Loyolan**

The *Los Angeles Loyolan*, written and edited by students, is the official weekly newspaper of LMU. The *Loyolan* provides a forum for discussion of higher education and serves as an information source for the campus community. It affords students an opportunity for gaining practical journalism experience and provides them with a method for improving campus awareness. The *Loyolan* is a member of the American Collegiate Press Association and the National Collegiate Press Association.

KXLU/KLMU

As one of the only opportunities in the Los Angeles market for students to experience all aspects of radio broadcasting, KXLU provides a supportive learning environment and training ground. The radio station offers an environment conducive to the creative expression of artistic freedom via musical exploration, experimentation, and interpretation. Students can also gain practical experience in all areas of station operations, including broadcasting, programming, technical engineering, production, public affairs, promotions, marketing, and management. Additionally, KXLU fosters an education in music industry knowledge and savvy regarding current musical trends, practices, and standards, as well as providing an opportunity to work with bands, record labels, venues, promoters, booking agents, and other industry professionals.

KXLU's mission is to give underrepresented artists and musical genres that do not have a voice on the traditional mainstream circuit an alternative and supportive forum in which to showcase their talent. The station offers over 25 different types of musical genres for its listeners, including progressive and independent rock, punk, classical, opera, world, country, hip hop, metal, lounge, jazz, blues, and theater and film, as well as being home to one of the most successful and longest running Latin radio programs in the country, Alma del Barrio.

KLMU-AM operates at a frequency of 840 KHz. The station, exclusively serving the LMU community, operates from 7:00 a.m. until 1:00 a.m.

Interested students, staff, and faculty are encouraged to stop by the radio station for a tour, learn more, and apply for a DJ position.

ROAR Network

ROAR Network is a student-run television station broadcasting on campus on LMU Channel 6. ROAR Network provides quality entertainment and current events programming to the campus community. Also, ROAR provides practical, hands-on broadcast and station management experience for students.

The Tower

The Tower, a student-run publication, is the official yearbook for the University. Students are responsible for all aspects of production. *The Tower* strives to include all dimensions of the University community: faculty, staff, students, graduating seniors, sports, clubs and organizations, and activities. *The Tower* is a member of the American Collegiate Press Association and the National Collegiate Press Association.

Undergraduate Admission

Loyola Marymount University welcomes applications from students who subscribe to the goals of the University and who are qualified to undertake its programs. The University makes selective and individual decisions, and the academic record is the primary consideration. Writing ability; accomplishments in academic, artistic, athletic, co-curricular, or work- or service-related endeavors; recommendations; national test scores; and relationship to the University are also given significant consideration. Each application is individually evaluated.

Candidates are considered for admission to either the Fall or Spring semester, provided ALL required documents have been received before the priority dates. The Fall priority date for freshman applicants is January 15; transfer applications are due March 15; the Spring priority date for all applicants is October 15. An Early Action program is also offered to freshman applicants for the Fall semester. The Early Action application deadline is November 1. Full consideration cannot be assured to applicants failing to meet these priority dates. A personal interview is not required, but individual Admission counseling appointments are encouraged. Personal appointments and campus tours can be arranged through the Office of Admission. Please call (310) 338-2750. The fax number is (310) 338-2797, and the e-mail address is admissions@lmu.edu.

High School Subjects Recommended for Admission

The following high school course of study is recommended for admission into the University.

English.....	4 years
Foreign Language.....	3 years
Mathematics.....	3 years
Laboratory Science.....	2 years
Social Sciences.....	3 years
Academic Electives.....	1 year

Business students must complete a unit in each of the following: elementary algebra, geometry, and intermediate algebra/trigonometry. Engineering, computer science, mathematics, and science majors should complete four units of mathematics and one unit each of biology, chemistry, and physics.

Admission Procedure

Loyola Marymount University is now an exclusive user of the Common Application. All applicants should file the Common Application by the appropriate deadline and submit a \$60 nonrefundable application fee.

The following procedures apply to all candidates. Transfer and international applicants should be sure to note specific additional requirements as stated below. Candidates seeking admission to Loyola Marymount University should:

1. File the Common Application by the appropriate deadline and submit a \$60 nonrefundable application fee or an appropriate fee waiver. The Common Application form is available online at <http://www.lmu.edu>.
2. Request official transcripts to be sent from the last high school attended and from each college attended. Students currently enrolled in college should submit work in progress. Advanced Placement students must submit official AP test score results in order to receive college credit.
3. Arrange for SAT I or ACT scores to be sent to the Director of Admission. Information about SAT I may be obtained from the College Board: P.O. Box 6200, Princeton, NJ 08541-6200. Information about ACT may be obtained from the American College Testing Program: ACT Records, P.O. Box 451, Iowa City, IA 52243.
4. Before school begins, entering freshmen are required to submit an official final high school transcript certifying the completion of secondary requirements and showing the high school graduation date. Transfer students are required to submit official transcripts for any courses completed since the application for admission was filed. Students failing to submit required transcripts will be prevented from registering for subsequent semesters until this requirement is satisfied.

Notification of Acceptance

Candidates will be evaluated for admission as soon as all of the required steps in the application process have been completed, according to the following calendar:

- **Fall freshman applicants (Early Action):** Decisions for candidates applying under the Early Action program whose applications are complete by November 1 will be announced before December 20. Early Action applications may be accepted, denied, or deferred for further consideration during the regular decision process. Loyola Marymount's Early Action program is non-binding.

- **Fall freshman applicants (Regular Decision):** Decisions for candidates considered under the Regular Decision program (applications submitted after November 1 and before January 15) will be sent on a rolling basis, and no later than April 15.
- **Fall semester transfer applicants and all Spring semester candidates:** Notification of acceptance will be sent on a rolling bases.

A final transcript is required as verification that all work in progress has been completed with a GPA equal to or greater than the student's overall grade point average at the time of acceptance. In the event that the final semester of work does not meet required criteria, acceptance may be rescinded.

Academic Scholarships

Each year the Loyola Marymount Scholarship Committee offers academic scholarships to the most accomplished candidates for freshman admission. These scholarships are renewable for four years and are not based on financial need.

The Arrupe Scholarship, named for Fr. Pedro Arrupe, S.J., the former Superior General of the Society of Jesus (the Jesuits), carries a value of \$12,500 per year, and is offered to approximately 10% of all applicants. Selection is based on outstanding GPA and SAT I/ACT scores, with supplemental consideration to leadership potential and school or community service and involvement.

From among the Arrupe Scholars, the Scholarship Committee further selects a very limited number of students for additional scholarship consideration. These students—no more than 10% of all Arrupe Scholars—will be invited to participate in Presidential Preview Weekend in late February, which offers a special opportunity to see the campus and to interview for the Presidential and Trustee Scholarships (see the Financial Aid section of the Bulletin for more information on these scholarships).

While there are no absolute criteria for Arrupe Scholarships, to be considered, students selected must generally present a GPA of at least 3.5 (unweighted) and an SAT I score of 1300 (Critical Reading and Math) or an ACT of 29 or better. All students meeting the January 15 Regular Decision deadline will be eligible for selection as an Arrupe Scholar. Superior students are encouraged to apply under the Early Action program to ensure full consideration for Presidential and Trustee Scholarships.

Commitment Deposit

Accepted students intending to enroll are required to submit a nonrefundable \$250 commitment deposit to secure their seat in the class.

The commitment deposit is held by the University and is non-refundable. The commitment deposit may be applied at the discretion of the University against any delinquent and unpaid debts. This deposit is payable from the student's own resources. It will neither be deducted from any financial aid awards nor billed as part of tuition and fees.

If the commitment deposit is not received within the stated time, the acceptance for admission may be canceled.

Housing

First-time freshmen entering in the Fall term are guaranteed University housing, provided their commitment deposit and housing request are received electronically or postmarked no later than May 1 for Fall admission.

Fall term transfer students and any student entering in the Spring term are not guaranteed housing. Instead, they are offered accommodations on a space-available basis. Their housing requests will be processed on a first-come, first-served basis as they make their commitment deposits and return all requested Housing information.

Admission of Transfer Students

Each semester the University considers students for transfer, provided they are in good standing and not under academic or disciplinary probation or suspension from the last school attended. Please see the paragraph on Admission Procedure above for general admission requirements. The priority date for transfer applications is March 15 for Fall semester and October 15 for Spring semester. Transfer students are considered for admission as follows:

Students who would have been acceptable for admission as freshmen to Loyola Marymount University at the time of their graduation from high school will be considered for transfer standing if they have at least a 3.00 cumulative average for all previous college work and at least a 3.00 average for the most recent college work attempted prior to admission.

Students who, for academic reasons, were not acceptable for admission as freshmen at the time of their graduation from high school will be considered for transfer standing if they have completed at least the equivalent of 30 semester hours of transferable college work with at least a 3.00 cumulative average and at least a 3.00 average for the most recent college work attempted prior to admission.

Admission of transfer students is selective and subject to available space and enrollment limitations. The minimum transfer GPA of 3.00 may not always be sufficient to secure admission. Likewise, certain majors require that some prerequisites be completed prior to transferring (see Business Administration, Transfer Credit).

Credit for work completed at institutions accredited by one of the six regional associations of the Accrediting Commission for Senior Colleges and Universities, other than course work identified by such institutions as remedial or in other ways as being nontransferable, will be accepted toward the satisfaction of baccalaureate degree and credential requirements at the University within limitations of residence requirements. Courses with grades below C (2.0) do not transfer. A maximum of 60 semester hours from two-year colleges are transferable to the degree program of the University.

Policies regarding transfer credit for a particular degree may vary slightly among the individual colleges, depending upon degree requirements. In general, courses having comparable content and class level with those in the LMU curriculum will transfer.

Admission of International Students

International students should follow the same admission procedures and priority dates outlined above. International students are admitted as degree-seeking students only.

Further, international students are cautioned to comply with the following additional guidelines to ensure compliance with immigration authorities and avoid delay in the processing of the applications:

1. Take the Test of English as a Foreign Language (TOEFL) given by the Educational Testing Service and arrange for scores to be sent to the Director of Admission. Information about this test may be obtained by writing to: Test of English as a Foreign Language, P.O. Box 6151, Princeton, NJ 08541-6151. The University's minimum standard for undergraduate admission is 550 (paper-based TOEFL), 213 (computer-based TOEFL), or 80 (Internet-based TOEFL).
2. Submit a statement of financial responsibility for all obligations covering the full period of time for which the student is making application.
3. Submit official transcripts of previous academic training. Documents must be sent from the originating sources directly to the Admission Office and must cover all secondary schools attended and, if college study was attempted, all colleges and universities attended. Documents should include results of standard examinations administered by government or certifying agencies.
4. Transcripts from non-U.S. institutions must be submitted to an LMU-approved credentials evaluating agency for evaluation of U.S. equivalent course work and corresponding grade.

Contact the following agencies for further information:

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400
(414) 289-3411 (fax)
<http://www.ece.org>
eval@ece.org

American Association of Collegiate Registrars and Admissions Officers
International Education Services
One Dupont Circle, NW, Suite 520
Washington, D.C. 20036-1135
(202) 296-3359
<http://www.aacrao.org/international/ForeignEdCred.cfm>
oies@aacrao.org

International transcripts submitted without appropriate evaluations will not be considered for eligible transfer work to LMU.

5. The United States Department of Justice Immigration and Naturalization Form (I-20) will be sent after the \$250 non-refundable Commitment Deposit has been received by the Office of Admission.

Photostatic copies are acceptable only if they are notarized as true copies and bear the original seal of the notarizing authority. All documents submitted for admission become property of the University and will not be returned.

Medical Examination and Insurance

All students entering the University for the first time or re-entering the University after an absence of one year are required to return a completed Student Health Immunization Form to the Student Health Service. Immunizations must be current and documented. Students with incomplete forms will have their registration withheld for the following semester until immunization information is provided.

The Student Health Service does not fill out private insurance forms. However, copies of charges will be given to the students upon written request.

The University requires that all full-time undergraduate students who are not covered by personal medical insurance **MUST BE** covered by the University's Sickness Insurance Plan. If the student has adequate private sickness insurance, a waiver must be returned to the Controller's Office within the specified time. All students taking seven or more semester hours are automatically covered for accident insurance. Information about filing insurance claims for the University's Accident and Sickness Insurance Plan may be obtained in the Student Health Service Office. Claims must be filed within thirty days of disability. Students should be aware of the name of their insurance company and provider numbers. Coverage by the University's Insurance Plan is not a prerequisite for the use of the Health Center.

Medical Examination for Intercollegiate Student-Athletes

New and returning students planning to participate in intercollegiate sports are required to submit a completed LMU Athletics Department Medical Clearance Form, signed by their private physician, to the Assistant to the Athletics Director prior to their participation in conditioning, practice, and/or competition.

Non-Degree Students

Students wishing to take courses at the University on a non-degree basis must file an application with the Office of Admission in accordance with regularly stated deadlines. Proof of eligibility to study at the University will be required, including transcripts or other appropriate documents.

Non-degree students will be allowed to study for a period of no more than three semesters or a total of 18 semester hours, whichever occurs first.

Accelerated Degree Options

Young Scholars

The University offers enrollment to outstanding high school students looking for an academic challenge and the opportunity to earn college credits. By attending classes at LMU, Young Scholars will attain first-hand experience of college life as well as gain semester hours that will apply toward an eventual university degree.

Young Scholars attend courses with current LMU students and are taught by LMU faculty. Integrating Young Scholars into these courses will enrich the academic experience for all enrolled. For these on-campus courses, high school students must have completed the 11th or 12th grade and carry at least a cumulative B+ (3.3) average. Students receive university level degree credit for all courses passed. Most courses are worth three semester hours of credit.

Enrollment at LMU through this program does not constitute admission to LMU. Young Scholars are classified as "non-degree" students and are held to University academic policies and standards of conduct. Campus housing is not available. Students are responsible for tuition and fees associated with their enrollment and for adhering to deadlines as published in the academic calendar.

Young Scholars are limited to two courses per semester or for summer, two courses per session. For more information, log in to <http://registrar.lmu.edu>, and follow the "Young Scholars" link.

Advanced Placement

LMU participates in the Advanced Placement Program of the College Board. Students may be granted credit at the time of entrance into the University for subjects in which they have completed the AP examinations with scores of 5 or 4. When official scores have been received from the College Board, applicants will be notified of the advanced placement and course credit in accordance with the following table. Note that an essay is required for all examinations offering optional essays.

AP Exam	Minimum AP Score Required	Number of Semester Hours Awarded	Equivalent LMU Course(s)
Art: History of Art	4	6	Art History 200 and 201
Art: Studio Art—Drawing, General*	4	6	no specific course
Art: Studio Art—2D Design*	4	3	no specific course
Art: Studio Art—3D Design*	4	3	no specific course
Biology	4	6	no specific course
Chemistry	4	8	Chemistry 110, 111, 112, and 113
Computer Science A	4	3	Computer Science 182
Computer Science AB	4	3	Computer Science 182
Economics: Macroeconomics	4	3	Economics 120
Economics: Microeconomics	4	3	Economics 110
English Language and Composition	4	3	English 110
English Literature and Composition	4	3	English 140
Environmental Science	4	3	Natural Science 101
European History	4	3	History 101
French Language**	4	9	French 101, 102, and 203
French Literature**	4	9	no specific course
German Language**	4	9	German 101, 102, and 203
Government and Politics: Comparative	4	3	Political Science 155
Government and Politics: United States	4	3	Political Science 135
History, U.S.	4	6	History 161 and 162
Human Geography	4	3	Geography 100
Latin: Literature	4	3	Latin 311
Latin:Virgil	4	3	Latin 312
Mathematics: Calculus AB	4	4	Mathematics 131
Mathematics: Calculus BC	4	8	Mathematics 131 and 132
Music Theory***	4	3	Music 104
Physics B	4	10	Physics 253 and 254
Physics C: Mechanics	4	4	Physics 101
Physics C: Electricity and Magnetism	4	4	Physics 201
Psychology	4	3	Psychology 100
Spanish Language**	4	9	Spanish 101, 102, and 203
Spanish Literature**	4	9	no specific course
Statistics	4	3	Mathematics 104
World History	4	6	no specific course

* Credit subject to final review by Art faculty.

** Maximum of 9 semester hours of language credit may be granted, whether for language or literature on both exams.

*** Credit subject to final review by Music faculty.

Undergraduate Financial Aid

The mission of Loyola Marymount University's Financial Aid Office is to provide students access to financial resources to assist them in achieving their educational goals. The Financial Aid Office administers federal, state, institutional, and private financial aid programs to help students meet the educational costs to attend Loyola Marymount University.

Application Procedures

Entering Freshmen and Transfer students:

Students can apply for financial aid by completing the required forms prior to being formally admitted:

1. The Free Application for Federal Student Aid (FAFSA), available at <http://www.fafsa.ed.gov>
2. The CSS Financial Aid/PROFILE
3. California residents only: applications for the Cal Grant must complete the FAFSA and complete Cal Grant GPA Verification Form

Visit the financial aid website at <http://www.lmu.edu/financialaid> for current year application and program deadlines.

Continuing Undergraduates:

A continuing LMU student, who is applying for financial aid for the first time, should follow the application procedures for an Entering Freshmen or Transfer Students as listed above.

LMU requires all continuing undergraduates who have received aid in a prior year at LMU to complete the following:

1. The Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.ed.gov>
2. The LMU Undergraduate Financial Aid Application available at <http://www.lmu.edu/financialaid>

Visit the financial aid website at <http://www.lmu.edu/financialaid> for current year application and program deadlines.

General Eligibility

Students must be enrolled as degree seeking students at Loyola Marymount University to receive financial aid administered by the Financial Aid Office.

Eligibility for most university funded financial aid requires full-time enrollment. Eligibility for federal and California state grant programs require at least half-time enrollment. Students who enroll less than half-time are generally only eligible for the Federal Pell Grant.

Students must be U.S. citizens, permanent residents or other eligible non-citizens to be eligible for federal, state and institutionally funded financial aid programs and meet other eligibility requirements. Limited scholarships and assistantships are available for international students.

Students working towards a second Bachelor's degree are only eligible for the Federal Subsidized and Unsubsidized Stafford loan programs.

Students must not owe a refund from any federal grant or loan or be in default on any federal loan.

Financial Aid Communications

Communications from the Financial Aid Office will be primarily electronic in form. Your student Lion e-mail account, MyAid/PROWL, and ManeGate messaging are our primary means of communicating important financial aid information.

- **MyAid** (<http://www.lmu.edu/myaid>)

MyAid is the online introduction to PROWL for newly admitted students.

- **PROWL** (<http://www.lmu.edu/prowl>)

PROWL is our online student financial aid resource. Using PROWL you can view your application status, requests for additional information/documentation from our office, and your Financial Aid Award.

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

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

Satisfactory Academic Progress (SAP)

To be eligible for federal, state and university financial aid programs, students are required to make satisfactory academic progress.

These guidelines are in accordance with those required by federal regulations for recipients of federal grant, work and loan programs, including the Federal Parent (PLUS) Loan. These standards also apply to state aid or state funded financial aid programs in accordance with the state of California.

Recipients of university tuition benefits who are not receiving any other federal, state or university funds are not bound by these guidelines.

Undergraduate Students receiving federal and state financial aid must:

1. Maintain a 2.0 cumulative and term grade point average. For financial aid purposes, the grades of F, NC, AU, and W will not be counted toward meeting the minimum term hours requirement. Grades of A, B, C, D, and CR will be counted. Grades of I or NR temporarily will not be counted until the final grade is posted. Hours for repeat coursework do not count towards the minimum semester hours required for satisfactory progress.
2. All University-funded sources of financial aid as well as California state grants are available for a maximum of eight semesters if all other eligibility requirements are met. Transfer students are evaluated based on the number of units accepted at admission to determine their maximum time frame to receive financial aid.

Please refer to the Academic Degree Requirements and Policies section of this Bulletin for information on the recommended course load required to complete degree requirements in eight semesters (4 years).
3. Complete the required number of Semester Hours as outlined below.

Minimum Semester Hours that Must Be Completed If:

Term	Full-Time	3/4 Time	1/2 Time
Fall Semester	12	9	6
Spring Semester	12	9	6
Summer Sessions (Combined)	6	4	3

4. **Financial Aid Probation:** Students who do not make satisfactory academic progress are placed on financial aid probation. Students may continue to receive financial aid for two terms while on financial aid probation. To be removed from financial aid probation, students must achieve the minimum and cumulative grade point average and complete the minimum hours excluding any repeat coursework.
5. Students who fail to make satisfactory academic progress after two consecutive terms are denied further financial aid and must submit an appeal.

Withdrawals—Impact on Financial Aid

Students who withdraw from all coursework will have their tuition charges adjusted based on their date of withdrawal. Current information on University tuition refund policies is available at <http://www.lmu.edu>.

Housing and University meal plans will be adjusted according to the terms set by the housing office and meal plan contracts. Students should contact the Student Housing Office and Student Accounts for specific refund information.

Students receiving financial aid who decide to withdraw from all coursework during a term are required to notify the Office of the Registrar and the Financial Aid Office. Federal financial aid will be adjusted according to federal regulations.

University and state funded programs will be adjusted according to university and state policies.

For detailed information on how financial aid is adjusted based on withdrawal, visit <http://www.lmu.edu/financialaid>.

Fraud

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

Programs of Assistance for Undergraduates

Academic Scholarships for First Time Freshmen

Loyola Marymount University offers a wide range of academic scholarship programs to recognize and reward the scholastic accomplishments of our most distinguished entering freshmen. Scholarship selection is coordinated by the Office of Undergraduate Admission, in consultation with LMU's faculty and administration. Detailed information on these programs is available on the Financial Aid Office website at <http://www.lmu.edu/financialaid>.

Receipt of an Academic Scholarship does not preclude consideration from financial aid awarded by the Financial Aid Office but must be coordinated according to federal, state, and university policies.

Grants

LMU Grants are need-based grants awarded to students who meet all federal and university eligibility requirements. Students must complete the FAFSA to apply, meet LMU's priority funding deadlines and comply with all requests for additional documentation to be considered.

The **Federal Pell Grant** program is federal aid program designed to provide financial assistance to eligible students for postsecondary studies. The amount of the Pell Grant is determined based on the financial resources of the student and parents.

Federal Supplemental Educational Opportunity Grant (FSEOG) program is designed to assist those students who would not otherwise be financially able to pursue an undergraduate course of study. The amount of the grant is determined by reviewing the student's financial resources and also the resources of the parents. The amount of the award varies based on the student's Pell Grant and, like other grants, does not have to be repaid.

Federal Academic Competitiveness Grant is a federal, need-based grant awarded to undergraduate freshmen and sophomores, who are eligible for the Federal Pell Grant, are U.S. citizens, and who completed a "rigorous high school education" as defined by federal guidelines.

Federal SMART Grant is a federal need-based grant awarded to junior and senior students who are eligible for the Federal Pell Grant and who are majoring in programs determined as critical to national security.

For detailed information on all federal grant programs, visit the Federal Student Aid Web site at <http://www.studentaid.ed.gov>.

Cal Grants are administered by the California Student Aid Commission. All undergraduate who are residents of California are encouraged to apply. Cal Grants cover tuition and fees. For detailed information on Cal Grants, visit <http://www.calgrants.org>.

Scholarships

There are additional scholarships available to LMU students. Most scholarships are awarded by the Financial Aid Office and do not require that students complete a special application. Scholarships that require a separate application are provided at <http://www.lmu.edu/financialaid>.

Student Employment

The **Federal Work Study** program is another source of employment for students who qualify based on financial need. This program is funded jointly by the Federal Government and the University. It is designed to create jobs for students at the University, such as library researchers, teaching assistants, laboratory technicians, intramural referees, team managers, etc. Under the Work Study Program, most students will be awarded funds to average 12-15 hours per week during the term. Students are hired for part-time positions for the entire academic year, and they may earn up to the amount listed on their current financial aid award letter.

Loyola Work is university funded non-need work program. Funding for this program is limited and may not be awarded to those students who do not meet LMU priority funding deadlines.

The **Student Worker** program is an employment program designed to give students the opportunity to earn a majority of their education expenses by working on campus. The Student Worker Organization is an autonomous group that is primarily student-directed and operated. Selected students must live on campus. Jobs include maintenance, recycling, and clerical and miscellaneous tasks for departments on campus. More information on this program is available at <http://www.lmu.edu>.

The Student Employment Service Office provides employment assistance to the students of Loyola Marymount University including part-time jobs ranging from 10 to 20 hours a week, part-time/full-time seasonal work during the Christmas and summer vacations, temporary jobs on an hourly basis, and tutoring positions within the student's major field of study. These services are for all students regardless of their financial need. They are primarily off-campus positions.

Loans

All federal loans require that the student complete the Free Application for Federal Student Aid (FAFSA) and comply with any requests for additional information.

Federal Perkins Loan is a low-interest loan for students based on need. Repayment begins nine months after the student has ceased to be enrolled at least half-time.

Federal Subsidized and Unsubsidized Stafford Loans are a low-interest federal loan for students.

The **Federal Parent (PLUS) Loan** is a low-interest federal loan made to creditworthy parents.

For information on loan terms and the application process for these loan programs, visit <http://www.lmu.edu/financialaid>.

Tuition and Fees

The tuition charge supports the instructional program and general operating and administration of the University, such as ordinary health services, various counseling services, lectures, intercollegiate athletic events, and the library.

The following is information for the 2008-2009 academic year. Tuition and fees for the 2009-2010 academic year may be found online at <http://www.lmu.edu> after review and approval by the Board of Trustees.

Regular Tuition

Undergraduate Full-Time Students

(programs of 12 or more semester hours):

per academic year\$33,266
per semester\$16,633

Graduate Tuition per Semester Hour

Most Masters Programs.....\$872
School of Education.....\$872
Department of Marital and
Family Therapy.....\$887
School of Film and Television.....\$887
Graduate Engineering.....\$887
Engineering and Productivity
Management (EAPM) and Systems
Engineering Leadership (SELF)\$1,031
MBA/MBA Certificate Programs...\$1,031
Doctorate Education.....\$1,100

Special Tuition

Part-Time Undergraduate Students

(Semester hour rate for 11 semester hours or less and overload hours in excess of 18):

Undergraduate Students

per semester hour\$1,386
Auditors, per semester hour\$346
Advanced Credit: High School Young
Scholars,
per semester hour\$1,386

Residence Hall Fees

Housing Processing Fee/Deposit.....\$400
This mandatory deposit is applied to the room charge but is forfeited by those who fail to register and complete their Housing Arrangements.

Desmond, Doheny, Rosecrans, Whelan Halls
double room, per academic year ...\$7,810

Huesman and Sullivan Halls
per academic year\$7,810

McKay Hall

double rooms with adjoining baths,
per academic year\$8,363

McCarthy and Rains Halls

double rooms with adjoining baths,
per academic year\$8,870

Leavey Center.....\$8,363

Del Rey North/South Halls

per academic year\$8,310

Housing cost applies to the academic year only. Additional costs are added for special living accommodations and single or private accommodations. Students who live on campus during recess periods will be charged a daily rate as indicated in their lease agreement. Summer Session Housing fees are additional.

Apartment Fees

The University has beds in completely furnished apartment-style residence halls on campus. Each apartment accommodates four students in two bedrooms with adjoining bath and a living room with a pullman-style kitchen.

Hannon and Tenderich Apartments

per academic year\$9,934

O'Malley/Leavey IV,V, and VI Apartments

per academic year\$10,577

Loyola Houses 8000 and 8001\$9,820

Apartments are open during recess and semester breaks.

Board Programs

The various plans are referred to as Lion Dollar Plans. All students living in non-apartment residences are required to purchase a plan. Special dietary food may be obtained by arrangement. Four plans are offered by Sodexo Food Services. Both the Malone Center and University Hall dining facilities feature restaurant-style food selections on a declining balance, à la carte basis.

Lion Dollar Plans are not refundable.

Plan L, per academic year \$4,000
Plan I, per academic year \$3,100
Plan O, per academic year \$2,650
Plan N, per academic year \$2,200

Normally, L, I, O, and N plans can be changed *only* during the third and fourth week of classes in the Student accounts Office in University Hall.

Commuter students and apartment residents may purchase any of the plans listed above or may open a Plan S account with a minimum value of \$100 or multiples thereof.

(These rates are subject to change.)

Other Fees

Accident Insurance

(mandatory for 7 or more semester hours).....\$195

Admission Application Fee

(undergraduate).....\$60 mandatory

Admission Application Fee

(graduate).....\$50 mandatory

Commitment Deposit.....\$250 mandatory

The commitment deposit is a one-time non-refundable fee required by all new freshmen and transfer students admitted.

Commitment Fees, Graduate

(non-refundable)..... varies per department

Health Service use per semester,

graduate students (optional)\$50

MBA Student Associate Fee (including

SELP), per semester.....\$60 mandatory

Orientation Fee (non-refundable mandatory for entering freshmen and transfers)

Fall entry.....\$210
Spring entry\$105

Registration Fee, per semester (mandatory)

assessed each term to all students.....\$55

School of Education Comprehensive

Exam Fee.....\$300

School of Education ePortfolio

(one-time fee).....\$89

School of Education TPA Fee.....\$100

Sickness Insurance (mandatory for 7 or more semester hours, unless proof of coverage provided)\$630

Student Activity Fee

(mandatory for full-time undergraduates)
per academic year (full-time)\$166
per semester hour (part-time).....\$5

Student Recreation Facility Fee (mandatory for all full-time undergraduate students, voluntary for all part-time and graduate students)

per academic year\$130
per semester\$65
guests of students.....\$5 per visit

Media Fee

(mandatory for full-time undergraduates)..\$65

Miscellaneous Fees

Generally all miscellaneous fees are non-refundable unless stated otherwise and due when charged to your Student Account.

Collection Cost.....\$95
minimum to a maximum of 40% of the outstanding balance charged to your Student Account.

Credit/Debit Card Service Fee (\$3 per \$100 transaction, if applicable)

Credit by Examination \$75

Deferred Payment Fee

Semester Plan.....\$95

Twelve/Ten Plan Check.....\$145

Twelve/Ten Plan ACH Auto-Deduct...\$45

Semester/Cmpny Reimbursmnt Plan. \$95

Directed Teaching Fee, per semester hour:

Elementary.....\$25

Secondary.....\$25

Duplicate billing fee (duplicate statements and/or expense letters).....\$7

Equipment Insurance Fee\$5

Late Financial Clearance Fee\$95

Late Payment Fee (monthly).....\$95

Replacement Charge for OneCards.....\$15

Returned Check Charge\$25

Rush Transcript.....\$10

Teacher Placement Fee\$30

Thesis or Project Binding Fee,

Graduate.....\$26 mandatory

Certain courses may also require mandatory laboratory fees. Check with departments.

Any unpaid fines or charges (such as parking, library, delinquent telephone charges, property damage) or any miscellaneous charges incurred by a student while in attendance at the University will be charged to the student's account. Certain fees deemed optional are required to obtain that good or service.

The tuition, fees, and other charges described above 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.

There are other fees and charges unique to certain programs that are dependent upon a student's matriculation at the University. These fees or charges may be determined by contacting the University offices that administer those programs or activities in which the student intends to enroll or engage.

Estimate of Charges

Since each student may elect various services with associated charges, it is not possible to determine precisely all student charges before registration. However, the following schedule estimates the charges for one academic year for a typical freshman undergraduate resident exclusive of entertainment, transportation, injury insurance, or other personal costs. Your actual cost may vary.

Estimated	Res. Hall	Apt.
Tuition (12-18 s.h.)	\$33,266	\$33,266
Mandatory Fees	\$876	\$876
Residence/ Apt.	\$8,363	\$9,934
Meals	\$3,100	\$1,000
Books and Supplies	\$1,100	\$1,100
Total Est.	\$46,705	\$46,176

Estimate assumptions for illustration:

Assumes Lion Dollars Plan I or Lion Dollars S Plan for apartments. (Average apartment rate used for apartment residents.) Actual Financial Aid Budget may vary due to individual economic circumstances.

Payment of Student Charges

Tuition, fees, and board charges are payable by the semester. **Financial clearance is necessary prior to registration and subject to Late Financial Clearance/Deferment Fee after the deadline.** Clearance may be obtained from the Controller's Office Student Accounts Department at the time of payment or by making arrangements for the payment plan described below.

Registration for classes may be canceled for any student whose payment check for tuition or fees is returned unpaid from the bank or who has defaulted on payment arrangements.

Financial clearance cannot be granted, and pre-registration will not be permitted, if a student's account is delinquent.

Failure to pay tuition and other outstanding debts will result in the withholding of the academic transcript. The student diploma will not be released until all debts are satisfied in full. Students are prohibited from future registrations due to delinquent accounts.

Sickness Insurance

The annual Sickness Insurance fee of \$630 (estimated) is mandatory for students who are U.S. citizens taking 7 or more semester hours. Domestic students may waive coverage by submitting the appropriate form to the Controller's Office by September 1, 2008. Students entering for the first time or returning to the University during the Spring 2009 semester and taking 7 or more semester hours will be charged a prorated amount for the Spring semester unless a waiver form is submitted to the Controller's Office by February 1, 2009.

International (Visa) students, regardless of the number of semester hours 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 \$630 (estimated) for single coverage. Higher premiums may be charged depending upon marital status and number of dependents.

Please refer to the United Healthcare Student Resources (UHCSR) brochure for additional major medical, dependant and spousal coverage.

(Accident Insurance is mandatory for all students registered for 7 or more semester hours and may not be waived.)

Monthly Payment Plan

Parents who prefer to meet educational expenses out of monthly income rather than in a single payment at the beginning of each semester may apply for the University's annual 10-month or 12-month payment plan. The 10-month payment plan requires the first two months' payments to start the plan. The check plan requires a \$145.00 fee for enrollment; however, interest **is 0%** on the outstanding balances. The 10- or 12-month Debit Checking Plan requires a \$45.00 enrollment fee and is a **0% interest** plan. The 12-month plan is for Automatic Checking Deduction only. A monthly late fee is assessed on students who fail to make their payment by the end of each month. Students may take advantage of the Automatic ACH Debit Checking feature that allows a one-time authorization followed by regular monthly charges and deductions. Debit cards are accepted.

Certificate of Eligibility for Veterans

All expenses incurred by a veteran that have not been properly authorized by the Veterans Administration must be paid by the veteran. Therefore, it is the responsibility of every veteran to see that papers are in proper order at the time of the first and each subsequent registration. Also, all veterans who are receiving benefits for educational expenses are required to contact the Financial Aid Office.

The University is required by the Veterans Administration to report failure on the part of the student to complete 75% of the semester hours attempted in any given term. Benefits to a veteran who fails to complete 75% of the semester hours originally enrolled in may be suspended. Counseling by the Veterans Administration will be required before the student enrolls for another term with benefits. The Veterans Administration's Advisement and Counseling Service is a free service provided under Federal Law. Failures, withdrawals, and NCs are not recognized as making satisfactory progress.

Refunds/Cancellation

Refunds for tuition and/or housing are made only after a complete withdrawal or leave of absence from the University (dropping all courses) has been processed by the Office of the Registrar and, in the case of a resident student, also by the Housing Office. For resident students, if the official withdrawal dates from the Office of the Registrar and the Housing Office are different, the respective dates will be used for tuition or housing refunding purposes. See the accompanying table for the allowable refund percentage.

Meal plans are non-refundable. A student should complete the Withdrawal/Leave of Absence form in the Office of the Registrar and, if a resident student, the withdrawal form in the Housing Office.

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

No refund may be given for registered courses which a student did not attend and did not withdraw from within the full refund period. No refund or cancellation is granted to a student who withdraws from a portion of his/her program after the end of the 100% Drop/Add period. Consult the following refund schedule for the academic category corresponding to your enrollment and type of program.

Students, whether undergraduate, graduate, or non-degree, who have paid tuition by the semester hour are eligible for tuition refunds per semester hour, based on the published sliding scale. Full refunds for all other students are contingent upon withdrawal from all classes or from the University. The published sliding scale still applies to this type of refund.

Fall 2008

Withdrawal %	All Students
100% through	Aug. 30, 2008
90% through	Sept. 04, 2008
70% through	Sept. 12, 2008
50% through	Sept. 20, 2008
25% through	Oct. 18, 2008
0% on or after	Oct. 19, 2008

Spring 2009

Withdrawal %	All Students
100% through	Jan. 17, 2009
90% through	Jan. 23, 2009
70% through	Jan. 30, 2009
50% through	Feb. 09, 2009
25% through	Mar. 10, 2009
0% on or after	Mar. 11, 2009

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

Refund Payments

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

Security Interest in Student Records

A student may not receive a diploma, certificate, or transcript until all accounts, current or otherwise, have been settled in accordance with University and Agency requirements. Students with delinquent accounts 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 payment of a Federal Perkins Student Loan, a Federal Family Educational Loan, or an Institutional Loan, or if a student fails to satisfy exit interview requirements, a security interest in records and services will remain in effect until debts and requirements are satisfied. Unpaid accounts are reported to the three major credit reporting agencies. Exit interviews are administered through the Student Loan Office and the Financial Aid Office.

University Core Curriculum

Goals and Objectives of the Core Curriculum

Consistent with the goals of the University and with the desire to provide undergraduate students with an education founded strongly in human values, Loyola Marymount University has adopted the following goals and objectives.

Goals:

- To provide a strong undergraduate humanistic education within the traditions of the Society of Jesus and the Religious of the Sacred Heart of Mary.
- To foster the desire for knowledge and to provide the skills necessary for a lifetime of intellectual growth in a global society.
- To prepare students to play active roles in addressing the problems and challenges they will face in attempting to create a just world.

Objectives:

- To develop an understanding of religious experience and beliefs, with particular attention to theological questions as addressed by Catholic Christianity.
- To develop a habit of philosophical reflection.
- To develop an understanding and appreciation of the history of humankind in the arts, literature, and philosophy.
- To develop a knowledge of the structures, values, and practices of contemporary societies.
- To develop the arts of precise and elegant expression in speaking and writing.
- To develop the skills of critical thinking.
- To develop quantitative skills and an understanding of the history and principles of mathematics and science and technology.
- To cultivate and engage the creative imagination.
- To explore ways to live more fully and to act more responsibly within a culturally diverse world.

The following core curriculum encourages intellectual breadth. No matter the student's major, all students should be acquainted with the nature of discourse and practice in the major areas of knowledge that will prepare students for life after Loyola Marymount University.



Students should consult the College or School sections of this Bulletin for core curriculum requirements specific to each College or School.

Core Curriculum Requirements

American Cultures
College Writing
Communication or Critical Thinking
Critical and Creative Arts
History
Literature
Mathematics, Science and Technology
Philosophy
Social Sciences
Theological Studies

American Cultures

American Cultures courses will examine and compare the American experience of at least three of the following groups: African American, American Indian, Asian American, Chicana/o-Latino/a, and European American. The objective of these courses is to explore the contributions of these groups to human knowledge and development. Classes will also explore the varieties of cultural expression, behavior, and interaction.

First- and second-year students choose from any lower division course listed or cross-listed as AMCS. Third- and fourth-year students choose from any upper division course listed or cross-listed as AMCS.

A single course will generally not fulfill two core requirements. The only exception is a course that satisfies another core requirement which is also cross-listed as AMCS.

College Writing

Proficiency in Writing

All entering first-year students will demonstrate writing proficiency by completing an essay administered in all English 110 sections during the first week of classes. Based on performance in this essay, students will remain in ENGL 110 or be placed in ENGL 100 (English as a Second Language) and ENGL 101 (Required Writing Lab—ESL). Some students will be recommended to enroll in English 111 (Elective Writing Lab).

College Writing Courses

The required course in college writing teaches students how to produce clear and logical, thoughtful and persuasive expository prose suitable to a variety of academic disciplines. To do this effectively, students must learn to be critical readers and thinkers. A critical analysis of both reading and writing enables students to create more meaningful and effective prose. ENGL 110 will fulfill the college writing requirement. ENGL 100 will not fulfill the college writing requirement but is required of certain students based on their performance in the essay administered in all ENGL 110 sections during the first week of classes. A minimum grade of C (2.0) is required in ENGL 110. All students who receive a grade of C- (1.7) or lower must retake ENGL 110 at LMU and receive a grade of C (2.0) or higher.

English 100: English as a Second Language

Students enroll in English 100 based on their performance in an essay administered in all ENGL 110 sections during the first week of classes. This course is designed to give students essential skills in writing and reading English. Students must earn a grade of C (2.0) or better in order to pass this course.

English 110: College Writing

The art of clear and effective college writing. This course will teach students how to generate clear and persuasive expository prose suitable to a variety of academic disciplines. Students must earn a grade of C (2.0) or better in order to fulfill the college writing requirement. Students who receive a C- (1.7) or lower in ENGL 110 must enroll in ENGL 110 the next semester.

Communication or Critical Thinking

Communication

The communication offerings develop students' abilities to analyze issues and problems more logically. Students will prepare arguments, presentations, and speeches. They will also learn to listen more critically and speak more effectively in a variety of settings.

Critical Thinking

The course in critical thinking helps students to improve their reasoning skills through a study of logic and its application to several types of argumentation, both oral and written. The students are taught both the technical skills of argument evaluation and the other skills needed to construct sound arguments and debates.

Critical and Creative Arts

Critical Arts

Critical Arts courses are those courses in the history and theory of the arts which analyze artistic works in their social contexts as well as the aesthetic expectations and conventions which inform them.

Creative Arts

The objective of courses in the Creative Arts is to develop individual expression through exploration, analysis, and creation of artistic works.

History

This category of courses analyzes the major concepts, ideologies, and movements that have dominated the course of civilization in order to develop in students the historical perspective necessary to better understand the global society in which they live.

Literature

Prerequisite: Successful completion of college writing requirement.

Core literature courses enhance students' understanding and appreciation of literary works. A study of fiction, poetry, or drama familiarizes the students with both the strategies available to the fiction writer, poet, or playwright in creating the literary work and the variety of critical approaches for analyzing and evaluating literature.

Mathematics, Science and Technology

Proficiency in Mathematics

All students must demonstrate proficiency in mathematics. The mathematics course(s) required for a student to demonstrate mathematics proficiency teaches the student the quantitative and analytic skills needed to function as an informed citizen in an increasingly technological world.

Any student with a grade of 4 or 5 on at least one of the Calculus A/B, Calculus B/C, or the Statistics Advanced Placement Examinations has already demonstrated proficiency in mathematics.

Students in the **College of Communication and Fine Arts** and students in the **Bellarmino College of Liberal Arts** who are **NOT** required to take a mathematics course as part of their major requirements normally demonstrate proficiency in mathematics by receiving credit in Quantitative Skills for the Modern World (MATH 102). The Mathematics Placement Examination is not necessary for enrollment in this course.

Students in the **College of Business Administration, the Frank R. Seaver College of Science and Engineering, and the Bellarmine College of Liberal Arts** majoring in economics or liberal studies demonstrate mathematics proficiency by receiving credit in the mathematics courses required by their particular majors. These students must take the Mathematics Placement Examination to determine placement in appropriate classes. If the results of this placement examination indicate, students are required to enroll in and pass Algebra (MATH 101) before they qualify to enter the mathematics course required by their major. In all cases, mathematics proficiency is met only after receiving credit in the mathematics coursework required by the major.

Psychology majors demonstrate mathematics proficiency by passing Elementary Statistics (MATH 104) with a grade of C (2.0) or better. These students do not take the Mathematics Placement Examination but enroll directly into Elementary Statistics (MATH 104).

Special Circumstances

- Students desiring to take MATH 106, 111, 112, 120, 122, or 131 in order to fulfill the mathematics proficiency requirement should see their advisor for appropriate action. The Mathematics Placement Examination is required before taking any of these courses.
- Transfer students should see the Dean of their College or School for specific information.

All students should see their individual College or School section in the Bulletin and their major requirements described in the Bulletin for further specific information.

Mathematics, Science and Technology Courses

Prerequisite: Credit in MATH 101 or higher, or placement into MATH 106 or higher.

These courses introduce the student to the methodology and mathematics used in a field of mathematics, science, or engineering as well as provide a more in-depth study in a specific area. These courses include laboratories and/or demonstrations providing the student with hands-on experience.

Philosophy

The lower division core course is designed to introduce students to the nature of philosophy as a discipline and to address selected central metaphysical and epistemological issues surrounding the question of human nature.

Upper division courses examine questions that a person asks in order to form an intelligent philosophy of moral choice, with particular attention to those moral concepts that have been most important in shaping Christian culture. The approach may emphasize either the major moral theories or selected contemporary moral problems.

Social Sciences

These courses will introduce students to systematic, empirically grounded investigations of individuals and the structures, values, and practices of contemporary societies. Students develop conceptual and analytical skills necessary to understand the economic, political, psychological, cultural, and/or social conditions that influence our lives.

Theological Studies

A general objective of Theological Studies courses is for students to face the issues of religious beliefs and their consequences in their lives.

The objectives of the lower division core courses are to examine the nature of religion, the nature of Christian faith, and the methods for understanding scripture.

The objectives of the upper division core courses are to deepen the students' knowledge of at least one of the three areas covered in the lower division course under one of the following categories: biblical theology, historical theology, systematic theology, moral and practical theology, and world religions.

Note: International/Global Studies

The current core curriculum includes many courses dealing with international and global studies. All students are required to complete History 100 or 101, which deal with European culture. In addition, it is recommended that students take additional core courses which include the study of European cultures.

To further augment the understanding of world cultures, it is recommended that students also choose at least one core course that includes the study of Africa, Asia, the Pacific, or Latin/Indigenous America.

Recommendations

Students are encouraged to enrich their program of study with selected electives from the following areas. Consult the Bulletin for specific offerings.

Business

Students are encouraged to take a course in the issues of business. Consult the Bulletin listings.

Computer Skills

Students are expected to become proficient in computer skills. Courses or workshops may be taken to help students develop existing skills.

Foreign Language

Students are encouraged to study foreign languages to the intermediate level. LMU offers Chinese, Filipino, French, German, Greek (Modern and Classical), Italian, Japanese, Latin, and Spanish on a regular basis.

International/Global Studies

Students are encouraged to select elective courses that deal with international and/or global issues. Consult the Bulletin listings.

Study Abroad

A semester of international study abroad is also recommended. Consult the Study Abroad office.

Graduate Division

The mission of the Graduate Division is to promote transformative graduate education at Loyola Marymount University, to celebrate the accomplishments of graduate students and the faculty who educate them, and to provide leadership in the establishment and communication of policies, standards, and processes related to graduate education and to the quality of life for graduate students.

Since its creation in 1950, the Graduate Division has worked closely with the University's colleges and schools to create innovative programs that meet the personal, academic, and professional needs of its students. As life-long learning becomes even more integral to individual success and social welfare, the Graduate Division remains committed to providing an array of forward-looking programs of great distinction and to creating an environment that enables students to realize their full potential.



The University's graduate programs are characterized by outstanding faculty, academic excellence, small class size, and attention to individual students. Though the graduate programs span a diverse array of academic disciplines and professions, they are uniform in their attention to education of the whole person, to conscious exploration of ethical issues, and to developing leaders in service to society.

Across its various schools and colleges, the University 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.), as well as to a variety of graduate certificates and credentials.

Graduate Division Administration

Joseph Hellige
Vice President for Research and Graduate Studies

Chaké Kouyoumjian
Director of Graduate Studies

Graduate Division Directory

The Graduate Studies Office is located in University Hall, Suite 2500.
Telephone: (310) 338-2721 or (888) 946-5681; fax: (310) 338-6086.

All communication concerning Graduate Studies should be addressed to:

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

Graduate Division

Joseph Hellige, Vice President for Research and Graduate Studies
University Hall, Suite 4800
(310) 338-2733

Chaké Kouyoumjian, Director of Graduate Studies
University Hall, Suite 2500
(310) 338-2721

Financial Aid

Crystal Dootson, Assistant Director of Graduate Financial Aid
Xavier 100
(310) 338-2753

Bellarmino College of Liberal Arts

Michael Engh, S.J., Dean
University Hall, Suite 4600
(310) 338-2716

James J. Walter, Chairperson, The Bioethics Institute
University Hall, Suite 4512
(310) 338-4205

Stephen Shepherd, Graduate Director, English
University Hall, Suite 3824
(310) 568-6225

Mark Morelli, Graduate Director, Philosophy
University Hall, Suite 2600
(310) 338-7384

Michael Horan, Graduate Director, Theological Studies
University Hall, Suite 3767
(310) 338-2755

College of Business Administration

Dennis W. Draper, Dean
Hilton 337A
(310) 338-2731

Rachelle Katz, Associate Dean and Director of the MBA Program
Hilton 233A
(310) 338-2848

William Lindsey, Associate Dean and
Director of the Center for Executive Learning
Hilton 200B
(310) 338-7410

Frank R. Seaver College of Science and Engineering

Richard G. Plumb, Dean
Pereira 100
(310) 338-2834

Stephanie August, Graduate Director, Frank R. Seaver College of
Science and Engineering and Graduate Director, Electrical Engineering
and Computer Science
Doolan 108
(310) 338-5973

Joe Reichenberger, Graduate Director, Civil Engineering and
Environmental Science
South Hall
(310) 338-2830

Michael Grady, Graduate Director, Mathematics (M.A.T.)
University Hall, Suite 2775
(310) 338-5107

Bohdan W. Oppenheim, Graduate Director, Mechanical Engineering
Pereira 204
(310) 338-2825

Frederick S. Brown, Graduate Director, Systems Engineering and
Engineering Management
Doolan 206
(310) 338-7878

School of Education

Shane P. Martin, Dean
University Hall, Suite 2600
(310) 338-2863

School of Film and Television

Teri Schwartz, Dean
St. Robert's 102
(310) 338-5800

Glenn Gebhard, Graduate Director
St. Robert's 102
(310) 338-3025

Degrees Offered

- 1) The **Master of Arts** degree is offered in the following:
 - Administration
 - Bilingual Elementary Education
 - Bilingual Secondary Education
 - Biliteracy, Leadership and Intercultural Education
 - Bioethics
 - Catholic Inclusive Education
 - Catholic School Administration
 - Child and Adolescent Literacy
 - Early Childhood Education
 - 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:
 - Catholic School Counseling
 - Guidance and Counseling
 - Secondary Education
 - Special Education
 - Teaching English as a Second Language
 - 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:
 - Accounting
 - Entrepreneurial Organizations
 - Executive MBA
 - Financial Decision Systems
 - Human Resource Management
 - Information and Decision Sciences
 - International Business Systems
 - Management and Organizational Behavior
 - Marketing Management
 - 4) The **Master of Fine Arts** degree is offered in the following:
 - 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
-

Graduate Admission

Master's Degree and Credential

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

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

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

Additional Admission Requirements for International Students

1. International applicants who have completed their postsecondary education from a college or university outside of the U.S. must hold a degree from a university recognized by the Ministry of Education as a degree granting institution in the country where the institution is located. All international applicants must have their transcripts translated and evaluated by a U.S. transcript evaluation service before the application is considered for admission. For School of Education applicants, 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 (100 Internet-based, 250 computer-based), except for the Frank R. Seaver College of Science and Engineering, which requires a minimum score of 550 (79 Internet-based, 213 computer-based). 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 Studies Office.

Tuition, books, etc., plus living expenses amount to between \$25,000 and \$40,000 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.

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.

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 Studies 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 Studies Office. If the application is submitted within one year of completion of the master's or credential, the normal application fee is waived.

Readmission

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

Admission Status

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

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

Immunization Record for Graduate Students

New graduate students entering the University who were born after 1956, are required to return a completed Immunization Record to the Graduate Studies 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 Studies 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.

Graduate Financial Aid

The mission of Loyola Marymount University's Financial Aid Office is to provide students access to financial resources to assist them in achieving their educational goals. The Financial Aid Office administers federal, state, and private awards as well as institutional awards that are selected in conjunction with the Graduate Studies Office.

General Eligibility

Students must be U.S. Citizens, permanent residents, or other eligible non-citizens to be eligible for federal, state, and institutionally-funded financial aid programs and meet other eligibility requirements. Limited scholarships and assistantships are available for international students.

Students must be enrolled in a Doctoral, Master's or Credential as degree-seeking students at Loyola Marymount University to receive financial aid administered by the Financial Aid Office.

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

A graduate student is eligible to receive federal and/or state financial aid if enrolled at least half-time in graduate level coursework as determined by his/her program level. Only courses numbered 500 or higher are considered graduate level.

Master's Degree and Doctoral Students not Completing Dissertation

Fall Semester, Spring Semester, and Summer Sessions (combined):

Full-Time: 6+ semester hours

Half-Time: 5-3 semester hours

Less Than Half-Time: 2-0 semester hours

Non-Degree Credential (Credential Only)

Fall Semester and Spring Semester:

Full-Time: 6+ semester hours

Half-Time: 5-3 semester hours

Less Than Half-Time: 2-0 semester hours

Summer Sessions (combined):

Full-Time: 6+ semester hours

Half-Time: 5-3 semester hours

Less Than Half-Time: 2-0 semester hours

Doctoral Students Completing Dissertation

Fall Semester, Spring Semester, and Summer Sessions (combined):

Full-Time: 2 semester hours

Students must not owe a refund from any federal grant or loan or be in default on any federal loan.

Application Procedures

Grants and Scholarships

All students, including International students, interested in Loyola Marymount University grants, scholarships, or assistantships offered through the Graduate Division, are encouraged to apply by submitting the appropriate application. For additional information pertaining to grants, scholarships, or assistantships, please contact your department.

Federal and State Aid

U.S. Citizens, permanent residents, and eligible non-citizens who are interested in participating in federal and/or state aid programs offered through the Financial Aid Office should visit us online at <http://www.lmu.edu/financialaid> for application information, office hours, contact information, and to review our Frequently Asked Questions.

For more information on how to apply for federal and state aid programs office hours, contact information, and to review our Frequently Asked Questions, please visit the Financial Aid Office online.

Financial Aid Communications

Communications from the Financial Aid Office will be primarily electronic in form. Your student Lion e-mail account, MyAid/PROWL, and ManeGate messaging are our primary means of communicating important financial aid information.

- MyAid (<http://www.lmu.edu/myaid>)
MyAid is the online introduction to PROWL for newly admitted students.
- PROWL (<http://www.lmu.edu/prowl>)
PROWL is our online student financial aid resource. Using PROWL you can view your application status, requests for additional information/documentation from our office, and your Financial Aid Award.

- **ManeGate** (<http://manegate.lmu.edu>)
The ManeGate portal provides you with access to various campus systems (including PROWL), online groups, e-mail, registration, billing, forms, news, and communications. ManeGate is accessed by a 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.

Satisfactory Academic Progress (SAP) and Financial Aid Probation

Financial Aid probation is more rigorous than academic probation.

Financial aid recipients must complete a minimum number of semester hours in their graduate program each academic year (Fall semester, Spring semester and Summer sessions) and maintain a 3.0 (B) 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. Semester hours for repeat coursework do not count towards the minimum semester hours required for satisfactory progress.

Students failing to meet these requirements are placed on Financial Aid Probation and are given two semesters to complete the required semester hours 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.

For more information concerning SAP or financial aid probation, including the number of semester hours required to complete each academic year for your program, please visit us online at <http://www.lmu.edu/financialaid>.

Withdrawal 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.

Fraud

Any fraudulent use of financial aid funds is cause for immediate suspension or dismissal and criminal prosecution, as well as discontinuance of future financial aid. This includes, but is not limited to, fraudulent statements on financial aid forms or submitted documentation, inaccurate tax returns, and student time cards for both hours worked and signatures obtained.

Programs of Assistance for Graduate Students

LMU Graduate Division

Please visit us on the web at <http://www.lmu.edu/gradfinancialaid> to explore the various scholarship, employment and loan opportunities available for graduate students at LMU through the Graduate Division.

Scholarships

Departmental Graduate Scholarships

Each graduate program at LMU awards its own departmental scholarships based on financial need and merit. Applications are available online at <http://www.lmu.edu/gradfinancialaid>.

Some departments may require that you complete the Free Application for Federal Student Aid (FAFSA) and Graduate Financial Aid Application, in addition to the department's Graduate Scholarship Application in order to be considered. Information on how to complete the FAFSA and the Graduate Financial Aid Application can be found online at <http://www.lmu.edu/gradfinancialaid>.

Contact the Director of your program if you have questions about the application and/or selection process.

Catholic Teacher/Ministry Fund

Students who work full-time as Catholic school teachers, administrators, or parish administrators are eligible to apply. Students must submit their department's Graduate Scholarship Application with proof of employment attached (e.g. last pay stub, letter from your supervisor on official letterhead) in order to be considered. Additional instructions can be found online at <http://www.lmu.edu/gradfinancialaid>.

Contact the Director of your program if you have questions about the application and/or selection process.

Endowed and Donated Scholarships

Some programs have additional scholarships available. Consult the Director of your program for information about additional scholarships and the application process.

Developing Countries Scholarships

Catholic clergy or members of Catholic religious communities from developing countries may apply for full tuition assistance in order to obtain one (1) master's or doctoral degree in any field of study at LMU. Interested applicants should submit a copy of their R-1 visa to the Graduate Studies Office, along with a one (1) page statement of intent. Please contact the Graduate Studies Office at (310) 338-2721 or graduatescholarship@lmu.edu for more information on how to apply for this scholarship.

Endlein Scholarship

Applicants must be African-American or Native-American. Please contact the Graduate Studies Office at (310) 338-2721 or graduatescholarship@lmu.edu for more information on how to apply for the Endlein Scholarship.

Religious Scholarships

Catholic Clergy or members of Catholic religious communities are eligible to receive a scholarship equal to 25% of their total tuition costs. Please contact the Graduate Studies Office at (310) 338-2721 or graduatescholarship@lmu.edu for more information on how to apply for a Religious Scholarship.

Student Employment

Program assistantships are available through individual programs on a competitive basis. Consult the Director of your program for information about available assistantships.

There are also jobs on campus for which graduate students may apply. Visit us on the web at www.lmu.edu/gradfinancialaid for application information, or contact the Graduate Studies Office at (310) 338-2721 directly for more information.

LMU Financial Aid Office

The Financial Aid Office at LMU administers federal, state and private financial aid programs. Additional information can be found online at <http://www.lmu.edu/financialaid>.

State Grants

Cal Grant TCP

Students who received a Cal Grant A or B as an undergraduate 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 (1) additional year. School of Education students participating in a specialized cohort program who receive a Cal Grant A or B extension will be awarded Cal Grant first, not to exceed their specialized cohort's total scholarship commitment. Complete a G-44 renewal form available at <http://www.calgrants.org>.

Federal Student Employment

Federal Work-Study

LMU employs students each year to work on campus in a variety of jobs. To receive Federal Work-Study, you must complete the FAFSA and meet financial need and eligibility requirements. Funding to hire students is limited and eligible students are awarded upon request as funding permits.

Federal Loan Programs

Federal Stafford Loan (Subsidized or Unsubsidized)

All students who complete the FAFSA and meet federal eligibility requirements will be offered a Federal Stafford loan. There are two types of Federal Stafford Loans—the Subsidized Stafford Loan and Unsubsidized Stafford Loan.

The **Subsidized Stafford Loan** is awarded on the basis of financial need as determined by the FAFSA, and the federal government will pay the interest on Subsidized Loan while the student is enrolled at least half-time.

The **Unsubsidized Stafford Loan** is awarded to those with no demonstrated need. The student is responsible for interest payments, although all payments can be deferred until after graduation or when the student ceases to be enrolled at least half-time.

Reminder: A graduate student must be enrolled at least half-time, as determined by his/her program level, in order to receive federal financial aid.

Students may not borrow in excess of the annual Federal Stafford Loan borrowing limits as determined by the federal government.

For detailed information regarding current interest rates, repayment terms, or the annual Federal Stafford Loan borrowing limit, please visit us the Financial Aid Office online at <http://www.lmu.edu/financialaid>.

Federal Graduate and Professional Student PLUS Loan

The Federal Grad PLUS Loan is designed to help bridge the gap between the financial aid you are awarded and your cost of attendance. In order to apply for the Federal Grad PLUS Loan, you must complete the FAFSA and be creditworthy. You may borrow up to the LMU standard cost of attendance, minus all other financial aid you received.

For more details on all federal loan programs visit the Federal Student Aid Web site at <http://www.studentaid.ed.gov>.

Alternative (Private) Loan Programs

Alternative loans are educational loans available from the private sector. The interest rate on these loans varies by lender, and eligibility is based on creditworthiness of the student or student's co-borrower. Eligible students are encouraged to apply for all federal and institutional financial aid programs including the Federal Graduate PLUS Loan, **before** considering an alternative educational loan. The maximum you may borrow in an alternative loan is LMU's standard cost of attendance, minus all other financial aid you have received.

For more information regarding the loans available to you as a graduate student at LMU, please visit us on the web at <http://www.lmu.edu/gradfinancialaid>.

Federal and State Teacher Loan Forgiveness Programs

Assumption Program Loans for Education (APLE)

APLE is a state-sponsored, loan forgiveness program that assists qualified teachers in repayment of their undergraduate and graduate Federal Stafford Loan(s), up to \$19,000, over the course of four years. For more information, visit <http://www.lmu.edu/gradfinancialaid>.

Federal Perkins Loan Cancellation

You may qualify for cancellation (discharge) of up to 100% of a Federal Perkins Loan if you have served full time in a public or nonprofit elementary or secondary school system as a

- teacher in a school serving students from low-income families; or
- special-education teacher; including teachers of infants, toddlers, children, or youth with disabilities; or
- teacher in the fields of mathematics, science, foreign languages, or bilingual education, or in any other field of expertise determined by a state education agency to have a shortage of qualified teachers in that state.

For more information or to obtain an application, contact the office that administers the Federal Perkins Loan program at the school that holds your loan.

Teacher Loan Forgiveness (TLF)

TLF is a federal program to assist teachers in repayment of Federal Stafford and Direct Loans. Eligible loan borrowers must have been employed as teachers for five years, in a qualified teaching service area. For more information, visit <http://www.edfund.org>.

AmeriCorps Education Award

Students who participate in the AmeriCorps service program must request their AmeriCorps Education Award payment online at <http://my.americorps.gov>. The Education Award will be electronically transferred to your student account at LMU, 7-10 business days from the date payment is requested.

Academic Degrees and Programs

Undergraduate Degrees and Major Programs with Areas of Concentration

Loyola Marymount University offers courses leading to the following undergraduate degrees:

- B.S. in Acc..... Accounting
- B.A..... African American Studies
- B.A..... Animation
- B.S..... Applied Mathematics
- B.A..... Art History
- B.A..... Asian and Pacific Studies
- B.S..... Athletic Training
- B.S..... Biochemistry
- B.A. or B.S..... Biology
- B.B.A..... Business Administration
 - Business Law
 - Computer Information Systems and Operations Management
 - Entrepreneurship
 - Finance
 - International Business
 - Management
 - Marketing
- B.S..... Chemistry
- B.A..... Chicana/o Studies
- B.S. in E..... Civil Engineering
 - Environmental Engineering
- B.A..... Classical Civilization
 - Greek Civilization
 - Roman Civilization
 - Near Eastern Civilization
- B.A..... Classics
- B.A..... Communication Studies
- B.S..... Computer Science
- B.A..... Dance
 - Generalist
 - Performance
- B.A..... Economics
 - International
- B.S..... Economics
- B.S. in E..... Electrical Engineering
 - Computer Engineering
- B.S..... Engineering Physics
- B.A..... English
 - Literature
 - Writing
- B.S..... Environmental Science
- B.A..... European Studies
- B.A..... French
- B.A..... Greek
- B.A..... History
- B.A..... Humanities
- B.A. or B.S. Individualized Studies
- B.A..... Latin
- B.A..... Liberal Studies
 - See program director for available concentrations.
- B.A. or B.S..... Mathematics
- B.S. in E..... Mechanical Engineering
- B.A..... Music
 - Choral Conducting
 - Instrumental Conducting
 - Instrumental Studies
 - Music History/Literature
 - Theory/Composition
 - Voice Studies
 - World Music/Ethnomusicology
- B.S..... Natural Science
 - General Science
 - Pre-Physical/Occupational Therapy
 - Secondary Science Education
 - Biology
 - Chemistry
- B.A..... Philosophy
- B.S..... Physics
- B.A..... Political Science
- B.A..... Production (Film and Television)
- B.A..... Psychology
- B.A..... Recording Arts
- B.A..... Screenwriting
- B.A..... Sociology
- B.A..... Spanish

- B.A..... Studio Arts
 - Art Education
 - Fine Arts
 - Graphic Design
 - Multimedia Arts
- B.A..... Theatre Arts
- B.A..... Theology
- B.A..... Urban Studies
- B.A..... Women’s Studies

- History
- Irish Studies
- Italian
- Jewish Studies
- Latin
- Lay Ministry
- Mathematics
 - Applied
 - Pure
 - Secondary Education

- Modern Greek Studies
- Music
- Natural Science
- Peace Studies
- Philosophy
- Physics
- Political Science
- Psychology
- Screenwriting
- Secondary Education
- Sociology
- Spanish
- Special Education
- Studio Arts
- Theatre Arts
- Theology
- Travel and Tourism Management
- Women’s Studies

Minor Programs

Loyola Marymount University offers courses leading to the following undergraduate minor programs:

- Accounting
- African American Studies
- Animation
- Archaeology
- Art History
- Asian Pacific American Studies
- Asian and Pacific Studies
- Bilingual Education
- Biochemistry
- Biology
- Business Administration
- Catholic Studies
- Chemistry
- Chicana/o Studies
- Classical Civilization
- Classics
- Communication Studies
- Computer Science
- Dance
- Economics
- Education
- Electrical Engineering
- Elementary Education
- English
- Environmental Science
- Ethics
- French
- German
- Greek
- Hispanic Business

Graduate Degrees

Loyola Marymount University offers courses leading to the following graduate degrees:

- Ed.D..... Educational Leadership for Social Justice
- M.A..... Administration
- M.A..... Bilingual Elementary Education
- M.A..... Bilingual Secondary Education
- M.A..... Biliteracy, Leadership, and Intercultural Education
- M.A..... Bioethics
- M.A..... Catholic Inclusive Education
- M.A..... Catholic School Administration
- M.A..... Child and Adolescent Literacy

M.A.....	Early Childhood Education
M.A.....	Educational Psychology
M.A.....	Elementary Education
M.A.....	English
	- Creative Writing
	- Literature
	- Rhetoric
M.A.....	General Education
M.A.....	Literacy and Language Arts
M.A.....	Marital and Family Therapy
M.A.....	Pastoral Theology
M.A.....	Philosophy
M.A.....	School Counseling
	- Catholic School Counseling
	- Guidance and Counseling
M.A.....	Secondary Education
M.A.....	Special Education
M.A.....	Teaching English as a Second Language
M.A.....	Theology
M.A.T.....	Mathematics
M.B.A.....	Business Administration
	- Accounting
	- Entrepreneurial Organizations
	- Executive MBA
	- Financial Decision Systems
	- Human Resource Management
	- Information and Decision Systems
	- International Business Systems
	- Management and Organizational Behavior
	- Marketing Management
M.B.A./J.D.....	M.B.A./Law (dual program degree)
M.F.A.....	Production
M.F.A.....	Screenwriting
M.S.....	Computer Science
M.S.....	Environmental Science
M.S./MBA.....	Systems Engineering Leadership
M.S. in E.....	Civil Engineering
M.S. in E.....	Electrical Engineering
M.S. in E.....	Mechanical Engineering
M.S. in E.....	Systems Engineering

Credential Programs

Under the jurisdiction of the State of California and the approval of the Commission on Teacher Credentialing, Loyola Marymount's School of Education offers courses leading to several state-granted credentials. Programs that may be completed concurrently with an undergraduate degree program are:

- Bilingual Education (BCLAD Spanish—Multiple and Single Subject)
- Elementary Education (Multiple Subject)
- Preliminary Administrative Services
- Professional Administrative Services
- Pupil Personnel Services
- Secondary Education (Single Subject)
- Special Education Level II Mild/Moderate Specialist
- 2042 Professional Clear

Credential and certificate programs are also offered at the graduate level. Please see the Graduate Bulletin for further details.

Certificate Programs

Loyola Marymount University offers courses leading to the following certificate programs:

- Business Administration (Graduate)
 - International M.B.A.
- Education (Graduate)
 - Advanced Literacy for At-Risk Students
 - Catholic Inclusive Education
 - Catholic School Administration
 - Catholic School Leadership
 - Charter School/Small Learning Communities Leadership
 - Leadership and Equity in English Learner Education
 - Reading
 - Reading and Language Arts Specialist
 - Special Education Leadership
- Mechanical Engineering (Graduate)
 - Finite Element Methods
 - Manufacturing
 - Materials Engineering
 - Mechanical Design
 - Structural Dynamics
 - Systems Engineering
 - Thermal Engineering
- Science (Undergraduate)
 - Postbaccalaureate Premedical Program

Additional certificate programs are available through LMU Extension.

Law Degree

Loyola Law School offers courses leading to the degree of Juris Doctor. The Graduate Division and the Law School offer a dual program in Juris Doctor and Master of Business Administration.

Academic Degree Requirements and Policies

All regulations and rules or procedures contained in this official Bulletin apply to undergraduate and graduate programs. Questions in individual cases should be presented through written petition to the appropriate dean.

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.

Academic Advising

Students are assigned academic advisors within their college or school. As part of the registration process, students consult their advisors in preparation of their academic programs and prior to registering for classes. Advisors 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 at variance with established policy, i.e., a degree audit exception (Petition for CAPP Adjustment form), must be confirmed in writing by the chairperson of the department or director of the program and then by the Dean's Office.

Academic Calendar

The University offers two fifteen-week semesters plus a week of final examinations for each semester and two six-week summer sessions that include final examinations.

Academic Disqualification

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.

The following classes of students will be subject to disqualification:

1. An undergraduate student who while on probation fails to earn a C (2.0) average or B (3.0) average for a graduate student during the next semester, or who has not attained an accumulated grade point average of C (2.0) for an undergraduate or B (3.0) for a graduate within two semesters after having been placed on probation;
2. A student who does not make satisfactory progress in the coursework associated with the declared major.
3. A student who has had special academic requirements imposed by the dean or the Committee on Academic Standing and Degrees and does not meet the requirements within the time prescribed.

Readmission after Disqualification

Disqualified students are not eligible for readmission until one calendar year has elapsed.

1. A disqualified undergraduate or graduate student who wishes to be considered for readmission to the University must file a formal application with the Admission Office or Graduate Admissions Office respectively.
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.

Academic Probation

Academic probation carries a serious warning to the student that the scholastic record is unsatisfactory and continued failure to improve this record may result in being declared ineligible to attend the University. Students on probation may also have restrictions imposed by the dean regarding their program of studies and their participation in extracurricular activities. The following classes of students will be placed on probation:

1. An undergraduate student who in any term fails to earn a C (2.0) average or a graduate student who in any term fails to earn a B (3.0) average,
2. An undergraduate student whose cumulative grade point average falls below a C (2.0) or a graduate student whose cumulative grade point average falls below a B (3.0),
3. An undergraduate upper division student who in any one term fails to earn a C (2.0) average in the major requirements, or a graduate student who in any one term fails to earn a B (3.0) average in the major or program requirements, or
4. An undergraduate student whose cumulative grade point average in the major requirements is below a C (2.0) or a graduate student whose cumulative grade point average in the major or program requirements is below a B (3.0).

Academic Standing

Calculation of academic standing for undergraduates bases the student's standing on coursework completed in the Fall and Spring terms only. Academic standing for graduate students includes Summer enrollment as well as Fall and Spring.

Attendance

The policy on class attendance of enrolled students 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 or listed on the class syllabus. Students may not attend a class without being officially enrolled in that class.

Auditing a Course

Enrolled LMU students may not enroll as auditors in a regularly scheduled LMU course through LMU Extension.

Students will be permitted to register as auditors only for exceptional reasons and with the authorization of the Dean of the college or school 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 or school 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.

Individuals may not be formally admitted to the University only to audit courses.

Baccalaureate Degree Requirements

All candidates for the baccalaureate degree at LMU must fulfill the following requirements:

1. All candidates in the undergraduate colleges must complete a minimum of 120 semester hours, including core and program requirements and 45 semester hours of upper-division course work. Certain programs require more than 120 semester hours. These are noted under the appropriate department listings.
 2. All work done at LMU must have a cumulative grade point average of C (2.0). All courses taken in the major, minor, or area of concentration must have a cumulative grade point average of C (2.0).
 3. At least 30 of the last 36 semester hours for the bachelor's degree must be taken in residence at LMU. At least two-thirds of the upper division semester hours of the major must be taken in residence at LMU unless, for programmatic purposes, the dean and the director of the major deem an exception appropriate.
 4. A student is held responsible for academic regulations in effect at the time of entrance or for those in effect in the senior year provided the student maintains continuous enrollment. Similarly, a student who declares or changes a major after being admitted to the University is held responsible for the academic regulations in effect at the time the major is declared or changed. A student who interrupts LMU enrollment is subject to the academic regulations in effect in the University Bulletin at the time enrollment is resumed.
5. Degrees are awarded at the end of the Spring term, August 31, and December 31. 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 transcripts from other institutions prior to the degree date;
 - B. The completion of all incomplete work prior to the degree date;
 - C. File application for degree by the deadline date for the term in which all of the above conditions will be met. If a student has been canceled for graduation in a given term, it is the responsibility of the student to again file for graduation for a later term;
 - D. 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 end of the term. After 30 working days, awarding of the diploma will be deferred to the next degree conferral date.

Second Baccalaureate Degree

A student who possesses an earned bachelor's degree from an institution accredited by one of the six regional associations of the Accrediting Commission for Senior Colleges and Universities may earn a second undergraduate degree with a different major field of study by meeting all of the following requirements:

1. Completion of at least 30 semester hours at LMU beyond those required for the first degree; these must include at least 24 semester hours of upper division work and at least 20 semester hours of upper division work in the major field of study;
2. Fulfillment of the core requirements of the College or School in which the major is offered;
3. Satisfaction of all the requirements for the major;
4. Completion of the application for degree process (c.f., #5 above).

Concurrent Enrollment

Enrollment by degree-seeking undergraduate students at another institution at the same time they are enrolled at LMU is not permitted.

Change of Address

All students must notify the Office of the Registrar immediately of any change in their addresses or those of their parents or guardians. Students may change their permanent, mailing, and billing addresses through PROWL. The University assumes no responsibility for materials sent through the mail or e-mail not received. In addition, students must submit through PROWL emergency contact information to the Office of the Registrar.

Classification of Matriculated Undergraduates

Undergraduate students are classified according to the following norms:

Freshman:	Satisfaction of entrance requirements
Sophomore:	Completion of 30 semester hours
Junior:	Completion of 60 semester hours
Senior:	Completion of 90 semester hours

Course Explanations

Classification of Courses

This section contains a list of symbols for all courses offered at the University, excluding the courses offered at Loyola Law School.

000-099	Courses offered in this number range do not carry degree-granting credit.
100-299	Lower division courses—degree-granting credit
300-499	Upper division courses—degree-granting credit
500-599	Upper division undergraduate courses in which graduate students may enroll and receive graduate credit. Undergraduate students may not enroll in 500-level courses offered by the School of Education.
600-699	Graduate courses—degree-granting credit
800-999	LMU Extension courses. Courses offered in this number range do not carry degree-granting credit.
5000-6999	School of Education graduate courses—degree-granting credit

7000-7999	School of Education Doctor of Education courses—degree-granting credit
8000	School of Education required course

In exceptional circumstances, seniors may take courses in the 600 series with the written permission of the Chairperson of their major department and the appropriate College or School and with the approval of the Director of the graduate program offering the 600-level course. In such cases, they register for "599—Independent Studies." In this instance, the course is calculated in the undergraduate career. No undergraduate student may register for a course in the 600 series. Only students accepted into the Graduate Division may register for 600-, 5000-, 6000-, and 7000-numbered courses.

Special Studies (98)

Courses whose numbers have as the last two digits "98" are Special Studies. These courses have a special syllabus and description not listed in the Bulletin. They can be held in a lecture, discussion, or seminar format at a specified or arranged time and place for a group of students. Each department sponsoring Special Studies courses maintains these course descriptions.

Independent Studies (99)

Courses whose numbers have as the last two digits "99" are Independent Studies. This is an individualized study arranged by a student with a full-time faculty member and approved by the Chairperson of the Department and the Dean.

These courses are for the educational enrichment of the student particularly qualified for the kind of experiences that are beyond the scope of a regular course. Under the supervision of a faculty member, the work will be of research or similarly creative nature and will normally culminate in a project or examination. Only full-time matriculated undergraduate students or full- and part-time graduate students are eligible, and approval will be given for only one Independent Studies course per semester. Freshmen and first-semester transfer students are not eligible.

Arrangements to undertake an Independent Studies course must be completed during the semester prior to the one in which the student expects to enroll in the course. An Independent Studies course is considered part of the student's semester program. Registration for such courses takes place only during the regular registration periods.

Course Load

In Fall or Spring semesters, the normal load for full-time, degree-seeking undergraduate students in good standing from the previous semester is 15-18 semester hours. In order for an undergraduate student to enroll in 19 or more semester hours, the following criteria must be met:

- 1) 3.50 overall GPA
- 2) a minimum of 15 semester hours completed during the prior full semester
- 3) petition signed by the Associate Dean's office turned in to the Office of the Registrar to adjust hours.

For Summer, undergraduate students in good standing may register for 6 semester hours per session.

The maximum load for graduate students during Fall or Spring is 15 semester hours.

During the Summer session, graduate students may take no more than 6 semester hours each term.

Credit by Challenge Examination

A student may obtain credit by examination for courses in the Loyola Marymount University Bulletin in selected courses as approved by the course Chairperson and student's Dean.

To challenge an LMU undergraduate course by examination, a student must be regularly enrolled and a full-time student. A course may be challenged only once. Students may not challenge a course that is at a level more elementary than one in which they are currently enrolled or for which they have already received credit. Nor may students challenge a course for which they have previously registered until a period of one year has elapsed from the time of their original registration in the course. A challenge examination once failed may not be repeated. 100- and 200-level courses in the Department of Modern Languages and Literatures may not be challenged.

A petition for receiving course credit by examination must be obtained from the Office of the Registrar. The examination carries a fee of \$75, payable in advance and non-refundable.

Cross-Listed Courses

A cross-listed course is one that carries credit in more than one department or program. Students may not enroll in more than one section of a cross-listed course and may receive credit in one department only.

Diploma

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

Double Credit

A student may not count the same course to meet the requirements for both an undergraduate and a graduate degree.

A graduate 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.

Electives

Elective courses do not fulfill requirements in the student's University Core, major(s) or minor(s) programs, but they do fulfill overall semester hours requirements.

Final Examinations

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

Full-Time Standing

Any undergraduate student carrying 12 or more semester hours in the Fall or Spring term is considered a full-time student. Students carrying fewer than 12 semester hours are classified as part-time students. This applies to the academic standing. For Summer, an undergraduate enrolled in 6 or more semester hours is considered a full-time student and fewer than 6 semester hours a part-time student.

A graduate student is considered full-time when carrying 6 or more semester hours in the Fall, Spring, or Summer term. A load of five or fewer semester hours constitutes part-time status. Doctoral students completing the dissertation are full-time with at least two semester hours per term.

Please refer to the Financial Aid full-time/part-time standing for an explanation of how that department defines full-time standing and the impact on financial aid awards.

Grades

Final grades are submitted by the student's instructors and are issued to the student by the Office of the Registrar via PROWL at the end of each term.

Credit/No Credit Grading

Students may not be graded on a Credit/No Credit basis in courses which are part of a major, minor, or core curriculum program. Credit courses count toward the fulfillment of graduation requirements. Neither Credit (CR) nor No Credit (NC) grades affect the student's grade point average. Once the petition for either grade or Credit/No Credit basis has been filed in the Office of the Registrar, it may not be rescinded or changed after the last day of registration.

Students may be graded on this basis for not more than 20% of their total semester hours at LMU. Students wishing to be graded on this basis must file the appropriate petition in the Office of the Registrar by the published date in the Academic Calendar.

In the case of courses that are graded on a Credit/No Credit basis, the student may petition the instructor for a letter grade with the approval of the Dean, before the end of the third week of the semester.

In order for a student to receive a grade of Credit, the work must be of C (2.0) or better for undergraduates and B (3.0) or better for graduates.

Grade Appeals

It is understood that, except in rare instances, only the Instructor may change the final grade using the Correction of Grade form through the Office of the Registrar and then only with the approval of Department Chairperson's, Program Director's, or equivalent (hereafter called Department Chairperson), and the approval of the Dean of the Instructor's college or school. The Dean may, however, change the grade if all of the following processes of appeal have been followed. The Dean must notify the Instructor, in writing, of the change in final grade.

- I. No later than three weeks into the semester following the issuance of a disputed grade, the student must meet face-to-face with the Instructor to review the reasons for the grade.

2. No later than the following week, if the Instructor is not available for discussion or if discussion fails to resolve the problem, the student may ask the appropriate Department Chairperson (see above) to meet with both the Instructor and the student within five class days. If the Chairperson and the Instructor are in agreement about the validity of the grade, the student may appeal to the appropriate Dean. If the Chairperson cannot agree with the Instructor, the Chairperson will refer the student to file a written appeal to the Dean.
3. The student who appeals beyond the department level must file a written appeal to the appropriate Dean within five class days of the meeting with the Instructor and Chairperson, and no later than the end of the sixth week of classes. The Dean, upon receipt of the written appeal, will work with all parties in an attempt to resolve the matter by mutual agreement. If agreement cannot be reached, the Dean may appoint a committee of three impartial persons to investigate the matter and make a recommendation to the Dean. The Dean will normally follow the recommendation of the committee; however, the decision of the Dean is final.

Grading System

The work of all students at LMU is reported in terms of grades. Instructors are required to assign a final grade for each student registered in a course.

Undergraduate Grades

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

- A** Superior
- B** Good
- C** Satisfactory
- D** Poor
- F** Failure
- CR** Credit—Equivalent to grade of C or higher
- NC** No Credit—Equivalent to grade of C- or lower
- 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

A grade of A may be modified by a minus (-) suffix, and grades B and C may be modified by a plus (+) or minus (-) suffix. Grades A, B, C, and CR denote satisfactory progress toward the degree, but a D grade must be offset by higher grades in the same term for students to remain in good academic standing. Note that a "C-" grade is not a passing grade in courses requiring a minimum grade of "C." An F or NC grade yields no semester hour or course credit.

Failure to withdraw officially from a course will result in a grade of F (see Withdrawal).

Graduate Grades

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

- A** Superior
- B** Satisfactorily demonstrated potential for professional achievement in field of study
- C** Passed the course but did not do work indicative of potential for professional achievement in field of study
- F** Failure
- CR** Credit—Equivalent to grade of B or higher
- NC** No Credit—Equivalent to grade of B- or lower
- 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

A grade of A may be modified by a minus (-) suffix, and grades B and C may be modified by a plus (+) or minus (-) suffix. Grades A, B, and CR denote satisfactory progress toward the degree, but a B- grade must be offset by higher grades in the same term for students to remain in good academic standing. Courses may be taken CR/NC only with approval from the Dean. Courses in which a grade of B- through C- is received may be applied toward graduate degrees unless otherwise prohibited by the program requirements. A student must maintain a 3.0 GPA in order to remain in good academic standing. See the Graduate Bulletin for specific information. An F or NC grade yields no semester hour or course credit.

Failure to withdraw officially from a course will result in a grade of F (see Withdrawal).

Grade Point Average

Grade points are a measure of the quality of the academic work completed, just as semester hours are a measure of the quantity of this work. The University uses a letter grade to indicate the level of individual student achievement. Each letter grade has a point value assigned for the grade achieved. The point value assigned to each letter grade is as follows:

A 4.0 grade points	C+ 2.3 grade points
A- 3.7 grade points	C 2.0 grade points
B+ 3.3 grade points	C- 1.7 grade points
B 3.0 grade points	D 1.0 grade points
B- 2.7 grade points	F 0.0 grade points

The grades of AU, CR, NC, I, IP, and W have no point value and are not used in calculating the grade point average.

The LMU grade point average is determined by dividing the total number of LMU grade points by the number of LMU semester hours completed with a letter grade.

Change of Grades

Grades, once submitted to the Office of the Registrar, will be changed only in case of error. An instructor desiring a change of grade must present a written explanation to the Chairperson and the Dean with a Correction of Grade form from the Office of the Registrar. No grade changes will be made after the fourth week of instruction of the next full term.

A student's permanent record reflects the coursework upon which the University awarded the degree or recommended a credential. Therefore, no grade or other changes are permitted either after awarding the degree or recommending the credential.

Mid-Term Deficiencies

The Office of the Registrar e-mails and posts to PROWL mid-term deficiency notices to students informing them of unsatisfactory work as submitted by instructors. The notices, advisory in nature and issued prior to the last day to withdraw in a term, are not part of the student's permanent academic record.

Graduation Rate

The completion or graduation rate by August 2006 for undergraduate students who entered Loyola Marymount University in Fall 2000 on a full-time basis was 75%.

Incomplete Course Work

Undergraduate:

An incomplete grade may be assigned by the professor only if a student has completed at least 80% of the coursework.

Normally the student obtains from the Office of the Registrar a "Petition to Receive a Grade of Incomplete" form. The form is filled out by the student and given to the instructor who then completes the form by assigning a default grade which will be entered on the student's record if the student does not complete the coursework by the deadline.

It is the student's responsibility to ensure a "Deferred Grade Form" is sent to the course instructor from the Office of the Registrar for the submission of the final grade. An incomplete grade not removed by the deadline, which is three weeks after the first scheduled class day of the next semester, will result in the assignment of the default grade as submitted by the instructor. If no default form or grade was submitted, the incomplete grade will be converted to an F by the Office of the Registrar.

If a student requires an extension to the deadline, the student must petition to obtain an extension to the deadline for removal of the incomplete grade. The petition, approved by the instructor, must be submitted to the Office of the Registrar.

A degree will not be granted while a grade of Incomplete remains on a student's record.

Graduate:

"I" (Incomplete) indicates that the student has not completed the requirements for a course in which he or she was enrolled. "IP" (Work in Progress) indicates that a student is in the process of completing a requirement that extends beyond a single semester (e.g., internship work, field work, a thesis project, the MBA Integrative Project, the Teacher Orientation and Practicum in Philosophy).

A student who wishes to be granted an "I" must do so by arrangement with the course instructor before the end of the semester in which the course for which the student seeks an Incomplete is offered. The student must obtain the "Request for an Incomplete" form and meet with the course instructor. The course instructor, in consultation with the student, shall complete the form, determining the date by which the unfinished work must be submitted and the default grade the student shall receive if the work is not submitted by the specified date. Incompletes must be cleared within one year of their being granted, but an earlier deadline may be set by the course instructor. However, students are advised that the usual default grade is an "F." Students may seek an extension for clearing an Incomplete by completing a General Petition and obtaining the approval of the course instructor and the Dean of the college or school in which the course is offered.

A graduate department or program may have further limitations on the granting and clearing of the "I" and "IP," and the student is notified herewith to consult the Bulletin or the Department Chairperson or Director of his or her program.

It is the student's responsibility to ensure a "Deferred Grade Form" is sent to the course instructor from the Office of the Registrar for the submission of the final grade. If the "Deferred Grade Form" is not submitted to the Registrar within one year, the "I" defaults to an "F."

Students who wish to retake a course must pay regular tuition. Students carrying any "I" grades toward a degree are not permitted to take a comprehensive examination until all "I" grades have been removed or the course requirements are met.

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."

Leave of Absence

A leave of absence may be granted to a student upon written request to the Office of the Registrar. A leave of absence may be granted for no more than two years. The leave of absence date will be the date that the Leave of Absence/Withdrawal form is received in the Office of the Registrar.

For a student enrolled in a current term, application for the leave must be made before the stated deadline for withdrawal from classes. This date may be found in the academic calendar in the University Bulletin or online for the given term. A leave of absence may be granted only if the student withdraws from all courses in the term. If completed by the deadline, a student will receive grades of W for all courses in that given semester. A student may not take a leave of absence from the term if application is made after the stated deadline for withdrawal from classes. Any student who stops attendance after the deadline to withdraw from classes will receive a grade of F for each course in progress.

A student who is accepted to the University but not yet enrolled may defer admission through the Admission Office. A student with prior enrollment may apply for a leave through the Office of the Registrar. A leave of absence is canceled if the student registers in another college or university without prior written permission of the student's Dean. In this case, the student has de facto withdrawn (see Withdrawal) from LMU and must reapply through the Admission Office. The student may enroll again at LMU if accepted through the Admission Office. Similarly, a student is considered to have withdrawn from LMU if the leave of absence is extended unofficially beyond two years.

LMU Honor Code and Process

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

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

Definitions of Academic Dishonesty

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

- A. Cheating and Facilitating Cheating
 1. Possession, distribution, and/or use of unauthorized materials or technology before or during an examination or during the process of preparing a class assignment.
 2. Collaboration on class assignments, including in-class and take home examinations, without the permission of the instructor.
 3. Provision of assistance to another student attempting to use unauthorized resources or collaboration on class assignments or examinations.
- B. Plagiarism
 1. Presentation of someone else's ideas or work, either in written form or non-print media, as one's own.
 2. Omission or improper use of citations in written work.
 3. Omission or improper use of credits and attributions in non-print media.
- C. Falsification of Data
 1. Presentation of altered or fabricated data, such as lab reports, with the intention of misleading the reader.
 2. Presentation of forged signatures as authentic.
 3. Use of false citations, either incorrect or fabricated, including sources found on the Internet.
- D. Unauthorized Access to Computers or Privileged Information
 1. Use of University network and/or computer hardware to gain unauthorized access to files, and alteration or other use of those files.

E. Improper Use of Internet Sites and Resources

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

F. Improper Use of Non-Print Media

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

G. Other Academic Dishonesty

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

Honor Code Process

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

I. Intentional and Unintentional Academic Dishonesty

- A. Notification: Instructors will notify the Student of the suspected act of academic dishonesty. The Student will be given the opportunity to admit, deny, or explain the situation. If the suspected violation of the Honor Code occurs with respect to an assignment that the Instructor has not reviewed until after the class has stopped meeting, the Instructor will send a letter to the permanent address of the Student and keep a copy of the letter. Failure to notify will result in a reasonable extension of the Student's time to appeal, but is not in and of itself a defense to the violation of the Honor Code.

- B. Determination: If the Instructor determines that a violation has occurred, he/she will next determine whether or not the violation was intentional or unintentional. The distinction between intentional and unintentional violations of academic honesty is not based upon the purely subjective intentions of the Student. The question is whether a Student who has carefully read the Honor Code should have understood that his/her action violated the Honor Code and standards of academic honesty.

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

1. Warn Student
2. Require assignment or exam to be resubmitted
3. 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:

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

II. Departmental Appeal

- A. The Student may appeal the Instructor's decision under section I(C) or (D) to the Department Chairperson, Program Director, or equivalent. In accordance with the grade appeal policy in the University Bulletin, the Student will be required to make his/her appeal in writing no later than three weeks into the semester following the decision.
- B. If either the Student or Instructor wishes, he/she may appeal the decision of the Department Chairperson, Program Director, or equivalent to the Dean of the Instructor's college or school, who will refer the matter to the Academic Honesty Panel. Appeals must be made within 30 days of receipt of the Chairperson's decision.

III. Academic Honesty Panel Appeal

- A. The Academic Honesty Panel is an ad hoc recommending body of the Instructor's college/school. The Panel consists of two Faculty members and one Student appointed by the Dean. The Dean will appoint one of the Faculty members as Chair of the Academic Honesty Panel.
- B. Responsibilities of the Panel
 1. The Panel will hear appeals by the Student or Instructor of the Chair's decision for any penalty short of expulsion or suspension.
 2. The Panel will make the initial recommendation as to whether the Student should be suspended or expelled.
- C. In fulfilling these responsibilities, the Panel will make two determinations:
 1. It will determine whether there is clear and convincing evidence that the Student has violated the Honor Code. The Student is entitled to the presumption of innocence and the right to review and respond to all evidence and information relevant to the Panel's decision.

2. Upon the finding of clear and convincing evidence of a violation, the Panel is to determine the appropriate penalty. With regard to the appropriateness of serious recommendations such as suspension and expulsion, the Panel shall take into account the following factors:

- a. the severity of the violation;
- b. whether the violation is an isolated instance, or part of a pattern of two or more violations; and
- c. other mitigating or extenuating circumstances.

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

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

Major

A major indicates a particular curriculum within a degree program offered by one of the four Colleges and two Schools. The major is usually declared by the student at the time of acceptance to the University. If a student is unsure about a particular program of study within a degree program, some Colleges will allow for an undeclared major within that college. This option is at the discretion of the College or School. An undergraduate student must, under normal circumstances, declare a major within a degree program prior to earning sixty semester hours of credit.

An undergraduate student must have a cumulative grade point average of C (2.0) and a graduate student must have a cumulative grade point average of B (3.0) in all courses required by the major. Please note that certain majors have more stringent requirements. The particular requirements are listed under the department listings in this Bulletin.

Change of Major

Students interested in changing majors should refer to <http://registrar.lmu.edu> for complete details.

Double Major

An undergraduate student may earn a Bachelor's degree with a double (secondary) major by successfully completing the following requirements for the second major prior to, or in the same term as, the first (primary) major:

1. Completion of the requirements of the primary major; and
2. Completion of the requirements of the secondary major; and
3. Completion of requirements for the primary Bachelor's degree.

No more than eight semester hours of upper division work in the primary major can be used to satisfy the requirements of the secondary major. The two majors will be printed on the student's transcript of record and University diploma.

Minor

Undergraduate students who choose to complete a minor must meet the following general requirements:

1. A minor program consists of 18 or more semester hours. At least half of the upper division semester hours of the minor program must be completed in residence at Loyola Marymount.
2. Specific semester hour requirements are listed by each department offering a minor program. A student who declares a minor is held responsible for the academic regulations in effect at the time the minor is declared.
3. A student must have a cumulative grade point average of C (2.0) for courses taken in the minor program.
4. The minor may not be in the same program as the student's major.
5. Courses may not count as fulfilling both a major and minor program, unless a specific course is required by both programs.
6. A minor may be earned only while the student is concurrently completing the requirements for a baccalaureate degree. The minor must be cleared by the Dean's office at the same time that the baccalaureate degree is cleared.
7. Students are advised to consult department regulations in the Bulletin for further information.

Privacy Rights of Students in Education Records

The Federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) ("FERPA") and regulations adopted thereunder and California Education Code Section 67100 et seq., set out requirements designed to protect the privacy of students concerning their education records maintained by LMU.

Specifically, FERPA governs access to student records maintained by the campus and the release of such records. In brief, the law dictates that LMU provide students access to records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than a specified list of exceptions.

Among the types of information included in the campus statement of policies and procedures are: 1) the types of student records and the information contained therein, 2) the official responsible for the maintenance of each type of record, 3) the location of access lists that indicate persons requesting or receiving information from the records, 4) policies for reviewing and expunging records, 5) the access rights of students, 6) the procedures for challenging the content of student records, 7) the cost that is charged for reproducing copies of records, and 8) the right of the student to file a complaint with the Department of Education.

An office and review board have been established by the Department of Education to investigate and adjudicate violations and complaints. The office designated for this purpose is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

LMU is authorized under the Act to release public "directory information" concerning students. "Directory information" includes the student's name, address, telephone number, electronic mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

The above designated information is subject to release by LMU at any time unless it has received prior written objection from the student by the close of official registration. Written objections should be sent to the Office of the Registrar. Requests to withhold "directory information" must be filed each semester.

LMU is authorized to provide access to student records without a student's consent in a limited number of situations, including but not limited to: campus officials and employees who have legitimate educational interests in such records, pursuant to a lawfully issued subpoena, to educational institutions where a student seeks to enroll, to authorized Federal and state officials, and in the event of an emergency if necessary to protect health and safety.

Registration

The days of registration are listed in the University Calendar. All students must follow the registration procedures as established by the Office of the Registrar. A student is not considered registered until official clearance has been obtained from the Controller's Office and successful registration has been processed by the Office of the Registrar. The official academic program consists of the courses in which the student is enrolled at the close of official registration. Students may not attend a course for which they are not registered. Enrollment in a closed class must be authorized by the Department Chairperson. In the College of Business Administration, this authorization is from the Associate Dean.

Undergraduate students are limited to enrolling in a maximum of 17 semester hours during advance registration. If the requirements for a primary major require additional registration, contact the Associate Dean's office for written permission. Once the approval for more than 17 semester hours has been received in the Office of the Registrar, the necessary adjustments will be made to allow for the additional registration. Two weeks prior to the first day of classes, students are eligible to enroll in 18 or more semester hours.

Repeating Courses

Students may repeat a course previously taken at LMU in a subsequent term at LMU once, including any withdrawals. The third time a course is taken requires approval from the Dean. The prior occurrence is excluded from the cumulative grade point average but remains on the transcript. All semester hours attempted are used to determine the student's grade point average and graduation eligibility. The grade of the latest occurrence of the repeated course will be the one calculated into the cumulative average. Please note that although the term GPA will change accordingly, the academic status of the term will not change. Courses taken on a Credit/No Credit basis may not be used as a repeat course to exclude from the cumulative average a grade of a prior occurrence taken on a letter grade basis. Students may not register for any course in the College of Business Administration for a third time without the written permission of the Department Chairperson of the course and the Dean. Questions concerning this policy should be directed to the Office of the Registrar.

Undergraduate students may not repeat an elementary or intermediate foreign language course after successful completion of a more advanced course in the same language.

Courses taken at LMU after a degree has been granted will not change the graduation GPA.

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 to the student. Students desiring transcripts covering work attempted elsewhere should request them from the appropriate institutions.

Transfer Credit

Credit for work completed at institutions accredited by one of the six regional associations of the Accrediting Commission for Senior Colleges and Universities, other than course work identified by such institutions as remedial or in other ways as being nontransferable, may be accepted toward the satisfaction of degree and credential requirements at the University within limitations of residence requirements and community college transfer maximums. Undergraduate courses with grades below C (2.0) or graduate courses with grades below B (3.0) do not transfer. A maximum of 60 semester hours from a community college and 90 hours from a four-year institution is transferable to the baccalaureate degree program of the University.

Any student regularly enrolled as a degree candidate who elects to take courses at a college or university other than Loyola Marymount University must obtain written approval of the Chairperson of the major department and the Dean prior to enrollment in such courses. Courses taken without this approval may not be counted toward the degree. Approved undergraduate courses must be passed with a grade of C (2.0) or higher, or approved graduate courses must be passed with a grade of B (3.0) or higher, in order to transfer. Semester hour value is granted to transfer courses; grades or GPA information on transfer work is neither listed on nor calculated in LMU work printed on the academic record.

Course work completed at non-U.S. institutions must be documented on an official academic record from an international institution recognized by the Ministry or Department of Education of that country.

It is the responsibility of the student to submit all international transcripts to an LMU-approved credentials-evaluating agency for evaluation of U.S. equivalent course work and corresponding grade.

Contact the following agencies for further information:

Educational Credential Evaluators, Inc.
PO Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400 / (414) 289-3411 (fax)
<http://www.ece.org>
eval@ece.org

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
International Education Services
One Dupont Circle, NW, Suite 520,
Washington, D.C. 20036-1135
(202) 296-3359
<http://www.aacrao.org/international/ForeignEdCred.cfm>
oies@aacrao.org

International transcripts submitted without appropriate evaluations will not be considered for eligible transfer work to LMU.

Articulation

The articulation services at LMU help students to identify courses completed at other academic institutions that are transferable to LMU baccalaureate degree programs. Courses taken at other academic institutions may fulfill University core requirements, Program (major/minor) requirements or transfer in as electives. LMU has established articulation agreements with its major feeder community colleges. To view these articulation agreements, see <http://registrar.lmu.edu>, and click on "Articulation Agreements." Current students should consult the articulation agreements of the institutions listed on this page as well as the "existing histories" of courses previously transferred in from other institutions. A signed Transfer Course Approval form and an official transcript from the transfer institution must be submitted to the Office of the Registrar before any transfer courses may become a part of the continuing student's LMU degree program.

Tutorials

Only regularly offered courses described in this Bulletin may be taken as tutorial courses. Students may individually arrange with a faculty member to take the course as a tutorial. A tutorial course is considered part of a student's semester program. Registration for it takes place during the regular registration periods. Only full-time students are eligible, and approval will be given for only one tutorial course per semester. Freshmen and first-semester transfer students are not eligible.

Veterans

Students eligible for veteran's benefits begin the enrollment certification process by submitting an application for benefits to the Department of Veteran's Affairs. Once the student has committed to LMU, the student must submit a copy of the Report of Separation form, commonly referred to as the DD214 form, to the Office of the Registrar. At the end of the official drop/add period, the Office of the Registrar will complete an enrollment certification (VA28-1905) form and submit it to the Department of Veterans Affairs in Muskogee, Oklahoma. The VA28-1905 forms are submitted to Muskogee at the beginning of each term of enrollment until the University is notified that benefits have been exhausted or the student graduates.

Withdrawal

Withdrawal from Courses

A student may withdraw from any or all courses by the last day to withdraw in a term as published in the University Bulletin and online Academic Calendar. A currently enrolled student may withdraw from a course(s) by using the drop function in the computer registration system (PROWL).

Prior to the deadline, a student may drop all courses using PROWL. In order to completely withdraw from a term or the University, the student should contact the Office of the Registrar. The student will receive grades of W in each of the courses and will be considered to be on a leave of absence for up to two years unless the student gives written notice to the Office of the Registrar that he/she is withdrawing from the University.

After the deadline, and before the final day of classes, 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 Office of the Registrar. The documentation from the licensed professional must certify that the student is not able to complete the semester for medical or psychological reasons. If approved, the student will be withdrawn from all courses and not a portion of the course schedule. Students are eligible for tuition and fee refunds according to the University's published policy. Additional documentation from a licensed professional is required indicating that the student is able to resume study at the University.

Withdrawal from the University

A withdrawal from the University is the termination of the academic program and course of study and the rights and privileges offered to currently enrolled students. (See above.) The withdrawal date will be the date that the Leave of Absence/Withdrawal form is received in the Office of the Registrar.

Academic Programs and Services

Programs

The University Honors Program

As a means of creatively challenging the potential of the outstanding student and thereby contributing to the intellectual life of the entire academic community, the University adopted the Honors Program in 1958. By constant experimentation and periodic revision, the program attempts to keep true to its original intent of providing intellectual adventure.

The program is interdepartmental and does not involve a separate faculty. It relies on the interest and generosity of the entire University faculty and on the enthusiasm of the truly exceptional students to become mutually involved in an intellectual experience. Not being a separate unit apart from the rest of the University community, the University Honors faculty and students thus share with the rest of the school the stimulation of their special academic experience.

Taking advantage of its freedom from some of the restrictions involved in the structure of regular courses, the University Honors Program attempts to challenge as well as to inform, to ask hard questions as well as to examine tested solutions. Its goal is to provide a carefully integrated and demanding curriculum for the exceptional student.

The University Honors Program is open to students from all the undergraduate Colleges and the undergraduate School of Loyola Marymount. The Program is administered by the Honors Director with the assistance of the Program Supervisor and the Honors Advisory Council. Faculty members from all disciplines at Loyola Marymount are invited to participate.

The University Honors core curriculum begins with an intensive undergraduate experience combining four interdisciplinary courses in the humanities and sciences with an individualized sequence in writing, critical thinking, and cultural studies. A second-year sequence in historiography, theology, and natural philosophy prepares the Honors student for the third-year seminars in ethics, interdisciplinary study, and thesis preparation. The fourth year results in the publication of the capstone thesis project: the culmination of independent research under the individual guidance of a professor and the participation in the Senior Thesis Forum.



University Honors students must maintain an average GPA of 3.50 and display proficiency in a foreign language. Successful completion of the University Honors Program is announced at the annual Commencement ceremonies and noted on the student's permanent transcript. This recognition is of lasting personal, professional, and academic value.

The University Honors Program is open to incoming and current first year students. First semester sophomores and transfer students may also apply. More is expected of students in the Honors Program; not everyone is qualified to join. We are interested in: a sense of academic adventure, highly motivated individuals, rigorous educational experience, social awareness, personal responsibility, interesting personal background, a first-rate cumulative GPA (4.0 scale), highly competitive test scores (SAT and/or ACT), the constant pursuit of excellence. Interested students should complete an application; schedule an interview with the Director or member of the Honors Advisory Council; provide a critical writing sample; and submit a letter of reference.

Each year, the University Honors Program carefully selects a limited number of incoming students to join the Program. Application materials are available at <http://www.lmu.edu/honors>.

Further details on requirements and course descriptions are continued under University Honors Program in the Bulletin.

Air Force ROTC

Air Force ROTC at Loyola Marymount University provides the opportunity for students to become commissioned officers in the United States Air Force. The program is very flexible, normally requires two to four years to complete, and accommodates both undergraduate and graduate students. The program seeks to better develop students in the areas of character, leadership, physical fitness, and academic performance. In addition, AFROTC provides a significant opportunity for scholarships and other financial aid. More information can be found under the "Aerospace Studies" section of this Bulletin.

Individualized Study Program

The Individualized Study Program involves a select number of creative and highly motivated students within all colleges and schools of the University whose educational needs and goals cannot fully be met by individual departments or majors. The program is thus designed to offer each participant greater responsibility in determining the content of his or her major program, based upon the goals to which that major is directed. Students may wish to construct their programs or areas of concentration from interdisciplinary, independent study, field work alternatives, or a combination thereof.

The program is open to freshmen and sophomores who have completed at least one semester in the participating colleges or school. Once accepted into the program by the Dean of the student's college or school, the student selects a counselor who assists in designing the specific content of the major in line with the student's objectives.

The student's program is then formalized into a contract signed by the student, advisor, and Dean. Upon completion of the contracted course of studies, the student is issued a degree in Individualized Studies.

Naval ROTC

Eligible Loyola Marymount University students who wish to participate in the Naval Reserve Officers Training Corps may do so through a program established with the UCLA University Extension. The program, in conjunction with an LMU baccalaureate degree, leads to a commission in the United States Navy or Marine Corps. Appropriate academic credit for courses accredited by the University of California is given in accordance with the policies governing LMU's Aerospace Studies program. Further information may be obtained from the Chairperson of the Department of Naval Science, University of California, Los Angeles.

Postbaccalaureate Premedical Program

The Loyola Marymount University Post-Baccalaureate Premedical Program is open to both women and men who have received a bachelor's degree from an accredited four-year institution in a field other than science, and have completed less than three of the prerequisite courses for admission to medical school. A minimum undergraduate GPA of 3.0 is required, and additional evidence of high achievement, such as appropriate standardized test scores (SAT, ACT, or GRE), is required. The ideal candidate will be strongly motivated and will have had sufficient experience in the medical field, either through volunteer work or previous employment, to serve as a basis for an informed, mature, and committed decision to enter the field of medicine.

Over a 12-month period of intensive, full-time study in the classroom and in the community, our students are thoroughly prepared for the challenges of medical school. Program enrollment is capped at 15 students—small enough to give you individual attention and support. As a result, members of our faculty work closely with you in an academic environment that emphasizes learning by mentoring, collaboration and hands-on experience. Also, our Health Professions Advisory Committee gets to know you as an individual and provides the support, counsel and resources that meet all your unique interests and needs, from selecting courses to choosing the medical school that is right for you.

LMU offers a structured and comprehensive curriculum that fulfills in one year all the requirements you will need to apply to medical school. Over a 12-month period, you will carry a full-time load of courses in biology, general chemistry, organic chemistry, and physics. This typically involves three laboratory sciences per semester during the academic year and a two-semester laboratory science course during the Summer session.

Individuals interested in applying to this program should submit their applications, including supporting materials, no later than March 1 of the year to be considered for admission to the program beginning in the middle of May. Early submission of materials is encouraged to improve enrollment potential. Once an application is complete, the Health Professions Advisory Committee will review the application to determine whether an applicant will be invited for an interview.

Preparation for a Career in Law

The University offers several curricula that are appropriate for students who plan to enter law school upon the completion of their undergraduate degree. The prelaw student should select a course of study that insures the development of the skills essential to the successful study of law: 1) the ability to use language and communicate effectively and 2) the ability to think critically and creatively. In addition, the prelaw curriculum must provide a broad understanding of basic human institutions and values.

To insure they follow an appropriate course of study, prelaw students are advised to select their classes in consultation with the University Prewal Advisor. The Prewal Advisor also serves as a resource person for students during the law school application process.

Preparation for the Health Professions

The Health Professions Information Program provides the student with regular informational meetings. The Director of the Program serves as a resource person and is available for individual consultation. The Director's Office distributes relevant materials to prospective applicants and maintains their files for the Health Professions Advisory Committee. The Committee assists students in completing the application process to health professional schools.

The University offers pre-health professional curricula for those students who plan to apply for admission to the following programs: Medicine, Dentistry, Optometry, Pediatric Medicine, Veterinary Medicine, Pharmacy, Medical Technology, Occupational Therapy, Physical Therapy, and Public Health. These curricula are not degree programs, and students who wish to complete the requirements for a Bachelor's degree before admission to a professional school should select a major within the University. Students usually select a biology, biochemistry, or other science major. Students in other majors should consult with the director early in their college career about blending pre-health profession courses with their chosen major. In addition to fulfilling the requirements of the chosen major, specific requirements of the professional programs should be satisfied. The following lower division courses are usually required: BIOL 101, 102, 111, 112, 201, 202; CHEM 110, 111, 112, 113, 220, 221, 222, 223; English (6 semester hours); MATH 122, 123; PHYS 253, 254, 255, 256; and PSYC 100. In addition, other specified upper division biology, biochemistry, and statistics courses and electives from Liberal Arts, Fine Arts, and the Sciences may be required.

Students should be aware that many health professional schools do not recognize some AP credits and that alternative coursework may need to be completed to meet admission requirements. Please discuss with the Director.

Services

LMU Extension

Center for Religion and Spirituality

The Center for Religion and Spirituality makes a vital contribution to the mission of Loyola Marymount University by expanding LMU's religious and educational outreach to a wider range of constituencies in Southern California and beyond. As part of LMU Extension, the Center embodies LMU's commitment to serve the Roman Catholic Archdiocese of Los Angeles, other local churches, religious groups, and the general public through the development of diverse programs related to religion, spirituality, faith, and justice.

In collaboration with the Department of Theological Studies and other departments and divisions of the University, the Center sponsors a variety of continuing education courses, certificate programs, lecture series, weekend workshops, summer institutes, and special events. It also provides online courses and other nontraditional venues for religious education, faith formation, and spiritual development, thus linking the University and its mission to the greater Los Angeles community and beyond.

Continuing Education

LMU Extension offers certificates, courses, programs, institutes, conferences, and lectures which provide a variety of educational experiences to members of the community. There are three types of classifications of such offerings.

The first of these is Professional Development courses in a certificate or professional development program with identifiable subject areas or in particular disciplines, e.g., teacher education. These are offered under a departmental rubric and carry University semester hours of continuing education/professional development credit. The second type are those courses with academic content falling outside the normal undergraduate or graduate offerings. Such courses and programs are offered under the rubric CNTX. Credit is recorded in semester hours; 1.0 semester hour represents 10 continuing education contact hours. The third type is personal enrichment programs covering a variety of activities that might include dance, martial arts, or yoga, to name but a few.

Regular Loyola Marymount undergraduate students may enroll in "For Credit" LMU Extension courses with permission of their College or School Dean, at the fees quoted for such courses, above and beyond regular full-time tuition. Enrollment in other LMU Extension offerings is unrestricted unless otherwise specified, also at the fees quoted.

Los Angeles Center for International Studies

The Los Angeles Center for International Studies (LACIS) prepares and encourages teachers and students to relate constructively to people of other traditions with dignity, respect, and understanding.

LACIS organized seminars and workshops for World History teachers in Los Angeles middle and high schools. Programs and services for teachers are supported by foundation grants and through fees for services. Support includes grants from the Freeman Foundation through the National Consortium for Teaching about Asia and from the Los Angeles Educational Partnership.

LACIS also administers the Southern California Consortium for International Studies (SOCCIS), a network of university faculty that encourages institutional and faculty commitment to an "internationalized" curriculum and sponsors seminars on area studies. These include African, East Asian, South Asian, Latin American, European and Russian, and Near Eastern Studies. SOCCIS also facilitates communication regarding Study Abroad at area campuses.

Study Abroad

LMU sponsors several study abroad programs for summer, semester, and full-year.

The Study Abroad Office is located in University Hall 1840, or you can call and make an appointment to speak with a Study Abroad counselor at (310) 338-1973.

New Europe Program

Important economic and political changes are taking place in Europe. LMU's New Europe Program, in Bonn, Germany, is conveniently located near vital European centers such as Brussels and the Hague.

In affiliation with the Academy for International Education, the New Europe Program offers both semester and full-year opportunities.

A range of courses is available in business administration, liberal arts (including German and other European languages), and communication, giving participants an opportunity to work toward their degrees in an academically diverse environment without losing a semester. Faculty come from LMU, German universities, and AIB. Enrollment in a German language course is mandatory for all students who participate in the Program.

Students with a minimum GPA of 2.8, who are in good standing at any college or university, are invited to apply for the Fall, Spring, or full academic year. Applications to the New Europe Program are available through the Study Abroad Office. Students may register for 12 to 17 semester hours of credit during the Fall or Spring semester. Students receive semester hour credit on the LMU transcripts for courses taken.

The program costs (comparable to the cost of a full-time student in residence at LMU) include tuition, housing, breakfast and dinner, public transportation in Bonn, several cultural activities, and excursions and site visits to metropolitan centers such as Paris, Brussels, Bruges, Berlin, Prague, and Dresden. For those students staying the entire academic year on the New Europe Program, an additional excursion to Spain is offered during the Spring semester. The cost does not include round-trip airfare, textbooks, and other personal expenses.

All LMU financial packages can be applied to the New Europe Program; LMU tuition payment plans are applicable. For complete information, consult the Study Abroad Office.

Film and Television Program in Germany

This program is located in Dusseldorf, Germany, and focuses on film in the European context—the Avante Garde, independent film making, and other experimental media. This is designed as a semester program with Fall semester offerings focusing on Production—Film and Television majors, and with the Spring semester focusing on Media Studies for all students. Taught by LMU faculty and European film and television experts in the Loyola Marymount University tradition, the courses are offered in the form of master workshops, providing students with an exclusive learning experience. The close interaction with faculty that is afforded by this format makes the program unique. Students receive 15 semester hours of credit by taking workshops and a German language and culture course.

The semester in Dusseldorf includes excursions and educational field trips to give students a deeper insight into film and TV production in Europe. Depending on the semester and opportunity, students will attend film festivals, visit production sites, go to film museums, and meet and talk with directors, producers, and others in the media field. A week excursion to Berlin and Prague, two centers of film production, will bring to life the theories learned in the classroom and will help to inform and stimulate students in their own artistic productions. Each student will produce a 10-15 minute video documentary. Staff and teaching assistants in film will assist with the technical and creative needs, if necessary.

Students with a minimum GPA of 2.8, who are in good standing at any university or college and, for the Fall semester, have completed the PROD and FTVS prerequisites, are invited to apply. The program cost is comparable to full-time residency at LMU and includes tuition, housing, breakfast and dinner, excursions, and public transportation within Dusseldorf. Applications are available in the Study Abroad Office.

Semester in India Program

The Semester in India Program offers a unique opportunity for students to learn about India, one of the world's oldest civilizations. The primary focus of the program is on Indian religions, arts, languages, and cultures. There are also components that involve a study of environmental sciences in India and an opportunity to engage in service learning.

The program is located in Sikkim, a state of northern India. This site is especially interesting in that it offers students an opportunity to engage in a multi-faceted study of the cultures of the Himalayan region, an area that is remote and unstudied but one with a rich and varied cultural history. The program allows students to engage with some of the world's oldest cultures (Nepali, Tibetan, Indian, and Bhutanese) and to study the traditions, arts, religions, and practices of these cultures. Students will return from this experience with an enhanced appreciation of the unique character, deep spirituality, and aesthetic sensibilities developed by the various peoples living on the "roof of the world."

The semester in Sikkim, India, includes excursions to the neighboring areas of Bhutan, Darjeeling, and Kalimpong, as well as a guided trek in the beautiful Himalayan highlands of Western Sikkim. Although Gangtok, the capital of Sikkim and the principal setting for the program, is situated at an altitude of about 6,000 feet above sea level, its temperature is remarkably temperate throughout most of the year, and it typically receives very little snow. The rich and verdant natural vegetation of the hillsides is filled with cardamom, exotic orchids, and many other unusual flowers. The area also contains a broad range of medicinal herbs that have been isolated over the centuries and continue to play a significant role in the traditional medicine practices of the region. These can be studied by those who wish to know more about Tibetan medicine and ecology.

The program includes a comprehensive set of courses, including sociology and anthropology, religions of India, environmental sciences and ecology, and art and history. Language instruction is available in Hindi, Tibetan, Sanskrit, and Nepali.

Semester in London

The program is located in London at the facilities of the Foundation for International Education. FIE facilities are located in the Royal Borough of Kensington and Chelsea that covers an area of four-and-a-half square miles and has a population of 150,000. Some of London's most famous streets, academic institutions, and historic sites—including the Victoria and Albert Museum, Imperial College, University of London - SOAS, and Royal Albert Hall—lie in the immediate neighborhood surrounding FIE's facilities. Kensington is much more than monuments and museums. Kensington is a residential area of architectural beauty, a mixture of small alleyways and grand boulevards, where the ghosts of famous residents (T.S. Eliot, J.S. Mill, and Beatrix Potter) mingle with modern homeowners such as Hugh Grant, Elizabeth Hurley, and Dustin Hoffman. The West End, London's main theater district, is just fifteen minutes away.

Summer Abroad

Summer programs are offered in Africa, China, France, Germany, Greece, Honduras, Ireland, Italy, Guatemala, Mexico, New Zealand, and the United Kingdom. The Washington Center in Washington, DC also offers summer internship opportunities for students. These programs offer courses in language, culture, business administration, science, the arts, and humanities.

Affiliate Programs

LMU is affiliated with programs in the following countries: Australia, Austria, China, France, Germany, Greece, Ireland, Italy, Japan, Korea, Spain, the United Kingdom, Venezuela, and many other countries throughout Europe, South America, and Asia. The University has both formal and informal affiliations with programs sponsored by institutions or organizations around the world. LMU has formal student exchange programs with Sophia University in Tokyo, Japan; Sogang University in Seoul, Korea; Universidad de Deusto in San Sebastian, Spain; Ateneo de Manilla; and Iberoamericana Universidad in Mexico.

It is also possible for students to plan with their advisors individually tailored programs with non-affiliated institutions abroad.

Credit Transfer

All Study Abroad work completed through a sponsoring institution must be documented on an official transcript from a U.S. institution accredited by one of the six regional associations of the Accrediting Commission for Senior Colleges and Universities. Study Abroad work completed at an international institution must be documented on an official academic record from an institution recognized by the Ministry or Department of Education of that country.

Other University Services

Basil P. Caloyeras Center for Modern Greek Studies

The Caloyeras Center for Modern Greek Studies provides students with an opportunity to study the culture of contemporary Greece. By means of courses in the language, literature, and the arts of the Greece of today, a doorway is opened to the past, which is thus given a fresh and compelling reality.

The Center has the following goals:

- To offer courses in modern Greek language, post-classical and modern literature and history, the Greek Orthodox tradition, theatre, cinema, dance, music, and the fine arts
- To encourage students to pursue a minor in Modern Greek Studies
- To sponsor lectures on subjects pertaining to Greece which are of interest to the academic community and to the public at large
- To encourage students and faculty to pursue studies and research projects in Greece.

The Center supports the courses that lead to a minor in Modern Greek. (See “Classics and Archaeology” in this Bulletin.)

The Center for Global Education

The Center for Global Education promotes international education to foster cross-cultural awareness, cooperation, and understanding. Living and working effectively in a global society requires learning with an international perspective.

We promote this type of learning by collaborating with colleges, universities, and other organizations around the world to:

- create new and enhance existing study abroad programs
- integrate an international and intercultural perspective into the US educational system
- increase the ethnic diversity of participants in study abroad and provide special resources to support their participation
- provide information to better prepare students and other travelers for their experience abroad
- encourage research in the field of international education.

Thomas and Dorothy Leavey Center for the Study of Los Angeles

Overview

The Thomas and Dorothy Leavey Center for the Study of Los Angeles was established in 1994 to assist students, the University, and the community at large to become agents for change that leads to social justice. Using Los Angeles as a laboratory for understanding the urban experience, the center has become a university leader in developing multidisciplinary courses, producing highly regarded applied research, and promoting civic involvement.

Programs

Southern Californians and Their Leaders is one of the only systematic analyses of how our leaders view contemporary Los Angeles, the opportunities and constraints they face, and the conditions that facilitate leadership. Current activities include leadership roundtables, public opinion polls and leadership surveys, leadership internships, and a leadership lecture series. These activities enable students to apply their classroom knowledge in a real-world setting and aim to empower them to serve their community with skill and compassion.

The **Community Studies Program** gives students the opportunity to examine patterns and trends reshaping Los Angeles from the perspective of individual neighborhoods. Through in-depth neighborhood analyses, this program gives residents a voice on issues facing their communities. Community studies have focused on communities with a strong Jesuit presence: Hollywood, Pico Union, East Los Angeles, Watts, Lennox, Westchester, and Playa Vista.

In a short span of time, the center has established one of the best undergraduate archives in the nation, the **Research Collection**. The research collection promotes preservation and analysis of historical documents of public officials, post-World War II developers, late twentieth-century Los Angeles reformers and reform movements, and prominent Catholic families. Holdings include a decade's worth of the original program tapes of KCRW 89.9 FM's *Which Way, L.A.?* as well as the papers of Rebuild L.A., Los Angeles Educational Alliance for Restructuring Now (LEARN), Los Angeles Annenberg Metropolitan Project (LAAMP), Fritz B. Burns, and Mike Roos, to name just a few. A complete index to the research collection and the contents of individual collections is available online at <http://lib.lmu.edu/special/csla/csla.htm>.

Disability Support Services

The Disability Support Services (DSS) Office, which is located on the second floor of Daum Hall, offers resources to enable students with physical, psychological, and learning disabilities, as well as ADD/ADHD, to achieve maximum independence in their educational goals. Services are offered to students who have established documented disabilities under federal and state law. We also advise students, faculty, and staff regarding disability issues. Please visit our website for more details: <http://www.lmu.edu/dss/> or contact us at (310) 338-4535. Please note that all information is confidential.

Learning Resource Center

The Learning Resource Center, located on the second floor of Daum Hall, LMU's tutoring and writing center. Students, faculty, and staff can enlist the help of tutors and specialists to enhance the learning process. Peer tutors work with students one-on-one discussing course concepts, reviewing class notes, and preparing for exams. Writing tutors provide assistance with papers across the curriculum. The professional staff with expertise in math, writing, reading, science, and study skills also work one-on-one with students, as well as create small learning groups for requested courses. For additional information on LRC services, please call (310) 338-28477 or visit <http://www.lmu.edu/lrc>.

Orientation

The Orientation Program welcomes new students to the Loyola Marymount community. During Orientation, students are introduced to the academic and co-curricular programs of the University, meet with faculty for individual academic advisement, and are assisted in registering for courses. Students also become familiar with all of the services, activities, and resources available to them. Throughout the Orientation Program, students interact in small groups, led by current LMU students. Since Orientation provides a useful introduction to the people, programs, and opportunities LMU offers, all new students are required to participate in the program. For additional information, please contact the Orientation office at (310) 338-7429.

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 500,000 books and bound periodicals, 42,000 media including CDs and DVDs, 101,000 microfilms, 3,000 current periodical titles in paper subscriptions, 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 *Lexis/Nexis Academic™* and *PROquest Research Library™*. For a complete listing of available databases, please go to the Library home page: <http://www.lmu.edu/library>. In addition, the Library is a member of the LINK+ Consortium, an interlibrary lending organization of member libraries with over 4.5 million books. 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 Boltensstern postcard collection, which contains a million cards. The department also houses the Research Collection of the Thomas and Dorothy Leavey 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 class work, as well as equipment and materials in various multi-media formats. Study carrels are equipped so that students can listen and view media, including CDs and DVDs.

In summer 2009 the library moves to the newly-constructed William H. Hannon Library on the bluff of the Leavey campus. A highlight of the new building will be the Information Commons where students can learn, work, and collaborate on class projects using state-of-the-art information technology. A media lounge and café will provide comfortable seating and a casual learning environment. With 88,000 square feet of space over three floors, the William H. Hannon Library will bring together materials and services of a traditional library and the 21st century digital library.

Academic Awards and Commencement Honors

Honors at Commencement

To be eligible for scholastic honors at commencement, an undergraduate student must have completed at least 60 semester hours toward the baccalaureate degree on a graded basis (Credit/No Credit grades do not apply) at Loyola Marymount University. Eligible students for honors at May commencement either received a degree on the previous August or December degree-granting dates or be a degree candidate for May. Honors at commencement are determined by the cumulative grade point average at the time the degree is granted, based on LMU work only. The following grade point averages are required for the honors indicated:

- 3.9 Summa Cum Laude
- 3.7 Magna Cum Laude
- 3.5 Cum Laude

These honors are entered on the transcript and are inscribed on the diploma.

Dean's List

A Dean's List, comprised of full-time matriculated undergraduate students, is published at the end of the Fall and Spring semesters. To be eligible for the Dean's List, students must have completed 15 semester hours at LMU and received letter grades in at least 12 semester hours with a cumulative term grade point average of 3.50 or better. To qualify for the Dean's List, one must have completed all courses and not received a grade of F in any course.

University Honor Societies

Loyola Marymount University sponsors numerous honor societies to recognize significant academic achievement of its students.

Alpha Kappa Delta Sociology Society

Established at LMU in 1997, Alpha Kappa Delta is an academic organization dedicated to the study of sociology, the research of social problems, and other social and intellectual activities. It promotes the development of scholastic and leadership skills within the framework of a national honor society and the Department of Sociology. It was founded in 1920 at the University of Southern California.



Alpha Sigma Nu Jesuit Honor Society

Alpha Sigma Nu is a national honor society for men and women founded in 1915 at Marquette University. The society was organized to honor students from Jesuit colleges and universities who have distinguished themselves in scholarship, loyalty, and service to the University. A limited number of juniors and seniors are selected for membership each year. The society offers its services to the University, particularly in an effort to stimulate intellectual interest and accomplishment. It was established at LMU in 1939.

Beta Beta Beta Biology Society

Since its inception at Oklahoma City University in 1922, Beta Beta Beta has been a society for students dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. The society has been at LMU since 1999.

Beta Gamma Sigma Business Society

The establishment of the first national honor society for business students was the result of the 1913 merger of three separate societies from the University of Wisconsin, University of Illinois, and University of California. Beta Gamma Sigma is an international honor society recognizing the outstanding academic achievements of students enrolled in collegiate business and management programs. LMU's chapter started in 1982.

Gamma Kappa Alpha National Italian Honor Society

Gamma Kappa Alpha acknowledges superior scholastic performance in the field of Italian language, literature, and culture, and is open to membership at institutions of higher learning in the United States and Canada. The Society encourages college students to acquire a greater interest in, and a deeper understanding of, Italian culture, art, and history. It was founded at Nazareth College in Rochester, NY, in 1983 and established at LMU in 1998.

Kappa Delta Pi International Honor Society in Education

The Kappa Delta Pi International Honor Society in Education was founded in 1911 at the University of Illinois and established at LMU in 1996. It is dedicated to recognizing scholarship and excellence in education, promoting development and dissemination of worthy educational ideas and practices, and enhancing the continuous growth and leadership of its diverse membership.

Lambda Pi Eta Communication Studies Society

Founded at the University of Arkansas in 1985, this society later became the official honor society of the National Communication Association. Taking its name from the three elements of persuasion as described in Aristotle's *Rhetoric*, it functions to foster development among students and professionals in the field.

Phi Alpha Theta History Society

Established at the University of Arkansas in 1921, Phi Alpha Theta is a professional society whose mission is to promote the study of history through the encouragement of research, teaching, publication, and the exchange of learning and ideas among historians. The LMU chapter started in 1968.

Phi Sigma Tau Philosophy Society

The purpose of Phi Sigma Tau is to serve as a means of awarding distinction to students having high scholarship and personal interest in philosophy and to promote student interest in research and advanced study in this field. It was founded at Muhlenberg College in 1930, incorporated in 1955, and became active at LMU in 1987.

Pi Delta Phi French Honor Society

This society was established in 1906 at the University of California at Berkeley, with the goals of recognizing outstanding scholarship in French language and literature and increasing knowledge of the contribution of French-speaking countries to world culture. LMU's chapter began in 1969.

Pi Mu Epsilon Mathematics Society

Pi Mu Epsilon is an honorary national mathematics society founded at Syracuse University in 1914, with the purpose of promoting scholarly activity in mathematics among the students in academic institutions. The society was established at LMU in 1975.

Pi Sigma Alpha National Political Science Honor Society

Pi Sigma Alpha was founded in 1920 at the University of Texas at Austin. Its goal is to stimulate scholarship and intelligent interest in the field of political science. LMU's chapter was established in 1998.

Psi Chi Psychology Society

Psi Chi Psychology Society was established in 1929 at Yale for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. LMU started a chapter of the society in 1979.

Sigma Delta Pi Spanish Society

Sigma Delta Pi, the National Collegiate Hispanic Honor Society, was established in 1919 at the University of California at Berkeley. Its goals include honoring those who attain excellence in the study of the Spanish language and encouraging university students to acquire a greater interest in and a deeper understanding of Hispanic culture. LMU's chapter became active in 1972.

Sigma Pi Sigma National Physics Honor Society

Founded at Davidson College, North Carolina, in 1921, Sigma Pi Sigma exists to honor outstanding scholarship in physics, to encourage interest in physics among students at all levels, to promote an attitude of service of its members towards their fellow students and colleagues and to the public, and to provide a fellowship of persons who have excelled in physics. The society was established at LMU in 1979.

Sigma Tau Delta English Society

Founded at Dakota Wesleyan College in 1924 and established at LMU in 1994, Sigma Tau Delta members are expected to have superior creative talent and to have an interest in literature and language beyond the classroom. They are dedicated to providing cultural and intellectual enlightenment in a community of others who have similar talents and interests.

Sigma Xi Scientific Research Society

At LMU since 1967, Sigma Xi endeavors to encourage support of academic achievement and original work in science and technology and to promote an appreciation within society at large for the role research has played in human progress. Founded at Cornell University in 1886, it is among the oldest such societies in the nation.

Tau Beta Pi Engineering Society

This national engineering honor society was founded at Lehigh University in 1885 to honor students displaying excellence in scholarship and exemplary character as undergraduates in engineering and to foster a spirit of liberal culture in engineering colleges. The LMU chapter was established in 1974.

Theta Alpha Kappa Theology Society

Founded in 1976 at Manhattan College, Theta Alpha Kappa is the only national honor society recognizing excellence of students involved in the study of religion and theology. The society was established at LMU in 1981.

University Academic Awards

For undergraduate students to be eligible for academic awards presented at the May Commencement ceremony, they must have either graduated in the previous Summer or Fall term or be a candidate for graduation for May.

The University Scholar of the Year Award

Presented to the student who, in the four-year undergraduate program at LMU, is determined to have achieved the best overall academic record in the graduating class.

The Ignatian Award

Awarded to the graduating senior man who has achieved well academically and who has distinguished himself in leadership and service to the student body and the University.

The Marian Award

Awarded to the graduating senior woman who has achieved well academically and who has distinguished herself in leadership and service to the student body and the University.

The Valedictorian Award

Presented to the student who, in the four-year undergraduate program, is chosen after a presentation to the Valedictorian Committee to give the Valedictorian Address at the Undergraduate Commencement Exercises.

Presidential Citations

Presented to outstanding graduating seniors who have combined excellence in the classroom with effective service and leadership in the University community.

College, School, Departmental, and Program Awards

The College or School Scholar Awards

Presented to the top graduating senior who has achieved the highest academic record in each of the four undergraduate colleges and the School of Film and Television.

The Clinton J. Albertson, S.J., University Honors Program Award

Presented to an outstanding graduating student in the University Honors Program.

The American Chemical Society Analytical Division Award

Given to the third-year student who has demonstrated excellence in analytical chemistry and displays an aptitude for a career in the field.

The American Chemical Society Organic Division Award

Given to the outstanding student of two semesters of organic chemistry.

The American Institute of Chemists Award

The gift of the Western Chapter of the American Institute of Chemists presented to the graduating senior who, in the opinion of the faculty of the Department of Chemistry, is deserving of special recognition for leadership, character, and excellence in scholarship.

The Samuel Z. Arkoff Awards

The gift of Samuel Z. Arkoff, awarded annually in two categories of achievement: best film and best full-length film script by an undergraduate student.

The Virginia Barnelle Theatre Arts Award

Given to a graduating senior who has demonstrated superior academic achievement, outstanding service to the program and University at large, and in recognition of excellence in the field of Theatre Arts.

The Leonard Simon Blenkiron English Award

The gift of Mrs. Mae Emma Blenkiron, in memory of her husband, Leonard Simon Blenkiron, awarded to a senior English major for excellence in English.

The Sister Regina Buchholz, S.C.R.H., Award

Presented in honor of Sister Regina Buchholz, S.C.R.H., former Professor of Art, by the Department of Art and Art History, to a senior Studio Arts major in recognition of excellence in the field of art and of service to the University.

The Caloyeras Center Summer Scholarship

This all-expenses-paid summer scholarship to study in Greece is awarded to a student in the Modern Greek Studies Program who has demonstrated superior academic achievement.

The Peter B. Caloyeras Scholarships

The Basil P. Caloyeras Center offers five annual scholarships for the Odyssey Summer Study in Greece Program. The scholarships are a gift to LMU by Basil P. Caloyeras in memory of his father, Peter, and are awarded based on academic excellence and financial need.

The Stanley Chan Award

Given to the outstanding graduate of the Political Science Department who demonstrates superior academic achievement, outstanding service to the University, and commitment to Judeo-Christian values.

The CRC Press First-Year Chemistry Award

Given to the outstanding student of two semesters of first-year general chemistry.

The Delta Sigma Pi Professional Fraternity Award

The gift of the local chapter of Delta Sigma Pi to a business student for academic excellence and leadership potential.

The Dockweiler Gold Medal

The gift of Mrs. Henry I. Dockweiler awarded annually to the graduating senior who has achieved general excellence in the field of history and in service to the University.

The Jerome K. Doolan Endowed Engineering Award

The gift of Mr. and Mrs. Jerome K. Doolan, awarded to the graduating senior engineer, who, by reasons of his or her scholarship, participation in student activities, and promise of future success in his chosen profession, shall have been judged deserving of special recognition.

The Financial Executives Medallion Awards

Presented by the Financial Executives Institute, recognizing the top student in the field of finance for the four years of study.

The Finnegan-Reiland Education Award

Named in honor of two former professors of the School of Education, the award recognizes distinction in student teaching, superior scholastic achievement, and service to others.

The St. Genisius Theatre Arts Performance Award

Given to a graduating senior who has demonstrated outstanding achievement in theatre arts performance exemplifying the University ideals of faith, action, and the education of the whole person.

The Barbara and Hugh Gray Award for Greek Studies

Presented by the Basil P. Caloyeras Center for Modern Greek Studies to the author of the best paper on Modern Greek Studies.

The Jack Haley, Jr., Film Award

Originally created by Jack Haley, Sr., and now supported by a grant from Jack Haley, Jr. Designed to foster and encourage excellence in student film production.

The Carl G. Kadner Award

Presented to the graduating senior who has achieved academic excellence, exhibited strong leadership, and provided dedicated service to the Biology Department.

The Jerome J. Korth Award

Presented to the graduating senior in the Frank R. Seaver College of Science and Engineering with the highest grade point average in the University's core curriculum.

The Marketing Student Award

Presented by the Loyola Marymount Collegiate Chapter of the American Marketing Association to the senior with outstanding participation, academic achievement, and career potential in marketing.

Dr. Thomas D. Pitts Award

A gift of the alumni, honoring Dr. Thomas D. Pitts, Professor of Biology from 1948-1974, to a graduating senior in the Department of Biology who has shown a growth to academic excellence and provided service to the University.

The Alan Seydoux Memorial Award

Given to a graduating senior who has achieved excellence in the area of field or marine biology and who has provided service to the University.

The Richard Trame, S.J., Music Award

Presented to the outstanding senior woman and man graduating from the Department of Music for outstanding musical, academic, and professional development and contribution.

The Mary Tsassis Award in European History

Presented by the Basil P. Caloyeras Center for Modern Greek Studies to the graduating senior who has demonstrated excellence in European history.

The Wall Street Journal Student Achievement Awards

The gift of Dow Jones & Company, publishers of the *Wall Street Journal*, to be given to the senior who ranks highest in finance and in economics.

Special Awards**The AFROTC Award**

The gift of the President of Loyola Marymount University to the graduating senior in the Air Force ROTC who exemplifies the high ideals of the University through leadership and service to AFROTC, the school, and the community.

Eugene Escallier Foreign Study Scholarship Award

An endowed gift of Lucien Escallier to a full-time junior or senior student for educational enrichment through travel and foreign study within the area where western culture was born.

Rev. James N. Loughran, S.J., Award for Community Service

Presented to the outstanding graduating senior in good academic standing who, through his/her leadership, activities, and involvement with the community beyond the campus and throughout his or her years at Loyola Marymount University, has improved relations between the community and the University and has created a positive view of Loyola Marymount University. The recipient has exemplified Jesuit and Marymount ideals of hard work and generosity, has had a significant impact in off-campus service, and has given promise of selfless and effective leadership in the years ahead.

Sr. Raymunde McKay, R.S.H.M., Service and Leadership Award for Seniors

Presented to ten graduating seniors in good academic standing who, during their years at Loyola Marymount, have excelled as leaders and servants. The recipients of the McKay Award have: been instrumental in initiating change; taken on leadership roles that have motivated their peers to challenge themselves and others; enriched the quality of University life by building school spirit and by creating a positive and respectful community; and given selflessly of their time and energy in an attempt to make the world—that of the University, local community, and nation—a better place.

University Honors Program

All University Colleges

Director

Rae Linda Brown

Objectives

The University Honors core curriculum is an intensive undergraduate experience beginning with four inter-disciplinary courses in the humanities and sciences with an individualized sequence in writing, critical thinking, and cultural studies. A second-year sequence in historiography, theology, and natural philosophy prepares the Honors student for the third-year seminars in ethics, interdisciplinary studies, and thesis preparation. The fourth year results in the publication of the capstone thesis project: the culmination of independent research under the individual guidance of a professor and the participation in the Senior Thesis Forum.

University Honors students must maintain an average GPA of 3.50 and display proficiency in a foreign language. Successful completion of the University Honors Program is announced at the annual commencement ceremonies and noted on the student's permanent transcript. This recognition is of lasting personal, professional, and academic value.

The University Honors Program is open to incoming and current first year students. More is expected of students in the Honors Program; not everyone is qualified to join. We are interested in: a sense of academic adventure, highly motivated individuals, rigorous educational experience, social awareness, personal responsibility, interesting personal background, a first-rate cumulative GPA (4.0 scale), highly competitive test scores (SAT and/or ACT), the constant pursuit of excellence. Interested students should complete an application; schedule an interview with the Director or member of the Honors Advisory Council; provide a critical writing sample; and submit a letter of reference.

Each year the University Honors Program carefully selects a limited number of incoming students to join the Program. Application materials are available at <http://www.lmu.edu/honors>.



Program Requirements

Year One

HNRS 100: Writing Tutorial
 HNRS 101: American Persona
 HNRS 105: Wealth of Nations
 HNRS 115: On the Sublime
 HNRS 120: On Human Dignity
 HNRS 130: Society and Its Discontents
 HNRS 140: On Motion and Mechanics

Year Two

HNRS 215: Imago Dei
 HNRS 220: Republic to Prince
 HNRS 230: Age of Leviathan
 HNRS 240: On the Nature of Things

Year Three

HNRS 330: Beyond Good and Evil
 HNRS 398: Interdisciplinary Seminar
 HNRS 495: Thesis Seminar I

Year Four

HNRS 496: Thesis Seminar II
 HNRS 497: Honors Thesis

Foreign Language Requirement
 Proficiency to the 203 (intermediate) level

Additional core chosen from University offerings
 Theological Studies, 300-level

Contact the University Honors Program for AP and IB credit information. Students pursuing a Bachelor of Science degree or a Bachelor of Arts degree in mathematics are exempt from taking HNRS 140. In addition, Engineering majors take either HNRS 220 or HNRS 230 and are exempt from HNRS 105.

Course Descriptions

HNRS 100 Writing Tutorial 1 Semester Hour

An individual tutorial which guides students in the writing of clear, logical, and cogent essays, with an emphasis on close and accurate readings of the texts from HNRS 115.

Concurrent enrollment in HNRS 115.

HNRS 101 American Persona 3 Semester Hours

A writing intensive course based on readings reflecting the political, social, and literary diversity of the cultures in which we live.

HNRS 105 Wealth of Nations 3 Semester Hours

An in-depth treatment of social science theory and policy, including analysis of individual decision making, markets, the national economy, and the government.

HNRS 115**On the Sublime***3 Semester Hours*

A "Great Ideas" series that establishes the overarching themes of the intellectual tradition commonly called the humanities: literature, philosophy, history, theology, political science, psychology, and economics. The course also serves as the foundation of Honors interdisciplinary studies.

HNRS 120**On Human Dignity***3 Semester Hours*

An examination of what it means to be human as reflected in and fashioned by significant philosophical works, both classical and contemporary.

HNRS 130**Society and Its Discontents***3 Semester Hours*

A discussion of culture and ideology from the perspective of various 19th and 20th century critical thinkers and political theorists.

HNRS 140**On Motion and Mechanics***3 Semester Hours*

An experiential course employing the use of scientific and engineering methods to study the environment around us and solve technical problems.

HNRS 215**Imago Dei***3 Semester Hours*

An exploration of the historical, social, and theological images of creation and the divine.

HNRS 220**Republic to Prince***3 Semester Hours*

A study of history and the construction of civilizations from the ancient to early modern periods.

HNRS 230**Age of Leviathan***3 Semester Hours*

An historical presentation of the major concepts, ideologies, and movements which have dominated the path to contemporary globalization.

HNRS 240**On the Nature of Things***3 Semester Hours*

An examination of the history, philosophy, and nature of scientific discovery, theory, and practice.

HNRS 330**Beyond Good and Evil***3 Semester Hours*

A critique of moral problems through the study of ethics, considering select issues in social justice, science and technology, business and society, medicine and bioethics, or media and responsibility.

HNRS 398**Special Studies: Interdisciplinary Seminar***1-3 Semester Hours*

An in-depth, interdisciplinary analysis of a particular theme, problem, or period. Coursework often involves the student with faculty writing and research, resulting in co-authoring and publication opportunities.

HNRS 490**Honors Teaching Assistant***1-2 Semester Hours*

Guided teaching of HNRS 100 where the TA leads individual writing tutorials, peer-editing groups, discussions of "The Book," and the step-by-step process for the HNRS 115 research paper.

May be repeated for credit.

Requires Junior- or Senior-level Honors status and consent of Honors Director and HNRS 115 professor.

HNRS 495**Thesis Seminar I***1-2 Semester Hours*

The proposal and preliminaries of the Honors Thesis.

HNRS 496**Thesis Seminar II***1-2 Semester Hours*

The research, draft, and oral presentation of Thesis progress.

HNRS 497**Honors Thesis***1-2 Semester Hours*

The publication and submission of the Honors Thesis.

HNRS 498**Special Studies: Directed Research***1-3 Semester Hours***HNRS 499****Independent Studies***1-3 Semester Hours*

Bellarmino College of Liberal Arts

Administration

Dean: Michael E. Engh, S.J.
Associate Deans: Jennifer Abe, John R. Popiden,
Curtiss Takada Rooks

Mission of the College

The Bellarmine College of Liberal Arts (BCLA) 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. Its courses, therefore, are at the heart of the University's core curriculum for all undergraduates.

BCLA Student Learning Outcomes

By virtue of their liberal arts courses, LMU students should understand:

- The various ways in which knowledge is established and integrated
- The broad outlines of human history and the interconnectedness of the world
- The philosophical and theological dimensions of our intellectual traditions.

By virtue of their liberal arts courses, LMU students should be able to:

- Demonstrate written and oral competencies
- Synthesize and apply knowledge to solve problems, personal and social
- Interact cross-culturally and pursue justice, locally and globally.

By virtue of their liberal arts courses, LMU students should value:

- The life of the mind, enhanced self-awareness and social awareness
- Critical reflection that leads to thoughtful action
- Diversity, responsibility, justice, and globally sound human practice.

Similarly, BCLA students attain the learning outcomes of their majors and minors, found in the following program descriptions.



Organization of the College

The College offers undergraduate majors and/or minors in the following fields of learning:

African American Studies	AFAM
Archaeology	ARCH
Asian Pacific American Studies.....	APAM
Asian and Pacific Studies	ASPA
Catholic Studies.....	CATH
Chicano/a Studies.....	CHST
Classical Civilizations.....	CLCV
Classics	CLAS
Economics.....	ECON
English.....	ENGL
Ethics.....	ETHC
European Studies.....	EURO
French.....	FREN
German	GRMN
Greek.....	GREK
History	HIST
Humanities.....	HMNT
Individualized Studies	ISLA
Italian.....	ITAL
Irish Studies	IRST

Jewish Studies.....	JWST
Latin.....	LATN
Liberal Studies (Elementary Education)	LBST
Modern Greek Studies.....	MDGK
Peace Studies.....	PCST
Philosophy.....	PHIL
Political Science	POLS
Psychology	PSYC
Sociology	SOCL
Spanish.....	SPAN
Theological Studies.....	THST
Urban Studies.....	URBN
Women's Studies	WNST

Graduate programs are also offered in Bioethics, English, Philosophy, and Theological Studies.

Application of General University Requirements

The University requirements for admission, graduation, and all general rules and regulations of the University as set forth in this Bulletin are applicable to and binding upon all students enrolled in the Bellarmine College of Liberal Arts.

Degree Requirements for a Baccalaureate Degree in the Bellarmine College of Liberal Arts

The degree program has three components: core, major, and electives. The core curriculum, which is taken throughout the four-year program, provides educational breadth and embodies Loyola Marymount's educational mission and vision. The major provides a field of concentration that develops a depth of understanding in the humanities or social sciences. Finally, up to one-third of the program is made up of electives. This provides the opportunity for exploring fields of study complementary to the major or for developing expertise in a second major or minor.

Total Program

120 semester hours are required for graduation with the following distribution: a) at least 45 semester hours of upper division, and b) a maximum of 30 upper division semester hours in any one department will be accepted toward graduation requirements.

No more than 9 semester hours in any of the following programs will be accepted toward degree requirements: ART, DANC (studio technique/performance), MUSC (applied music, studio, or performance), THEA (technical or performance).

Liberal Arts students with a double major or minor in one of the above departments are allowed to exceed the 9 semester hour limit in order to complete their programs. Only those units that are applicable to the double major or minor will be accepted toward graduation requirements.

Enrollment by degree-seeking students at another institution at the same time they are enrolled at LMU is not permitted.

The Bellarmine College of Liberal Arts accepts a maximum of two semester hours of physical education only upon entrance for a new transfer student. Other physical education hours do not count toward degree requirements.

A maximum of 10 semester hours of Aerospace credit will be accepted. This credit is limited to:

- AERO 100: 1 semester hour
- AERO 101: 1 semester hour
- AERO 200: 1 semester hour
- AERO 201: 1 semester hour
- AERO 300/400: 3 semester hours
- AERO 301/401: 3 semester hours

Students should consult the Dean's Office for specific policies applicable to the Bellarmine College of Liberal Arts.

Core Curriculum for the Baccalaureate Degree in the Bellarmine College of Liberal Arts

(Majors in Liberal Studies (LBST), see Liberal Studies section in this Bulletin.)

American Cultures

3 Semester Hours

Course Selection:

First- and second-year students choose from any lower division course listed or cross-listed as AMCS. Third- and fourth-year students choose from any upper division course listed or cross-listed as AMCS. A single course will generally not fulfill two core requirements. The only exception is a course that satisfies another core requirement which is also cross-listed as AMCS.

College Writing

3 Semester Hours

Course Selection:

ENGL 110 will fulfill the college writing requirement. ENGL 100 will not fulfill the college writing requirement but is required of certain students based on their performance in the essay written in all ENGL 110 sections during the first week of classes. A minimum grade of C (2.0) is required in ENGL 110. All students who receive a grade of C- (1.7) or lower must retake ENGL 110 as soon as possible.

Choose: ENGL 110.

Communication or Critical Thinking

3 Semester Hours

Course Selection:

Communication: Choose from CMST 100, 110, 130, or 140

or

Critical Thinking: Choose from CMST 206 or PHIL 220.

Critical and Creative Arts

6 Semester Hours

Course Selection:

This requirement is satisfied by taking one course from Critical Arts and one course from Creative Arts.

Critical Arts: Choose from ANIM 100; ARHS 200, 201, 202, 321, 340, 345; DANC 281, 381; FTVS 210, 314, 315; MUSC 102, 104, 303, 365; THEA 240, 245, 331, 336, 341, 346, 347, 348, 349, 430.

Creative Arts: Choose from ANIM 120; ART 150, 151, 153, 278, 280, 350; DANC 163; ENGL 205, 311 (Prerequisite 202), 312 (Prerequisite 201); MUSC 105, 106, 107; PROD 200; SCWR 220; THEA 110, 400.

History

6 Semester Hours

Course Selection:

This requirement is satisfied by taking one course from Western Civilization and one course from Contemporary Societies.

Western Civilization: Choose from HIST 100 or 101.

Contemporary Societies: Choose from HIST 152, 162, 172, 182, or 192.

Literature

3 Semester Hours

Course Selection:

Prerequisite: Successful completion of college writing requirement.

Choose from CLCV 200, 210, 220, 230; ENGL 130, 140, 150, 170; FNLT 180; THEA 240, 245, 331, 336, 341, 346, 347, 348, 349, or 430. Or choose any upper division literature course in a modern or classical language, e.g., CHIN, FLPN, FREN, GREK, GRMN, ITAL, JAPN, LATN, MDGK, or SPAN.

Mathematics

3 Semester Hours

Course Selection:

Choose MATH 102 or higher. Some majors require a specific mathematics course, which also fulfills this requirement.

Science and Technology

3 Semester Hours

Course Selection:

Choose one lower division course from a department other than Mathematics. Courses numbered 260-279 in each department of the Frank R. Seaver College of Science and Engineering are specifically designed for non-science majors. Choose from BIOL, CHEM, CMSI, ELEC, MECH, NTLN, or PHYS.

Philosophy

6 Semester Hours

Course Selection:

Lower Division:

Choose PHIL 160. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempted from the lower division requirement.

Upper Division:

Choose one PHIL course numbered 320 through 330.

Social Sciences

6 Semester Hours

Course Selection:

1. Select two courses from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105. Courses must be from different departments.
2. Select one course from: AFAM 115, APAM 117, CHST 116, or WNST 100, and one course from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105.
3. Select two courses from the same department. The first is selected from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105. The second course in the same department is selected from upper division courses that the student is qualified to take.

Theological Studies

6 Semester Hours

Course Selection:

Lower Division:

Choose from the 100-level series of THST courses. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempted from the lower division requirement.

Upper Division:

Choose from the 300-level series of THST courses only.

Major Requirements

Students must have a major. Please see the following pages for the requirements for specific programs. Students ordinarily enter the University with a major but may enter undeclared. Undeclared students must declare a major prior to enrolling in classes for their junior year.

Minor Requirements

Students may, if they so desire, dedicate some of their electives in pursuit of a minor. Please see the following pages for the requirements for specific programs.

Recommendations

Students are encouraged to enrich their program of study with courses from the following areas.

Business

Students are encouraged to take a course in the issues of business. Consult the Bulletin listings.

Computer Skills

Students are expected to become proficient in computer skills. Courses or workshops may be taken to help students develop existing skills.

Foreign Language

Students are encouraged to study foreign languages to the intermediate level. LMU offers Chinese, Filipino, French, German, Greek (Modern and Classical), Italian, Japanese, Latin, and Spanish on a regular basis.

International/Global Studies

Students are encouraged to select courses that deal with international and/or global issues. Such courses are offered throughout the University and are available as electives or as options within the core or major. Consult the Bulletin listings.

Internships

Students are encouraged to link academics and career exploration through internships. Internships may be arranged through the Career Development Office. Also, internship courses are offered through various academic departments.

Study Abroad

A semester of international study abroad is also recommended for the junior year. Consult the Study Abroad Office.

Students Interested in Teaching in California Public Schools

Students wishing to teach grades K-5 in California public schools are required to obtain a Multiple Subjects Subject Matter Teaching Credential and demonstrate "subject matter competence" to teach the many subjects commonly taught in elementary school. Subject matter competence must be demonstrated by passing the California Subject Examination for Teachers (CSET). To prepare for this examination, students complete the requirements of the Liberal Studies Bachelor's of Arts degree in the Bellarmine College of Liberal Arts. Students interested in the Liberal Studies degree program should consult a Liberal Studies advisor.

Students wishing to teach in grades 6-12 in California public schools are required to obtain a Single Subject Credential and demonstrate "subject matter competence" to teach a particular subject (e.g., English, Social Studies, Foreign Language, Mathematics, or Science). Subject matter competence can be demonstrated by either passing a national exam or by successfully completing an approved subject matter preparation program in English. Students interested in teaching English at the 6-12 grades levels should consult the English Subject Matter advisor in

the English Department. The Frank R. Seaver College of Science and Engineering offers an approved single subject preparation program in mathematics. Students interested in teaching mathematics should consult an advisor in the Mathematics Department. Subject matter preparation programs in science and French are pending, whereas Spanish and the social sciences have been approved.

A Multiple Subjects Subject Matter or Single Subject Matter teaching credential can be earned concurrently with a Bachelor's degree. Except for Liberal Studies majors, students may declare a minor in Education and begin taking Education courses after completion of 30 semester hours (first semester Sophomore standing). In order to maximize the full potential of taking Education courses with the undergraduate program, students are strongly encouraged to declare the Education minor early in their career. Credential programs are also available in Special Education (K-12) and Bilingual Education (Spanish, K-12). For more information on Education programs, see the School of Education section in this Bulletin.

Secondary Teacher Preparation Programs

For information on these programs, see the Secondary Teacher Preparation Program section in this Bulletin.

African American Studies

Faculty

Chairperson: Joseph Jewell
Associate Professor: Joseph Jewell
Assistant Professor: Dionne Bennett

Objectives

African American Studies is an interdisciplinary department with a worldview grounded in the perspective of Africa and the Diaspora. This worldview forms the basis of our intellectual, theoretical, and methodological approaches. The objective of African American Studies is to understand the forces that impact the lives of people of African descent in America as well as the influences of African descent on America and beyond. The Department's curriculum challenges students to integrate knowledge and analytical skills from disciplines such as sociology, history, literature, political science, philosophy, and economics so that a more holistic understanding emerges.

By examining the lived experiences of Africans in America and throughout the Diaspora from the perspective of various disciplines, students develop a deeper understanding of themselves and their interactions within a diverse society. Thus, African American Studies provides students with an excellent preparation for graduate study, professional schools, social advocacy and activism to promote social justice, and numerous employment opportunities (e.g., law, education, counseling, entertainment, social work, public relations, business, etc.) that require a Bachelor of Arts degree.

African American Studies Student Learning Outcomes

By virtue of exposure to African American Studies courses,

African American Studies students should know:

- The general history of African American people in the U.S. and the Diaspora
- The significance of the concept of an African worldview and its significance to African American-centered scholarship
- How to conduct social science research and to interpret scientific data

- The basic research questions posed by the various disciplines contributing to a better understanding of the African American experience
- The value of embracing the concept of diversity in the modern and complex world in which we live
- The pathways to graduate schools and professional careers provided to a major or minor in African American Studies
- The scope and content of African-centered knowledge systems;

African American Studies students should be able to:

- Effectively employ social science methodologies in the analysis of issues related to African Americans
- Demonstrate written and oral competencies in the analysis of theories and practices
- Identify and utilize appropriate primary data, including census and demographic data
- Apply their understanding of social issues to the development and critical analysis of programs and policies that impact residents in rural and urban areas
- Develop a basic knowledge and appreciation of the Black Aesthetic
- Develop an understanding of the forces that negatively impact the Black family and other institutions in the Black community;

African American Studies students should value:

- The contributions of Black people to America and to world civilization
- The importance of diversity in a complex world
- Critical thinking as an important problem solving skill
- Community service and service learning as meaningful activities
- The dignity of all human cultures.

Major Requirements

Lower Division:

AFAM 115
AFAM 150
AFAM 155

One course in research methods chosen from the following:

AFAM 208
POLS 210
SOCL 109

Upper Division:

24 semester hours in upper division courses must include AFAM 335 (SOCL 335) and AFAM 497. AFAM 335 should be taken in the first semester of the junior or senior year. AFAM 497 should be taken in the senior year. The remaining 18 hours are to be chosen from the five focus areas in which the upper division courses in African American Studies are grouped: I) Sociology, II) History, III) Literature/English, IV) Economics and Urban Studies, V) Senior Seminar. An average grade of C (2.0) must be obtained in courses included in the major.

I. Sociology

AFAM 301 Black Family Life
AFAM 334 Race and Ethnic Relations*
AFAM 335 Sociology of the Black Community
AFAM 435 Sex, Race, and Violence
AFAM 485 African American Social Thought*

II. History

AFAM 390 African Kingdom*
AFAM 392 Colonial Africa 1860-1960*
AFAM 490 The Nile Quest*
AFAM 491 South Africa*
AFAM 590 Seminar in African History*

III. Literature/English

AFAM 337 Black Arts Movements
AFAM 395 Black Drama
AFAM 396 Survey of African Amer. Literature

IV. Economics and Urban Studies

AFAM 326 Econ. Dev. Minority Communities*
AFAM 365 Metropolitan L.A.*

V. Senior Seminar

AFAM 497 Senior Seminar

* cross-listed courses

Minor Requirements

18 semester hours, including AFAM 115, 150 or 155, and 335 and nine (9) semester hours in upper division courses. An average grade of C (2.0) must be obtained in the courses included in the minor.

African American Studies Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as AFAM major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

Fall Semester		S.H.
AFAM 115	Intro to AFAM.....	3
AMCS ____	University Core.....	3
ENGL 110	College Writing.....	3
HIST ____	University Core.....	3
<i>or</i>		
PHIL 160	Phil. of Human Nature	(3)
<i>or</i>		
THST ____	University Core.....	(3)
MATH ____	University Core.....	3
		15
Spring Semester		S.H.
AFAM 155	African American History	3
HIST ____	University Core.....	3
<i>or</i>		
PHIL 160	Phil. of Human Nature	(3)
<i>or</i>		
THST ____	University Core.....	(3)
____ ____	Critical/Creative Arts Core...3	
____ ____	Literature Core	3
____ ____	Social Science Core.....	3
		15

Sophomore Year

Fall Semester		S.H.
AFAM 150	Black Cultural Arts.....	3
HIST ____	University Core.....	3
<i>or</i>		
PHIL 160	Phil. of Human Nature	(3)
<i>or</i>		
THST ____	University Core.....	(3)
____ ____	CMST/Crit Thinking Core.....	3
____ ____	Social Science Core.....	3
____ ____	Elective.....	3
		15
Spring Semester		S.H.
AFAM 208	Social Research Methods.....	3
<i>or</i>		
POLS 210	Empirical Approaches.....	(3)
<i>or</i>		
SOCL 109	Social Research Methods.....	(3)
HIST ____	University Core.....	3
<i>or</i>		
PHIL 160	Phil. of Human Nature	(3)
<i>or</i>		
THST ____	University Core.....	(3)
____ ____	Critical/Creative Arts Core...3	
____ ____	Science Core.....	3
____ ____	Elective.....	3
		15
Junior Year		S.H.
Fall Semester		S.H.
AFAM 335	Socl of the Black Comm.....	3
AFAM ____	AFAM Upper Division.....	3
THST ____	THST 3xx.....	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
		15
Spring Semester		S.H.
AFAM ____	AFAM Upper Division.....	3
AFAM ____	AFAM Upper Division.....	3
PHIL ____	PHIL 320-330.....	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
		15

Senior Year

Fall Semester		S.H.
AFAM ____	AFAM Upper Division.....	3
AFAM ____	AFAM Upper Division.....	3
____ ____	Upper Division Elective	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
		15
Spring Semester		S.H.
AFAM 497	Senior Seminar.....	3
AFAM ____	AFAM Upper Division.....	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
____ ____	Elective.....	3
		15

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Course Descriptions

AFAM 115

Introduction to African American Studies

3 Semester Hours

An introductory course designed to give an overview of African American Studies in order to familiarize the student with the history, culture, aspirations, and contemporary issues of the African American experience.

AFAM 150

Black Cultural Arts

3 Semester Hours

A study of Black American art forms, such as music, dance, theatre, film, television, painting, sculpture, and literature, as they have developed in the African Diaspora from slavery to the modern age.

AFAM 155

African American History

3 Semester Hours

An analysis of the historical forces which shaped the African American experience in America from past to present.

AFAM 198

Special Studies

1-3 Semester Hours

AFAM 199

Independent Studies

1-3 Semester Hours

AFAM 208**Social Research Methods**

3 Semester Hours

An introduction to scientific inquiry and research methods in the social sciences with special emphasis on African Americans.

AFAM 298**Special Studies**

1-3 Semester Hours

AFAM 299**Independent Studies**

1-3 Semester Hours

AFAM 301**Black Identities, Families, and Cultures**

3 Semester Hours

This course examines relevant issues about life within the Black Family and the impact that these issues have on the identity, community, and culture. Emphasis is placed on myths, gender roles, socialization, parenting styles, and male/female relationships. The course gives students an opportunity to select an aspect of Black life and do an in-depth critical analysis of it with a focus on the current research, competing views, and implications for the future.

AFAM 335**Sociology of the Black Community**

3 Semester Hours

A survey of the effects of long-standing discrimination and deprivation upon family structure, occupational patterns, health and educational conditions, motivation, and personal as well as group identity. An analysis of the Black power concept and its influence upon the growing community control of the ghetto.

AFAM 337**Black Arts Movement**

3 Semester Hours

A survey of the critical, fictional, poetic, and dramatic writings of Black Americans in the 1920s-1930s and the 1960s-1970s.

AFAM 395**Black Drama**

3 Semester Hours

A survey of dramatic literature written by African American playwrights from the 19th century to the current day. Representative playwrights include Garland Anderson, Theodore Ward, Langston Hughes, James Baldwin, Lorraine Hansberry, Charles Gordone, Charles Fuller, Ntozake Shange, and August Wilson. Students will have opportunities to attend live performances of African American drama in L.A. communities and to stage readings of selected works.

AFAM 396**Survey of African American Literature**

3 Semester Hours

A study of the major themes in selected works of African American literature; examination of their social, historical, cultural, and contemporary significance.

AFAM 397**Hip Hop Culture**

3 Semester Hours

This course will explore how and how hip hop has become a global phenomenon, examining themes within hip hop culture with a primary focus on race, gender, class, sexuality, and youth politics of hip hop.

AFAM 398**Special Studies**

1-3 Semester Hours

AFAM 399**Independent Studies**

1-3 Semester Hours

AFAM 435**Sex, Race, and Violence**

3 Semester Hours

This course examines the issues of sex, race, and violence and their implications for the individual, the family, and the community. Emphasis is placed on the role of socialization and the myths that impact societal attitudes about sex and violence. Students have an opportunity to identify and to explore factors that influence the manifestation of physical violence (including dating violence, child abuse, and domestic violence) and sexual violence (including date rape, stranger rape, and marital rape) across the dimensions of race, ethnicity, and gender.

AFAM 485**African American Social Thought**

3 Semester Hours

A survey of the development of African American social thought with special emphasis upon current philosophies which have influenced contemporary African American social movements.

AFAM 497**Senior Seminar**

3 Semester Hours

Designed as a capstone experience for African American Studies majors and minors. In the seminar format, students will be challenged to integrate knowledge, skills gained in course work, and life experiences into a meaningful project that meets the challenge of academic excellence and social responsibility.

Prerequisite: Senior standing.

AFAM 498**Special Studies**

1-3 Semester Hours

AFAM 499**Independent Studies**

1-3 Semester Hours

Cross-listed Courses**AFAM 326****Economic Development of the Minority Communities**

(See ECON 371)

AFAM 334**Race and Ethnic Relations**

(See SOCL 334)

AFAM 338**Civil Rights Movements**

(See POLS 338)

AFAM 339**Racial and Ethnic Politics**

(See POLS 337)

AFAM 365**Metropolitan Los Angeles**

(See URBN 365)

AFAM 390**African Kingdoms**

(See HIST 390)

AFAM 392**Colonial Africa: 1860-1960**

(See HIST 392)

AFAM 490**The Quest for the Nile's Source**

(See HIST 490)

AFAM 491**South Africa**

(See HIST 491)

AFAM 590**Seminar in African History**

(See HIST 590)

American Cultures Studies

Coordinator

Edward Park

Mission of American Cultures Studies

Courses in American Cultures Studies will enhance students' familiarity with and appreciation of several of the diverse cultural groups that comprise the multi-ethnic society of the United States. The in-depth, comparative, and interdisciplinary study of the cultures, behaviors, experiences, and inter-group relations of the following groups—African American, Asian/Pacific Islander American, Chicano/Latino American, Euro-American, and Native American—will provide students with competencies and sensibilities that will enable them to contribute to and thrive in a culturally diverse world. (It is understood that the above categories do not include the entirety of peoples comprising the United States of America. Moreover, it is recognized that a rich variety of cultures is also represented within these broad groups.)

Students will strengthen their knowledge and awareness of various ethnic or cultural groups. They will also develop analytical responses to various forms of cultural expression. This approach asks students to challenge the boundaries of ethnicity, culture, and academic discipline. In so doing, students improve their intergroup communication skills and become better able to see, appreciate, and respect the perspectives of others—factors that are essential to the creation of a more understanding and just society.

Goals of American Cultures Studies

Courses in American Cultures Studies are designed to:

- Provide strategies and competencies necessary to thrive in and contribute to a multiethnic and inter-cultural environment.
- Link theory and practice in the Jesuit-Marymount tradition.

American Cultures Studies Student Learning Outcomes

Students who have completed an AMCS course will:

- Know the histories, cultures, and politics of major ethno-racial groups in American society
- Know the role of race and ethnicity in shaping the American experience.

Students who have completed an AMCS course will be able to:

- Become more informed and effective participants in a culturally diverse world
- Evaluate the multiracial and multi-ethnic dimension of American life.

Students who have completed an AMCS course will value:

- Historical and contemporary efforts to build a more just and inclusive America
- Commitment to social justice and inter-culturalism.

All courses in this curriculum satisfy the AMCS component of the student's core requirement. Some of the courses are also cross-listed in other disciplines.

Course Descriptions

AMCS 100
Introduction to American Cultures
3 Semester Hours

Lower division introductory courses in American Cultures Studies explore the meaning and dynamics of such issues as race, ethnicity, gender, class, sexuality, and other factors that define members of our society. These issues are explored from the vantage point of at least three ethno-cultural groups. Courses may be taught from myriad disciplinary perspectives and emphasize the development of basic skills for understanding and interacting in today's multicultural society.

Not repeatable for credit.

Freshman and Sophomore students only.

AMCS 105
History of Ethnic America
3 Semester Hours

A historical and comparative approach to the study of America's racial and ethnic diversity.

Freshman and Sophomore students only.

AMCS 110
Race in Contemporary American Society

3 Semester Hours

A critical examination of the role of race and ethnicity in contemporary American society.

Freshman and Sophomore students only.

AMCS 115
Race and Representations

3 Semester Hours

A comparative examination of race and ethnicity in American literary and cultural representations.

Freshman and Sophomore students only.

AMCS 161
Young America, 1607-1900
(See HIST 161)

AMCS 198
Special Studies

1-3 Semester Hours

Freshman and Sophomore students only.

AMCS 199
Independent Studies

1-3 Semester Hours

AMCS 298
Special Studies

1-3 Semester Hours

Freshman and Sophomore students only.

AMCS 299
Independent Studies

1-3 Semester Hours

AMCS 300
Advanced Survey of American Cultures

3 Semester Hours

Upper division courses in American Cultures Studies explore the meaning and dynamics of race, ethnicity, class, sexuality, and other factors that define members of our society. These issues are explored from the vantage point of at least three ethno-cultural groups. Courses may be taught from myriad disciplinary perspectives and emphasize the development of basic skills for understanding and interacting in today's multicultural society.

Not repeatable for credit.

Junior and Senior students only.

AMCS 346
Children's Literature
(See ENGL 346)

AMCS 350

Immigration and Los Angeles

3 Semester Hours

An interdisciplinary and comparative examination of the historical role of immigration and migration in shaping the Los Angeles region as well as the social, political, economic, and cultural impact of immigration in contemporary Los Angeles.

AMCS 366

History of California

(See HIST 366)

AMCS 398

Special Studies

1-3 Semester Hours

Junior and Senior students only.

AMCS 399

Independent Studies

1-3 Semester Hours

Asian and Pacific Studies

Director

Robin Wang

Objectives

Asian and Pacific Studies, an interdisciplinary area studies program, provides a general background to the traditions and cultures of Asia and the Pacific as well as an understanding of contemporary issues relating to that region. Furthermore, given the present shift of interest to the Pacific region, it aims to deepen the student's knowledge of Asia and the Pacific or of a country/area through a concentrated study in one academic discipline. This academic program, therefore, is intended to develop the student's personal interest in Asian and Pacific affairs and to prepare her or him for Asia-related career opportunities. All students are encouraged to spend some time in Asia through the various programs available to them.

Asian and Pacific Studies Student Learning Outcomes

- Students will come to understand the culture of the Asia Pacific region and its contributions to human civilization, with special attention to distinctively Asian culture and spiritual traditions that originated in this region
- Students will enhance their competencies by doing original research on topics of concern in the Asia Pacific region, and communicate their findings in both written and oral presentations. Students will also acquire a basic knowledge and skill in an Asian language
- Students will have the opportunity to develop self-awareness by exploring interactively the relationships between their own cultures and those of the Asian Pacific region.

Major Requirements

Lower Division Requirements (18 semester hours) including:

ASPA 201 Asian Civilizations
HIST 182 Modern Asia

Language Requirement:

Study of an Asian language (competence expected is the equivalent of a two-year study, i.e., 12 semester hours). Native speakers of an Asian language may be exempted from the language requirement but will be strongly encouraged to study another language. At LMU, course credit may be obtained for CHIN 101, 102, 203, 204; CLCV 201, 202 (Sanskrit); FLPN 101, 102, 203, 204; JAPN 101, 102, 203, 204. At UCLA, credit may be obtained through the SOCCIS program for Arabic, Korean, and Mongolian.

Upper Division Requirements (24 semester hours):

ASPA 301, 305, 500.

Choose the additional fifteen upper-division semester hours from ASPA courses or, in consultation with the Director, from courses with substantial content focused on Asia and the Pacific region in other disciplines, including art, business, economics, history, philosophy, political science, and theological studies.

Minor Requirements

18 semester hours

HIST 182, one semester of Asian language, plus 12 upper-division semester hours in ASPA including ASPA 500. In consultation with the Director, the student may choose one course in another college or school, provided it has substantial content focused on Asia and the Pacific region.

Asian and Pacific Studies Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as ASPA major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

Fall Semester		S.H.
HIST 182	Modern Asia	3
_____	Asian Language.....	3
AMCS _____	University Core.....	3
ENGL 110	College Writing.....	3
MATH _____	University Core.....	3

		15

Spring Semester		S.H.
HIST 100	Found. West. Civ. to 1500	3
<i>or</i>		
HIST 101	Western Traditions	(3)
_____	Critical/Creative Arts Core ...	3
_____	Literature Core	3
_____	Social Science Core.....	3
_____	Asian Language.....	3

		15

Sophomore Year

Fall Semester		S.H.
ASPA 201	Asian Civilizations	3
PHIL 160	Phil. of Human Nature	3
<i>or</i>		
THST _____	University Core.....	(3)
_____	CMST/Crit Thinking Core.....	3
_____	Social Science Core.....	3
_____	Asian Language.....	3

		15

Spring Semester		S.H.
_____	Asian Language.....	3
PHIL 160	Phil. of Human Nature	3
<i>or</i>		
THST _____	University Core.....	(3)
_____	Critical/Creative Arts Core ...	3
_____	Science Core.....	3
_____	Elective.....	3

		15

Junior Year

<i>Fall Semester</i>		S.H.
ASPA 305	Econ/Pol Issues in Asia	3
ASPA ___	ASPA Upper Division	3
PHIL ___	PHIL 320-330	3
	<i>or</i>	
THST ___	THST 3xx..... (3)	
___	Upper Division Elective	3
___	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
ASPA 301	Geography of Asia/Pacific	3
ASPA ___	ASPA Upper Division	3
PHIL ___	PHIL 320-330	3
	<i>or</i>	
THST ___	THST 3xx..... (3)	
___	Upper Division Elective	3
___	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
ASPA ___	ASPA Upper Division	3
ASPA ___	ASPA Upper Division	3
___	Upper Division Elective	3
___	Upper Division Elective	3
___	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
ASPA 500	Senior Integrating Seminar.....	3
ASPA ___	ASPA Upper Division	3
___	Upper Division Elective	3
___	Elective.....	3
___	Elective.....	3
		15

Students may take no more than ten upper division courses in any one department, except for Philosophy, in which the maximum is thirteen.

Course Descriptions

**ASPA 201
Asian Civilizations**
3 Semester Hours

A study of Asian civilizations through history, literature, art, philosophy, and film. Topics to be covered will emphasize the intellectual, cultural, social, and political factors which shaped the civilizations of Asia and the Pacific.

**ASPA 298
Special Studies**
1-3 Semester Hours

**ASPA 299
Independent Studies**
1-3 Semester Hours

**ASPA 301
Geography of Asia and the Pacific**
3 Semester Hours

An introductory geography class in which basic geography concepts and the relationship between humans and nature are presented in the context of East and Southeast Asia. Emphasis will be placed on the study of resource base and the impact of the economy upon settlement, agriculture, transportation, and industrial growth in Asian countries and regions.

**ASPA 304
Politics of Asia**
3 Semester Hours

This course deals with the politics of East Asia, emphasizing China, South Korea, and Japan. In particular, the concept of democratization is examined by looking at the political institutions, history, culture, ideologies, and economies of these countries.

**ASPA 305
Economic and Political Issues in Contemporary Asia**
3 Semester Hours

This course covers various issues that contemporary Asia, the most politically, economically, and socially dynamic region in the world today, is facing. Some of the issues to be dealt with are: economic uncertainties in Asian nations, population, human rights, reunification, and others.

**ASPA 386
Introduction to Asian Literature**
3 Semester Hours

An introductory course in Asian literature from China, Japan, and India. Various literary genres such as poetry, fiction, diary, biographies, and drama and their relation to the Asian literary tradition will be examined.

**ASPA 398
Special Studies**
1-3 Semester Hours

**ASPA 399
Independent Studies**
1-3 Semester Hours

**ASPA 486
Topics in Asian Literature**
3 Semester Hours

The subject matter of this course will vary from semester to semester.

**ASPA 487
Asian Mythology**
3 Semester Hours

This class will examine mythology and folktales from various Asian traditions: China, Japan, Korea, and India. The reading materials will be examined through psychological, philosophical, and cultural approaches. The topics for discussion include creation myths, heaven and hell, the mythic hero, metamorphosis, and immortality.

**ASPA 488
Modern Asian Fiction**
3 Semester Hours

This course examines twentieth-century Chinese and Japanese fiction through the study of novels, short stories, novellas, biographies, diaries, and film. The class will also study major literary trends and movements.

**ASPA 489
Women in Asian Literature**
3 Semester Hours

This course is a cross-cultural study of Asian women through the analysis of literary works including drama, fiction, and diaries in both classical and modern literature in China, Japan, Korea, and India. The class will examine patterns of sexism, women as literary subjects and personae, as well as images of women in various sociosexual roles.

**ASPA 490
Asian Women Writers**
3 Semester Hours

This is a cross-cultural study of Asian women writers through the readings of poetry, short stories, autobiographies, diaries, and novels. Most readings are derived from contemporary female writers from China, Japan, Korea, Hong Kong, Taiwan, and the United States.

**ASPA 498
Special Studies**
1-3 Semester Hours

**ASPA 499
Independent Studies**
1-3 Semester Hours

ASPA 500**Senior Integrating Seminar***3 Semester Hours*

This requirement enables the students to integrate their work in Asian and Pacific Studies. The actual content of the course will depend on the student's chosen focus. Students write a senior thesis under the guidance of a faculty member. The thesis, while focused on a particular topic, is intended to be interdisciplinary.

Credit is contingent upon substantial work on Asia and/or the Pacific. Check for course prerequisites or requirements.

Additionally, courses in BLAW, ECON, FNCE, MGMT, MRKT, and POLS with an international focus and courses in DANC, ENGL, and MUSC with a world focus and that have substantial work on Asia and/or the Pacific may fulfill upper division hours in the major or minor. Please consult with the Director.

In all cases, check for course prerequisites or requirements.

Upper Division Electives**Bellarmino College of Liberal Arts:**

APAM 371	Asian American Literature
APAM 417	Contemporary Issues of Asian Pacific Americans
APAM 427	Asian American Psychology
HIST 482	Imperial China
HIST 483	Modern China
HIST 484	Age of Samurai
HIST 485	Twentieth-Century Japan
HIST 580	Seminar in Asian History
PHIL 364	Asian Philosophy
PHIL 365	Chinese Philosophy
POLS 355	Politics of Asia
SOCL 375	Hawaii and the Pacific Islands
THST 382	Religions of India
THST 384	Religions of East Asia
THST 385	Buddhism
THST 480	Topics in Comparative Theology

College of Communication and Fine Arts:

ARHS 320	The Arts of Islam
ARHS 321	Arts of Asia: Zen
ARHS 420	Arts of Early India
ARHS 421	Arts of Later India
ARHS 425	Arts of China
ARHS 428	Arts of Japan
DANC 371	Martial Arts (2 semester hours)
DANC 372	Martial Arts in China (2 semester hours)
DANC 374	Yoga (2 semester hours)
MUSC 403	Music of Indonesia
MUSC 404	Music of India
MUSC 454	World Music: Small Ensemble
MUSC 455	World Music: Large Ensemble
THEA 348	Asian Spirit in Drama

College of Business Administration:

FNCE 442	Multinationals and the Third World
INBA 340	Intro. to International Business
TOUR 381	Travel and Tourism Internship
TOUR 382	Marketing Travel and Tourism

Asian Pacific American Studies

Director

Edward Park

Faculty

Associate Professor: Edward Park

Assistant Professor: Curtiss Takada Rooks

Objectives

Asian Pacific American Studies (APAM) is a program that supports Loyola Marymount's commitment to multicultural education. APAM grew out of the Asian Pacific Studies Program (ASPA) in 1992. While ASPA focuses on the traditions and cultures of Asia and the Pacific, APAM is designed to enhance student understanding of the history and contemporary issues that impact the lives of Asian Pacific Americans in the United States. A minor in APAM is available at LMU.

People of all races and ethnicities are encouraged to enroll in APAM courses. Only through a critical understanding of our multicultural society can we begin to "live together, learn together, work together, and forge new ties that bind together."

Asian Pacific American Studies Student Learning Outcomes

- A greater understanding of the historical contributions of Asian Pacific Americans
- A more critical understanding of contemporary issues facing the Asian Pacific American communities
- A deeper appreciation of the ethnic, class, gender, and generation diversity of Asian Pacific Americans
- A greater appreciation of Asian Pacific American cultural, literary, and artistic expressions

APAM Minor Requirements

18 semester hours

APAM 117

APAM 500

APAM Upper Division (12 semester hours required)

Note: Other courses may be approved with the consent of the Director.

Course Descriptions

APAM 117 Introduction to Asian Pacific American Studies

3 Semester Hours

An introductory course which surveys the cultures and histories of the Asian Pacific American in the U.S. Interaction among various Asian Pacific American groups and various issues facing Asian Pacific Americans in the United States will also be discussed.

Fulfills core curriculum requirement for Social Sciences.

APAM 198 Special Studies

1-3 Semester Hours

APAM 199 Independent Studies

1-3 Semester Hours

APAM 298 Special Studies

1-3 Semester Hours

APAM 299 Independent Studies

1-3 Semester Hours

APAM 350 Immigration and Los Angeles

3 Semester Hours

An interdisciplinary and comparative examination of the historical role of immigration and migration in shaping the Los Angeles region as well as the social, political, economic, and cultural impact of immigration in contemporary Los Angeles.

APAM 371 Asian American Literature

3 Semester Hours

A survey of Asian Pacific American writers and their literature, using critical analysis of autobiographies, short stories, novels, poetry, essays, and films.

APAM 398 Special Studies

1-3 Semester Hours

APAM 399 Independent Studies

1-3 Semester Hours

APAM 417 Contemporary Issues of Asian Pacific Americans

3 Semester Hours

Topical studies of timely and pertinent contemporary interest involving Asian Americans in the U.S. Focus will change from year to year.

APAM 427 Asian American Psychology

3 Semester Hours

Coverage of major psychological issues relevant to Asian American personality, identity, and mental health, including acculturation, stereotypes, racial identity, intergenerational conflict, etc.

APAM 435 Asian Pacific American Women's Experience

3 Semester Hours

An interdisciplinary and comparative examination of the histories and experiences of Asian Pacific American women. Topics include social and economic inequality, literary and cultural representation, and political and community activism.

APAM 437 Asian Pacific Americans and the American Law

3 Semester Hours

An examination of constitutional, immigration, and civil rights laws and their impact on the Asian Pacific American experience. Analysis of historical court cases and legislation, including those pertaining to citizenship, exclusion, and World War II internment. Study of contemporary legal issues in Asian Pacific American communities.

APAM 450 Specific Ethnic Focus Seminars

3 Semester Hours

An in-depth examination of the experience of a single Asian American subgroup. Populations covered will vary.

APAM 453 Filipino American Experience

3 Semester Hours

Comprehensive introduction to the Filipino American experience. Historical analysis of U.S. colonialism and the experiences of Filipino Americans as "American Nationals." Review of contemporary issues such as immigration patterns, community formation, and family dynamics. In-depth study of Filipino Americans in Los Angeles and Southern California.

APAM 457**Vietnamese American Experience***3 Semester Hours*

Comprehensive introduction to the Vietnamese American experience. Review of Southeast Asian politics during the Cold War with emphasis on U.S. policies in Vietnam. Review of contemporary issues in the Vietnamese American community including economic integration, political mobilization, and community and family dynamics. In-depth study of the social and cultural life of Vietnamese Americans in Los Angeles and California.

APAM 459**Pacific Islander American Experience***3 Semester Hours*

Comprehensive study of the Pacific Islander American experience, including the history and culture of Pacific Islands, especially Hawaii, and contemporary issues facing the Pacific Islander American communities, particularly in Southern California.

APAM 478**Comparative Study of Asian Pacific American History***3 Semester Hours*

Traces the many-faceted histories of Asian Americans and Pacific Islanders from cross-cultural and transnational perspectives, focusing on interactions and exchanges between Asian Pacific Americans and various ethnic and racial groups.

APAM 498**Special Studies***1-3 Semester Hours*

APAM 499**Independent Studies***1-3 Semester Hours*

APAM 500**Capstone Course***3 Semester Hours*

A mandatory course that provides APAM minors with the opportunity to create an individualized thesis project that draws on knowledge and experiences gained from previous coursework in APAM studies. Specific requirements will be finalized based on research interest.

Prerequisite: Completion of all other APAM requirements.

The Bioethics Institute

Faculty

Chairperson: James J. Walter
 Professor: James J. Walter (O'Malley Chair)
 Assistant Professor: Nicholas Kockler

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.

Contact Information

Chairperson: James J. Walter, Ph.D.
E-mail: jwalter@lmu.edu
Telephone: (310) 258-8621
Office Location: University Hall 4512
Fax: (310) 258-8642
Website: www.lmu.edu/bioethics
Administrative Assistant: MaryAnne Walter
Telephone: (310) 338-4205
E-mail: mwalter@lmu.edu

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 1 for the Fall Semester**
- **October 1 for the Spring Semester**
- **February 1 for the Summer Session**

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

Financial Assistance

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

Degree Requirements

Required Core Courses in Bioethics: 15 semester 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 semester hours

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

Elective Courses: 9 semester 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
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(Students who do not have a sufficient background in clinical medicine/nursing must take this course as one of their electives.)

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

BIOE 600

Methodological Issues in Bioethics

3 Semester Hours

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

BIOE 602

Historical Foundations of Bioethics

3 Semester Hours

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.

BIOE 604

Medical Anthropology and Bioethics

3 Semester Hours

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 will 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).

BIOE 610

Theological Issues in Bioethics

3 Semester Hours

This course will introduce the student to the basic theological concepts, frameworks, and analyses that have been used by both Catholic and Protestant theologians in their discussions of bioethics. After reviewing the various relationships between religion and medicine and the role that theological reflection can play in bioethics, several specific topics will be discussed and analyzed in depth. Topics such as assisted reproductive technologies, abortion, genetic control, care of severely handicapped neonates, death and dying, and the meaning and application of "quality of life" to contemporary issues will be discussed in both lecture and seminar formats.

BIOE 620

Jurisprudence and Healthcare Law

3 Semester Hours

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

BIOE 630

Topics in Bioethics

3 Semester Hours

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

BIOE 633

Social Justice and Bioethics

3 Semester Hours

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).

BIOE 635

Organizational Ethics and Healthcare

3 Semester Hours

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.

BIOE 640**Clinical Bioethics and Religious Traditions***3 Semester Hours*

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.

Offered in the Summer only.

BIOE 650**Introduction to Clinical Medicine***3 Semester Hours*

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

BIOE 660**Ethical Theories in Bioethics***3 Semester Hours*

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.

BIOE 670**Foundations of Theological Ethics***3 Semester Hours*

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.

BIOE 698**Special Studies***1-3 Semester Hours***BIOE 699****Independent Studies***1-3 Semester Hours*

Catholic Studies

Director

José Ignacio Badenes, S.J.

Objectives

Catholic Studies is an academic interdisciplinary minor program designed to expose students to the study of the intellectual, social, cultural, and spiritual expressions of Catholicism. It is grounded in Vatican II's discussion of the Church in the modern world, with its focus on human culture, dignity, and justice. On the one hand, Catholic Studies' interdisciplinary nature mirrors the complex diversity that is Catholicism, as it intersects and interacts with history and culture. On the other hand, its intellectual and academic focus gives it purpose and direction as a program intent on studying, exploring, critiquing, and understanding the relationship between faith and culture. Therefore, it welcomes students and professors from any religious background and/or faith commitment and viewpoints.

Catholic Studies' students pursue such issues as the influence of Catholicism upon the development of philosophy and the arts; the relationship between Catholicism and the history of world civilizations; the intellectual and ethical issues raised by the interactions of theology, science, and modern culture; Catholic social thought and practice; and the theological foundations of Catholicism. In addition, it offers students opportunities to explore the Ignatian tradition that grounds LMU's founding orders, the Society of Jesus and the Religious of the Sacred Heart of Mary. Moreover, it also makes available opportunities for community service and spiritual activities, expressions of the University's commitment to a faith that does justice. Catholic Studies celebrates Catholicism as a living heritage.

Faculty from a number of LMU's departments, schools, and colleges teach courses cross-listed with Catholic Studies.

Catholic Studies Student Learning Outcomes

1. Students minoring in Catholic Studies will be given opportunities to learn about Catholicism as an intellectual, social, spiritual, and cultural tradition within the history of ideas.

2. Students minoring in Catholic Studies will be given opportunities to develop
 - a) their ability to do scholarly work on various topics having to do with Catholicism, ranging from theology and philosophy to the creative and critical arts, the humanities, business, and the social and natural sciences
 - b) their ability to appreciate and evaluate Catholic contributions to and expressions in all fields of learning
 - c) their ability to make connections among the many disciplines focusing on Catholicism
3. Students minoring in Catholic Studies will be encouraged to examine and value the distinctive contribution of Catholicism to world civilization.
4. Students minoring in Catholic Studies will be able to draw on their own experience and insights to further their self-reflection.

CATH Minor Requirements

The Catholic Studies minor program consists of 18 semester hours, with at least 12 being upper division, structured as follows:

- A. Foundational course: CATH/THST 122: Theological Foundations of Catholicism (3 semester hours).
- B. Faith and Culture (3 semester hours upper division): One course that explores Catholicism as an intellectual, social, spiritual, and/or cultural tradition within the history of ideas.
- C. Critical/Creative Arts (3 semester hours upper division): One course that critically explores the interplay between Catholicism and the arts or one course that allows students to explore and express Catholic faith creatively.
- D. Additional CATH (6 semester hours, at least 3 being upper division).
- E. Capstone: CATH 490 Seminar in Catholic Studies (3 semester hours).

A service-learning course with a Catholic focus would replace any one course from the Faith and Culture and Creative/Critical Arts categories.

Course Descriptions

Area 1: Foundations

CATH 122
Theological Foundations of Catholicism
 (See THST 122)

Area 2: Faith and Culture

CATH 310
Guadalupe: Queen of the Americas
 (See CHST 310)

CATH 325
Catholicism: The American Experience
 (See THST 326)

CATH 346
The Latino Experience in the US Church
 (See THST 346)

CATH 390
Body, Desire, and Catholic Spirituality
 3 semester hours

The course explores the relationship between flesh and spirit in light of Catholic spirituality through the history of Western culture, including issues of gender, sexuality, and relationships.

CATH 428
Spanish Philosophy
 (See PHIL 428)

CATH 455
Theology of Liberation
 (See THST 455)

Area 3: Creative/Critical Arts

CATH 381
To Dance Is Human: Dance, Culture, and Society
 (See DANC 381)

CATH 409
Italian Renaissance Art
 (See ARHS 410)

CATH 413
Baroque Art
 (See ARHS 413)

Area 4: Additional Courses

A. Theological Studies

CATH 120
Roots of Catholic Christianity
 (See THST 120)

CATH 302
Prophecy and Social Justice
 (See THST 302)

CATH 305
The Four Gospels
 (See THST 305)

CATH 314**Authority and Resistance in Medieval Europe***(See HIST 314)***CATH 320****History of Christianity I***(See THST 320)***CATH 321****History of Christianity II***(See THST 321)***CATH 332****Friends of God***(See THST 332)***CATH 345****Catholic Church Today and Tomorrow***(See THST 345)***CATH 350****Foundations of Christian Spirituality***(See THST 350)***CATH 355****After Eden***(See THST 355)***CATH 363****Christian Marriage and Sexuality***(See THST 363)***CATH 368****Bioethics and Christian Morality***(See THST 368)***CATH 373****Catholic Social Teaching and Action***(See THST 373)***CATH 425****Medieval Theology***(See THST 425)***CATH 427****Theology and History of Vatican II***(See THST 427)***CATH 430****Christology***(See THST 430)***CATH 431****Rahner***(See THST 431)***CATH 435****Eucharistic Theology***(See THST 435)***CATH 452****Ignatian Spirituality***(See THST 451)***B. Philosophy****CATH 326****Ethics of Love and Marriage***(See PHIL 326)***CATH 354****Aesthetics in the Catholic Tradition***(See PHIL 354)***CATH 361****Philosophy of God***(See PHIL 361)***CATH 362****Philosophy and Christianity***(See PHIL 362)***CATH 366****Philosophy of Religion***(See PHIL 366)***CATH 382****Philosophy in Late Antiquity***(See PHIL 382)***CATH 383****Medieval Philosophy***(See PHIL 383)***CATH 423****Phenomenology***(See PHIL 423)***CATH 451****Major Thinkers***(See PHIL 451)***C. History****CATH 408****Imperial Rome***(See HIST 408)***CATH 410****History of the Byzantine Empire***(See HIST 410)***CATH 411****The Rise of Medieval Europe***(See HIST 411)***CATH 412****The Transformations of Medieval Europe***(See HIST 412)***CATH 418****From Viking to Crusader***(See HIST 418)***CATH 422****Age of the Reformation***(See HIST 422)***D. Special and Independent Studies****CATH 198****Special Studies***1-3 Semester Hours***CATH 199****Independent Studies***1-3 Semester Hours***CATH 298****Special Studies***1-3 Semester Hours***CATH 299****Independent Studies***1-3 Semester Hours***CATH 398****Special Studies***1-3 Semester Hours***CATH 399****Independent Studies***1-3 Semester Hours***CATH 498****Special Studies***1-3 Semester Hours***CATH 499****Independent Studies***1-3 Semester Hours***Area 5: Capstone****CATH 490****Seminar in Catholic Studies***3 Semester Hours*

The capstone seminar in Catholic Studies explores the relationship between Catholicism and culture organized around a central theme. This interdisciplinary course provides an opportunity for students to synthesize their Catholic Studies courses.

Chicana/o Studies

Faculty

Chairperson: Deena J. González
 Professor: Deena J. González
 Associate Professors: KarenMary Davalos,
 Fernando J. Guerra
 Assistant Professor: "Sonny" Richard E. Espinoza

Objectives

The interdisciplinary Chicana/o Studies curriculum is designed to enhance student understanding of the unique influence of the Chicano/Latino community in the United States. It is the belief of the Department that a liberal arts education should expose students to as many cultures and perspectives as possible. This exposure emphasizes the following aspects of the goals of the University: the encouragement of learning, the education of the whole person, the service of faith, and the promotion of justice. The goals of Chicana/o Studies have a special meaning given the significant historical and contemporary presence of Mexican and Chicana/o peoples in Los Angeles. Chicana/o Studies courses attempt to prepare all students to live in and contribute to a society which is increasingly diverse.

Chicana/o Studies Student Learning Outcomes

At the end of a course of study, in the major or minor in Chicana/o Studies, students will be able to:

- Interpret, define, and evaluate historical and contemporary information about Mexican-origin people living in the U.S.;
- Use and apply humanistic, scientific, and/or social science methods to arrive at understandings about Chicana/os;
- Compare and contrast recent theories, methodologies, ideas, and developments central to the discipline of Chicana/o Studies.

Major Requirements

Lower Division Requirements:

9 semester hours

CHST 116
 CHST 126
 CHST 206

Upper Division Requirements:

24 semester hours: 12 semester hours in upper division requirements (CHST 302 or 404, 332, 360, and 461) and 12 semester hours in Chicana/o Studies upper division electives.

Minor Requirements

18 semester hours: CHST 116, 206, 302 or 404, 360, 461, and one additional Chicana/o Studies upper division course.

Chicana/o Studies Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

Fall Semester		S.H.
CHST 116	Intro to Chicana/o Studies.....	3
AMCS ____	University Core.....	3
ENGL 110	College Writing.....	3
MATH ____	University Core.....	3
THST ____	University Core.....	3
		15

Spring Semester		S.H.
CHST 126	Chicana/o Cultural Prod.....	3
HIST 172	Modern Latin America	3
PHIL 160	Phil. of Human Nature	3
____ ____	Critical/Creative Arts Core...3	
____ ____	Literature Core	3
		15

Sophomore Year

Fall Semester		S.H.
CHST 206	Intro to Chic./Lat. Literature.3	
HIST 100/101	History Core.....	3
____ ____	CMST/Crit Thinking Core.....	3
____ ____	Social Science Core.....	3
____ ____	Elective.....	3
		15

Spring Semester		S.H.
____ ____	Critical/Creative Arts Core...3	
____ ____	Science Core.....	3
____ ____	Social Science Core.....	3
____ ____	Elective.....	3
____ ____	Elective.....	3
		15

Junior Year

Fall Semester		S.H.
CHST 302	Chicanas & Other Latinas	3
or		
CHST 404	Chicana & 3rd World Feminisms	(3)
CHST 360	Chicana/o History.....	3
PHIL ____	PHIL 320-330	3
or		
THST ____	THST 3xx.....	(3)
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
		15

Spring Semester		S.H.
CHST 332	Survey Chic./Lat. Literature...3	
CHST ____	CHST Upper Division.....	3
PHIL ____	PHIL 320-330	3
or		
THST ____	THST 3xx.....	(3)
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
		15

Senior Year

Fall Semester		S.H.
CHST ____	CHST Upper Division.....	3
CHST ____	CHST Upper Division.....	3
____ ____	Upper Division Elective	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
		15

Spring Semester		S.H.
CHST 461	Chicana/o Research Seminar.3	
CHST ____	CHST Upper Division.....	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
____ ____	Elective.....	3
		15

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Course Descriptions

CHST 116 Introduction to Chicana/o Studies 3 Semester Hours

An interdisciplinary overview of Chicana/o Studies to familiarize students with historical and contemporary issues in Chicana/o and Latina/o communities.

CHST 126 Chicana/o Cultural Production 3 Semester Hours

Examines contemporary Chicana/o cultural production, including performance, film, and art. Comparisons are made to other ethnic groups and crosscultural production.

CHST 198 Special Studies 1-3 Semester Hours

CHST 199 Independent Studies 1-3 Semester Hours

CHST 206 Introduction to Chicana/o-Latina/o Literature 3 Semester Hours

An overview of a range of genres, themes, and concepts created by Chicana/o and other U.S. Latina/o writers.

CHST 298 Special Studies 1-3 Semester Hours

CHST 299 Independent Studies 1-3 Semester Hours

CHST 302 Chicanas and Other Latinas in the U.S. 3 Semester Hours

Analysis of the historical, social, and cultural characteristics that shape the roles of Chicanas and Latinas in the U.S.

CHST 308 Contemporary Urban Chicana/o and Other Latina/o Issues 3 Semester Hours

Using service learning in Los Angeles, the course helps students understand how the lives of Chicanas/os and Latinos/as are shaped by politics, economics, culture, history, and access to nation-state institutions.

CHST 310 Guadalupe, Queen of the Américas 3 Semester Hours

The course investigates the Virgin of Guadalupe's religious, cultural, and artistic significance among Mexicans and Mexican Americans in the United States. It uses interdisciplinary methods to examine Latino theology, the faith-practices and devotions to Guadalupe, and contemporary visual arts.

CHST 332 Survey of Chicana/o-Latina/o Literature 3 Semester Hours

Examines Chicana/o-Latina/o literature, its criticism as well as its various artistic genres, introducing students to its aesthetic and social value.

(See ENGL 347)

CHST 337 Racial and Ethnic Politics 3 Semester Hours

Comparative analysis of racial and ethnic groups within the United States political system. A focus on the effect of political institutions on minority groups at federal, state, and local levels. Examines the experience of minority groups to illuminate political process in the U.S.

(See POLS 337)

CHST 350 Immigration and Los Angeles 3 Semester Hours

An interdisciplinary and comparative examination of the historical role of immigration and migration in shaping the Los Angeles region as well as the social, political, economic, and cultural impact of immigration in contemporary Los Angeles.

(See APAM 350)

CHST 360 Chicana/o History 3 Semester Hours

An analytical survey of Native America, Mexican America, and the recent past with a focus on race, ethnicity, sexuality, gender, and class.

CHST 366 History of California (See HIST 366)

CHST 372 History of Mexico (See HIST 372)

CHST 398 Special Studies 1-3 Semester Hours

CHST 399 Independent Studies 1-3 Semester Hours

CHST 404 Chicana and Third World Feminisms 3 Semester Hours

Focuses on current writings by Chicana feminists and links the material to African American, Asian American, and Native American feminist theory. The course traces the development of Chicana feminism and its concern with the interlocking conditions of gender, race, sexuality, and class.

CHST 406 Chicana/o Conciencia 3 Semester Hours

Surveys through literary analysis and critical theory a Chicana/o form of awareness, "conciencia," with particular attention to the intersection in Latina/o intellectual history of the aesthetic, the ethical, and the political.

(See ENGL 353)

CHST 407 Chicana/o Art: Performing Politics 3 Semester Hours

A historical and social investigation of Chicana/o art and the politics of identity and museum practices, including exhibition, collection, interpretation, and preservation. The course includes options for curating a virtual art gallery and field trips.

CHST 435 The Politics of California 1-3 Semester Hours

An examination of the structure and dynamics of California government and politics.

(See POLS 435)

CHST 436 The Politics of Los Angeles 3 Semester Hours

A study of the structure and dynamics of county, city, and special district governments in the Los Angeles metropolitan area.

(See POLS 436)

CHST 437 Chicana/o Politics 3 Semester Hours

A study of the social and political development of the Chicano community in the United States.

(See POLS 437)

CHST 460**The Chicana/o Southwest***3 Semester Hours*

An examination of the historical and contemporary issues shaping this important region of the U.S. Attention to indigenous communities, women, and current political issues.

CHST 461**Chicana/o Research Seminar***3 Semester Hours*

A senior seminar capstone class required of all majors and minors. Students conduct original, independent research and present their findings in public.

CHST 465**Chicana/os-Latina/os in Film and Mass Media***3 Semester Hours*

An examination of film and other forms of mass media, focusing on issues of representation as well as production. Subject matter addresses both Chicano cinema and Mexican/Latin American cinema.

CHST 498**Special Studies***1-3 Semester Hours*

CHST 499**Independent Studies***1-3 Semester Hours***Recommended Electives**

For the purpose of providing our majors and minors with a broader perspective, the Department recommends courses in American Cultures Studies that include a Latino component, as well as the following courses:

GEOG 361	Geog. of Mexico & Central America
HIST 367	History of Los Angeles
POLS 354	Politics of Latin America
PSYC 324	Ethnopsychology
SOCL 334	Race and Ethnic Relations
SOCL 336	Social Stratification
SPAN 441	Latin American Novel
SPAN 442	Latin American Poetry
SPAN 443	Latin American Women Writers
SPAN 444	Latin American Drama
THST 346	The Latino Experience in the U.S. Church

Classics and Archaeology

Faculty

Chairperson: Katerina Zacharia

Professors: Matthew Dillon, William J. Fulco, S.J.
(National Endowment for the Humanities
Professor of Ancient Mediterranean Studies),
Robert B. Lawton, S.J.

Associate Professor: Katerina Zacharia

Assistant Professor: Ethan Adams

Objectives

The Department of Classics and Archaeology seeks to provide the student with a deeper understanding of the literary and cultural foundations of western societies by exploring their roots in the Greek and Roman classical traditions. Our archaeological offerings extend these investigations of early European cultures into their Near Eastern background and include the hands-on study of ancient artifacts. The combined study of the languages, literature, religion, and material cultures of ancient Greece, Rome, and the Near East offers the student a wide-ranging and well-rounded preparation in critical thinking, analytic skills, and writing and prepares the student to contextualize the immense achievements of the past in the modern world. Because of the broad humanistic nature of the programs in Classics and Archaeology, there emerge fundamental questions about what it means to be a human being, and thus the courses in the department offer many interdisciplinary connections with philosophy, theological studies, history, theater, and other academic fields.

Classics and Archaeology Student Learning Outcomes

As a Classics major, the student will:

- Master the grammar and syntax of ancient Greek and Latin, and be able to read ancient literary works at an advanced level
- Be able to critically analyze Greek and Roman literature and to place them in social and historical contexts both ancient and modern
- Develop writing, research, and communication skills, which are articulate, thoughtful, and effective.

As a Classical Civilizations major, the student will:

- Demonstrate a broad knowledge about ancient Mediterranean cultures, including areas such as history, literature (in the original or in translation), language (optional, but recommended), art, and archaeology
- Be able to critically analyze the cultures of Greece, Rome, and the ancient Near East and to place them in social and historical contexts both ancient and modern
- Develop writing, research, and communication skills, which are articulate, thoughtful, and effective.

As a Greek major, the student will:

- Master the grammar and syntax of ancient Greek, and be able to read ancient literary works at an advanced level
- Be able to critically analyze Greek literature and to place it in social and historical contexts both ancient and modern
- Develop writing, research, and communication skills, which are articulate, thoughtful, and effective.

As a Latin major, the student will:

- Master the grammar and syntax of classical Latin, and be able to read ancient literary works at an advanced level
- Be able to critically analyze Latin literature and to place it in social and historical contexts both ancient and modern
- Develop writing, research, and communication skills, which are articulate, thoughtful, and effective.

Major Programs

The Department of Classics and Archaeology offers a variety of majors: Classics, Greek, Latin, and Classical Civilizations. The Classics major offers a traditional training in both Greek and Latin language and literature (in the original), although students may opt to major exclusively in Greek or Latin. The Classical Civilizations major allows the student to study the cultures of Greece, Rome, and the Near East from various cultural perspectives in conjunction with other departments; in this major, language study is encouraged but not required.

At entry to the University, students declare the major/minor through the Office of Admission. LMU students wishing to declare the major/minor must meet with the chair/program director. The chair/director would ordinarily sign the student's Change of Program form, provided the student meets certain academic standards that include having a minimum LMU GPA of 2.0 (C) and not otherwise being on academic probation.

Classics Major: Requirements

Lower Division (18 semester hours):

LATN 101, 102, and 201.

GREK 101, 102, and 201.

These requirements may be waived if the student has received prior language sufficient for entry into upper division courses.

Note: It is recommended that Classics majors take HIST 100 as part of the University Core.

Upper Division Requirements (24 semester hours):

GREK 311

LATN 312

LATN 321

and one additional upper division course in GREK or LATN and one additional upper division course in CLCV or ARCH.

Any 3 courses in GREK, LATN, CLCC, or ARCH.

Graduation with Honors: an additional 3 semester hours

CLCV 500: Senior Thesis

Classics Minor: Requirements

18 semester hours, at least 9 in upper division. All courses must be in Greek and/or Latin Language and Literature. Students who test out of lower division language courses will fulfill 18 semester hours in the upper division.

Upper Division Requirements:

GREK 311 or LATN 311

Classical Civilizations Major: Requirements

The Classical Civilizations major is an interdisciplinary program focusing on the classical civilizations of Greece, Rome, and the Near East through the study of literature, history, archaeology, art history, philosophy, theatre, and theology. Greek and/or Latin language study is encouraged but not required.

The Classical Civilizations major consists of 33 semester hours, at least 24 of which must be in upper division courses emphasizing Greek, Roman, or Near Eastern civilization. The study of the Greek and/or Latin language is highly recommended.

Lower Division Requirements (9 semester hours):

CLCV 200
CLCV 210 or CLCV 220
CLCV 230

Note: It is recommended that HIST 100 be taken as the core class in Western Civilization.

Upper Division Requirements (24 semester hours):

CLCV 301 or 302
CLCV 451
ARCH 3xx or ARCH 4xx

The remaining 15 semester hours may be elected from any upper division CLCV, LATN, GREK, and ARCH offerings. In addition, the following courses may be taken as part of the Classical Civilizations major, with the approval of the Director of the major:

HIST 405, 406, 407, 408, 410, 411
PHIL 381, 382
THEA 331
THST 320

Graduation with Honors: an additional 3 semester hours

CLCV 500: Senior Thesis

Classical Civilizations Minor: Requirements

18 semester hours, at least 9 in the upper division.

Lower Division Requirement:

CLCV 200 or CLCV 210

Upper Division Requirement:

CLCV 451

Archaeology Minor: Requirements

The minor in Archaeology consists of ARCH 401 and 15 additional semester hours, of which 6 may be in courses in an appropriate Mediterranean language (e.g., ancient or modern Greek, Latin, Hebrew, or Arabic, or a Romance language if it is relevant to a particular archaeological emphasis).

Greek Major: Requirements

Lower Division:

GREK 101, 102, 201;
Note: These requirements may be waived if the student has received prior language sufficient for entry into upper division courses.

Upper Division (24 semester hours):

GREK 311
GREK 312
GREK 321, 322, or 323
and an additional 15 semester hours of upper division GREK

Graduation with Honors: an additional 3 semester hours

CLCV 500: Senior Thesis

Greek Minor: Requirements

18 semester hours, at least 9 in the upper division.

Lower Division Requirements:

GREK 101, 102, 201

Note: Students who test out of lower division language courses will fulfill 18 semester hours of upper division work in Greek language and literature.

Upper Division Requirements:

GREK 311 or 312
GREK 321 or 322

Latin Major: Requirements

Lower Division Requirements:

LATN 101, 102, 201
Note: These requirements may be waived if the student has received prior language sufficient for entry into upper division courses.

Upper Division Requirements (24 semester hours):

LATN 311
LATN 312
LATN 321
and an additional 15 semester hours of upper division LATN

Graduation with Honors: an additional 3 semester hours

CLCV 500: Senior Thesis

Latin Minor: Requirements

18 semester hours, at least 9 in the upper division.

Lower Division Requirements:

LATN 101, 102, 201

Note: Students who test out of lower division language courses will fulfill 18 semester hours of upper division work in Latin language and literature.

Upper Division Requirements:

LATN 312
LATN 321

Graduation with Honors: an additional 3 semester hours

CLCV 500: Senior Thesis

For Graduation with Honors in Classics, Classical Civilizations, Latin, or Greek, the student must have a minimum GPA of 3.3 within the major, enroll in CLCV 500: Senior Thesis, and receive at least a grade of B+ (3.3) on that project. A thesis prospectus must be approved in the previous semester by the faculty member who will oversee the project.

For the minor in Modern Greek Studies, see below.

Classics Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

Fall Semester		S.H.
LATN 101	Elementary Latin I.....	3
AMCS ____	University Core.....	3
ENGL 110	College Writing.....	3
HIST 100	Found. West. Civ. to 1500.....	3
MATH ____	University Core.....	3

<i>Spring Semester</i>		S.H.
LATN 102	Elementary Latin II.....	3
HIST 1x2	University Core.....	3
_____	Critical/Creative Arts Core...3	
_____	Literature Core.....	3
_____	Social Science Core.....	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
GREK 101	Elementary Greek I.....	3
LATN 201	Intermediate Latin.....	3
PHIL 160	Phil. of Human Nature.....	3
_____	CMST/Crit Thinking Core.....	3
_____	Social Science Core.....	3
		15

<i>Spring Semester</i>		S.H.
GREK 102	Elementary Greek II.....	3
LATN 321	Cicero.....	3
THST 1xx	University Core.....	3
_____	Critical/Creative Arts Core...3	
_____	Science Core.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
GREK 201	Intermediate Greek.....	3
LATN 312	Virgil.....	3
PHIL _____	PHIL 320-330.....	3
_____	Upper Division Elective.....	3
_____	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
GREK 321	Greek Orators.....	3
<i>or</i>		
GREK 323	Greek Philosophy..... (3)	
LATN 3xx	Latin Upper Division.....	3
THST _____	THST 3xx.....	3
_____	Upper Division Elective.....	3
_____	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
GREK 311	Homer.....	3
LATN 3xx	LATN Upper Division.....	3
LATN 3xx	LATN Upper Division.....	3
_____	Upper Division Elective.....	3
_____	Upper Division Elective.....	3
		15

<i>Spring Semester</i>		S.H.
GREK 312	Readings: Drama.....	3
_____	Upper Division Elective.....	3
_____	Upper Division Elective.....	3
_____	Elective.....	3
_____	Elective.....	3
		15

Students may take no more than ten upper division courses in any one department, except for Philosophy, in which the maximum is thirteen.

Classical Civilizations Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>		S.H.
AMCS _____	University Core.....	3
ENGL 110	College Writing.....	3
HIST 100	Found. West. Civ. to 1500.....	3
MATH _____	University Core.....	3
_____	CLCV Lower Div. or Lang.....	3
		15
<i>Spring Semester</i>		S.H.
HIST 1x2	University Core.....	3
_____	CLCV Lower Div. or Lang.....	3
_____	Critical/Creative Arts Core...3	
_____	Literature Core.....	3
_____	Social Science Core.....	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
PHIL 160	Phil. of Human Nature.....	3
_____	CLCV Lower Div. or Lang.....	3
_____	CMST/Crit Thinking Core.....	3
_____	Social Science Core.....	3
_____	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
THST 1xx	University Core.....	3
_____	CLCV Lower Div. or Lang.....	3
_____	Critical/Creative Arts Core...3	
_____	Science Core.....	3
_____	Elective.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
CLCV 301/302	Greek/Roman Civilization.....	3
THST _____	THST 3xx.....	3
CLCV _____	CLCV Upper Division.....	3
_____	Upper Division Elective.....	3
_____	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
CLCV 451	Classical Mythology.....	3
PHIL _____	PHIL 320-330.....	3
CLCV _____	CLCV Upper Division.....	3
_____	Upper Division Elective.....	3
_____	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
ARCH 303	Ancient Near Eastern Civs....	3
CLCV _____	CLCV Upper Division.....	3
_____	Upper Division Elective.....	3
_____	Upper Division Elective.....	3
_____	Elective.....	3
		15

<i>Spring Semester</i>	S.H.	
ARCH 3xx	ARCH Upper Division.....	3
CLCV ___	CLCV Upper Division.....	3
CLCV ___	CLCV Upper Division.....	3
___ ___	Upper Division Elective	3
___ ___	Elective.....	3
		15

Students may take no more than ten upper division courses in any one department, except for Philosophy, in which the maximum is thirteen.

Greek Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>	S.H.	
GREK 101	Elementary Greek I	3
AMCS ___	University Core.....	3
ENGL 110	College Writing.....	3
HIST 100	Found. West. Civ. to 1500.....	3
MATH ___	University Core.....	3
		15

<i>Spring Semester</i>	S.H.	
GREK 102	Elementary Greek II	3
HIST 1x2	University Core.....	3
___ ___	Critical/Creative Arts Core...3	
___ ___	Literature Core	3
___ ___	Social Science Core	3
		15

Sophomore Year

<i>Fall Semester</i>	S.H.	
GREK 201	Intermediate Greek.....	3
PHIL 160	Phil. of Human Nature	3
___ ___	CMST/Crit Thinking Core.....	3
___ ___	Social Science Core.....	3
___ ___	Elective.....	3
		15

<i>Spring Semester</i>	S.H.	
GREK 322	Greek Historians.....	3
THST ___	University Core.....	3
___ ___	Critical/Creative Arts Core...3	
___ ___	Science Core.....	3
___ ___	Elective.....	3
		15

Junior Year

<i>Fall Semester</i>	S.H.	
GREK 311	Homer	3
THST ___	THST 3xx.....	3
___ ___	Upper Division Elective	3
___ ___	Upper Division Elective	3
___ ___	Elective.....	3
		15

<i>Spring Semester</i>	S.H.	
GREK 321	Greek Orators.....	3
PHIL ___	PHIL 320-330.....	3
___ ___	Upper Division Elective	3
___ ___	Upper Division Elective	3
___ ___	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>	S.H.	
GREK 312	Greek Drama.....	3
GREK 410	Prctcm Tchng Class Greek....3	
GREK ___	GREK Upper Division.....	3
___ ___	Upper Division Elective	3
___ ___	Upper Division Elective	3
		15

<i>Spring Semester</i>	S.H.	
GREK 323	Greek Philosophy.....	3
GREK ___	GREK Upper Division.....	3
___ ___	Elective.....	3
___ ___	Elective.....	3
___ ___	Elective.....	3
		15

Students may take no more than ten upper division courses in any one department, except for Philosophy, in which the maximum is thirteen.

Latin Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>	S.H.	
LATN 101	Elementary Latin I.....	3
AMCS ___	University Core.....	3
ENGL 110	College Writing.....	3
HIST 100	Found. West. Civ. to 1500.....	3
MATH ___	University Core.....	3
		15

<i>Spring Semester</i>	S.H.	
LATN 102	Elementary Latin II.....	3
HIST 1x2	University Core.....	3
___ ___	Critical/Creative Arts Core...3	
___ ___	Literature Core	3
___ ___	Social Science Core.....	3
		15

Sophomore Year

<i>Fall Semester</i>	S.H.	
LATN 201	Intermediate Latin.....	3
THST ___	University Core.....	3
___ ___	CMST/Crit Thinking Core.....	3
___ ___	Social Science Core.....	3
___ ___	Elective.....	3
		15

<i>Spring Semester</i>	S.H.	
LATN 324	Latin Prose.....	3
PHIL 160	Phil. of Human Nature	3
___ ___	Critical/Creative Arts Core...3	
___ ___	Science Core.....	3
___ ___	Elective.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
LATN 311	Virgil.....	3
THST ___	THST 3xx.....	3
___ ___	Upper Division Elective.....	3
___ ___	Upper Division Elective.....	3
___ ___	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
LATN 321	Cicero.....	3
LATN 3xx	LATN Upper Division.....	3
PHIL ___	PHIL 320-330.....	3
___ ___	Upper Division Elective.....	3
___ ___	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
LATN 312	Catullus.....	3
<i>or</i>		
LATN 313	Horace.....	(3)
LATN ___	LATN Upper Division.....	3
___ ___	Upper Division Elective.....	3
___ ___	Upper Division Elective.....	3
___ ___	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
LATN 322	Roman Historians.....	3
LATN ___	LATN Upper Division.....	3
___ ___	Upper Division Elective.....	3
___ ___	Elective.....	3
___ ___	Elective.....	3
		15

Students may take no more than ten upper division courses in any one department, except for Philosophy, in which the maximum is thirteen.

Course Descriptions

Classical Civilizations

The following require no knowledge of the Latin or Greek languages:

**CLCV 200
Classical Epic**
3 Semester Hours

The *Iliad*, *Odyssey*, *Argonautica*, and *Aeneid*.

**CLCV 210
Greek Tragedy**
3 Semester Hours

The plays of Aeschylus, Sophocles, and Euripides.

**CLCV 220
Ancient Comedy**
3 Semester Hours

The plays of Aristophanes, Menander, Plautus, and Terence.

**CLCV 230
Ancient Historians**
3 Semester Hours

The works of Herodotus, Thucydides, Livy, and Tacitus.

**CLCV 298
Special Studies**
1-3 Semester Hours

**CLCV 299
Independent Studies**
1-3 Semester Hours

**CLCV 301
Greek Civilization**
3 Semester Hours

A survey of Hellenic civilization from its origins in the Bronze Age until the Hellenistic period, encompassing the study of archaeology, history, literature, religion, philosophy, and the fine arts.

**CLCV 302
Roman Civilization**
3 Semester Hours

A survey of Roman civilization from its origins in the Iron Age to the collapse of the empire, encompassing the study of archaeology, history, literature, religion, philosophy, and the fine arts.

**CLCV 304
Art and Architecture of Ancient Greece**
3 Semester Hours

A survey of the significant monuments of art and architecture of ancient Greece, from the Bronze Age to the Hellenistic Period, with an emphasis on form and function in the cultural context.

**CLCV 306
Art and Architecture of Ancient Rome**
3 Semester Hours

A survey of the significant monuments of art and architecture of ancient Rome, from the Etruscan period to the Age of Constantine, with an emphasis on form and function in the cultural context.

**CLCV 353
Religions of the Greeks and Romans**
3 Semester Hours

Study of the religious practices and beliefs of the Greeks and Romans from the archaic period to the triumph of Christianity.

**CLCV 398
Special Studies**
1-3 Semester Hours

**CLCV 399
Independent Studies**
1-3 Semester Hours

**CLCV 415
Special Topics in Classical Civilizations**
3 Semester Hours

This course may be repeated for credit.

**CLCV 450
The Axial Age**
3 Semester Hours

A study of the philosophy and culture of Eurasia in the 6th and 5th centuries B.C., with special emphasis on the great teachers of the Age: Socrates, Zoroaster, the later Hebrew Prophets, the Buddha, Confucius, and Laozi.

**CLCV 451
Classical Mythology**
3 Semester Hours

Study of the basic myths and myth patterns of the Greeks and Romans and their mythological heritage in Western traditions.

CLCV 452
Sex and Gender in Classical Antiquity

3 Semester Hours

Study of the status and roles of women in classical Greece and Rome, as well as other gender issues.

CLCV 454
Greek Cinema

3 Semester Hours

A study of some of the greatest Greek films in their modern political and social setting, with an emphasis on contemporary cultural identity and its roots in the western tradition.

CLCV 455
The Ancient World on Film

3 Semester Hours

A study of the uses of Greco-Roman myth and history in cinema. The course introduces students to the comparative study of literature and film across different cultures, languages, and genres.

CLCV 498
Special Studies

1-3 Semester Hours

CLCV 499
Independent Studies

1-3 Semester Hours

CLCV 500
Senior Thesis

3 Semester Hours

The topic for the senior thesis will be selected by the student in consultation with a faculty advisor.

Greek

The GREK 101, 102, 201 sequence covers the full grammar and syntax of Classical Greek and prepares the student to read a wide range of prose and poetry from the archaic, classical, and Hellenistic periods.

For Modern Greek, please see below.

GREK 101
Elementary Greek I

3 Semester Hours

A basic introduction to Greek grammar and syntax, including noun declension and verb conjugation; translation of simple prose passages.

GREK 102
Elementary Greek II

3 Semester Hours

A continuation of the grammar and syntax covered in GREK 101, with a focus on more complex sentences and dependent clauses; translation of more elaborate prose and poetry passages.

Prerequisite: GREK 101 or equivalent.

GREK 198
Special Studies

1-3 Semester Hours

GREK 199
Independent Studies

1-3 Semester Hours

GREK 201
Intermediate Greek

3 Semester Hours

A continuation of the GREK 101 and 102 sequence, focusing on more advanced constructions; grammar review and translation of unedited passages of poetry and prose.

Prerequisite: GREK 102 or equivalent.

GREK 298
Special Studies

1-3 Semester Hours

GREK 299
Independent Studies

1-3 Semester Hours

GREK 311
Homer

3 Semester Hours

Readings in Homer's *Iliad*, *Odyssey*, and the Homeric Hymns.

This course may be repeated for credit.

GREK 312
Greek Drama

3 Semester Hours

Readings in Greek Tragedy (Aeschylus, Sophocles, Euripides) and/or Comedy (Aristophanes, Menander).

This course may be repeated for credit.

GREK 313
Greek Lyric Poetry

3 Semester Hours

Readings in early lyric, elegiac, iambic, and choral poetry.

GREK 314
Hellenistic Greek Poetry

3 Semester Hours

Readings in Callimachus, Apollonius, Theocritus.

GREK 322
Greek Philosophy

3 Semester Hours

Readings in Plato and/or Aristotle.

This course may be repeated for credit.

GREK 325
Greek Orators

3 Semester Hours

Readings in Lysias, Demosthenes, Isocrates, Aeschines, Antiphon.

This course may be repeated for credit.

GREK 327
Greek Historians

3 Semester Hours

Readings in Heroditus, Thucydides, Xenophon.

This course may be repeated for credit.

GREK 329
Hellenistic Greek Prose

3 Semester Hours

Readings in Greek literature from the 3rd century B.C. to the New Testament.

This course may be repeated for credit.

GREK 398
Special Studies

1-3 Semester Hours

GREK 399
Independent Studies

1-3 Semester Hours

GREK 410**Practicum: Teaching Classical Greek**

3 Semester Hours

Practicum in teaching elementary Greek. Topics include pedagogy, planning, presentation, testing, grading, tutoring, and problem-solving.

Permission of the instructor required.

Prerequisites: At least two semesters of Greek at the 300- or 400-level and a minimum GPA of 3.3 (B+) in GREEK courses.

GREK 415**Special Topics in Greek Literature**

3 Semester Hours

This course may be repeated for credit.

GREK 498**Special Studies**

1-3 Semester Hours

GREK 499**Independent Studies**

1-3 Semester Hours

Latin

The LATN 101, 102, 201 sequence covers the full grammar and syntax of Classical Latin and prepares the student to read a wide range of prose and poetry from the Roman Republic and Empire.

LATN 101**Elementary Latin I**

3 Semester Hours

A basic introduction to Latin grammar and syntax, including noun declension and verb conjugation; translation of simple prose passages.

LATN 102**Elementary Latin II**

3 Semester Hours

A continuation of the grammar and syntax covered in LATN 101, with a focus on more complex sentences and dependent clauses; translation of more elaborate prose and poetry passages.

Prerequisite: LATN 101 or equivalent.

LATN 198**Special Studies**

1-3 Semester Hours

LATN 199**Independent Studies**

1-3 Semester Hours

LATN 201**Intermediate Latin**

3 Semester Hours

A continuation of the LATN 101 and 102 sequence, focusing on more advanced constructions; grammar review and translation of unedited passages of poetry and prose.

Prerequisite: LATN 102 or equivalent.

LATN 298**Special Studies**

1-3 Semester Hours

LATN 299**Independent Studies**

1-3 Semester Hours

LATN 312**Virgil**

3 Semester Hours

Readings in the *Eclogues*, *Georgics*, and/or *Aeneid*.

This course may be repeated for credit.

LATN 313**Catullus**

3 Semester Hours

Selections from the poetry of Catullus, with a focus on metrical variety, literary style, and historical context.

This course may be repeated for credit.

LATN 314**Horace**

3 Semester Hours

Readings from the Epodes, Odes, or Epistles of Horace.

Prerequisite: LATN 201 or equivalent.

LATN 315**Ovid**

3 Semester Hours

Readings from Ovid's *Metamorphoses*.

Prerequisite: LATN 201 or equivalent.

LATN 317**Roman Elegy**

3 Semester Hours

Readings from the love poetry of Tibullus, Propertius, and/or Ovid.

Prerequisite: LATN 201 or equivalent.

LATN 319**Roman Satire**

3 Semester Hours

Selections from the satiric works of Horace, Seneca, Martial, and/or Juvenal.

LATN 321**Cicero**

3 Semester Hours

Readings in the orations, philosophical works, and/or letters.

This course may be repeated for credit.

LATN 322**Roman Historians**

3 Semester Hours

Readings in Caesar, Livy, and Tacitus.

This course may be repeated for credit.

LATN 323**Roman Epistolography**

3 Semester Hours

Readings in the letters of Cicero and/or Pliny the Younger.

This course may be repeated for credit.

LATN 324**Latin Prose***3 Semester Hours*

Readings in selected prose authors of the Republic and/or Empire.

This course may be repeated for credit.

LATN 398**Special Studies***1-3 Semester Hours***LATN 399****Independent Studies***1-3 Semester Hours***LATN 410****Practicum: Teaching Classical Latin***3 Semester Hours*

Practicum in teaching elementary Latin. Topics include basic pedagogy, planning, presentation, testing, grading, tutoring, and problem-solving.

This course may be repeated for credit.

Permission of the instructor required.

Prerequisite: At least two semesters of Latin at the 300- and 400-level and a minimum GPA of 3.3 (B+) in LATN courses.

LATN 415**Special Topics in Latin Literature***3 Semester Hours*

This course may be repeated for credit.

LATN 498**Special Studies***1-3 Semester Hours***LATN 499****Independent Studies***1-3 Semester Hours***Archaeology****ARCH 201****Beginning and Intermediate Classical Hebrew***3 Semester Hours*

A concentrated course in Hebrew, with attention paid to its historical development and to comparative phonetics and morphology.

ARCH 204**Beginning and Intermediate Classical Arabic***3 Semester Hours*

A concentrated course in the writing system and morphology of the classical language.

ARCH 205**Beginning and Intermediate Sanskrit***3 Semester Hours*

A concentrated course in the writing system, phonetics, and morphology of the classical language.

ARCH 298**Special Studies***1-3 Semester Hours***ARCH 299****Independent Studies***1-3 Semester Hours***ARCH 301****Rapid Readings in Classical Hebrew***3 Semester Hours*

Selected readings in both prose and poetry.

Prerequisite: ARCH 201 or equivalent.

ARCH 303**Ancient Near Eastern Languages***3 Semester Hours*

Study of the languages and writing systems of the ancient Near East, including Sumerian, Babylonian, Egyptian, Hebrew, Aramaic, and Arabic.

ARCH 304**Rapid Readings in Arabic***3 Semester Hours*

Selected readings in either classical or contemporary Arabic.

Prerequisite: ARCH 204 or equivalent.

ARCH 305**Rapid Readings in Sanskrit***3 Semester Hours*

Selected readings in classical Sanskrit.

ARCH 311**Ancient Near East***3 Semester Hours*

Study of the Near Eastern background of classical civilizations from the Neolithic to the Hellenistic periods.

ARCH 354**Near Eastern Religions***3 Semester Hours*

Study of the religions, rituals, and pantheons of ancient Near Eastern societies.

ARCH 363**Archaeology and the Bible***3 Semester Hours*

Study of selections from the Old or New Testament, combining historical criticism and exegesis with the relevant archaeological data.

This course may be repeated for credit.

ARCH 364**Principles of Archaeology***3 Semester Hours*

Modern archaeological methodology, theory, and interpretation.

ARCH 366**Archaeology and the Psalms***3 Semester Hours*

Study of selections from the Psalms and other biblical wisdom literature combining historical criticism and exegesis with the relevant archaeological data.

ARCH 398**Special Studies***1-3 Semester Hours***ARCH 399****Independent Studies***1-3 Semester Hours***ARCH 401****Near Eastern Archaeology***3 Semester Hours*

Hands-on study of the archaeology and excavated artifacts of the Levant, from the paleolithic to the Roman periods.

ARCH 402**Studies in Mediterranean***3 Semester Hours*

Study of the archaeology of a specific ancient Mediterranean culture, period, type of artifact, or phenomenon in Egypt, Anatolia, Crete, Greece, Italy, Israel-Palestine, etc.

This course may be repeated for credit.

ARCH 403**Classical Numismatics***3 Semester Hours*

Hands-on study of the coinages of ancient Greece, Rome, and the Eastern Mediterranean, with emphasis on archaeology, art history, and monetary origins.

ARCH 404**Egyptology***3 Semester Hours*

Study of Egypt from the Neolithic to the Roman period: history, culture, religion, art, language, and literature.

ARCH 410**Archaeology Field Experience***1-3 Semester Hours*

Active participation in archaeological excavations or surveys at Near Eastern, Classical, or selected New World sites.

This course may be repeated for credit.

ARCH 411**Near Eastern Archaeology Lab***1-3 Semester Hours*

This course may be repeated for credit.

Prerequisite: ARCH 401 or concurrent enrollment.

ARCH 415**Special Topics in Near Eastern Archaeology***3 Semester Hours*

This course may be repeated for credit.

ARCH 498**Special Studies***1-3 Semester Hours***ARCH 499****Independent Studies***1-3 Semester Hours***Modern Greek****Objectives**

The Modern Greek Studies Program offers students the opportunity to study Modern Greece—its language, literature, history (from the Byzantine Empire to the present), its Christian Orthodox tradition, and its arts. Modern Greek Studies on the LMU campus may be supplemented by the Summer Study Abroad courses of The Odyssey Program.

Minor Program

The minor in Modern Greek Studies consists of 18 semester hours, of which at least 6 hours must be at the 300 or 400 level. The following distribution is recommended, with the approval of the Director of the minor:

9 semester hours of Modern Greek language instruction;

3-6 semester hours from MDGK 341, 354, 398, 399;

3-6 semester hours from the following: CLCV 200, 210, 220, 230, 402, 451, 452; DANC 390; HIST 410, 450; THST 322; or any course in Ancient Greek (GREK 101-415).

Course Descriptions**MDGK 100****Modern Greece***3 Semester Hours*

Introduction to Modern Greek language, culture, and history.

MDGK 101**Elementary Modern Greek I***3 Semester Hours*

An introductory course covering the fundamentals of grammar, syntax, reading skills, and oral expression.

MDGK 102**Elementary Modern Greek II***3 Semester Hours*

Continuation of MDGK 101.

MDGK 198**Special Studies***1-3 Semester Hours***MDGK 199****Independent Studies***1-3 Semester Hours***MDGK 203****Intermediate Modern Greek I***3 Semester Hours*

Completion of the study of grammar and syntax. This course is designed to help the student improve conversational skills through listening comprehension and class discussion.

MDGK 204**Intermediate Modern Greek II***3 Semester Hours*

A course aimed at furthering proficiency through reading, listening comprehension, composition, and discussion.

MDGK 298**Special Studies***1-3 Semester Hours***MDGK 299****Independent Studies***1-3 Semester Hours***MDGK 321****Advanced Modern Greek***3 Semester Hours*

A course designed to enable the students to refine their understanding of the language and enhance their verbal abilities. A reasonable command of Modern Greek is a prerequisite.

MDGK 325**Advanced Modern Greek Conversation***3 Semester Hours*

Texts from prose and poetry serve as a basis for advanced discussion and composition.

MDGK 341**Introduction to Modern Greek Literature (in Translation)***3 Semester Hours*

An examination of the connections between literature and the formation of a Modern Greek national and cultural identity against the background of Greek history and myth.

This course may be repeated for credit.

MDGK 342**Ancient Landscapes: Modern Voices***3 Semester Hours*

Literary texts supplement the visits to museums, archaeological sites, and cultural centers in Greece. Discussion will focus on the diverse forms of cultural expression in contemporary Greece

This course is offered only in the summer and is cross-listed with ENGL 341, EURO 398, and FNLT 341.

MDGK 343**Angels and Demons: Women and Literary Stereotypes***3 Semester Hours*

Enduring female stereotypes, such as the murderess, the adulteress, the woman warrior, and the hysteric are examined in a historical, social, and cultural context.

MDGK 344**Cities of the Dead: English and Modern Greek Modernism***3 Semester Hours*

A comparative study of Modern Greek and English Modernism and their use of classical myths. Texts from Eliot, Joyce, Seferis, Elytis, Kazantzakis, and others will be used for study and discussion.

MDGK 350**Greek Orthodox Tradition***3 Semester Hours*

A review of the unbroken dogmatic tradition of the Greek Orthodox Church, her liturgy, and her place in the religious life of the United States.

(See THST 322)

MDGK 352**Orthodox Christian Spirituality***3 Semester Hours*

The history of the monastic life of the desert fathers and the spiritual tradition of Eastern Christianity will be examined and made relevant to the present-day world.

(See THST 352)

MDGK 354**Greek Cinema***3 Semester Hours*

A historical and critical survey of contemporary Greek cinema as an alternative narrative discourse that comments on contemporary political, social, and cultural circumstances.

MDGK 398**Special Studies***1-3 Semester Hours*

MDGK 399**Independent Studies***1-3 Semester Hours*

MDGK 450**Modern Greek History and Society***3 Semester Hours*

An examination of the crises and challenges that have shaped Modern Greek society, the transformations that have taken place, and the culture and literature it produced.

MDGK 498**Special Studies***1-3 Semester Hours*

MDGK 499**Independent Studies***1-3 Semester Hours*

Note: The Basil P. Caloyeras Center also sponsors the following courses with other departments:

CLCV 305	Art and Architecture of the Ancient World
DANC 390	Dances of Greece
HIST 410	History of the Byzantine Empire

Economics

Faculty

Chairperson: James Konow
 Professors: James Devine, James Konow,
 Seid Zekavat
 Associate Professors: Joseph E. Earley,
 Zaki Eusufzai, Robert Singleton,
 Renate Thimester
 Assistant Professors: Andrew J. Healy,
 Dorothea K. Herreiner, Jennifer Pate

Objectives

The study of economics illuminates both the limitations and successes of different systems of the production, distribution, and consumption of material wealth. Because of the economy's importance to the human condition, economic knowledge is useful to many other fields, such as political science, sociology, anthropology, law, and history. It, thus, is as central to a liberal arts education as it is to the business program.

The study of economics involves (1) the development of theories of economic behavior and their application to new problems; (2) the use of statistics and other evidence to test or add content to existing theories; (3) the development of perspective on economic institutions, economic history, and the development of economic philosophy. Students are encouraged to engage in independent research on all of these levels.

The goal of the program is to provide the student with the best preparation for employment in business, government, or secondary education, or for continuation to graduate studies in business, law, or economics, leading to careers in management, banking, finance, law, government, or academia.

Economics Student Learning Outcomes

- Students should demonstrate a solid understanding of modern microeconomics, macroeconomics, and statistics, including the dominant theories of decision-making, markets, and the macro-economy;
- Students should be able to think analytically using both the verbal and quantitative tools commonly employed in economics and to apply those tools to solve both theoretical as well as practical real world problems;

- Students should appreciate the importance of economics in human endeavors and the value of rigorous economic training for evaluating social phenomena; they should understand the ethical concerns that underlie economic policy, including efficiency and equity.

Major Requirements

Students may pursue either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. The specific requirements of these degrees are explained below.

Bachelor of Arts (B.A. Economics)

This degree is suitable for pre-law students or those interested in careers in education; urban planning; and federal, state, and local government.

Lower Division Requirements:

Economics requirements (6-9 semester hours): ECON 110 and 120, or 105, and ECON 230 or 235. A grade of at least B- (2.7) is required in each of these courses.

Mathematics requirements (6 to 8 semester hours): The mathematics requirement for economics may be satisfied with one of two plans, Plan A or Plan B:

Plan A: Two courses from MATH 120, 131, 132, and 234. A grade of at least C (2.0) is required in each of these two courses.

Plan B: MATH 111 and 112. A grade of at least B- (2.7) is required in each of these courses.

Students are strongly encouraged to follow Plan A and to take additional mathematics courses beyond these basic requirements in consultation with their economics advisor.

Upper Division Requirements (24 semester hours):

Eight upper division economics courses. Three theory courses are required: ECON 310, 320, and 410. These courses should be taken by the junior year, although well-prepared students can take them in their sophomore year. Five additional upper division economics courses are required, of which at least two (6 semester hours) must be at the 400 level. No more than 30 semester hours of upper division economics may count toward the degree requirement of 120 hours.

Bachelor of Science (B.S. Economics)

The Bachelor of Science degree is suitable for students who 1) wish to continue to graduate school in economics or business (especially finance), 2) are particularly interested in statistics or forecasting, or 3) are interested in any of the careers mentioned for the B.A. degree but who desire a more quantitative preparation. The B.S. degree has the same requirements as the B.A. degree, except for two upper division economics course requirements. Specifically, the B.S. degree additionally requires Mathematics for Economics (ECON 530) and Econometrics (ECON 532).

Lower Division Requirements:

These requirements are the same as for the B.A. Economics degree. Students pursuing the B.S. Economics degree, however, are strongly advised to follow Plan A for the mathematics requirements and to take additional mathematics courses beyond this sequence in consultation with their economics advisor.

Upper Division Requirements (24 semester hours):

Eight upper division economics courses. In addition to ECON 310, 320, and 410, students are required to take ECON 530 and 532. Three additional upper division economics courses are required, of which at least two (6 semester hours) must be at the 400 level. No more than 30 semester hours of upper division economics may count toward the degree requirement of 120 hours.

Bachelor of Arts (B.A. Economics) with an International Emphasis

At least eight upper division economics courses are needed for the B.A. degree in Economics with an International emphasis, although students can take up to ten. Six of these courses are required: ECON 310, 320, 370, 372, 410, and 474. ECON 310 and 320 should be taken in the sophomore or junior year, and ECON 370, 372, 410, and 474 should be taken in the junior or senior year. Upper division economics courses must be taken in the LMU Economics Department, except by prior permission of the Chairperson. The B.A. degree with an International emphasis is suitable for students who intend to pursue careers in international agencies of government, NGO, and private corporations doing business in the international arena.

Business and Economics Double Major Requirements

Students with majors in business may also pursue a major in economics by fulfilling the requirements of the B.A. or B.S. track described above. With prior permission of the Department, double majors in Business and Economics may select two upper division Business Administration courses as part of their economics electives.

Minor Requirements

18 semester hours consisting of ECON 110, 120, and four upper division ECON courses, or ECON 105 and five upper division ECON courses. The upper division courses should be chosen in consultation with an economics advisor. A grade of at least B- (2.7) is required in ECON 110 and 120, or 105.

Assessment Tests

All Economics majors are required to take two tests of learning, one at the end of their freshman year, and another at the end of their senior year. These tests do not determine any grade, but they are required for graduation. In addition, students with the highest scores receive an award and cash prizes, which are bestowed at the Department's annual year-end banquet.

Test of Introductory Economics

During the Spring semester, all Economics majors who have taken ECON 105, 110, or 120 during that academic year are required to take a test of learning of introductory economics.

Comprehensive Test of Economics

All Economics majors who will have completed 100 hours or more by the end of the Spring semester are required to enroll in ECON 490. This is a zero unit course, required for graduation, which includes a comprehensive test of economics, a senior exit interview, and possible additional Department evaluation.

Entry into the Major or Minor

At entry to the University, students declare the major or minor through the Office of Admission. Currently enrolled LMU students wishing to declare the major or minor in Economics must meet with an advisor of the Economics Department. The advisor will sign the student's Change of Program form, provided the student meets certain academic standards that include having a minimum LMU GPA of 2.0 (C), not otherwise being on academic probation, and having passed any economics or mathematics courses that he/she might have already taken with grades that satisfy the minimum requirements for those courses in the major or minor as outlined in the University Bulletin.

Economics Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>		S.H.
ECON 105	Accelerated Intro Econ.....	3
<i>or</i>		
ECON 110	Intro Microeconomics.....	(3)
AMCS ____	University Core.....	3
ENGL 110	College Writing.....	3
MATH 111	Math Analysis Business I.....	3
<i>or</i>		
MATH 120	Precalculus Mathematics.....	(3)
HIST ____	University Core.....	3
<i>or</i>		
PHIL 160	Phil. of Human Nature	(3)
<i>or</i>		
THST ____	University Core.....	(3)
		15

<i>Spring Semester</i>		S.H.
ECON 120	Intro Macroeconomics.....	3
<i>or</i>		
ECON 235	Accelerated Intro Stats.....	(3)
MATH 112	Math Analysis Business II.....	3
<i>or</i>		
MATH 131	Calculus I.....	(4)
HIST ____	University Core.....	3
<i>or</i>		
PHIL 160	Phil. of Human Nature	(3)
<i>or</i>		
THST ____	University Core.....	(3)
____ ____	Critical/Creative Arts Core...	3
____ ____	Literature Core.....	3
		15/16

Sophomore Year

<i>Fall Semester</i>		S.H.
ECON 230	Introductory Statistics	3
<i>or</i>		
____ ____	Elective.....	(3)
HIST ____	University Core.....	3
<i>or</i>		
PHIL 160	Phil. of Human Nature	(3)
<i>or</i>		
THST ____	University Core.....	(3)
____ ____	CMST/Crit Thinking Core.....	3
____ ____	Social Science Core.....	3
____ ____	Elective.....	3
<i>or</i>		
MATH 132	Calculus II.....	(4)
		15/16

<i>Spring Semester</i>		S.H.
HIST ____	University Core.....	3
<i>or</i>		
PHIL 160	Phil. of Human Nature	(3)
<i>or</i>		
THST ____	University Core.....	(3)
____ ____	Critical/Creative Arts Core...	3
____ ____	Science Core.....	3
____ ____	Social Science Core.....	3
____ ____	Elective.....	3
<i>or</i>		
MATH 234	Calculus III	(4)
		15/16

Junior Year

<i>Fall Semester</i>		S.H.
ECON 310	Inter Microeconomics I	3
ECON ____	ECON Upper Division	3
PHIL ____	PHIL 320-330	3
<i>or</i>		
THST ____	THST 3xx.....	(3)
____	Upper Division Elective	3
____	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
ECON 320	Inter Macroeconomics.....	3
ECON 410	Inter Microeconomics II	3
PHIL ____	PHIL 320-330	3
<i>or</i>		
THST ____	THST 3xx.....	(3)
____	Upper Division Elective	3
____	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
ECON ____	ECON Upper Division	3
ECON ____	ECON Upper Division	3
<i>or</i>		
ECON 530	Math for Econ. (B.S.).....	(3)
____	Upper Division Elective	3
____	Upper Division Elective	3
____	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
ECON ____	ECON Upper Division	3
ECON ____	ECON Upper Division	3
<i>or</i>		
ECON 532	Econometrics (B.S.)	(3)
ECON 490	Senior Assessment	0
____	Upper Division Elective	3
____	Elective.....	3
____	Elective.....	3
		15

Students may take no more than **ten upper division** courses in Economics.

Course Descriptions

**ECON 100
Economic Literacy**
3 Semester Hours

Overview of microeconomics and macroeconomics, including supply and demand, theory of production and cost, competition, monopoly, inflation, unemployment, and government money and spending policy. Some attention may be given to issues of the history of economic ideas and economic history. Not intended for economics or business majors.

**ECON 105
Accelerated Introductory Economics**
3 Semester Hours

Accelerated introduction to both microeconomics and macroeconomics. Supply and demand, elasticity, and theories of production, cost, competition, monopoly, and other market structures. Aggregate supply, aggregate demand and Keynesian Cross analysis, and discussion of GDP, national income, inflation, and unemployment. This course can be taken in lieu of ECON 110 and 120 and substitutes for those courses wherever one or both are stated as prerequisites.

Requirements: A minimum score of 600 on the Mathematics section of the SAT, or of 30 on the LMU Mathematics Placement Examination, or of 4 on the Advanced Placement Macroeconomics examination.

**ECON 110
Introductory Microeconomics**
3 Semester Hours

Analysis of behavior of individual economic agents including consumers and firms. Supply and demand, elasticity, theory of production, and cost. Pricing and output decisions under competition, monopoly, and other market forms.

**ECON 120
Introductory Macroeconomics**
3 Semester Hours

Analysis of inflation, unemployment, and gross national product. Money and banking, Keynesian and Monetarist economics, government policy toward money supply, spending, the national debt, and exchange rates.

**ECON 230
Introductory Statistics**
3 Semester Hours

An introduction to the modern methods of analyzing sample data. Topics include descriptive statistics, probability theory, binomial and normal distributions, estimation, hypothesis testing, and simple regression analysis.

Prerequisite: MATH 131 (or 112).

**ECON 235
Accelerated Introductory Statistics**
3 Semester Hours

Accelerated introduction to statistics with applications to economics. Topics include descriptive statistics, probability theory, binomial and normal distributions, estimation, hypothesis testing, and regression analysis. This course also involves exercises in applying theoretical concepts to real world empirical problems, e.g., for policy analysis. This course can be taken in lieu of ECON 230 and substitutes for 230 wherever it is stated as a prerequisite.

**ECON 310
Intermediate Microeconomics I**
3 Semester Hours

Microeconomic theory applied to the private sector. Indifference curves, utility theory, Slutsky equation, individual and market demand, technology, cost minimization, cost curves, consumer and producer surplus, efficiency, perfect competition, monopoly, price discrimination, classical oligopoly theory, game theory including Nash equilibrium, resource markets.

Prerequisites: ECON 110 (or 105), MATH 131 (or 112).

Offered in the Fall semester only.

**ECON 320
Intermediate Macroeconomics**
3 Semester Hours

Macroeconomic analysis: The determination of national income and output and their components, employment, the price level (and inflation), interest rates, and long-term economic growth. An introduction to business cycle theory, monetary theory, balance of payments, and exchange rates. A study of economic policies to achieve goals and the limits of such policies.

Prerequisites: ECON 120 (or 105), MATH 131 (or 112).

Offered in the Spring semester only.

**ECON 322
Money and Banking**
3 Semester Hours

The role of monetary matters in the economy. The organization, operation, and impact of money, banks and nonbank financial intermediaries, and financial markets in the economy. The impact of these on the determination of interest rates, the price level, and economic activity. The role of central bank and regulatory agency policies in financial markets and the economy.

Prerequisite: ECON 120 (or 105).

ECON 330**Regression Analysis**

3 Semester Hours

Analysis of the linear regression model and its practical applications in economics, finance, marketing, and other areas of business. Material covered will be the two variable model, hypothesis testing, forecasting, functional forms of regression models, regression using dummy explanatory variables, multiple regression, autocorrelation, heteroscedasticity, and multicollinearity. Emphasis is placed on the application of the techniques covered in the course to the solution of real world problems.

Prerequisites: ECON 110 and 120 (or 105).

ECON 334**Forecasting Methods**

3 Semester Hours

Analysis of a wide range of forecasting methods, including regression, smoothing, and arima models.

Prerequisite: ECON 230 (or 235).

ECON 338**Economic Geography**

3 Semester Hours

Using geographical information systems to test spatial economics and classical locational theories, we explore economic activity and worldwide patterns of trade.

Prerequisite: ECON 110 (or 105).

ECON 340**U.S. Economic History**

3 Semester Hours

Historical study of the economic growth and institutional development of the U.S. economy from the colonial era to the twentieth century. Topics may include: the economic ramifications of the American Revolution and the Constitution, the economics of slavery, industrialization, and the origins of the Great Depression.

Prerequisites: ECON 110 and 120 (or 105).

ECON 342**History of Economic Thought**

3 Semester Hours

An analysis of the evolution of moral, political, and economic ideas and theories and their influence on the development of economic society.

Prerequisites: ECON 110 and 120 (or 105).

ECON 352**Labor Economics**

3 Semester Hours

Modern theories of market and non-market behavior relating to issues of labor and the determination of wages, salaries, and perquisites. Empirical evidence and public policy considerations are always relevant. Topics may include: education, poverty, discrimination, internal job ladders and management systems, collective bargaining, and unemployment.

Prerequisite: ECON 110 (or 105).

ECON 356**Urban Economics**

3 Semester Hours

A survey of the policy and theoretical issues that are raised when economic analysis is applied in an urban setting. Topics include urbanization and urban growth housing markets, location decisions of households and firms, transportation, urban labor markets, the local public sector, and discrimination.

Prerequisite: ECON 110 (or 105).

ECON 360**Financial Economics**

3 Semester Hours

Practical application of financial theory in both a certain and uncertain environment. Focus on capital budgeting, financial structure, cost of capital, and dividend policy.

Prerequisites: ECON 110 and 120 (or 105).

ECON 362**Managerial Economics**

3 Semester Hours

Provides a solid foundation of economic understanding for use in managerial decision making. It focuses on optimization techniques in the solution of managerial problems.

Prerequisites: ECON 110 and 120 (or 105).

ECON 364**Multinational Corporation**

3 Semester Hours

The economic power and impact; the expansion of multinational business, international movement of management techniques, labor, resources, and technology.

Prerequisite: ECON 110 or 120 (or 105).

ECON 366**Personal Finance**

3 Semester Hours

This course is a comprehensive coverage of consumer finance. Topics are consumer credit, consumer spending, and investing for the short run and the long run. Housing and real estate investing, personal financial planning, and various investment vehicles such as equity, fixed rate of return instruments, annuities, and insurance as well as the fundamentals of tax planning are addressed. The emphasis is on evaluating choices and understanding the consequences of decisions in terms of opportunity costs.

Prerequisite: ECON 110 or 120 (or 105).

ECON 369**Chinese Economic and Business System**

3 Semester Hours

This course aims to provide an introduction to Chinese economic and business system as well as the major strategic and operational issues facing multinational corporations in doing business in China.

Taught only in Beijing, China.

ECON 370**International Trade**

3 Semester Hours

Analysis of classical and modern theories of international trade and their relation to internal and external equilibria. Income and monetary factors, commercial policies affecting international trade. Resource movements, regional economic integration.

Prerequisite: ECON 110 (or 105).

ECON 372**International Finance Theory**

3 Semester Hours

Introduction to foreign exchange markets and the determination of exchange rates. Understanding balance of payments accounts, enacting policies to affect the current account, and examining balance of payments crises. Overview of international policy coordination and the international monetary system. Application of theory to current international issues.

Prerequisite: ECON 120 (or 105).

ECON 374**Economic Development of Minority Communities**

3 Semester Hours

Historical study of minority groups in the American economy. Emphasis upon institutions, ideas, and individuals.

Prerequisite: ECON 110 (or 105).

ECON 410**Intermediate Microeconomics II**

3 Semester Hours

Microeconomic theory applied to the public sector. General equilibrium theory for exchange and production economies, First Theorem of Welfare Economics, public goods, Samuelson condition, externalities and policy remedies, information theory and social insurance, intertemporal choice, uncertainty, cost-benefit analysis, welfare economics and income redistribution.

Prerequisite: ECON 310.

Offered in the Spring semester only.

ECON 412**Economics and Ethics**

3 Semester Hours

Economics and Ethics examines the roles and effects of ethics on economic analysis, behavior, and institutions. These issues arise, for example, in matters of charity, labor markets, and taxation. This course treats both descriptive and prescriptive theories as well as evidence on ethics from behavioral and experimental economics. It covers standard philosophical theories and connects them to empirical evidence and real world decision-making.

Prerequisite: ECON 310. Recommended: ECON 410 or concurrent enrollment.

ECON 414**Game Theory**

3 Semester Hours

Game Theory is the study of strategic interaction. This course will focus on analyzing these interactions and predicting equilibrium outcomes. Topics to be covered include utility theory, rationality, simultaneous and sequential move games, Nash equilibrium, backward induction, repeated games, and games of incomplete information.

Prerequisite: ECON 310.

ECON 416**Environmental Economics**

3 Semester Hours

Environmental Economics deals with the use of society's scarce environmental resources. Economic theory and analysis are applied to various environmental issues, including pollution, sustainable development, clean air, and quality of life.

Prerequisite: ECON 310.

ECON 434**Experimental Economics**

3 Semester Hours

Experimental methods of research in economics. Basic experimental concepts, induced value theory, individual decisions, game theory, market experiments, auctions, bargaining, public choice.

Prerequisite: ECON 310.

ECON 450**Industrial Organization**

3 Semester Hours

Analysis of firm behavior. Classical models of perfect competition, monopoly and oligopoly. Game theory including dominant strategy, Nash and subgame perfect equilibrium. Price discrimination, antitrust policy and regulation.

Prerequisite: ECON 310.

ECON 454**Public Choice**

3 Semester Hours

The study of political decision making using economic theories and methods. Theory of voting rules, the theory of regulation, taxation, interest groups, the growth of government, and the design of constitutions.

Prerequisite: ECON 310.

ECON 456**Law and Economics**

3 Semester Hours

This course will explore the field of law and economics. We will use standard microeconomic tools to examine torts, contracts, and property law, as well as the theory and empirical evidence on criminal behavior.

Prerequisite: ECON 310.

ECON 474**Economic Development**

3 Semester Hours

This course is about global poverty, with a focus on the market failures that often characterize countries in the developing world and the solutions that countries have adopted to deal with these failures. We will explore how missing or incomplete markets for land, insurance, and credit give rise to the institutions that we see in developing countries, particularly in rural areas. Evidence about important policy debates, such as the role of industrialized countries in the development process, will be discussed in detail.

Prerequisite: ECON 310.

ECON 490**Senior Assessment**

0 Semester Hours

Assessment of student learning outcomes in the field of economics. Includes a written comprehensive examination, a senior exit interview, and possible additional Department evaluation. ECON 490 is offered toward the end of the Spring semester only and is required of all economics majors who will have completed 100 hours or more by the end of the Spring semester.

CR/NC grading only.

Economics majors only.

Prerequisites: Registered to complete 100 hours or more by the end of the semester in which it is taken.

ECON 530**Mathematics for Economics**

3 Semester Hours

Absolutely necessary for those continuing to graduate school and required for those pursuing the B.S. degree in economics. Review of fundamental mathematical concepts and logic. Treatment of linear algebra, univariate and multivariate calculus, real analysis, and unconstrained and constrained optimization. Applications of mathematical techniques to typical problems in microeconomics and macroeconomics.

Offered only in the Fall semester.

Prerequisites: ECON 310 and MATH 131 (or 112). Recommended: ECON 320.

ECON 532**Econometrics**

3 Semester Hours

This branch of economics uses mathematical and statistical tools to analyze economic phenomena. Mathematical formulation, establishment of hypotheses, model construction, data collection, and statistical estimation and inference. Required for the B.S. degree in Economics.

Offered only in the Spring semester.

Prerequisite: ECON 530 (or MATH 250).

English

Faculty

Chairperson: David Killoran

Professors: Linda Bannister,

Theresa de Vroom, Paul Harris,

David Killoran, Rubén Martínez (Fletcher Jones Chair in Literature and Writing),

John Menaghan, Barbara Roche Rico,

Chuck Rosenthal, Lucy Wilson,

Gail Wronsky

Associate Professors: Stuart Ching,

Holli G. Levitsky, Robin Miskolcze, K.J. Peters,

John Reilly, Stephen Shepherd, Kelly Younger

Assistant Professors: Juan Mah y Busch,

Dermot Albert Ryan, Molly Youngkin

Contact Information

Department Chair: David Killoran

E-mail: dkilloran@lmu.edu

Graduate Director: Stephen Shepherd

E-mail: sshepherd@lmu.edu

Website: bellarmine.lmu.edu/english/

Office Location: University Hall 3800

Telephone: (310) 338-3018

Fax: (310) 338-7727

Department Secretary: Maria Jackson

E-mail: mjackson@lmu.edu

Graduate Program

Mission Statement

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

All emphases within the M.A. program address

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

Admission Requirements

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

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

- 2) Applicants must submit an application, \$50 application fee, and two letters of recommendation. Recommendations should be obtained from individuals who are in a position to comment on the applicant's academic and personal suitability for pursuing graduate work in English.
- 3) Applicants should write an ambition statement (1½–2 pages) in which they indicate which emphasis (Literature, Creative Writing, Rhetoric/Composition) they wish to enter. Applicants should also discuss relevant prior experiences (i.e., academic, research work, creative writing, or other life experiences) and their career goals. This statement should be included with the basic application.
- 4) A 10–15 page writing sample is required of

all applicants. Applicants to the Literature or Rhetoric/Composition Emphasis should submit a sample of their critical writing; applicants to the Creative Writing Emphasis should submit samples of their creative writing and critical writing.

- 5) The General Test of the Graduate Record Examination (GRE) is a prerequisite requirement for all applicants.
- 6) The deadline for the receipt of all materials is April 1.

Teaching Fellowships

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

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.

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.

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 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.

Undergraduate Program

English Department Mission

Believing that literature is a profound expression of human experience, the English Department uses a range of critical methods to introduce students to literatures in English from a variety of cultural traditions. The course work reveals the art form's creative beauty, strategies for representing the human experience, and its power to shape the reader.

The English Department encourages an understanding of the critical and creative union of reading and writing as fundamental to the processes of developing the self. Through their imaginations, students who major or minor in English interact with language and literature, thereby encountering another equally open and attentive mind: that of the writer they are reading or of the reader who comes to the work they have created. As students of the literary arts, English majors and minors prepare for a lifetime of reading and writing, enlightenment and fulfillment, learning to do what Toni Morrison describes as a dance of two minds.

A Note on the Core: English majors and minors must take a course to satisfy the University's core literature requirement, and this course is separate from and in addition to the courses taken to fulfill the English major and minor requirements.

English Student Learning Outcomes

English majors know:

- The history of literatures in the English language
- A variety of critical theories
- The range of creative choices made by the literary artist.

English majors are able to:

- Read literary texts closely and carefully
- Interpret analytically and innovatively using a variety of critical and theoretical approaches
- Write creatively and effectively
- Perceive and express the artistry, ideas, and social significance of language.

English majors value:

- The ways in which literature represents human experience
- The affect of literature on the artist and reader
- The artistry of precise and elegant expression.

Major Requirements

A student wishing to declare the English major must be in good academic standing with a minimum GPA of C (2.0).

Lower Division Requirements for all emphases (12 semester hours):

ENGL 201 and either ENGL 200 or 202; ENGL 203 and 204.

A grade of C (2.0) is required in each premajor course before qualifying for upper division status as an English major. Students transferring into the Department after their sophomore year may enroll in upper division courses in the major concurrently with the premajor courses. Students must complete all upper division courses in the major with a minimum grade of C (2.0) in order to maintain status as English majors. Failure to maintain this standard or failure to make sufficient progress toward completion of the major will result in probation or disqualification from the Department.

Upper Division Requirements:

There are two programs for the major in English:

I. The English Major: Literature Emphasis

27 semester hours in upper division courses. Up to six of these semester hours may be taken in writing classes.

Upper Division Requirements:

ENGL 321 or 322.

One of the two survey courses in the History of American Literature (ENGL 371 or 372).

One course in English and/or American Literature prior to 1800, excluding Shakespeare.

Two courses in English and/or American Literature after 1800.

One course in Theory (consult with your advisor).

One course in Comparative/Cultural Literatures (includes any course in multi-ethnic literature, gender-based literature, world literature, or foreign language literature in translation. Check with your advisor to determine which courses may be used to fulfill this requirement.)

6 additional upper division semester hours

Total lower division and upper division: 39 semester hours

A minimum grade of C (2.0) must be obtained in each course in the major.

II. The English Major: Writing Emphasis

27 semester hours in upper division courses.

Upper Division Requirements:

ENGL 321 or 322.

One of the two survey courses in the History of American Literature (ENGL 371 or 372).

One course in English or American Literature before or after 1800, excluding ENGL 321 and 322.

Two 400- or 500-level writing courses, excluding ENGL 402 and 569.

One course in Theory (consult with your advisor).

One course in Comparative/Cultural Literatures/Writing (includes any multi-ethnic writing or literature course, gender-based writing or literature course, world writing or literature course, or any foreign language literature course in translation. Check with your advisor to determine which courses may be used to fulfill this requirement.)

6 additional upper division semester hours

Total: 39 lower division and upper division semester hours

A minimum grade of C (2.0) must be obtained in each course in the major.

Minor Requirements

A student wishing to declare the English minor must be in good academic standing with a minimum GPA of C (2.0).

18 semester hours beyond 100-level. ENGL 200 or 201 or 202 and at least one "survey" course selected from ENGL 203, 204, 371, or 372 must be included. At least nine semester hours, exclusive of ENGL 371 or 372, must be at the 300-, 400-, or 500-level. Three of these nine hours (or at least one course) must be selected from pre-1800 literature courses. Students may select ENGL 203 or 371 to fulfill this pre-1800 course requirement, but then they must take a second course from ENGL 203, 204, 371, or 372 to fulfill the "survey" requirement.

A minimum grade of C (2.0) must be obtained in each course in the minor.

Minor in Screenwriting for English Majors

The School of Film and Television offers a minor as an option to students majoring in the writing emphasis in the English Department. The minor consists of 18 semester hours. Check for the full description of the minor under the Screenwriting section of this Bulletin.

Pre-Journalism Curriculum

Although LMU doesn't offer a journalism major or minor, a large number of LMU graduates have gone on to successful careers or graduate work in journalism. These students, who have majored or minored in English or Communication Studies, have taken advantage of a number of exciting LMU courses. These courses comprise the LMU "Pre-Journalism Curriculum" and are particularly recommended for students who intend pursuing a Masters or Ph.D. in Journalism, or who plan to work as a journalist, freelance, or for a newspaper or magazine. No student need complete all of the

courses listed below, but a healthy sampling will stand a future journalist in good stead and will assist in admission to most graduate programs in journalism across the country.

It is important to note that a working journalist often develops a specialization in a particular area, such as sports, entertainment, or the environment. Content courses in these areas would, of course, be useful. The Pre-Journalism Curriculum includes Political Science courses specifically, since local, state, and national politics have an impact on most news, and politics is considered an important working knowledge base for any journalist.

A pre-journalism certificate can be issued to the student who successfully completes 18 semester hours of pre-journalism coursework. **Students must take at least five of the six courses from the English Department. Only one course may be selected from another discipline.** Students who seek a certificate will be advised on how to create a program that focuses on their area of interest: for example, political reporting, sports reporting, electronic media, etc.

Pre-Journalism courses are offered by a variety of departments and colleges across the University, making the Pre-Journalism Curriculum truly interdisciplinary.

Bellarmino College of Liberal Arts, English Department

ENGL 301	Writing for Journalism I: Workshop
ENGL 302	Writing the Article: Workshop
ENGL 304	Writing for Advertising
ENGL 401	Writing for Journalism II: Workshop
ENGL 402	Writing Internship in Media
ENGL 403	Writing Workshop in Non-Fiction: Adv.
ENGL 405	Literary Non-Fiction: Workshop
ENGL 406	Journalism: The Interview: Workshop
ENGL 407	Reviewing the Arts
ENGL 408	Journalism: Editing Workshop
ENGL 463	The Essay
ENGL 469	Practicum in Journalism I
ENGL 470	Practicum in Journalism II
ENGL 562	Contemporary Rhetorical Theory
ENGL 567	Style in Writing
ENGL 574	Rhetoric and Media
ENGL 575	The Art of Rhetoric

**Bellarmino College of Liberal Arts,
Political Science Department**

POLS 130	American Politics
POLS 135	Contemporary American Politics
POLS 430	Campaign
POLS 435	The Politics of California

**Bellarmino College of Liberal Arts,
Philosophy Department**

PHIL 320	Ethics
PHIL 321	Bioethics
PHIL 322	Business Ethics
PHIL 324	Engineering Ethics
PHIL 326	Ethics of Love and Marriage
PHIL 327	Ethics and Education
PHIL 328	Media Ethics
PHIL 329	Topics in Applied Ethics
PHIL 330	Contemporary Moral Problems

Students interested in assembling a Pre-Journalism Curriculum should review each semester's course offerings across the colleges, paying particular attention to special studies courses focusing on journalistic issues, media topics, or related fields. Students may consult with **Prof. Linda Bannister, Pre-Journalism Advisor**, to determine which special or new courses may be appropriate.

There are a number of Pre-Journalism eligible courses offered by the College of Communication and Fine Arts, some of which may entail prerequisites and/or college permission. Please consult with Dr. Linda Bannister for more information about these courses.

Note: Although there is no set sequence for taking pre-journalism courses, some of the above listed courses may carry prerequisite courses that must be completed first. Students interested in journalism are also strongly advised to participate in LMU's award-winning student newspaper *The Los Angeles Loyolan*, the campus yearbook *The Tower*, and/or radio station KXLU.

A Pre-Journalism Curriculum Completion Certificate is available to those students who successfully complete (earning a C [2.0] or better in each course) 18 semester hours of approved pre-journalism coursework. Bring transcript showing 18 semester hours of accepted completed courses to Dr. Bannister at least two months prior to intended graduation. **If courses are in progress during the last semester before graduation, the certificate will be issued after a final grade of C (2.0) or better is posted for each course.**

**Secondary Teacher
Preparation Program for
English**

For information on this program, see the Secondary Teacher Preparation Program section in this Bulletin.

**English Model Four-
Year Plan**

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>		S.H.
AMCS ___	University Core.....	3
ENGL 110	College Writing.....	3
HIST ___	University Core.....	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST ___	University Core.....	(3)
MATH ___	University Core.....	3
___ ___	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
HIST ___	University Core.....	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST ___	University Core.....	(3)
___ ___	Critical/Creative Arts Core ...	3
___ ___	Literature Core	3
___ ___	Social Science Core.....	3
___ ___	Elective.....	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
ENGL 201	The Language of Poetry.....	3
ENGL 203	History of British Lit. I	3
HIST ___	University Core.....	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST ___	University Core.....	(3)
___ ___	CMST/Crit Thinking Core.....	3
___ ___	Social Science Core.....	3
		15

<i>Spring Semester</i>		S.H.
ENGL 200	The Language of Drama	3
	<i>or</i>	
ENGL 202	The Language of Fiction.....	(3)
ENGL 204	History of British Lit. II	3
HIST ___	University Core.....	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST ___	University Core.....	(3)
___ ___	Critical/Creative Arts Core...	3
___ ___	Science Core.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
ENGL 321	Shakespeare: Major Plays	3
	<i>or</i>	
ENGL 322	Studies in Shakespeare.....	(3)
ENGL ___	ENGL Elective UD	3
	Students interested in creative writing should consider 300-level writing courses. These courses are prerequisites for advanced writing workshops offered in the Spring.	
PHIL ___	PHIL 320-330	3
	<i>or</i>	
THST ___	THST 3xx.....	(3)
___ ___	Upper Division Elective	3
___ ___	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
ENGL 371	American Literature I.....	3
	<i>or</i>	
ENGL 372	American Literature II.....	(3)
ENGL ___	ENGL Comp. UD.....	3
ENGL ___	ENGL Elective UD.....	3
PHIL ___	PHIL 320-330.....	3
	<i>or</i>	
THST ___	THST 3xx.....	(3)
___ ___	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
ENGL ___	4/500 (Writing Emphasis).....	3
	<i>or</i>	
ENGL ___	Pre-1800 (Lit. Emphasis)	(3)
ENGL ___	Post-1800 Amer/Engl.....	3
___ ___	Upper Division Elective	3
___ ___	Upper Division Elective	3
___ ___	Elective.....	3

<i>Spring Semester</i>		S.H.
ENGL ___	4/500 (Writing Emphasis).....	3
ENGL ___	Post-1800 (Lit. Emphasis)	(3)
ENGL ___	ENGL Theory UD.....	3
___ ___	Upper Division Elective	3
___ ___	Elective.....	3
___ ___	Elective.....	3
		15

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Upper division courses are open to juniors and seniors only. With the permission of the Chairperson, ENGL 321, 322, 371, and 372 may be open to sophomores who have taken or are concurrently enrolled in the required lower division, pre-major English courses.

Course Descriptions

ENGL 100
English as a Second Language
3 Semester Hours

Students enroll in ENGL 100 based on their performance in the essay administered in all ENGL 110 sections during the first week of classes. A course designed to give students essential skills in writing and reading English. Students must earn a grade of C (2.0) or better in order to pass this course. Concurrent enrollment in ENGL 101 required.

ENGL 101
Required Writing Lab—ESL
1 Semester Hour

The required lab component of English 100. Taken concurrently with English 100.

Credit/No Credit grading.

Students must earn a grade of Credit in this lab course in order to pass ENGL 100.

ENGL 110
College Writing
3 Semester Hours

The art of clear and effective college writing. This course will teach students how to generate clear and persuasive expository prose suitable to a variety of academic disciplines.

A grade of C (2.0) or better is required.

ENGL 111
Elective Writing Lab
1 Semester Hour

A program of individualized tutorial instruction designed specifically to reinforce and develop those skills important to improving college-level prose.

Credit/No Credit grading.

ENGL 115
University Writing Lab
1 Semester Hour

Intensive work on individual writing issues encountered in course work across the curriculum. Emphasis is placed on clarity and style.

Credit/F grading. This course may be repeated twice for degree credit.

ENGL 116
Practicum in Tutoring Writing and Liberal Arts
1 Semester Hour

Credit/No Credit grading.

ENGL 130
Introduction to Poetry
3 Semester Hours

A course designed to develop an appreciation of the meaning, forms, techniques, and impact of poetry; critical essays based on the reading.

Prerequisite: Successful completion of ENGL 110.

ENGL 140
Introduction to Fiction
3 Semester Hours

An introduction to significant works in the novel and short story; critical essays based on the reading.

Prerequisite: Successful completion of ENGL 110.

ENGL 150
Introduction to Drama
3 Semester Hours

An introduction to significant works of dramatic literature; critical essays based on the reading.

Prerequisite: Successful completion of ENGL 110.

ENGL 170
Classics of Literature
3 Semester Hours

An introduction to significant works in literature outside the British and American traditions; critical essays based on the reading.

Prerequisite: Successful completion of ENGL 110.

Not available to students who already have credit in FNLT 180.

ENGL 198
Special Studies
1-3 Semester Hours

ENGL 199
Independent Studies
1-3 Semester Hours

ENGL 200
The Language of Drama
3 Semester Hours

An introduction to creating drama and writing about it. Open to English majors and minors, and screenwriting majors.

ENGL 201**The Language of Poetry***3 Semester Hours*

An introduction to creating poetry and writing about it.

Required of all English majors.

Open to English majors and minors, and screenwriting majors.

ENGL 202**The Language of Fiction***3 Semester Hours*

An introduction to creating fiction and writing about it.

Open to English majors and minors, and screenwriting majors.

ENGL 203**The History of British Literature I***3 Semester Hours*

British literature from the Anglo Saxons to the end of the eighteenth century.

Required of all English majors.

ENGL 204**The History of British Literature II***3 Semester Hours*

British literature from Romanticism through the Moderns.

Required of all English majors.

ENGL 205**Creative Writing for Non-Majors***3 Semester Hours*

A genre-based writing workshop (fiction, poetry, and drama). Fulfills the core requirement in creative arts. Not open to English majors and minors.

ENGL 298**Special Studies***1-3 Semester Hours***ENGL 299****Independent Studies***1-3 Semester Hours***ENGL 301****Writing for Journalism I: Workshop***3 Semester Hours*

An intermediate-level writing class and an introduction to journalism. Covers the basic components of both features and news stories, interview strategies, and legal and ethical concerns.

Junior or senior standing required.

ENGL 302**Writing the Article: Workshop***3 Semester Hours*

Techniques of writing and marketing the magazine article.

Junior or senior standing required.

ENGL 304**Writing for Advertising***3 Semester Hours*

Writing strategies for advertising.

Junior or senior standing required.

ENGL 305**Advanced Composition for Credential Candidates***3 Semester Hours*

A review of the principles of exposition and grammar, principally for candidates for the elementary and secondary credentials.

Junior or senior standing required.

ENGL 311**Writing Workshop in Fiction: Intermediate***3 Semester Hours*

Junior or senior standing required.

Prerequisite: ENGL 202.

ENGL 312**Writing Workshop in Poetry: Intermediate***3 Semester Hours*

Junior or senior standing required.

Prerequisite: ENGL 201.

ENGL 313**Playwriting: Workshop***3 Semester Hours*

An introduction to writing for the stage.

Junior or senior standing required.

Prerequisite: ENGL 200 or 201 or 202.

ENGL 316**Modern Drama***3 Semester Hours*

International and American drama from 1870-1963.

Fulfills post-1800 or comparative/cultural literatures requirement.

Junior or senior standing required.

ENGL 321**Shakespeare: The Major Plays***3 Semester Hours*

A survey course of Shakespeare's "major plays." This course intends to cover all the dramatic genres Shakespeare wrote in and at the same time highlight those works which are considered Shakespeare's most important.

Junior or senior standing or permission of the Chairperson required.

ENGL 322**Studies in Shakespeare***3 Semester Hours*

An in-depth study of Shakespeare's writings.

This course is repeatable for degree credit up to two times provided new course material (literature) is covered and a new subtitle has been designated.

Junior or senior standing or permission of the Chairperson required.

ENGL 324**Faith and American Fiction***3 Semester Hours*

The study of literary representations of modern religious concerns in modern and contemporary American fiction.

Fulfills post-1800 requirement.

Junior or senior standing required.

ENGL 325**Contemporary Poetry***3 Semester Hours*

British and American poetry from Wallace Stevens to the present.

Fulfills post-1800 requirement.

Junior or senior standing required.

ENGL 326**Contemporary Drama***3 Semester Hours*

International and American drama from 1964-the present.

Fulfills post-1800 requirement.

Junior or senior standing required.

ENGL 332**The Short Story***3 Semester Hours*

A study of the short story as a literary form; close reading of representative short stories by American, British, and continental writers.

Junior or senior standing required.

ENGL 341**Studies in World Literature**

3 Semester Hours

A study of literature(s) written outside the United States and Britain.

Fulfills comparative/cultural literatures requirement.

Junior or senior standing required.

ENGL 342**The Image of Woman in Nineteenth-Century England**

3 Semester Hours

A study of the attitudes towards women as they emerge in the writings of both men and women in 19th-century England.

Fulfills post-1800 requirement.

Junior or senior standing required.

ENGL 343**Twentieth-Century Women's Writing**

3 Semester Hours

A study of literary and critical texts written by women in the 20th century.

Fulfills post-1800 requirement.

Junior or senior standing required.

ENGL 344**Survey of African American Writing**
(See AFAM 396)

Fulfills comparative/cultural literatures requirement.

Junior or senior standing required.

ENGL 345**Studies in Multi-Ethnic Literature**

3 Semester Hours

The comparative study of literatures within the American experience.

This course is repeatable for degree credit up to two times provided new course material (literature) is covered and a new subtitle has been designated.

Fulfills comparative/cultural literatures requirement.

Junior or senior standing required.

ENGL 346**Children's Literature**

3 Semester Hours

A study of children's literature and the critical discussions it raises across literary and educational studies.

Open to Liberal Studies majors who are juniors or seniors.

ENGL 350**Survey in Chicana/o-Latina/o Literature**

3 Semester Hours

Examines Chicana/o-Latina/o literature, its criticism as well as its various artistic genres, introducing students to its aesthetic and social value/s (see CHST 332).

Fulfills post-1800 or comparative/cultural requirement.

Junior or senior standing required.

ENGL 348**Modern Southern Fiction**

3 Semester Hours

A study of the extraordinary artistry and unique vision of novelists from the American South, including Faulkner, Hurston, O'Connor, and Percy.

Fulfills post-1800 requirement.

Junior or senior standing required.

ENGL 351**Classical Mythology**

3 Semester Hours

Study of the basic myths and myth patterns of the Greeks and Romans and the mythological heritage in Western Literature (see CLCV 451).

Fulfills pre-1800 requirement.

Junior or senior standing required.

ENGL 352**Portraits of the Artist**

3 Semester Hours

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

Junior or senior standing required.

ENGL 353**Chicana/o Conciencia**

3 Semester Hours

Surveys through literary analysis and critical theory a Chicana/o form of awareness, "conciencia," with particular attention to the intersection in Latina/o intellectual history of the aesthetic, the ethical, and the political (see CHST 406).

Fulfills post-1800 or comparative/cultural requirement.

Junior or senior standing required.

ENGL 354**Prison Literature**

3 Semester Hours

Surveys literature written by political prisoners to examine its artistry as well as its attempt to intervene in a culture of incarceration.

Fulfills post-1800 or comparative/cultural requirement.

Junior or senior standing required.

ENGL 361**Reading Methods**

3 Semester Hours

A survey of various methods of reading literary texts.

Fulfills theory requirement.

Junior or senior standing required.

ENGL 362**Reading Cultural Studies**

3 Semester Hours

Examines the concept of *culture* in literary analysis, introducing students to different methods of reading and the analysis of power in various social categories such as race and gender, religion and nationalism.

Fulfills theory requirement.

Junior or senior standing required.

ENGL 371**American Literature I**

3 Semester Hours

A survey of American literature from colonial times to 1865.

Fulfills pre-1800 requirement or American Survey.

Junior or senior standing or permission of the Chairperson required.

ENGL 372**American Literature II***3 Semester Hours*

A survey of American literature from 1865 to the present.

Fulfills post-1800 requirement or American Survey.

Junior or senior standing or permission of the Chairperson required.

ENGL 373**RoadRead***3 Semester Hours*

This multi-genre course explores the literature of Los Angeles and California. Involves field trips. Lab fee.

Prerequisites: ENGL 201 and either 200 or 202.

Open to English majors and minors who are juniors or seniors.

ENGL 374**RoadWrite***3 Semester Hours*

This multi-genre writing course explores the literature of Los Angeles and California. Involves field trips. Lab fee.

Prerequisites: ENGL 201 and either 200 or 202.

Open to English majors and minors who are juniors or seniors.

ENGL 375**StreetRead***3 Semester Hours*

Students will respond critically to literature in the classroom and run reading groups in the community.

Prerequisites: ENGL 201 and either 200 or 202.

Open to English majors and minors who are juniors or seniors.

ENGL 376**StreetWrite***3 Semester Hours*

Student writers will workshop their own writing and run workshops in the community.

Prerequisites: ENGL 201 and either 200 or 202.

Open to English majors and minors who are juniors or seniors.

ENGL 398**Special Studies***1-3 Semester Hours*

Junior or senior standing required.

ENGL 399**Independent Studies***1-3 Semester Hours*

Junior or senior standing required.

ENGL 401**Writing for Journalism II: Workshop***3 Semester Hours*

An advanced class in journalistic prose. Readings and assignments cover hard news, feature stories, and New Journalism.

Junior or senior standing required.

ENGL 402**Writing Internship in Media***3 Semester Hours*

Students enrolled in this course work 10-12 hours per week with an off-campus media firm.

Permission of the instructor required. Students must submit a portfolio of their writing to the instructor four weeks prior to registration for the course.

Note: This course does not fulfill any requirements of the English major but is recommended for students seeking a career in professional writing. The course is a university elective and may also be used to fulfill requirements of the Pre-Journalism Certificate Program.

Junior or senior standing required.

ENGL 403**Writing Workshop in Non-Fiction: Advanced***3 Semester Hours*

Individually directed projects in a variety of expository forms.

Junior or senior standing required.

ENGL 405**Literary Non-Fiction: Workshop***3 Semester Hours*

An advanced course in non-fiction prose, with practice in both creating and analyzing non-fiction.

Junior or senior standing required.

ENGL 406**Journalism: The Interview: Workshop***3 Semester Hours*

A course in interview strategies for journalists.

Junior or senior standing required.

ENGL 407**Reviewing the Arts***3 Semester Hours*

A course in writing reviews of film and theatre. Class involves field trips to theatre and film performances.

Junior or senior standing required.

ENGL 408**Journalism: Editing Workshop***3 Semester Hours*

A course in editing techniques for journalists.

Junior or senior standing required.

ENGL 411**Writing Workshop in Fiction: Advanced***3 Semester Hours*

Individually directed projects in a variety of fiction forms.

Junior or senior standing required.

Prerequisites: ENGL 202 and 311.

ENGL 412**Writing Workshop in Poetry: Advanced***3 Semester Hours*

A workshop for advanced poetry writing students.

Junior or senior standing required.

Prerequisites: ENGL 201 and 312.

ENGL 413**Playwriting Workshop: Advanced***3 Semester Hours*

A workshop for advanced playwriting students.

Junior or senior standing required.

Prerequisite: ENGL 313.

ENGL 422**Prosody**

3 Semester Hours

A study of poetic forms, based on the close reading and imitation of those forms. This class may count as either a theory or a writing class.

Junior or senior standing required.

ENGL 463**The Essay**

3 Semester Hours

An introduction to the basic styles and forms of the essay, surveyed historically.

Junior or senior standing required.

ENGL 467**Time in 20th Century Literature**

3 Semester Hours

A writing and theory course that explores the shift from modernist to postmodernist ideas of time.

Junior or senior standing required.

ENGL 469**Practicum in Journalism I**

1-3 Semester Hours

This course gives students practical journalism experience working on the staff of the *Los Angeles Loyolan* or the *Tower*. Particularly appropriate for editors.

Consent of instructor required.

Junior or senior standing required.

ENGL 470**Practicum in Journalism II**

1-3 Semester Hours

This course is for advanced journalism students who have served as editors for at least one semester and who have completed ENGL 469.

Consent of instructor required.

Junior or senior standing required.

ENGL 498**Special Studies**

1-3 Semester Hours

Junior or senior standing required.

ENGL 499**Independent Studies**

1-3 Semester Hours

Junior or senior standing required.

ENGL 502**The Arthurian Romance**

3 Semester Hours

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

Fulfills pre-1800 requirement.

Junior, senior, or graduate standing required.

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

3 Semester Hours

English literature, from the Normans to the Tudors.

Fulfills pre-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 504**Chaucer**

3 Semester Hours

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

Fulfills pre-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 511**Literature of the Renaissance**

3 Semester Hours

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

Fulfills pre-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 512**Seventeenth-Century Poetry**

3 Semester Hours

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

Fulfills pre-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 513**Milton**

3 Semester Hours

The poetry and selected prose of John Milton.

Fulfills pre-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 521**British Literature: 1660-1800**

3 Semester Hours

Studies in British literature of the Restoration and eighteenth century, exclusive of the novel.

Fulfills pre-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 522**Eighteenth-Century English Novel**

3 Semester Hours

The development of the English novel in its first century.

Fulfills pre-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 531**Romantic Poetry**

3 Semester Hours

English poetry from Blake to Keats.

Fulfills post-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 532**The Nineteenth-Century English Novel**

3 Semester Hours

The development of the English novel from Austen to Hardy.

Fulfills post-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 533**Victorian Literature**

3 Semester Hours

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

Fulfills post-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 534**Literature of the Holocaust**

3 Semester Hours

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

Fulfills post-1800 or comparative/cultural literatures requirement.

Junior, senior, or graduate standing required.

ENGL 541**British Fiction: 1900-1950***3 Semester Hours*

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

Fulfills post-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 542**British Fiction: 1950 to the Present***3 Semester Hours*

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

Fulfills post-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 543**British Poetry: 1900-1950***3 Semester Hours*

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

Fulfills post-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 544**Modern Irish Literature***3 Semester Hours*

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

Fulfills post-1800 or comparative/cultural literatures requirement.

Junior, senior, or graduate standing required.

ENGL 545**Contemporary Irish Literature***3 Semester Hours*

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

Fulfills post-1800 or comparative/cultural literatures requirement.

Junior, senior, or graduate standing required.

ENGL 546**Irish Renaissance***3 Semester Hours*

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.

Fulfills post-1800 or comparative/cultural literatures requirement.

Junior, senior, or graduate standing required.

ENGL 547**Irish Short Story***3 Semester Hours*

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

Fulfills post-1800 or comparative/cultural literatures requirement.

Junior, senior, or graduate standing required.

ENGL 551**Early American Literature, Art, and Ideas***3 Semester Hours*

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

Fulfills pre-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 552**American Romanticism***3 Semester Hours*

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

Fulfills post-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 553**American Realism and Naturalism***3 Semester Hours*

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

Fulfills post-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 554**Modern American Fiction***3 Semester Hours*

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

Fulfills post-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 555**American Fiction Since 1950***3 Semester Hours*

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

Fulfills post-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 556**Modern American Poetry***3 Semester Hours*

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

Fulfills post-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 558**Caribbean Literature***3 Semester Hours*

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

Fulfills post-1800 or comparative/cultural literatures requirement.

Junior, senior, or graduate standing required.

ENGL 559**Survey of Literary Criticism***3 Semester Hours*

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

Fulfills theory requirement.

Junior, senior, or graduate standing required.

ENGL 561**Contemporary Literary Criticism***3 Semester Hours*

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

Fulfills theory requirement.

Junior, senior, or graduate standing required.

ENGL 562**Contemporary Rhetorical Theory***3 Semester Hours*

Textual analysis and production based on contemporary rhetorical theory.

Fulfills theory or writing requirement.

Junior, senior, or graduate standing required.

ENGL 563**Creative Writing Seminar***3 Semester Hours*

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

This course is repeatable for degree credit up to two times, provided new course material is covered and a new subtitle has been designated.

Junior, senior, or graduate standing required.

Prerequisites: Undergraduates must complete ENGL 311 and 411 or ENGL 312 and 412 or ENGL 313 and 413 before enrolling in ENGL 563.

ENGL 565**Theory of Teaching Writing and Literature***3 Semester Hours*

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

Fulfills theory or writing requirement.

Junior, senior, or graduate standing required.

ENGL 566**Metaphor: Theory and Practice***3 Semester Hours*

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

Fulfills writing requirement.

Junior, senior, or graduate standing required.

ENGL 567**Style in Writing***3 Semester Hours*

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

Fulfills theory or writing requirement.

Junior, senior, or graduate standing required.

ENGL 569**Linguistics***3 Semester Hours*

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

Fulfills theory requirement.

Junior, senior, or graduate standing required.

ENGL 571**Writing the Novella: Workshop***3 Semester Hours*

Practice in writing extended narrative forms.

Junior, senior, or graduate standing required.

ENGL 574**Rhetoric and Media***3 Semester Hours*

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

Fulfills theory, writing, or comparative/cultural literatures requirement.

Junior, senior, or graduate standing required.

ENGL 575**The Art of Rhetoric***3 Semester Hours*

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

Fulfills theory requirement.

Junior, senior, or graduate standing required.

ENGL 580**Comparative Drama***3 Semester Hours*

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

Fulfills comparative/cultural literatures requirement.

Junior, senior, or graduate standing required.

ENGL 584**The Black Aesthetic***3 Semester Hours*

Study of theories of African American aesthetics.

Fulfills theory requirement.

Junior, senior, or graduate standing required.

ENGL 598**Special Studies***1-3 Semester Hours*

Junior, senior, or graduate standing required.

ENGL 599**Independent Studies***1-3 Semester Hours*

Junior, senior, or graduate standing required.

Graduate Seminars**ENGL 600****Critical Methodology***3 Semester Hours***ENGL 601****Seminar in a Literary Period***3 Semester Hours***ENGL 602****Seminary in a Genre***3 Semester Hours***ENGL 603****Seminar in a Major Writer***3 Semester Hours***ENGL 604****Seminar in Literary Theory***3 Semester Hours***ENGL 605****Contemporary Critical Theory***3 Semester Hours***ENGL 606****Seminar in Rhetoric***3 Semester Hours***ENGL 607****Seminar in Composition Theory***3 Semester Hours***ENGL 610****Seminar in Writing***3 Semester Hours***ENGL 691****Comprehensive Examination (M.A.)***0 Semester Hours***ENGL 693****Comprehensive Examination (M.A.T.)***0 Semester Hours***ENGL 697****Creative Writing Thesis***3 Semester Hours***ENGL 698****Special Studies***1-3 Semester Hours***ENGL 699****Independent Studies***1-3 Semester Hours*

Ethics

Director

W. Scott Cameron

Objectives

In response to the need to address ethical issues in the various professions, the Philosophy Department, in conjunction with other departments in the different Colleges and Schools of the University, offers a minor in Ethics. Its main focus is to deepen and broaden the student's grasp of the theoretical foundations and practical applications of ethical thought. The Ethics minor will complement and support the student's studies by encouraging reflection on the ethical issues that arise in his or her major field of study.

The objectives of this program are: 1) to heighten the student's awareness of the pervasive moral dimensions of human experience; 2) to broaden and deepen the student's understanding of ethical theories and their foundations; and 3) to promote moral deliberation, evaluation, decision-making, and conduct that alone can renew and sustain healthy economic, social, political, and professional institutions in concrete human communities.

Ethics Minor Student Learning Outcomes

Ethics minor students will understand:

- The historical context, the import, and the strengths and weaknesses of various paradigms of ethical reflection
- The ways in which ethical theories have been applied to concrete human concerns
- The relevance of ethical reflection to critical issues arising in their chosen major field of study.

Ethics minor students will be able to:

- Demonstrate written competency in the analysis and application of ethical theories to vexed practical problems
- Draw on their own experience and on insights gleaned from their major field of study to further the evaluation and refinement of ethical theories.

Ethics minor students will value:

- The importance of ethical reflection in creating and sustaining healthy human communities
- The productive relation between ethical reflection and other practical and theoretical pursuits
- The power of reflection and self-criticism to transform one's self-conception as well as one's relationships to others.

Minor Requirements

The minor in Ethics consists of 18 semester hours divided as follows:

FOUR Foundations Courses, including:

PHIL 160 and PHIL 320, which also satisfy the University's core requirements in Philosophy.

Two further classes chosen in consultation with the Ethics minor advisor, at least one of which must be in Philosophy, though the second may be offered by departments in any of the Colleges or Schools in the University. These courses should deepen the student's awareness of the context, presuppositions, and implications of various approaches to ethical reflection.

TWO Applications Courses including:

One course in Applied Ethics related to the student's College or School of origin chosen from PHIL 321-330.

One elective course in Applied Ethics selected from the PHIL 321-330 options without regard for the student's College or School of origin.

ONE Assessment Course:

PHIL 494 is a 0 credit hour Ethics Minor assessment class, to be taken once all other Ethics minor credit hours are completed or during the semester the student is completing his or her final classes for the minor.

Note: Philosophy majors or minors cannot also have an Ethics minor.

European Studies

Director

Petra Liedke Konow

Faculty

The faculty of the European Studies major are those professors in various departments of the University who regularly offer courses that are directly concerned with issues relating to Europe, or to specific countries or traditions of Europe, past and present.

Description

The European Studies major is an integrated, interdisciplinary area-studies program. Students choose from a range of courses taught in different departments, selecting a focus that reflects their individual interests (e.g., German or Irish Studies). Since the program provides the student with competence in a European language, sufficient background to grasp the complexity of European history and civilization as a whole, as well as a specialization in one field of study, it is a solid preparation for graduate school or a career in government or private enterprise. A semester of study in Europe is strongly recommended but is not mandatory.

Objectives

- Intermediate proficiency in one European language (equivalent to level 2/3 on the scale of five levels developed by the American Council on the Teaching of Foreign Language). LMU offers French, German, Italian, and Spanish in the Department of Modern Languages and Literatures as well as Greek, Latin, and Modern Greek in the Department of Classics and Archaeology.
- Knowledge of the historical, intellectual, political, and religious contexts of Europe, past and present.
- Knowledge of the art and literary works of Europeans, past and present.

European Studies Student Learning Outcomes

Students should demonstrate:

- Linguistic proficiency in one European language (French, German, Italian, Spanish, Greek, Latin, and/or Modern Greek)
- Knowledge and understanding of:
 - the history of Europe (History)

- the history of ideas in Europe (Philosophy)
- the politics of Europe (Political Science)
- the religious contexts of Europe (Theological Studies)
- Familiarity with cultural expressions of Europeans such as:
 - European literature (Classics, English, European Studies, Foreign Literature in Translation, French, German, Italian, Spanish)
 - European art history and creative arts (Art History, Film, Theatre Arts)
- Reflection on/assessment of:
 - reasons why the major in European Studies was chosen
 - cultural competency (what they have learned)
 - content of the courses selected for the European Studies major
 - development and evolution in the European Studies major
 - extracurricular activities connected with the European Studies major (study abroad experiences, program-related activities, work experience/internships).

Student Learning Outcomes will be assessed through a Senior Capstone Project (EURO 500), which consists of a portfolio during the second semester of the senior year. The portfolio is a collection of multiple samples usually compiled over time accompanied by a personal reflection essay, which would show that the student has met the objectives of the European Studies Program.

Major Requirements

LMU students wishing to declare the European Studies major must meet with the program director. The director will sign the student's Change of Program form provided the student meets certain academic standards that include having a minimum LMU GPA of 2.0 (C) and not otherwise being on academic probation.

Lower Division Requirements (18 semester hours):

HIST 100 and 101

Elementary I and II and Intermediate I and II, or the equivalent, of one European language: FREN, GRMN, ITAL, SPAN, GREK, LATN, or MDGK (i.e., 12 semester hours). EURO 181, 182, 283, 284 language courses are available in the LMU Study Abroad Programs in Europe; Study Abroad students must take the LMU Placement Exam upon return to fulfill lower division requirements.

Upper Division Requirements (25 semester hours):

At least 9 semester hours chosen from these courses examining the historical, intellectual, political, and religious contexts of Europe, past and present.

CLCV: 353

EURO: 381

HIST: Area I: Europe, Seminars Area I: Europe

IRST: 310, 319, 345, 441

PHIL: Area V: History of Philosophy, 422, 423, 424, 426, 451

POLS: 324, 351, 352, 357

THST: 320, 321, 322, 323, 328, 420, 425, 427

At least 9 semester hours chosen from these courses examining the art and literary works of Europeans, past and present.

ARCH: 403

ARHS: 303, 304, 306, 315, 410, 413, 415, 419

CLCV: 304, 306, 451, 452, 454

ENGL: 321, 322, 342, 502, 503, 504, 511, 512, 513, 521, 522, 531, 532, 533, 534, 541, 542, 543, 544, 545, 546, 547, 559, 561

EURO: 312, 323, 336, 339, 371, 372, 373, 432

FNLT: 341

FTVS: 314, 413, 514, with a European focus

FREN: 333, 334, 431, 432, 443

GREK: 311, 312, 321, 322, 331, 415

GRMN: 321, 340, 352, 431, 432, 433

IRST: 300, 303, 304, 305, 309, 317, 330, 435

ITAL: 332, 333, 334, 350, 380, 451

MDGK: 341, 354, 450

SPAN: 331, 451, 452, 453, 455, 457, 460

THEA: 331, 336, 341, 346, 349, with a European focus

One hour: **EURO** 500

Alternatively, students may take a second or third European language for up to 6 semester hours, and up to the same number of semester hours will be waived from the total upper division requirement. Students must still meet the University degree requirement of 45 upper division hours.

European Studies majors are encouraged to select core classes with a European focus.

European Studies Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>	S.H.
_____ European Language	3
AMCS _____ University Core	3
ENGL 110 College Writing	3
HIST 100 Found. West. Civ. to 1500	3
MATH _____ University Core	3
	15

<i>Spring Semester</i>	S.H.
_____ European Language	3
HIST 101 Western Traditions	3
_____ Critical/Creative Arts Core ...	3
_____ Literature Core	3
_____ Social Science Core	3
	15

Sophomore Year

<i>Fall Semester</i>	S.H.
_____ European Language	3
HIST _____ Contemporary Societies	3
PHIL 160 Phil. of Human Nature	3
<i>or</i>	
THST _____ University Core	(3)
_____ CMST/Crit Thinking Core	3
_____ Social Science Core	3
	15

<i>Spring Semester</i>	S.H.
_____ European Language	3
PHIL 160 Phil. of Human Nature	3
<i>or</i>	
THST _____ University Core	(3)
_____ Critical/Creative Arts Core ...	3
_____ Science Core	3
_____ Elective	3
	15

Junior Year

<i>Fall Semester</i>	S.H.
EURO _____ EURO Upper Division	3
EURO _____ EURO Upper Division	3
PHIL _____ PHIL 320-330	3
<i>or</i>	
THST _____ THST 3xx	(3)
_____ Upper Division Elective	3
_____ Elective	3
	15

<i>Spring Semester</i>	S.H.
EURO _____ EURO Upper Division	3
EURO _____ EURO Upper Division	3
PHIL _____ PHIL 320-330	3
<i>or</i>	
THST _____ THST 3xx	(3)
_____ Upper Division Elective	3
_____ Elective	3
	15

Senior Year

<i>Fall Semester</i>	S.H.
EURO _____ EURO Upper Division	3
EURO _____ EURO Upper Division	3
_____ Upper Division Elective	3
_____ Upper Division Elective	3
_____ Elective	3
	15

<i>Spring Semester</i>	S.H.
EURO 500 Capstone Project	1
EURO _____ EURO Upper Division	3
EURO _____ EURO Upper Division	3
_____ Upper Division Elective	3
_____ Elective	3
_____ Elective	3
	16

Students may take no more than ten upper division courses in any one department, except for Philosophy, in which the maximum is thirteen.

Course Descriptions

EURO 181 European Language and Culture I 3 Semester Hours

Introduction to a specific European language. Designed for complete beginners. No placement test necessary upon on-site arrival.

Only available to LMU Study Abroad Program students.

EURO 182 European Language and Culture II 3 Semester Hours

Designed for false beginners—i.e., students who either took a language a long time ago and do not remember it, or students who were exposed to the language, but not in a formal way—in a specific European language. Students will take a placement test upon on-site arrival to be assigned to the appropriate level.

Only available to LMU Study Abroad Program students.

EURO 198 Special Studies 1-3 Semester Hours

EURO 199 Independent Studies 1-3 Semester Hours

EURO 283 European Language and Culture III 3 Semester Hours

Designed for students with intermediate proficiency in a specific European language. Students will take a placement test upon on-site arrival to be assigned to the appropriate level.

Only available to LMU Study Abroad Program students.

EURO 284**European Language and Culture IV***3 Semester Hours*

Designed for students with intermediate to advanced proficiency in a specific European language. Students will take a placement test upon on-site arrival to be assigned to the appropriate level.

Only available to LMU Study Abroad Program students.

EURO 298**Special Studies***1-3 Semester Hours*

EURO 299**Independent Studies***1-3 Semester Hours*

EURO 370**Poetics of Modern Landscape***3 Semester Hours*

Comparative study of the poetics of modern landscape as reflected in contemporary French/European literature and the arts.

(This course can fulfill some of the requirements for the major in European Studies.)

Only available to students in the LMU Summer Study Abroad Program in Paris, France.

EURO 373**Paris Metisse: Multiculturalism in Paris***3 Semester Hours*

The course's objective is to understand the concept of "métissage" in contemporary Parisian society through contact with the modern arts—poetic, pictorial, and musical—through an analysis of various texts and through personal interviews with exiles.

(This course can fulfill some of the requirements for the major in European Studies.)

Only available to students in the LMU Summer Study Abroad Program in Paris, France.

EURO 381**British Life and Cultures***3 Semester Hours*

This course will cover the historical processes that have shaped British society and that govern the social attitudes and outlook of modern Britons.

(This course can fulfill some of the requirements for the major in European Studies.)

Only available to students in the LMU Semester Study Abroad Program in London, England.

EURO 398**Special Studies***1-3 Semester Hours*

EURO 399**Independent Studies***1-3 Semester Hours*

EURO 498**Special Studies***1-3 Semester Hours*

EURO 499**Independent Studies***1-3 Semester Hours*

EURO 500**Capstone Project***1 Semester Hour*

The capstone project consists of a portfolio that meets the objectives of the European Studies major.

Credit/No Credit grading.

Senior standing required.

Cross-listed Courses

EURO 312**History of International Film***(See FTVS 314)*

EURO 324**Art and Architecture of Ancient Greece***(See CLCV 304)*

EURO 325**Art and Architecture of Ancient Rome***(See CLCV 306)*

EURO 336**Marx and Marxism***(See POLS 324)*

EURO 339**History of Christianity I***(See THST 320)*

EURO 340**History of Christianity II***(See THST 321)*

EURO 432**Classical Mythology***(See CLCV 451)*

EURO 451**Major Thinkers***(See PHIL 451)*

Geography

Director

Peter Hoffman

Objectives

Geography is one of the fundamental disciplines in the social sciences and an essential component in a liberal arts education. The critical importance of geography and the topics addressed by the discipline are recognized by its inclusion in the core curricula of the Bellarmine College of Liberal Arts, the College of Communication and Fine Arts, and the School of Film and Television.

Geography examines the relationships between people and their environment—its focus is sometimes simply referred to as “human ecology.” With a distinctly spatial perspective, geography examines the wide range of places that humans have come to occupy on the Earth. Critical to that examination are an analysis of the ways in which people have modified the environment, for both better and worse, and the long term consequences of such modifications. Geography has also traditionally been the discipline that engages in the systematic study of the world’s diverse countries and regions. With the dramatic political and economic transformations occurring throughout the world as a result of contemporary globalization, regional geographic analysis represents a continuing challenge to the discipline and gains greater importance every day.

Geography Student Learning Outcomes

By virtue of their Geography courses, students should know:

- The general global patterns of major geographic elements and processes
- The regional structures and expressions of human environmental relationships associated with the modern and postmodern realm
- The structures and expressions of human settlement associated with the developed realms/core and those associated with the less developed realm/periphery
- The basic research questions and agendas associated with human and regional geography
- The common theories, practices, and methodologies employed in contemporary human geography
- The global patterns of contemporary societies differentiated by their social and economic structures, values, and practices;

By virtue of their Geography courses, students should be able to:

- Effectively employ contemporary social science methodology in the analysis of environmental and geographic issues
- Demonstrate written and oral competencies in the analysis of environmental and geographic issues and policy
- Identify and utilize appropriate primary data for the analysis of environmental and geographic issues
- Apply their understanding of environmental and geographic issues to the development and critical analysis of programs and policies appropriate to addressing contemporary social and economic problems;

By virtue of their Geography courses, students should value:

- Diverse perspectives in the analysis and assessment of human environmental issues and global policies
- Thoughtful analysis of the implications of human population growth and evolving technologies in the context of social justice and sound environmental practices
- Rigorous, scientific research that enlightens human ecology and contributes to the resolution of social and environmental problems
- Community-based participation in the development of programs and policies that contribute to social, economic, political, and environmental improvement.

GEOG 100 **Human Geography**

3 Semester Hours

An introduction to general world patterns of major cultural elements and processes and their influence on relationships between human societies and their environment. Cultural and environmental differences between developed and less developed nations and their regional implications in the modern world are emphasized.

GEOG 125 **Urban Physical Environment**

(See URBN 125)

GEOG 198 **Special Studies**

1-3 Semester Hours

GEOG 199 **Independent Studies**

1-3 Semester Hours

GEOG 298 **Special Studies**

1-3 Semester Hours

GEOG 299 **Independent Studies**

1-3 Semester Hours

GEOG 360 **Modern Mexico**

3 Semester Hours

A survey of the distinctive social, cultural, economic, and political elements of modern Mexico. The environmental and historical basis of the country’s recent development is examined.

GEOG 365 **Metropolitan Los Angeles**

(See URBN 365)

GEOG 378 **International Tourism**

3 Semester Hours

A survey of the social, cultural, economic, and environmental elements of international tourism with special emphasis on the impacts of the expansion of tourism from the developed nations into the less developed realm. Modern trends in tourism, such as ecotourism, are analyzed for their potential costs-benefits and their implications for careers in the tourist industry.

GEOG 398 **Special Studies**

1-3 Semester Hours

GEOG 399 **Independent Studies**

1-3 Semester Hours

GEOG 498 **Special Studies**

1-3 Semester Hours

GEOG 499 **Independent Studies**

1-3 Semester Hours

History

Faculty

Chairperson: John H. Grever, C.F.M.M.

Professors: Michael E. Engh, S.J.,

John H. Grever, C.F.M.M., Ernest Sweeney, S.J.,

Joseph S. Tiedemann, Lawrence A. Tritle

Associate Professors: Najwa Al-Qattan,

Cara Anzilotti, Jok Madut Jok

Assistant Professors: Carla J. Bittel,

Constance J.S. Chen, Elizabeth Drummond,

Daria Muller, Anthony M. Perron,

Nigel A. Raab, Nicolas Rosenthal,

Amy Woodson-Boulton

Objectives

The study of history is a cornerstone of liberal arts education. It contributes to the encouragement of learning by offering a wide variety of courses that cultivate an understanding of both familiar and unfamiliar pasts and cultures. It forms a foundation for the education of the whole person, fostering essential analytical skills: careful observation and reading of primary and secondary texts, argumentation based on evidence, articulate expression, and moral reflection. History courses ground discussions of the service of faith and the promotion of justice by emphasizing the role of change over time, showing how today's world evolved out of the interactions between individuals and groups of people. History courses embody two additional goals of liberal arts education at Loyola Marymount University. First, history courses are intercultural in focus, examining a variety of cultures and emphasizing interconnections among peoples and societies. Second, they are interdisciplinary both in content and in methodology, drawing source material and analytical techniques from literature, philosophy, theology, art, anthropology, ethnography, and archaeology. By touching on so many different disciplines, history performs an integrative function for undergraduate education and beyond. It enables students to situate their study of philosophy, religion, literature, the arts, and the sciences in specific social and historical contexts and impels students to understand the questions posed in each of these academic disciplines in new and different ways.

Prerequisites for Declaring a Major or Minor in History

At entry to the University, students declare the major/minor through the Office of Admission. LMU students wishing to declare the major/minor must first meet with the department chair, who will ordinarily sign the student's Change of Program form. The history department requires a minimum LMU GPA of 2.0 (C) and the students should not be on academic probation. It also requires an average grade of C (2.0) in all history courses taken before declaring a major or minor, including courses at other institutions. The history department accepts Advanced Placement courses in European and American history to fulfill lower division history requirements, provided the scores of the AP examinations are 5 or 4.

History Student Learning Outcomes

- History students develop an understanding of events, processes, and patterns in the human experience. History students should gain an understanding of how their lives relate to a larger historical process.
- Students should be able to analyze historical texts and to gain an understanding of the methods used in interpreting the past, such as criticism of sources, the definition of historical questions, comparative analysis, and the diverse perspectives of participants in history. They will employ evidence to craft arguments about historical change and analyze the factors that cause change on local, national, and global scales.
- Students should value the vast range of ways in which individuals and societies have responded to the problems confronting them. The insights they have gained through historical analysis will enrich their lives as citizens of an interconnected world.

Major Requirements

Lower Division Requirements:

15 semester hours distributed as follows: HIST 100, 101, 161, 162, and one course selected from HIST 152, 172, 182, and 192. A student must accumulate a C (2.0) average in the prerequisite courses. In addition, the Department recommends the study of geography and foreign languages.

Upper Division Requirements:

24 semester hours in upper division courses.

All major programs must include a course in historical method (HIST 310 or 330) and at least one 500-level seminar. The remaining courses are to be chosen with the approval of the student's advisor, and not more than half of the total 24 semester hours may be taken from one of the following areas: 1) Europe, 2) United States, or 3) Africa, Asia, Latin America and modern Middle East. An average grade of C (2.0) must be obtained in the courses included in the major.

Minor Requirements

21 semester hours. One course must be selected from HIST 100 or 101; one course from 161 or 162. At least 9 semester hours must be from upper division course offerings.

The history minor is a flexible program. Aside from the two lower division course requirements, students can select any history course as long as at least three of the remaining five courses are upper division history courses. However, students might want to consider selecting courses that relate to their major and belong to geographical or thematic units.

History Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as HIST major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>		<i>S.H.</i>
AMCS ___	University Core.....	3
ENGL 110	College Writing.....	3
HIST 100	Found. West. Civ. to 1500.....	3
	<i>or</i>	
HIST 161	Young America, 1607-1900..	(3)
MATH ___	University Core.....	3
___ ___	Social Science Core.....	3
		<hr/>
		15

<i>Spring Semester</i>		S.H.
HIST 101	Western Traditions	3
	<i>or</i>	
HIST 162	Contemporary America.....	(3)
PHIL 160	Phil. of Human Nature	3
	<i>or</i>	
THST ___	University Core.....	(3)
___ ___	Critical/Creative Arts Core...	3
___ ___	Literature Core	3
___ ___	Social Science Core.....	3

15

Sophomore Year

<i>Fall Semester</i>		S.H.
HIST 100	Found.West. Civ. to 1500.....	3
	<i>or</i>	
HIST 161	Young America, 1607-1900..	(3)
PHIL 160	Phil. of Human Nature	3
	<i>or</i>	
THST ___	University Core.....	(3)
___ ___	CMST/Crit Thinking Core.....	3
___ ___	Science Core.....	3
___ ___	Elective.....	3

15

<i>Spring Semester</i>		S.H.
HIST 101	Western Traditions	3
	<i>or</i>	
HIST 162	Contemporary America.....	(3)
HIST ___	152/172/182/192	3
___ ___	Critical/Creative Arts Core...	3
___ ___	Elective.....	3
___ ___	Elective.....	3

15

Junior Year

<i>Fall Semester</i>		S.H.
HIST 310	History and Historians.....	3
	<i>or</i>	
HIST 330	History as Detective	(3)
HIST ___	HIST Upper Division.....	3
PHIL ___	PHIL 320-330	3
	<i>or</i>	
THST ___	THST 3xx.....	(3)
___ ___	Upper Division Elective	3
___ ___	Elective.....	3

15

<i>Spring Semester</i>		S.H.
HIST ___	HIST Upper Division.....	3
HIST ___	HIST Upper Division.....	3
PHIL ___	PHIL 320-330	3
	<i>or</i>	
THST ___	THST 3xx.....	(3)
___ ___	Upper Division Elective	3
___ ___	Elective.....	3

15

Senior Year

<i>Fall Semester</i>		S.H.
HIST ___	HIST Seminar	3
HIST ___	HIST Upper Division.....	3
___ ___	Upper Division Elective	3
___ ___	Upper Division Elective	3
___ ___	Elective.....	3

15

<i>Spring Semester</i>		S.H.
HIST ___	HIST Upper Division.....	3
HIST ___	HIST Upper Division.....	3
___ ___	Upper Division Elective	3
___ ___	Elective.....	3
___ ___	Elective.....	3

15

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen. No more than 12 of the 24 upper division HIST semester hours (including seminars, but excluding HIST 310 or 330) may be taken from one of the following areas: 1) Europe, 2) United States, or 3) Africa, Asia, Latin America, and modern Middle East.

Course Descriptions

Lower Division Courses

HIST 100
Foundations of Western Civilization to 1500
 3 Semester Hours

Survey of Western civilization in the ancient and medieval periods.

HIST 101
Western Traditions
 3 Semester Hours

Survey of Western civilization from the Renaissance to the present.

HIST 152
Modern Middle East
 3 Semester Hours

An introduction to the social and political history of the Middle East during the 19th and 20th centuries.

HIST 161
Young America, 1607-1900
 3 Semester Hours

A survey of American history during the colonial period, the Revolutionary era, and the 19th century.

Fulfills U.S. Constitution requirement.

HIST 162
Contemporary America
 3 Semester Hours

The United States from 1900 to the present; emphasis on political and social history.

Fulfills U.S. Constitution requirement.

HIST 172
Modern Latin America
 3 Semester Hours

An introduction to 19th- and 20-century developments in Latin America.

HIST 182
Modern Asia
 3 Semester Hours

This course introduces major themes in East Asian history and historiography since 1600, comparing the experiences of China and Japan, and placing them in a global context.

HIST 192
Contemporary Africa
 3 Semester Hours

An introduction to the history of sub-Saharan Africa, from the colonial to the modern period.

Upper Division Courses

Historical Method Courses

HIST 310
History and Historians
 3 Semester Hours

An introduction to the study of history, including historical method, writing of history, and historical interpretation.

HIST 330
History as Detective
 3 Semester Hours

This course on historical evidence examines the sources which historians use: oral tradition, archeology, objects, sites, and documents.

Area I: Europe

HIST 314 Authority and Resistance in Medieval Europe

3 Semester Hours

Discusses the dominant conceptions of spiritual and political authority from the fifth to the fifteenth centuries and their social and intellectual challenges.

HIST 318 Victorians to Moderns

3 Semester Hours

Covers the enormous changes in society and technology, art and science, gender and religion from Victoria's reign through the First World War and the Great Depression.

HIST 322 Seventeenth-Century Europe

3 Semester Hours

An examination of the social, political, and cultural developments in continental Europe during the Age of the Baroque.

HIST 324 Revolutionary Europe, 1750-1850

3 Semester Hours

A study of European cultural change ranging from Romanticism to industrialization, materialism to religious revival.

HIST 326 Nineteenth-Century Europe, 1815-1914

3 Semester Hours

An investigation into the political, social, and economic crises of the European nations between the Congress of Vienna and the outbreak of World War I.

HIST 327 Twentieth-Century Europe

3 Semester Hours

Europe from 1900 to the present with emphasis on political and social history.

HIST 328 States and Nations in Eastern Europe, 1795-1991

3 Semester Hours

An analysis of the forces of nationalism and socialism in the history of modern Eastern Europe. The course will focus on the interrelated cases of Russia, Ukraine, Poland, and the Baltic states.

HIST 335 Women in European History

3 Semester Hours

An analysis of how philosophical constructs, religion, education, employment, and family structures have defined the role of women since the Renaissance.

HIST 405 History of Ancient Greece

3 Semester Hours

The history of Greece from its origins to the death of Philip of Macedon.

HIST 406 Alexander and the Hellenistic World

3 Semester Hours

An investigation of the spread of Greek culture through the lands of the successors of Alexander the Great and its relations with the older civilizations of the known world.

HIST 407 Ancient Rome

3 Semester Hours

The history of Rome from its origins to the creation of the empire.

HIST 408 Imperial Rome

3 Semester Hours

A study of the Roman Empire and world to the seventh century and the end of antiquity.

HIST 410 History of the Byzantine Empire

3 Semester Hours

A study of the eastern Roman Empire to its fall in 1453. Topics include the Byzantine recovery, the Slavic and Moslem invasions, and the Crusades.

HIST 411 The Rise of Medieval Europe

3 Semester Hours

Traces the emergence of a coherent European civilization from the collapse of Roman power in the fifth century to the rise of new forms of Latin Christian unity in the eighth through eleventh centuries.

HIST 412 The Transformation of Medieval Europe

3 Semester Hours

Examines the fragmentation of the medieval forms of European unity from the twelfth through sixteenth centuries. Topics include political and social change, questions of authority, and religious strife.

HIST 414 The Crusades

3 Semester Hours

A study of the origins and the impact of the Crusades on medieval Europe and on the Middle East.

HIST 418 From Viking to Crusader

3 Semester Hours

Studies the Viking invasions of the Early Middle Ages, pre-Christian Scandinavian religion, Christianization, Norse colonization from Russia to North America, and the complex "Europeanization" of the Vikings in the eleventh through thirteenth centuries.

HIST 420 Age of the Renaissance

3 Semester Hours

A study of the origins and character of the Renaissance in Italy; its social, political, and economic context; and its cultural expressions.

HIST 422 Age of the Reformation

3 Semester Hours

The religious, political, and cultural upheaval of the Protestant challenge to medieval Christendom and the Catholic response.

HIST 425 The French Revolution

3 Semester Hours

An inquiry into the causes of the fall of the French monarchy, the creation of a civic order, a new political culture, and the impact of war and terror on French society.

HIST 430 The Rise of Russia, 900-1825

3 Semester Hours

A study of the origins of the Russian Empire from the arrival of the Vikings to the emergence of Russia as a Great Power. Topics include autocracy, serfdom, religious revolts, imperial expansion, and competitive emulation of the West.

HIST 431 Modern Russia, 1825-1991

3 Semester Hours

Traces the revolutionary challenges to the Romanov dynasty, attempts to modernize the multi-national empire, the revolution and civil war, and the interplay between communism and nationalism in the history of the Soviet Union.

HIST 435**Modern Germany**

3 Semester Hours

An analysis of the political, economic, social, and cultural developments during the 19th and 20th centuries.

HIST 444**Tudor and Stuart England**

3 Semester Hours

An examination of the relations between the English monarchs and their parliaments during the Tudor and Stuart periods, intending to show conflict and collaboration, and the role of political and economic interest groups.

HIST 446**Modern Britain**

3 Semester Hours

How Britain became the world's first industrial nation, came to rule over a quarter of the world's population, became a democracy, lost an empire, and joined the European Union.

HIST 447**Modern Ireland**

3 Semester Hours

Covers key events of Ireland's struggle for independence, incorporating debates about the uses of history and memory, the formation of national identity, and the politics of nostalgia.

HIST 448**The British Empire**

3 Semester Hours

An examination of the rise of the British empire, its impact on British and colonial culture, and its collapse and imperial legacy.

HIST 450**Modern Greek History and Society**

3 Semester Hours

An examination of the crises and challenges that have shaped modern Greek society, the transformations that have taken place, and the culture and literature it produced.

Area 2: United States**HIST 340****American Slavery and Racism**

3 Semester Hours

A survey of the origins and evolution of slavery and racism in American society.

HIST 345**War and Violence in America**

3 Semester Hours

An examination into the various incidents of war and violence to show how they have affected the American experience.

HIST 351**American Reform Movements**

3 Semester Hours

An examination of the major movements for reform of American society, with emphasis on abolitionism, Women's Rights, Progressivism, and Civil Rights.

HIST 352**Health and Disease in American Culture**

3 Semester Hours

The history of health, medicine, and disease in the American social and cultural context, from the colonial period to the present.

HIST 354**Women in Early American History**

3 Semester Hours

An exploration of women's experience in American history from the colonial period to the end of the 19th century, with emphasis on such variables as class, race/ethnicity, and region and the changing role of women in both the private realm of the family and in public life.

HIST 355**Women in Modern American History**

3 Semester Hours

History of women's experience in American history from the late 19th century to the present, considering the impact of changing gender roles on American society, culture, and politics.

HIST 356**The American Family**

3 Semester Hours

Traces the changing nature of the family in America from the colonial period to the present, with emphasis on the difference in family forms and experiences by region, race, and class.

HIST 357**Immigrant America**

3 Semester Hours

A study of the patterns of emigration and assimilation for European, New World, and Asian immigrants to the United States from the colonial period to the present.

HIST 360**Chicana/o History**

(See CHST 360)

HIST 365**The American West**

3 Semester Hours

An examination into the patterns of frontier settlement from the colonial period to 1890 and the regional history of the trans-Mississippi West from 1890 to the present.

HIST 366**History of California**

3 Semester Hours

The political, economic, social, and cultural development of California from its Spanish origins to the present.

HIST 367**History of Los Angeles**

3 Semester Hours

An inquiry into the multi-cultural origins and development of Los Angeles and the challenges facing the modern urban center.

HIST 368**Hollywood and History**

3 Semester Hours

An examination of the American motion picture industry and the films it produced from the 1890s through the 1960s, including a study of shifting gender, class, racial, and ethnic positionings.

HIST 388**Asian Pacific American Visual Culture**

3 Semester Hours

Using interdisciplinary approaches and cross-cultural perspectives, the class explores the ways in which certain Asian Americans and Pacific Islanders have been portrayed and, in turn, have portrayed themselves throughout historical time and space.

HIST 389**The Invention of Communities**

3 Semester Hours

Examines a multitude of socio-economic and cultural conditions that have caused the formation and the disintegration of communal bonds in 19th- and 20th-century United States.

HIST 460**Colonial America, 1607-1763**

3 Semester Hours

Origin and growth of the English colonies from 1607; the development of colonial economic, social, and intellectual life.

HIST 461**Revolutionary America, 1763-1787***3 Semester Hours*

The origins, course, and results of the American Revolution; the Articles of Confederation.

HIST 462**Founding Fathers***3 Semester Hours*

Formation of the Constitution; formation of political parties; cultural, economic, social, and diplomatic developments.

HIST 463**Jacksonian America, 1815-1845***3 Semester Hours*

A study of thirty pivotal years in American history, focusing on the social, cultural, economic, and political developments of the era.

HIST 464**The Civil War and Reconstruction***3 Semester Hours*

A history of the Civil War era that covers the causes, fighting, and consequences of the war, as well as the problems and challenges of Reconstruction.

HIST 465**The Age of Theodore Roosevelt***3 Semester Hours*

A study of the age of Populism, Progressivism, overseas expansion, and American involvement in World War I.

HIST 466**The Rise of Modern America, 1920-1945***3 Semester Hours*

A study of the emergence of the mass consumption culture, the Great Depression, the rise of the welfare state, and World War II.

HIST 467**Recent America, 1945 to the Present***3 Semester Hours*

This course examines the dimensions of affluence and poverty, the politics of the welfare state, the Cold War, and détente.

HIST 468**Social and Cultural History of the United States in the Nineteenth Century***3 Semester Hours*

A historical overview of 19th-century America through a social and cultural lens, including such topics as industrialization, urbanization, religion, literature, westward migration, class formation, gender roles, and notions of race.

HIST 478**Asian Pacific American History***3 Semester Hours*

Traces the many-faceted histories of Asian Americans and Pacific Islanders from cross-cultural and transnational perspectives, focusing on interactions and exchanges between Asian Pacific Americans and various ethnic and racial groups.

HIST 479**The Politics and the Culture of the Cold War, 1917-1989***3 Semester Hours*

An inquiry into the impacts of the Cold War on American domestic policies, foreign relations, as well as cultural and social developments.

HIST 488**Consensus and Conflict: America in the 1950s and 1960s***3 Semester Hours*

This upper division class will focus on 1950s and 1960s United States. Some of the issues that will be addressed include the counterculture, the Civil Rights Movement, and changing gender ideals.

Area 3: World Regions**HIST 300****History of Global Encounters before 1500***3 Semester Hours*

A history of global encounters among the regions of the Middle East, the Mediterranean World, Europe, and Asia. It will include a focus on the exchange of ideas, trade, and cultural developments.

HIST 301**History of Global Encounters after 1500***3 Semester Hours*

A history of global encounters during the early modern and modern periods that includes the regions of the Middle East, Africa, Latin America, Asia, and Europe. It will examine the global impact of Christianity, Islam, and the market economy. Through the use of primary and secondary sources, different interpretations are offered on historic and current events.

HIST 338**Islam in History***3 Semester Hours*

The study of the role of Islamic culture and institutions in the social and political history of the Middle East from the rise of Islam to the present.

HIST 372**History of Mexico***3 Semester Hours*

An analysis of the colonial and national periods, with emphasis on 20th-century revolution and socio-economic development.

HIST 376**Pirates, Revolutionaries, and Runaways in the Caribbean, 1570-1930***3 Semester Hours*

This course will introduce students to the history of the circum-Caribbean, a region that includes the southern coasts of the United States, the northern coasts of South America, the Caribbean islands, and Central American states. We will focus on how this trans-imperial (and later transnational) region was crisscrossed by a wide variety of historical actors whose lives defied political borders and boundaries.

HIST 378**Understanding Uncle Sam: Latin America's Views of the United States***3 Semester Hours*

President Porfirio Diaz of Mexico allegedly said, "Poor Mexico, so far from God and so close to the United States." This course will explore how Latin Americans have viewed the U.S. during the 19th and 20th centuries. Students will gain a more nuanced understanding of the history of the two Americas and of the tense and conflictive nature of the relationship between them.

HIST 390**African Kingdoms***3 Semester Hours*

A study of significant kingdoms of Black Africa exploring the major themes of the period.

HIST 392**Colonial Africa: 1860-1980***3 Semester Hours*

A study of the inception and development of European rule over various parts of Africa by European imperialists of the 19th century.

HIST 395**Orientalism***3 Semester Hours*

This course will introduce students to the history of Euro-American discourse on the "East," often referred to as Orientalism, and its social, political, and cultural consequences for both "westerners" and people in the Middle East or Asia.

HIST 455**The Ottoman Empire***3 Semester Hours*

A study of the Ottoman Empire from the Fall of Constantinople in 1453 until its dismemberment in 1918.

HIST 458**Society and Culture in the Modern Middle East***3 Semester Hours*

A topical exploration of the history and politics of the Middle East in the 20th century that will be based on essays and novels written by Middle Eastern men and women.

HIST 459**The Palestine/Israel Conflict***3 Semester Hours*

This course will trace the history of the conflict from its beginnings in the 19th century to the present. It will cover Zionism, Ottoman Palestine, and the conflict itself in its regional and international contexts.

HIST 474**Brazil***3 Semester Hours*

Brazil from colonial times to the present, analyzing national development, major socio-economic problems, class, caste, power, poverty, and revolution.

HIST 482**Imperial China***3 Semester Hours*

This course explores the origins of Chinese civilization and culture and the growth of the Chinese Imperial state from earliest times to the early 19th century, just prior to full-scale contact with the Western world.

HIST 483**Modern China***3 Semester Hours*

This is a course on modern Chinese history from the mid-nineteenth century to the present. Major themes examined are the collapse of the traditional Chinese world order, the failure of the republican revolution of 1911, the birth of Chinese nationalism, Mao Zedong's Chinese communism, and Deng Xiaoping's strategy for modernization.

HIST 484**Samurai in Japanese History***3 Semester Hours*

This course explores the cultural, political, religious, and military history of the samurai as a status group from their earliest emergence in Japan to the collapse and abolition of samurai rule in Japan's quest to remake itself as a modern nation-state in the 19th century.

HIST 485**Twentieth-Century Japan***3 Semester Hours*

This course examines the history of Japanese experiences of modernity across the 20th century, focusing on the diversity, unevenness, and conflicts that are often elided by assertions of Japanese homogeneity.

HIST 490**The Quest for the Nile's Source***3 Semester Hours*

A study of the quest for the source of the Nile River and the interaction of African, European, and Asian peoples in the area.

HIST 491**South Africa***3 Semester Hours*

The history of South Africa during the last two centuries with emphasis on political rivalries, apartheid, and economic development.

HIST 494**Bodies and Gender in Japanese History***3 Semester Hours*

This course investigates how embodiment, a fundamental aspect of human experience, varies over time and across cultures. Readings and lectures compare Euro-American ideas about bodies and gender with Japanese examples from various time periods.

Seminars**Area 1: Europe****HIST 501****Seminar in European History***3 Semester Hours***HIST 505****Seminar in Ancient History***3 Semester Hours***HIST 510****Seminar in Medieval History***3 Semester Hours***HIST 515****Seminar in Early Modern Europe***3 Semester Hours***HIST 520****Seminar in Modern Europe***3 Semester Hours***Area 2: United States****HIST 550****Seminar in American History***3 Semester Hours***HIST 555****Seminar in Early America***3 Semester Hours***HIST 560****Seminar in 19th Century America***3 Semester Hours***HIST 565****Seminar in Recent America***3 Semester Hours***Area 3: World Regions****HIST 568****Seminar in Comparative/Global History***3 Semester Hours***HIST 570****Seminar in Latin America***3 Semester Hours*

HIST 580**Seminar in Asian History**

3 Semester Hours

HIST 585**Seminar: Achilles in Vietnam**

3 Semester Hours

HIST 590**Seminar in African History**

3 Semester Hours

HIST 595**Seminar in Modern Middle East**

3 Semester Hours

Senior Thesis

HIST 500**Senior Thesis**

3 Semester Hours

A course for those students who wish to conduct independent research under faculty direction.

Special and Independent Studies

HIST 398**Special Studies**

1-3 Semester Hours

HIST 399**Independent Studies**

1-3 Semester Hours

HIST 498**Special Studies**

1-3 Semester Hours

HIST 499**Independent Studies**

1-3 Semester Hours

HIST 598**Special Studies**

1-3 Semester Hours

HIST 599**Independent Studies**

1-3 Semester Hours

Humanities

Director

Aine O'Healy

Objectives

The Humanities major is designed to meet the needs of a student who has a broad interest in liberal arts but whose interest would not be served by a major program within a single department. The Humanities major is an interdisciplinary program. In the first two years the student acquires a broad background in the arts, history, and literature. Language study through the advanced level is also required. In the second two years, the student concentrates in a particular area of interest. The concentration consists of five (5) upper division courses taken from departmental offerings in Archaeology, Art History, Classics, English, French, German, Greek, History, Italian, Latin, Philosophy, Spanish, or Theological Studies. The concentration is then supported by two (2) upper division history or philosophy courses and two (2) upper division courses in either an ancient or a modern literature selected in consultation with the Humanities advisor. All Humanities majors are required to complete, in their final semester, a final project which marks the culmination of the student's interdisciplinary course of study. There are two options: the student may complete a Capstone Project (HMNT 497), which consists of a portfolio that encapsulates the student's course of study; alternately, the student may elect to write a Senior Thesis (HMNT 490), which is a substantial research project based on the student's concentration. The student who elects to write a senior thesis will choose a topic and a thesis advisor in consultation with the Director. Working closely with the thesis advisor, the student will produce a thesis which integrates the student's interests in language, literature, history, art history, or philosophy. The senior thesis is reviewed and graded by the thesis advisor and the Director.

The program is a fine preparation for students interested in professional courses in law, business, or education. Also, the program is designed to allow students to complete a major in a departmental area which would qualify them for graduate studies.

Humanities Student Learning Outcomes

By virtue of pursuing a major in Humanities,

Students should know:

- How knowledge has been pursued, established, and critically evaluated in the three different disciplines representing their concentration, their literature support, and their historical or philosophical support
- The various ways in which artists have developed the fine arts to convey their sense of the world's surface and its depth
- A foreign language
- The content as well as analytical and communicative skills that the study of their concentration demands;

Students should be able to:

- Communicate insights clearly, effectively, and with nuance in both oral and written form
- Synthesize insights from a variety of disciplines
- Develop insights from one discipline for the enrichment of others;

Students should value:

- The variety of ways in which cognitive, moral, and aesthetic disciplines have enriched our sense of the human condition
- The further pursuit of those disciplines, as required by their deeper sense of the complexity of the human condition
- Their responsibility to serve the world as whole persons, with head, heart, and hand.

Major Requirements

Lower Division Requirements:

15 semester hours distributed as follows:

- 6 semester hours from: ARHS 200, 201, 202.
- 3 semester hours in Studio or Performance Arts.

6 semester hours from one of the following language sequences:

- CHIN 203, 204;
- FREN 203, 204;
- GREK 201, any upper division Greek;
- GRMN 201, 202;
- ITAL 203, 204;
- JAPN 203, 204;
- LATN 201, any upper division Latin;
- MDGK 203, 204;
- SPAN 203, 204.

An average grade of C (2.0) must be obtained in courses included in the major.

Upper Division Requirements:

At least 30 semester hours in upper division courses distributed as follows:

15 semester hours in concentration in a departmental major.

6 semester hours in either an ancient or a modern literature which supports the concentration.

6 semester hours in either art history, history, or philosophy which supports the concentration.

And, in the final semester, either

3 semester hours for the Senior Thesis (HMNT 490), or 1 semester hour for the Capstone Project (HMNT 497) plus 3 semester hours in an ancient or modern literature, art history, history, or philosophy.

An average grade of C (2.0) must be obtained in courses included in the major.

The choice of a concentration and of support courses must be formally approved by the Director.

Humanities Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>		S.H.
AMCS	University Core.....	3
ENGL 110	College Writing.....	3
HIST	University Core.....	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST	University Core.....	(3)
MATH	University Core.....	3
	Foreign Lang. (100-level).....	3
		15

<i>Spring Semester</i>		S.H.
ART	Studio/Performing Arts Core	3
HIST	University Core.....	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST	University Core.....	(3)
	Foreign Lang. (100-level).....	3
	Literature Core	3
	Social Science Core	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
ARHS 200	Art of the Western World I... 3	
	<i>or</i>	
ARHS 201	Art of the West. World II..... (3)	
	<i>or</i>	
ARHS 202	Modernism..... (3)	
HIST	University Core.....	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST	University Core.....	(3)
	CMST/Crit Thinking Core.....	3
	Foreign Lang. (200-level).....	3
	Social Science Core.....	3
		15

<i>Spring Semester</i>		S.H.
ARHS 200	Art of the Western World I... 3	
	<i>or</i>	
ARHS 201	Art of the West World II..... (3)	
	<i>or</i>	
ARHS 202	Modernism..... (3)	
HIST	University Core.....	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST	University Core.....	(3)
	Foreign Lang. (200-level).....	3
	Science Core.....	3
	Elective.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
PHIL	PHIL 320-330.....	3
	<i>or</i>	
THST	THST 3xx.....	(3)
HIST/PHIL	UD Hist. or Phil. (support).....	3
	<i>or</i>	
	Upper Div. Lit. (support).....	(3)
	Upper Div. Concentration	3
	Upper Division Elective	3
	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
PHIL	PHIL 320-330.....	3
	<i>or</i>	
THST	THST 3xx.....	(3)
HIST/PHIL	UD Hist. or Phil. (support).....	3
	<i>or</i>	
	Upper Div. Lit. (support).....	(3)
	Upper Div. Concentration	3
	Upper Division Elective	3
	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
HIST/PHIL	UD Hist. or Phil. (support).....	3
	<i>or</i>	
	Upper Div. Lit. (support).....	(3)
	Upper Div. Concentration	3
	Upper Div. Concentration	3
	Upper Division Elective	3
	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
HMNT 490	Senior Thesis	3
HIST	Upper Div. Hist. (support).....	3
	<i>or</i>	
	Upper Div. Lit. (support).....	(3)
	Upper Div. Concentration	3
	Upper Division Elective	3
	Elective.....	3
		15

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Course Descriptions**HMNT 490
Senior Thesis**
3 Semester Hours

The student completes a substantive research project on his/her concentration, approaching it from the perspectives of language, literature, art history, history, and philosophy.

Senior standing and consent of Director required.

**HMNT 497
Capstone Project**
1 Semester Hour

The capstone project consists of a portfolio which summarizes the student's interdisciplinary course of study and shows how the student has integrated his or her coursework and met the objectives of the Humanities Major.

C/NC grading.

Senior standing required.

**HMNT 498
Special Studies**
1-3 Semester Hours**HMNT 499
Independent Studies**
1-3 Semester Hours

Irish Studies

Director

John Menaghan

Objectives

Irish Studies is an interdisciplinary minor designed to complement a wide variety of majors by providing students with an understanding of the historical and cultural development of the Irish people and the significance of their intellectual, artistic, spiritual, and economic contribution to world civilization, including their experiences as both a post-colonial nation and an emigrant diaspora. Taken together, Ireland's historical evolution; its long experience of colonization and cultural oppression; its rich contribution to world literature, art, and music; the creative tension in contemporary Ireland between its ancient Celtic heritage and its modern Anglo-Irish/Hiberno-English identity; and its remarkable though often unacknowledged influence upon the countries—chiefly the United States, Great Britain, Canada, Australia, New Zealand and South Africa—that make up the far-flung Irish diaspora constitute a fertile field for intellectual inquiry.

Focused simultaneously on a small nation on the edge of Europe and a far-flung diaspora and offered within the context of the most culturally diverse city in the world, the minor in Irish Studies is designed to be not merely interdisciplinary but intercultural. At a time when the nearly simultaneous phenomena of a European drive toward unification and an American emphasis on diversity both complicate and enrich our very notions of what constitutes a nation, culture, or people, students minoring in Irish Studies will have the flexibility to explore the richness of the Irish experience from a broad range of perspectives and the opportunity to assess its influence not only in Europe and America but on struggles against cultural and political oppression around the globe.

Irish Studies Student Learning Outcomes

Students minoring in Irish Studies are given opportunities to learn about:

- The general history of Ireland and the Irish diaspora
- The distinctive literary achievements of the Irish
- Irish achievements in cinema and dance
- Historical, religious, and moral issues in contemporary Irish politics

- The intersection/intermingling of Celtic and Christian worldviews
- The connection of Irish struggles for freedom and self-determination to similar struggles in the United States and around the world

Students minoring in Irish Studies will be given opportunities to develop:

- Their ability to perform research into several distinct aspects of the Irish experience
- Their ability to compose well-written and thoughtful essays on Irish history, politics, religion, and culture
- Their ability to evaluate and appreciate Irish achievements in the arts
- Their ability to make connections across disciplines, countries, and cultures

Students minoring in Irish Studies will be encouraged to value:

- The Irish struggle against cultural and political oppression and its relation and continuing relevance to similar struggles around the world
- The distinctive contributions of the Irish to European, American, and world civilization.

Study Abroad

Students can earn up to six semester hours toward the minor in Irish Studies in the LMU Summer in Ireland Program at Trinity College Dublin, one of the oldest and most renowned universities in the world. Students can also arrange to spend a semester or year abroad at an Irish university.

Minor Requirements

LMU students wishing to declare the Irish Studies minor must meet with the program director. The director will sign the student's Change of Program form provided the student meets certain academic standards that include having a minimum LMU GPA of 2.0 (C) and not otherwise being on academic probation.

18 semester hours, including at least one course in Irish literature and one in Irish history. At least 12 semester hours must be in upper division courses. An average grade of C (2.0) must be maintained in Irish Studies courses.

Course Descriptions

IRST 198
Special Studies
1-3 Semester Hours

IRST 199
Independent Studies
1-3 Semester Hours

IRST 298
Special Studies
1-3 Semester Hours

IRST 299
Independent Studies
1-3 Semester Hours

IRST 300
Modern Irish Literature
3 Semester Hours

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

IRST 302
(Un)Civil (W)Rites: Contemporary African American, Northern Irish, and Native American Literature
3 Semester Hours

A comparative study of three different bodies of literature produced in response to the Civil Rights Movement and its aftermath.

IRST 303
Contemporary Irish Literature
3 Semester Hours

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

IRST 304
The Irish Renaissance
3 Semester Hours

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.

IRST 305
Irish Short Story
3 Semester Hours

An investigation of the rich and varied achievements in the genre of the short story by a wide range of modern and contemporary Irish writers.

IRST 309
Ireland in Fiction and Film
3 Semester Hours

An examination of the diverse images of Ireland offered by various writers and directors.

Usually taught in Dublin, Ireland.

IRST 330**Irish Drama***3 Semester Hours*

A study of Irish drama from Yeats to Beckett and beyond.

Usually taught in Dublin, Ireland.

IRST 398**Special Studies***1-3 Semester Hours*

IRST 399**Independent Studies***1-3 Semester Hours*

IRST 441**Irish Moral and Political Philosophy***3 Semester Hours*

An examination of historical, religious, and moral issues in contemporary Irish politics. Topics include "The Troubles" in Irish cinema, political sovereignty, the use of violence to achieve political ends, and the morality of hunger strikes.

Usually taught in Dublin, Ireland.

IRST 498**Special Studies***1-3 Semester Hours*

IRST 499**Independent Studies***1-3 Semester Hours*

Cross-listed Courses

IRST 310**Modern Ireland***(See HIST 447)*

IRST 311**Immigrant America***(See HIST 357)*

IRST 312**Modern Britain***(See HIST 446)*

IRST 317**Victorians to Moderns***(See HIST 318)*

IRST 319**The British Empire***(See HIST 448)*

IRST 345**Celtic Christianity***(See THST 323)*

IRST 350**World Dance: Ireland***(See DANC 397)*

IRST 435**Irish Cinema***(See FTVS 413)*

Note:

Courses offered in other departments and programs may be used as semester hours to fulfill the minor requirements in IRST, provided the student receives the approval of the Director in advance of taking the course. Students seeking such approval must arrange with the relevant instructor to complete a substantial paper/project on Ireland and/or the Irish diaspora and must submit a copy of same to the Director at the end of the course. No more than nine semester hours (3 such courses) may be applied toward the 18 total semester hours required to complete the Irish Studies minor. Such courses may also have departmental prerequisites; consult course descriptions for further details.

Jewish Studies

Director

Holli G. Levitsky

Objectives

Jewish Studies provides an academic, interdisciplinary minor for students within any major who would like to examine Jewish history, culture, faith, and practice in its unity and diversity across geographic, political, historical, religious, and aesthetic boundaries and dimensions.

The Program is unique in that its mission is twofold: 1) To provide the foundation for the academic minor program; and 2) To offer regular programs and special events to the University and to the community. For example, each year the Jewish Studies Program partners with the "1939" Club, a Holocaust survivor organization, to host a community-wide Kristallnacht commemoration at LMU. In the past, the Program has hosted or co-hosted events with the Los Angeles Polish Consulate, the Los Angeles Israeli Consulate, American Jewish University, UCLA, Chapman University, California State University Northridge and Long Beach, and the Western Jewish Studies Association.

Through education and community outreach, the Program provides an opportunity to engage others directly and constructively in order to promote greater understanding and appreciation of Judaism and its relation to other faith traditions and commitments, and to act together upon such respect and understanding. In this way, the mission of the Jewish Studies Program relates to the mission and identity of LMU as a Jesuit/Marymount Catholic University in Los Angeles.

Faculty from a range of departments, schools and colleges teach courses in Jewish Studies, many of which are cross-listed.

Jewish Studies Student Learning Outcomes

Students will know:

- The nature of the Jewish religious experience
- Significant aspects of Jewish history, culture, and literature/art
- Significant developments in and implications of Jewish/Christian relations.

Students will be able to:

- Demonstrate critical reflection on significant aspects of Jewish history, culture, religion, and literature/art
- Conduct critical research and write intelligently and persuasively on issues within Judaism
- Synthesize and apply this knowledge to pursue justice locally and globally.

Students will value:

- The rich contribution of the Jewish people to history, culture, religion, and literature/art
- The importance of inter-religious dialogue
- The living vitality of Jewish faith and culture through the promotion of justice.

Jewish Studies Minor Requirements

18 semester hours, with at least 12 semester hours upper-division including JWST 300, 391 and 490.

One course must be in Jewish Literature.

Course Descriptions

JWST 100
Introduction to the Hebrew Bible
3 Semester Hours

(See THST 100.)

JWST 198
Special Studies
1-3 Semester Hours

JWST 199
Independent Studies
1-3 Semester Hours

JWST 298
Special Studies
1-3 Semester Hours

JWST 299
Independent Studies
1-3 Semester Hours

JWST 300
Modern Jewish History
3 Semester Hours

An examination of the political, economic, social, intellectual, and cultural history of Jews around the world since the nineteenth century. Main topics include: antisemitism, the origins and history of Zionism, the Holocaust, the founding of Israel, Jewish-Christian relations, Jewish migrations, and the diversity of Jewish experiences around the world.

JWST 434
Literature of the Holocaust
3 Semester Hours

(See ENGL 534.)

JWST 391
Jewish Faith and Practice
3 Semester Hours

(See THST 391.)

JWST 398
Special Studies
1-3 Semester Hours

JWST 399
Independent Studies
1-3 Semester Hours

JWST 490
Capstone Project
3 Semester Hours

The course includes a substantial service component or an internship.

JWST 498
Special Studies
1-3 Semester Hours

JWST 499
Independent Studies
1-3 Semester Hours

Liberal Arts

The following courses, offered by the Bellarmine College of Liberal Arts, are designed to enrich the academic, career-related, and life skills of our students.

Course Descriptions

LIBA 101

Mastering Educational Technology

1 Semester Hour

A competence-based course designed to prepare first-year students to use the tools to conduct basic research, creative writing, and other academic work. Consideration of academic honesty and ethics will also be discussed.

Credit/No Credit grading.

LIBA 125

Study and Library Research Skills

1 Semester Hour

This course covers academic skills for a successful university experience, including time management, library research processes, note taking, reading for meaning, avoiding plagiarism, and using MS Office applications.

Credit/F grading.

LIBA 170

An Orientation to Learning I

1 Semester Hour

Information on coping with the technicalities of being a college student—registration, matriculation, library use, study skills, learning resources, career planning. Credit applicable for baccalaureate degree is determined by individual colleges or schools.

Credit/No Credit grading.

LIBA 171

An Orientation to Learning II

1 Semester Hour

Prerequisite: LIBA 170.

Credit/No Credit grading.

LIBA 198

Special Studies

1-3 Semester Hours

LIBA 199

Independent Studies

1-3 Semester Hours

LIBA 250

Strategies for Career Development

2 Semester Hours

This course utilizes the popular models of career theory and traditional personality assessments to help students identify interests, skills, and values and describe how they relate to a career choice. The decision-making model is utilized to synthesize personal information, and research is conducted on employment trends. By the end of the course, students will be familiarized with the job search process including resume writing, interviewing skills, and job search strategies.

Credit/No Credit grading.

LIBA 251

Career Development Internship

1 Semester Hour

Engage in a mentoring/training type relationship with an employer in a career field of interest. Internships are established through the office of Career Development Services to aid in career decision-making, to make contacts with employers, and to evaluate employment opportunities firsthand.

This course may be repeated 3 times.

Credit/No Credit grading.

LIBA 291

Intercultural Practicum I

1 Semester Hour

This course will teach students advanced human relations skills and provide them the occasion for integrating intercultural theory and practice in an increasingly diverse society.

Credit/No Credit grading.

LIBA 292

Intercultural Practicum II

2 Semester Hours

This course will teach students advanced skills in cross-cultural conflict management, intercultural leadership, strategies for organizational change in multiethnic settings, institutionalizing social change, and preparing personal action plans.

Prerequisite: LIBA 291.

Credit/No Credit grading.

Completion of LIBA 291 and 292 earns the Certificate for Intercultural Competence.

LIBA 298

Special Studies

1-3 Semester Hours

LIBA 299

Independent Studies

1-3 Semester Hours

LIBA 300

Internship

0 Semester Hours

This course provides a supervised internship either on or off campus.

Credit/No Credit grading.

LIBA 351

Career Development Internship

1 Semester Hour

Engage in a mentoring/training type relationship with an employer in a career field of interest. Internships are established through the office of Career Development Services to aid in career decision-making, to make contacts with employers, and to evaluate employment opportunities firsthand.

This course may be repeated 3 times.

Credit/No Credit grading.

LIBA 398

Special Studies

1-3 Semester Hours

LIBA 399

Independent Studies

1-3 Semester Hours

LIBA 495

Seminar in College Teaching

3 Semester Hours

Seminar for students serving as teaching assistants in undergraduate courses. Topics include college teaching techniques, problems, and ethical considerations.

Consent of instructor required.

Prerequisite: Senior standing.

LIBA 498

Special Studies

1-3 Semester Hours

LIBA 499

Independent Studies

1-3 Semester Hours

Liberal Studies

Director

Jeffrey L. Wilson

Objectives

The Liberal Studies program enables the student to meet the teacher preparation standards mandated by the California Commission on Teacher Credentialing. The Liberal Studies program curriculum likewise serves the Loyola Marymount University mission.

Liberal Studies Student Learning Outcomes

The Liberal Studies program student will master the content required of professional educators in the State of California, to include:

- Key concepts in the following academic fields: the social sciences and history, the arts and humanities, language studies, mathematics and science, health, physical education, human development, and in an approved academic concentration of the candidate's choice
- Candidates will demonstrate their mastery of the subject matter by successfully passing the CSET (California Subject Examination for Teachers) at the completion of their coursework;

The Liberal Studies program student will master the skills required of professional educators in the State of California:

- To synthesize subject content in the liberal arts, professional content related to classroom teaching, and educational policies
- To apply reading, writing, and research skills appropriate to the work of the academic disciplines being studied
- To apply academic concepts to practical teaching contexts
- To analyze, reflect on, and evaluate the relationships among academic theories, the practical and applied contexts of teaching, and the multiple and complex needs of students comprising a rich and diverse globe
- Candidates will demonstrate the ability to synthesize and the other skills listed above in an exit interview conducted by the Director of Liberal Studies at the completion of required coursework;

The Liberal Studies program student will value:

- Intellectual inquiry across a range of subjects
- A world view comprising faith, social justice, and a respect for diversity
- The individual's role as a future educator who will shape the lives of children, local communities, and larger national and global societies.

There are five components to the Liberal Studies major:

I. University Core Curriculum

50 Semester Hours

Because the subject-matter requirements set by the Commission on Teacher Credentialing are very specific, many of the core requirements for Liberal Studies majors are specified and may differ from those of other majors within the Bellarmine College of Liberal Arts. These core requirements are as follows:

- College Writing (3 semester hours): ENGL 110;
- Communication or Critical Thinking (3 semester hours): choice of one of the following: CMST 100, 110, 140, or 206;
- History (6 semester hours): HIST 300 and 301;
- Social Sciences (6 semester hours): PSYC 100 and choice of one of the following: AFAM 115, APAM 117, or CHST 116;
- American Cultures (3 semester hours): HIST 161 (fulfills the U.S. Constitution requirement for credential candidates);
- Literature (3 semester hours): choice of one of the following drama-based courses: CLCV 210, 220; ENGL 150, 170; THEA 240, 245;
- Mathematics (see major requirements)
- Science and Technology (8 semester hours): NTLS 270 and 271 (4 semester hours each);
- Fine Arts Critical (3 semester hours): MUSC 104;
- Fine Arts Creative (3 semester hours): ART 250;
- Philosophy (6 semester hours): PHIL 160 and one course from PHIL 320-330;
- Theological Studies (6 semester hours): one course from the THST 100-level series and one course from the 300-level series.

II. Liberal Studies Major Requirements

24 Semester Hours

DANC 384: Creative Dance for Children (3 semester hours)

DANC 385: Movement Arts for Children (3 semester hours)

ENGL 305: Advanced Composition for Credential Candidates (3 semester hours)

ENGL 346: Children's Literature (3 semester hours)

HIST 366: History of California (3 semester hours)

MATH 106, 107: Mathematics for Elementary Teachers I, II (6 semester hours) Liberal Studies majors must either pass out of or take MATH 101 as a prerequisite to MATH 106, 107.

PSYC 352: Developmental Psychology (3 semester hours)

III. Education Program Requirements

21 Semester Hours

EDUC 400: Sociocultural Analysis of Education (3 semester hours)

EDUC 401: Educational Psychology for the Childhood and Adolescent Years (3 semester hours)

EDUC 409: Reading and Language Arts in the Elementary Curriculum (3 semester hours)*

EDUC 414: Theories of Second Language Acquisition (3 semester hours)

EDUC 425: Methods in English Language Development/Specially Designed Academic Instruction in English (3 semester hours)*

EDUC 434: Elementary Curriculum and Methods (3 semester hours)*

EDUC 440: Introduction to the Culturally and Linguistically Diverse Student with Exceptional Needs (3 semester hours)

EDUC 8000: Health Education in the Schools (0 semester hours)

* Starred courses require a separate application to and acceptance into the Elementary Education program or the Mild/Moderate Specialist Credential program. Acceptance into either of these programs requires an LMU cumulative GPA of 2.8. See the Director of Liberal Studies for other application requirements.

IV. Concentration

12-18 Semester Hours

In addition to the above requirements, all Liberal Studies majors complete coursework in a chosen area of concentration which represents a subject area generally taught in elementary schools or a closely related area of study. With careful planning the concentration can constitute most, if not all, of an LMU minor. See the Director of Liberal Studies for qualifying concentrations and their specific requirements.

V. Electives

Students complete elective coursework in order to fulfill the remaining course hours required for the degree in Liberal Studies. Liberal Studies majors who are also pursuing the multiple subjects teaching credential complete 9 semester hours of EDUC 410 (Directed Teaching), which are applied toward both the semester hour requirement for the baccalaureate degree and the requirements for California state credentialing. Liberal Studies majors who decide not to pursue a teaching credential may satisfy the remaining course hours with any elective coursework.

Liberal Studies Model Four-Year Plan

The typical course load for an undergraduate student is 15-16 semester hours per semester. The following model represents a student who is completing a 15-semester-hour concentration, does not need to complete any prerequisites for required coursework, and is pursuing the 2042 Multiple Subject teaching credential. Students with larger concentrations, those required to take MATH 101 (or other prerequisite coursework), and/or those seeking credentials in Bilingual or Special Education may need to “overload” during some semesters and/or complete summer coursework. **Please note that the model is provided as a guideline rather than a prescriptive course of study. Students will need to be flexible implementing the model plan, given variability of course availability and other potential scheduling issues in any given semester.**

Note: This model does not include some School of Education requirements which are not required for the Liberal Studies degree but are required for the teaching credential (i.e., TPAs—Teaching Performance Assessments; Health course requirement). As such requirements relate to the teaching credential and are independent of the Liberal Studies degree, students are advised to consult with the Academic Advisor in the School of Education regarding the coordination and sequencing of specific School of Education requirements.

Freshman Year

Fall Semester		S.H.
ART 250	Visual Arts for Elem. Educ.....	3
ENGL 110	College Writing.....	3
HIST 161	Young America, 1607-1900.....	3
<i>or</i>		
_____	Ethnic Studies.....	(3)
MATH 106	Math for Elem. Teachers I.....	3
PSYC 100	General Psychology.....	3

		15

Spring Semester		S.H.
HIST 161	Young America, 1607-1900.....	3
<i>or</i>		
_____	Ethnic Studies.....	(3)
MATH 107	Math for Elem Teachers II.....	3
CMST _____	CMST Course.....	3
PHIL 160	Phil. of Human Nature.....	3
<i>or</i>		
THST _____	University Core.....	(3)
_____	Literature Core.....	3

		15

Sophomore Year

Fall Semester		S.H.
DANC 384	Creative Dance Children.....	3
<i>or</i>		
DANC 385	Movement Arts Children.....	(3)
EDUC 400*	Sociocult. Analysis of Educ.....	3
<i>and/or</i>		
EDUC 401	Educ. Psych. Childhood.....	(3)
<i>and/or</i>		
EDUC 414	Theories 2nd Lang. Acq.....	(3)
<i>and/or</i>		
EDUC 440	Intro Cult./Ling. Diverse.....	(3)
MUSC 104	Fundamentals of Music.....	3
PHIL 160	Phil. of Human Nature.....	3
<i>or</i>		
THST _____	University Core.....	(3)

		15

* Students must enroll in 6 semester hours, choosing among EDUC 400, 401, 414, and/or 440.

Spring Semester		S.H.
DANC 384	Creative Dance Children.....	3
<i>or</i>		
DANC 385	Movement Arts Children.....	(3)
EDUC 400*	Sociocult. Analysis of Educ.....	3
<i>and/or</i>		
EDUC 401	Educ. Psych. Childhood.....	(3)
<i>and/or</i>		
EDUC 414	Theories 2nd Lang. Acq.....	(3)
<i>and/or</i>		
EDUC 440	Intro Cult./Ling. Diverse.....	(3)
ENGL 305	Adv. Comp. for Cred. Cand....	3
<i>or</i>		
ENGL 346	Children's Literature.....	(3)
HIST 300	Global Encntrs pre-1500.....	3
<i>or</i>		
HIST 301	Global Encntrs post-1500... (3)	

		15

* Students must enroll in 6 semester hours, choosing among EDUC 400, 401, 414, and/or 440.

Junior Year

Fall Semester		S.H.
EDUC 409	Rdg/Lang Arts in Elem Curr... 3	
<i>or</i>		
EDUC 425	ELD Methods/SDAIE.....	(3)
<i>or</i>		
EDUC 434	Elem. Curric. & Methods.....	(3)
ENGL 305	Adv. Comp. for Cred. Cand....	3
<i>or</i>		
ENGL 346	Children's Literature.....	(3)
HIST 300	Global Encntrs pre-1500.....	3
<i>or</i>		
HIST 301	Global Encntrs post-1500... (3)	
NTLS 270	Experimenting in Science I.....	3
_____	Concentration Course.....	3

		15

<i>Spring Semester</i>		S.H.
EDUC 409	Rdg/Lang Arts in Elem Curr... 3	
	<i>or</i>	
EDUC 425	ELD Methods/SDAIE..... (3)	
	<i>or</i>	
EDUC 434	Elem. Curric. & Methods..... (3)	
NTLS 271	Experimenting in Science II.... 3	
PSYC 352	Developmental Psychology 3	
PHIL ____	Upper Division PHIL 3	
	<i>or</i>	
THST ____	Upper Division THST (3)	
____ ____	Concentration Course 3	
		15

Senior Year

<i>Fall Semester</i>		S.H.
EDUC 409	Rdg/Lang Arts in Elem Curr... 3	
	<i>or</i>	
EDUC 425	ELD Methods/SDAIE..... (3)	
	<i>or</i>	
EDUC 434	Elem. Curric. & Methods..... (3)	
HIST 366	History of California..... 3	
PHIL ____	Upper Division PHIL 3	
	<i>or</i>	
THST ____	Upper Division THST (3)	
____ ____	Concentration Course 3	
____ ____	Concentration Course 3	
		15
<i>Spring Semester</i>		S.H.
EDUC 410	Directed Teaching, Elem..... 9	
____ ____	Concentration Course 3	
____ ____	Elect Course (as needed).... (3)	
		12

Note: Coursework completed during this semester must be coordinated such that it does not conflict with the student teaching assignment.

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Modern Languages and Literatures

Faculty

Chairperson: Véronique Flambard-Weisbart

Professors: Jennifer L. Eich,
Véronique Flambard-Weisbart,
Áine O'Healy

Associate Professors: Rebeca Acevedo,
José Ignacio Badenes, S.J.,
Petra Liedke Konow, Marc Lony,
Alicia Partnoy, Antonia Petro

Assistant Professor: Mónica Cabrera

Objectives

Our Department equips students with language proficiency as it introduces them to the multicultural nature and historical evolution of literary and other texts in the target languages. Our courses provide opportunities to comprehend, interpret, and practice linguistic skills through oral and written exercises and assignments. Through a judicious selection of required courses and electives that include literature, history, and the arts, students acquire an increasing commitment to the mission of the University. We thrive to provide tools to foster transcultural understanding as the basis for mutual respect, global harmony and social justice.

Major and Minor Requirements

Students can declare a major in French or Spanish, or a minor in French, German, Italian, or Spanish, at entry to the University, through the Office of Admission. Students wishing to declare a major/minor in the Department of Modern Languages and Literatures after admission to LMU must meet with a professor from that particular program. A Change of Program form will be signed by the chairperson, provided that the student has a minimum LMU GPA of 2.0 (C).

Lower division language courses (100-200) may not be challenged by exam. However, any of these courses may be satisfied by placing above that level through the LMU Placement Exam for Spanish and French (administered by the Learning Resource Center) and by professor evaluation for Italian and German. A minimum grade of C (2.0) is required in all lower division language courses to major or minor in those languages.

Students with significant course credit in a language from high school or college will not be allowed to enroll in the 101 course of that language.

Our department offers lower division language courses (100-200) in Chinese, Japanese, and Filipino which satisfy the language requirements for the Asian and Pacific Studies major and minor.

Chinese

The objective of the 101, 102, 203, 204 series emphasizes speaking and understanding Modern Standard Chinese, while developing a command of Chinese characters for reading and writing. This series requires one hour weekly language lab.

Students with significant course credit in Chinese from high school or college will not be allowed to enroll in CHIN 101. Students with more advanced knowledge must consult with the departmental chair before enrolling in a Chinese language class.

Course Descriptions

CHIN 101 Elementary Chinese I

3 Semester Hours

This course is designed for students who have little or no knowledge of Chinese. Students will be introduced to fundamentals of Modern Standard Chinese, such as pronunciation, Chinese characters, and grammar. They will develop communicative skills—listening, speaking, reading, writing. Approximately 175 Chinese characters will be introduced.

Fall semester only.

CHIN 102 Elementary Chinese II

3 Semester Hours

This course is a continuation of CHIN 101. Students will continue learning the fundamentals of Modern Standard Chinese—pronunciation, Chinese characters and grammar. The four aspects of language skills—listening, speaking, reading, and writing—are equally emphasized. Approximately 460 new Chinese characters (230 words) will be introduced.

Spring semester only.

Prerequisite: CHIN 101 or equivalent, or consent of instructor.

CHIN 198 Special Studies

1-3 Semester Hours

CHIN 199 Independent Studies

1-3 Semester Hours

CHIN 203
Intermediate Chinese I

3 Semester Hours

Builds upon the fundamentals of Modern Standard Chinese grammar studied in CHIN 101 and 102 and introduces students to translation. Students will intensively practice oral skills, increase their reading and writing skills, and learn idiomatic expressions. Approximately 450 new Chinese characters will be introduced.

Fall semester only.

Prerequisite: CHIN 102 or equivalent, or consent of instructor.

CHIN 204
Intermediate Chinese II

3 Semester Hours

This course is a continuation of CHIN 203. Students will continue to build upon the fundamentals of Modern Standard Chinese. Four aspects of language—listening, speaking, reading, and writing—are equally emphasized. Students will be introduced to more idiomatic expressions, grammatical structures, and cultural elements. Students are expected to write short paragraphs and do oral presentations in Chinese. Approximately 500 new Chinese characters (250 words) will be introduced.

Spring semester only.

Prerequisite: CHIN 203 or equivalent, or consent of instructor.

CHIN 298
Special Studies

1-3 Semester Hours

CHIN 299
Independent Studies

1-3 Semester Hours

CHIN 398
Special Studies

1-3 Semester Hours

CHIN 399
Independent Studies

1-3 Semester Hours

Filipino

The courses are designed to develop student competency in Filipino/Tagalog focusing first on the sounds and rhythm of the language, vocabulary building, and sentence patterns. A functional-situational approach to language learning is utilized to develop an understanding and appreciation of Filipino culture and customs associated with the use of various linguistic forms. All levels will enhance and work toward increased proficiency in speaking, listening, reading, and writing through language games and exercises.

Course Descriptions

FLPN 101
Elementary Filipino I

3 Semester Hours

This course is designed for students who have little or no knowledge of the language. Students will learn how to construct the basic sentence patterns in Filipino/Tagalog and to use the actor focus verbs *UM*, *MAG*, and *MA* and the object focus verb *-IN*, as well as the different sets of pronouns and their proper use: nominative, dative, and genitive.

FLPN 102
Elementary Filipino II

3 Semester Hours

This course is a continuation of FLPN 101. The course will also cover the object focus verbs *-IN*, *I*, and *-AN*, the abilitative focus verbs *MAKA-* and *MAKAPAG-*, and the causative verb *MAGPA-*. There will be extensive role play and multimedia materials to assist students in learning the language.

Prerequisite: FLPN 101 or consent of instructor.

FLPN 203
Intermediate Filipino I

3 Semester Hours

This course is designed to strengthen listening, speaking, reading, and writing skills and to improve communicative competence by teaching social rules along with the linguistic rules. Students will be introduced to more complex sentence structures and the other verb focuses: locative, instrumental, and directional.

Prerequisite: FLPN 102 or consent of instructor.

FLPN 204
Intermediate Filipino II

3 Semester Hours

This course is a continuation of FLPN 203. Students will have extensive practice in narration (*pagsasalaysay*); description of people, places, objects, feelings (*paglalarawan*); defining and explaining a procedure (*paglalahad*); and argumentation (*pangangatwiran*). More complex grammatical structures and readings will be used to further the students' proficiency in the language.

Prerequisite: FLPN 203 or consent of instructor.

Foreign Literature in English Translation

The following are courses offered in foreign literature for which no knowledge of the foreign language is required.

Course Descriptions

FNLT 180 **World Literature** *3 Semester Hours*

A study of selected texts from international literature.

FNLT 341 **Introduction to Modern Greek Literature** *(See MDGK 341)*

FNLT 398 **Special Studies** *1-3 Semester Hours*

FNLT 399 **Independent Studies** *1-3 Semester Hours*

French/Francophone Studies

Objectives

The French/Francophone Studies curriculum is designed to enhance students' understanding of the French/Francophone world by exposing them to French/Francophone cultures and perspectives. It also responds to the increasing demand for a more practical emphasis in language learning after the lower division level and allows students to tackle the professional world immediately beyond graduation. It may complement LMU's Summer Study Abroad Program in Paris, France.

French/Francophone Studies Student Learning Outcomes

Student Learning Outcomes will be assessed through a Senior Capstone Project (FREN 500) which consists of a portfolio during the second semester of the senior year. The portfolio is a collection of multiple samples usually compiled over time accompanied by a personal reflection essay which would show that the student has met the objectives of the French/Francophone Studies program.

Majors in French/Francophone Studies will know:

- The principal aspects of the French language
- The principal aspects of French/Francophone cultures and civilizations
- The principal aspects of cultural expressions such as literature, art, social practices, gender, and media of the French-speaking world;

Majors in French/Francophone Studies will be able to:

- Understand spoken French
- Speak and write French
- Read literary texts in French and discuss their content, technique, and social significance;

Majors in French/Francophone Studies will value:

- French/Francophone cultures and civilizations
- French cultural expressions
- Increasing intercultural awareness.

Major Requirements

Lower Division Requirements:

FREN 101, 102, 203, 204.

These requirements may be waived or modified based upon proficiency demonstrated on the LMU French Placement Examination. For majors, a minimum grade of C (2.0) is required in all pre-major courses.

Upper Division Requirements:

25 semester hours in upper division courses: FREN 301, 314, 321, 333, 334, three courses in the 400-level series, and 500.

A minimum grade of C (2.0) must be maintained in all upper division courses.

Minor Requirements

18 semester hours taken beyond FREN 203: FREN 204, 301, 314, 321, 333 or 334, and one (1) course in the 400-level series.

The FREN 101, 102, 203, and 204 series is recommended for those who seek basic proficiency in the language. This series requires attendance of a one hour weekly language lab.

French Placement Exam

Any student who has knowledge of or has had prior instruction in French in high school or at a college or university other than LMU must take the French Placement Exam. This exam is administered by the Learning Resource Center during summer Orientation sessions and at the beginning of the Fall and Spring terms.

This requirement includes students who have taken the AP French Exam in high school. Generally, a student who receives a score of 5 or 4 on the AP French Exam (Language or Literature) places in FREN 204. Final placement is conditional upon the instructor's consent. Course credit will be given for FREN 101, 102, and 203 once the student's official scores have been received from the College Board. It is the responsibility of each student to ensure that the official AP scores have been sent to Loyola Marymount University.

French/Francophone Studies Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>		S.H.
FREN 101	Elementary French I	3
AMCS ____	University Core	3
ENGL 110	College Writing	3
HIST ____	University Core	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST ____	University Core	(3)
MATH ____	University Core	3
		15

<i>Spring Semester</i>		S.H.
FREN 102	Elementary French II	3
HIST ____	University Core	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST ____	University Core	(3)
____ ____	Critical/Creative Arts Core ...	3
____ ____	Literature Core	3
____ ____	Social Science Core	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
FREN 203	Intermediate French I	3
HIST ____	University Core	3
PHIL 160	Phil. of Human Nature	(3)
THST ____	University Core	(3)
____ ____	CMST/Crit Thinking Core	3
____ ____	Social Science Core	3
____ ____	Elective	3
		15

<i>Spring Semester</i>		S.H.
FREN 204	Intermediate French II	3
FREN 301	French Pronunciation Clinic ..	3
HIST ____	University Core	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST ____	University Core	(3)
____ ____	Critical/Creative Arts Core ...	3
____ ____	Science Core	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
FREN 321	Writing Workshop in French	3
FREN 333	French Lit. and Society I	3
PHIL ____	PHIL 320-330	3
	<i>or</i>	
THST ____	THST 3xx	(3)
____ ____	Upper Division Elective	3
____ ____	Elective	3
		15

<i>Spring Semester</i>		S.H.
FREN 314	Stylistics and Translation	3
FREN 334	French Lit. and Society II	3
FREN ____	FREN 400-level	3
PHIL ____	PHIL 320-330	3
	<i>or</i>	
THST ____	THST 3xx	(3)
____ ____	Upper Division Elective	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
FREN ____	FREN 400-level	3
____ ____	Upper Division Elective	3
____ ____	Upper Division Elective	3
____ ____	Elective	3
____ ____	Elective	3
		15

<i>Spring Semester</i>		S.H.
FREN 500	Senior Capstone Project	1
FREN ____	FREN 400-level	3
____ ____	Upper Division Elective	3
____ ____	Elective	3
____ ____	Elective	3
____ ____	Elective	3
		16

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Course Descriptions

FREN 101 Elementary French I 3 Semester Hours

A course intended for students who have not taken French before. Based on a communicative approach, the course emphasizes reading, writing, and oral proficiency in basic French. Materials covered include an introduction to all articles, pronouns, regular and irregular verbs in past and present tenses and in indicative and imperative modes, adjectives, prepositions, and basic vocabulary.

FREN 102 Elementary French II 3 Semester Hours

A continuation of FREN 101. New materials covered include an introduction to pronominal verbs, verbs in the future tense and in the subjunctive and conditional modes, adjectives, pronouns, adverbs, and many idiomatic vocabulary and verbal expressions.

Prerequisite: FREN 101 or by LMU Placement Exam.

FREN 203**Intermediate French I***3 Semester Hours*

After reviewing FREN 101 and 102, an introduction to more complex linguistic patterns presented in a French/Francophone cultural and comparative context. Includes practice in speaking, listening, reading, and writing through discussion of short texts, written exercises and short compositions, and work with multimedia resources.

Prerequisite: FREN 102 or LMU Placement Exam.

FREN 204**Intermediate French II***3 Semester Hours*

Developing complex linguistic patterns introduced in FREN 203 in a French/Francophone cultural and comparative context. Includes more practice in speaking, listening, reading, and writing through discussion of various texts, written exercises and longer compositions, and work with multimedia resources.

Prerequisite: FREN 203 or by LMU Placement Exam.

FREN 298**Special Studies***1-3 Semester Hours***FREN 299****Independent Studies***1-3 Semester Hours***FREN 301****French Pronunciation Clinic***3 Semester Hours*

A course designed for students who want to specialize and/or improve their pronunciation in French. Offers an initiation to French literature, drama, and poetry through the apprenticeship of French pronunciation.

Spring semester only.

Prerequisite: FREN 204 or by consent of instructor. May be taken concurrently with FREN 204.

FREN 314**Stylistics and Translation***3 Semester Hours*

A study of different modes of writing and of the major grammatical, stylistic, and vocabulary challenges when translating from English into French and vice versa. Practice with a broad range of literary, professional, and journalistic texts.

Spring semester only.

Prerequisite: FREN 204 or by LMU Placement Exam.

FREN 321**Writing Workshop in French***3 Semester Hours*

A course designed to improve written expository prose in French. Practice of various forms of writing, such as extensive, intensive, and team writing, through the approach of global simulations.

Fall semester only.

Prerequisite: FREN 204 or by LMU Placement Exam.

FREN 333**French Literature and Society I***3 Semester Hours*

A survey of literary themes and of the evolution of the social, political, and philosophical ideas in France, expressed in a variety of forms through the works of major writers, from the inception of French literature to the French Revolution.

Fall semester only.

Prerequisite: FREN 204 or by LMU Placement Exam.

FREN 334**French Literature and Society II***3 Semester Hours*

An overview of French literature and of modernity through the study of French novels, short fiction, drama, and poetry, by representative writers, from the French Revolution to present times.

Spring semester only.

Prerequisite: FREN 204 or by LMU Placement Exam.

FREN 398**Special Studies***1-3 Semester Hours*

Prerequisite: FREN 204 or by LMU Placement Exam or consent of instructor.

FREN 399**Independent Studies***1-3 Semester Hours*

Prerequisite: FREN 204 or by LMU Placement Exam or consent of instructor.

FREN 431**Fictions of Culture, Film, and Other Media***3 Semester Hours*

A course designed to introduce students to French culture through films and other media.

May be repeated as specific content changes.

Prerequisite: One (1) FREN 300-level course or by consent of instructor.

FREN 432**Women in French***3 Semester Hours*

An examination of the issues raised in women's writings in French as well as a study of French feminism across the disciplines.

May be repeated as specific content changes.

Prerequisite: One (1) FREN 300-level course or by consent of instructor.

FREN 433**Francophone Literature***3 Semester Hours*

A study of representative writers from the French-speaking world outside of France.

May be repeated as specific content changes.

Prerequisite: One (1) FREN 300-level course or by consent of instructor.

FREN 443**Selected Topics in French***3 Semester Hours*

Topics in French literature and culture.

May be repeated as specific content changes.

Prerequisite: One (1) FREN 300-level course or by consent of instructor.

FREN 498**Special Studies***1-3 Semester Hours*

Prerequisite: One (1) FREN 300-level course or by consent of instructor.

FREN 499**Independent Studies***1-3 Semester Hours*

Prerequisite: One (1) FREN 300-level course or by consent of instructor.

FREN 500**Senior Capstone Project***1 Semester Hour*

Exit portfolio (for majors only).

Credit/No Credit grading.

Seniors only.

German**Objectives**

During the phase of early language acquisition, our German courses build students' language skills and intercultural awareness. While still perfecting their language skills, students in GRMN 203 and above are introduced to short German prose from a variety of literary traditions. Literature courses range from a general survey of German literature over the centuries to the study of specific genres, such as drama, the novella, and the German fairy tale. In addition to literary studies, the German section also offers a course on German film and a course on German culture and civilization that provides an introduction to German history, society, politics, and the arts, while developing students' general intercultural awareness. For students interested in the language of business, the German section offers two business-related courses.

German Student Learning Outcomes

Students minoring in German will know:

- The principal aspects of the German language
- The principal aspects of the history of German literature and film
- The principal aspects of the history and culture of German-speaking countries;

Students minoring in German will be able to:

- Speak, understand, read, and write German in meaningful contexts
- Use the latest relevant applications in educational technology
- Read literary texts in German and discuss their content, techniques, and social significance;

Students minoring in German will value:

- German language, literature, and culture
- Expressing independent critical opinions
- Increasing intercultural awareness.

German courses at LMU foster communication and understanding others as essential aspects of the education of the whole person. Students thus embark on a road of lifelong learning that will take them into a richer future.

Minor Requirements

The German minor consists of 18 semester hours above the 100 level: GRMN 203, 204, 301, and three courses from upper division offerings (300-400 level). Within this minor a professional German emphasis is possible, with GRMN 302 and 437 as upper division course options for the business-oriented student.

The GRMN 101, 102, 203 series is recommended for those who seek a basic speaking, writing, and reading knowledge of the language. GRMN 101 and 102 require one hour weekly in the Department's language center, or its equivalent. The conversation courses are designed to be taken concurrently with regular language courses.

Once per year in the Spring, the German section offers a general proficiency test in German (ZD), which is internationally recognized and certifies the language skills of the student to prospective employers in the public and private sector.

Students of German may wish to take advantage of LMU's semester or full year New Europe Program in Bonn, Germany, to improve their language skills. Lower division elementary and intermediate German language courses in Bonn are listed as EURO 181 and 283 each semester. Upper division German courses are also available.

Course Descriptions**GRMN 101****Elementary German I***3 Semester Hours*

A course intended for students who have not taken German before. Based on the communicative approach, the course emphasizes oral proficiency in basic German as well as reading and writing. The following materials will be covered: an introduction to the nominative and accusative cases with their corresponding articles and pronouns, regular and irregular verbs in the present and present perfect tense, word order as well as basic vocabulary, and the development of cross-cultural awareness.

GRMN 102
Elementary German II

3 Semester Hours

A continuation of GRMN 101. Apart from the continued emphasis on oral competence, cross-cultural awareness, as well as reading and writing, the new grammar materials covered include an introduction to the dative case with its corresponding articles and pronouns, prepositions carrying the accusative and/or dative case, the present perfect tense, relative clauses, adjective endings, subjunctive and passive voice.

Prerequisite: GRMN 101 or equivalent.

GRMN 112
Beginning Conversational German

3 Semester Hours

A course designed to promote oral and aural proficiency and practical competence in elementary German.

Prerequisite: GRMN 102 or concurrent enrollment.

GRMN 203
Intermediate German I

3 Semester Hours

The first part of an intermediate course designed to review elementary grammar, as well as to develop further oral competence, with a strong emphasis on cultural competence, reading, and writing. Texts with an emphasis on culture provide the springboard for the promotion of vocabulary acquisition, comprehension, and the active use of oral and written German.

Prerequisite: GRMN 102 or equivalent.

GRMN 204
Intermediate German II

3 Semester Hours

The second part of an intermediate course designed to review elementary grammar, as well as to develop further oral competence, with a strong emphasis on cultural competence, reading, and writing. Texts with an emphasis on culture provide the springboard for the promotion of vocabulary acquisition, comprehension, and the active use of oral and written German.

Prerequisite: GRMN 203 or equivalent.

GRMN 211
Intermediate Conversational German

1-3 Semester Hours

Continuation of GRMN 112. A course designed to promote oral and aural proficiency and practical competence in intermediate German.

Prerequisite: GRMN 203 or concurrent enrollment.

GRMN 298
Special Studies

1-3 Semester Hours

GRMN 299
Independent Studies

1-3 Semester Hours

GRMN 301
Mastery of German

3 Semester Hours

A finishing course emphasizing oral proficiency as well as more advanced grammar aspects, reading, and writing.

Prerequisite: GRMN 204 or equivalent.

GRMN 302
Business German

3 Semester Hours

An advanced German course introducing the specialized language of everyday business dealings.

Prerequisite: GRMN 204 or equivalent.

GRMN 321
Survey of German Literature: From Beginning to Present

3 Semester Hours

An introduction to German literature from its beginning to the 20th century by means of representative texts in all genres.

Prerequisite: GRMN 204 or equivalent.

GRMN 340
German Culture and Civilization

3 Semester Hours

A survey of key aspects of German history, society, politics, and arts from the time of the Germanic tribes more than 2,000 years ago till present-day Germany.

Prerequisite: GRMN 204 or equivalent.

GRMN 352
German Cinema

3 Semester Hours

A seminar on the historical development of German cinema from German Expressionism to the present.

Prerequisite: GRMN 204 or equivalent.

GRMN 398
Special Studies

1-3 Semester Hours

GRMN 399
Independent Studies

1-3 Semester Hours

GRMN 431
German Drama

3 Semester Hours

An introduction to representative German plays since the 19th century. It includes classics from Büchner to Brecht and beyond.

Prerequisite: GRMN 204 or equivalent.

GRMN 432
German Folklore

3 Semester Hours

An introduction to the fairy tales of the Brothers Grimm and the multi-faceted fairy tale research.

Prerequisite: GRMN 204 or equivalent.

GRMN 433
The German Novella

3 Semester Hours

A close reading of representative German novellas since the 19th century. It primarily covers novellas from the Romantic and Realist tradition.

Prerequisite: GRMN 204 or equivalent.

GRMN 437
Internship Portfolio

1 Semester Hour

In conjunction with MGMT 491 (International Fieldwork Practicum) as part of the New Europe Program in Bonn, Germany. Professional German language skills are demonstrated by means of a portfolio.

Prerequisite: GRMN 204 or equivalent.

GRMN 498
Special Studies

1-3 Semester Hours

GRMN 499
Independent Studies

1-3 Semester Hours

Italian

Objectives

The Italian minor introduces students to the rich, complex culture of Italy, first by providing them with basic linguistic skills in the Italian language, and subsequently by familiarizing them with important literary works produced in Italy over the centuries as well as with historically significant films.

Italian Minor Learning Outcomes

Italian minors will know:

- The principal elements of Italian syntax and morphology
- Representative works of Italian literature, cinema, and other forms of cultural production
- Theoretical concepts essential for the analysis of these texts.

Italian minors will be able to:

- Communicate effectively in written and oral forms in Italian
- Understand spoken Italian
- Read modern Italian literature
- Apply acquired critical skills to textual analysis and scholarly research.

Italian minors will be encouraged to value:

- The distinctive contributions of Italian culture to world civilization
- The interconnectedness of all cultures in the global era
- The complex ways in which issues of social justice find expression in cultural production.

Minor Requirements

The minor consists of 18 semester hours taken above the 100 level: ITAL 203, 204, and four courses taken from upper division offerings. Students who have not previously studied Italian and who wish to declare a minor in Italian are advised to begin their study of the language in their freshman year.

The ITAL 101, 102, 203 series is recommended for those who seek a basic speaking, writing, and reading knowledge of the language. This series requires one hour of independent study in the language lab each week.

Course Descriptions

ITAL 101 Elementary Italian I 3 Semester Hours

An introduction to Italian language and culture with emphasis on communicative skills, this course is designed for students who have little or no knowledge of Italian. Students will acquire the four basic language skills—listening, speaking, reading, and writing—in classes that are taught exclusively in Italian. Materials covered include an introduction to articles, pronouns, adjectives, prepositions, regular and irregular verbs in past and present tense indicative, and basic vocabulary on selected topics. Students are also introduced to the basic geography of Italy and to aspects of everyday Italian culture.

ITAL 102 Elementary Italian II 3 Semester Hours

Emphasizing communicative and linguistic skills, this course is a continuation of ITAL 101. The principal goal of the curriculum is to develop the four basic language skills—listening, speaking, reading, and writing—in classes that are taught exclusively in Italian. New grammatical material introduced includes direct and indirect object pronouns, imperfect and future tenses, and the use of negative expressions. Students increase their vocabulary through further study of Italian culture past and present.

Prerequisite: ITAL 101 or equivalent.

ITAL 112 Beginning Conversational Italian 3 Semester Hours

Prerequisite: ITAL 102 or concurrent enrollment.

ITAL 203 Intermediate Italian 3 Semester Hours

Emphasizing communicative and linguistic skills, this course is a continuation of ITAL 102. The goal of the curriculum is to develop the four basic language skills—listening, speaking, reading, and writing—at the appropriate level of proficiency in classes that are taught exclusively in Italian. New materials covered include the subjunctive modes, hypothetical sentences, double pronouns, comparisons, and superlatives. Students familiarize themselves with additional aspects of Italian history, culture, and politics.

Prerequisite: ITAL 102 or equivalent.

ITAL 204 Advanced Italian 3 Semester Hours

Emphasizing communicative and linguistic skills, this course reviews the material studied in ITAL 101, 102, and 203. The goal of the curriculum is to develop the four basic language skills—listening, speaking, reading, and writing—at the appropriate level of proficiency in classes that are taught exclusively in Italian. Increased emphasis is placed on writing assignments, working with multimedia materials in Italian, and reading selected texts written for native speakers of Italian.

Prerequisite: ITAL 203 or equivalent.

ITAL 211 Advanced Conversation 3 Semester Hours

Prerequisite: ITAL 203 (may be taken concurrently).

ITAL 298 Special Studies 1-3 Semester Hours

ITAL 299 Independent Studies 1-3 Semester Hours

ITAL 321 Stylistics and Composition 3 Semester Hours

An introduction to reading, writing, and editing texts in Italian. Students develop skills in writing clear and correct Italian and provide critical commentary on selected topics using the techniques of formal composition.

Prerequisite: ITAL 204 or equivalent.

ITAL 332 Italian Literature of the 14th Century 3 Semester Hours

Providing an overview of the historical context in which Dante, Petrarch, and Boccaccio emerged, the course introduces students to some of the most famous works in the Italian literary tradition. It also develops the students' ability to write critical essays in Italian, sharpening their skills in literary and cultural analysis.

Prerequisite: ITAL 204 or equivalent.

ITAL 333 The Italian Novella 3 Semester Hours

A survey of the short story form from the fourteenth century to the present.

Prerequisite: ITAL 204 or equivalent.

ITAL 334**Italian Literature of the 20th and 21st Century***3 Semester Hours*

A survey of poetry, drama, and prose from Pirandello to Calvino and beyond.

Prerequisite: ITAL 204 or equivalent.

ITAL 350**Contemporary Italian Culture***3 Semester Hours*

An examination of the diverse forms of cultural expression in contemporary Italy, including literature, cinema, theatre, music, feminist writing, and political critique.

Prerequisite: ITAL 204 or equivalent.

ITAL 380**Italian Women Writers***3 Semester Hours*

Survey of representative works by Italian women writers from various historical periods, with particular focus on the modern and contemporary period.

Prerequisite: ITAL 204 or equivalent.

ITAL 398**Special Studies***1-3 Semester Hours***ITAL 399****Independent Studies***1-3 Semester Hours***ITAL 451****Italian Cinema***3 Semester Hours*

An examination of the historical development of Italian cinema from Neorealism to the present. Students familiarize themselves with the history of Italian national cinema and develop skills in the close analysis of film.

ITAL 498**Special Studies***1-3 Semester Hours***ITAL 499****Independent Studies***1-3 Semester Hours***Japanese**

The courses develop listening, speaking, reading, and writing skills using the direct method. Grammar points are explained in English. The student is provided an opportunity to practice conversation with native speakers to further improve oral skills. Selected topics are presented to enhance awareness and understanding of Japanese culture.

Students with significant course credit in Japanese from high school or college will not be allowed to enroll in JAPN 101. Students with more advanced knowledge must consult with the departmental chair before enrolling in a Japanese language class.

Course Descriptions**JAPN 101****Elementary Japanese I***3 Semester Hours*

An introduction to the fundamentals of Japanese, emphasizing listening and speaking skills. Students learn to ask and answer simple questions in the present and past tense. Introduces reading and writing of Hiragana and approximately 30 Kanji along with essentials of Japanese culture and custom.

Fall semester only.

JAPN 102**Elementary Japanese II***3 Semester Hours*

A continuation of JAPN 101. Introduction of Katakana and approximately 60 new Kanji. Useful grammatical patterns emphasizing the use of adjectives and verb conjugations. Practical patterns such as polite commands, permissions, prohibitions, and progressive forms are studied. Students continue to learn fundamentals of Japanese culture and lifestyle.

Spring semester only.

Prerequisite: JAPN 101 or equivalent, or consent of instructor.

JAPN 198**Special Studies***1-3 Semester Hours***JAPN 199****Independent Studies***1-3 Semester Hours***JAPN 203****Intermediate Japanese I***3 Semester Hours*

A course designed to improve oral proficiency as well as reading and writing skills in Hiragana, Katakana, and Kanji. More complex grammatical patterns such as potentials, giving advice, and expressing one's desires. Approximately 75 new Kanji are introduced, and students write short essays on selected topics. Increased knowledge and understanding of Japanese culture and customs.

Fall semester only.

Prerequisite: JAPN 102 or equivalent, or consent of instructor.

JAPN 204**Intermediate Japanese II***3 Semester Hours*

A continuation of JAPN 203. A course designed to enable students to express their ideas effectively through the use of more complex patterns such as advanced relative clauses, giving and receiving verbs, volitional forms and hearsay reports. Seventy-five new Kanji are practiced, and students write short essays on selected topics. Increased knowledge and understanding of Japanese culture and customs.

Spring semester only.

Prerequisite: JAPN 203 or equivalent, or consent of instructor.

JAPN 298**Special Studies***1-3 Semester Hours***JAPN 299****Independent Studies***1-3 Semester Hours***JAPN 398****Special Studies***1-3 Semester Hours***JAPN 399****Independent Studies***1-3 Semester Hours***JAPN 498****Special Studies***1-3 Semester Hours***JAPN 499****Independent Studies***1-3 Semester Hours*

Modern Greek

For courses and curriculum in Modern Greek, see Classics and Archaeology.

Spanish

Spanish Major

Objectives

This major equips students with language proficiency in Spanish as it introduces them to the multicultural nature and historical evolution of literary and cultural expressions in the target language. It provides students with opportunities to comprehend, interpret, and practice advanced linguistic skills in Spanish through oral and written exercises and assignments. Survey and seminar classes familiarize them with representative literary works and cultural texts from Spain, Latin America, the U.S., and other diasporic Spanish-speaking populations. Our students become familiar with theoretical terminology and concepts essential to analyze these and other cultural products. The major also includes the study of Spanish phonology, morphology, syntax, and dialectal varieties. Students consistently participate in intercultural events and service learning activities in academic and culturally significant contexts. They acquire an increasing commitment to the mission of the University.

Spanish Student Learning Outcomes

Spanish majors will know:

- The variety and nature of linguistic practices, cultural texts, and perspectives of Spanish-speaking populations
- Representative literary works and cultural texts from Spain, Latin America, the U.S., and other diasporic Spanish-speaking populations
- Theoretical terminology and concepts essential to analyze these and other cultural products.

Spanish majors will be able to demonstrate:

- Advanced oral and aural proficiency
- Advanced writing proficiency
- Advanced reading comprehension
- The use of acquired theoretical and critical skills to textual analyses and scholarly research
- An informed knowledge of literary works, cultural products, and linguistic varieties developed by Spanish-speaking populations.

Spanish majors will also demonstrate an appreciation for:

- The evolution and variety of perspectives in Spanish-speaking cultures
- The mission of our University
- Transcultural similarities and differences.

Major Requirements

Lower Division Requirements:

SPAN 101, 102, 203, and 204 or 205.

Any of these courses may be satisfied by placing above that level through the LMU Spanish Placement Exam. A minimum grade of C (2.0) is required in all lower division Spanish courses.

Upper Division Requirements:

Spanish Major: The major in Spanish requires 25 semester hours in upper division courses: SPAN 321, 322, 330; 6 semester hours in SPAN 331, 332, or 333; 9 semester hours in 400-level Spanish electives; and SPAN 500, a senior capstone project (1 semester hour). Students are permitted to take up to 30 upper division hours in Spanish. Students must complete all upper division courses with a minimum grade of C (2.0).

Senior Capstone Project: Portfolio Requirements:

Spanish majors are required to register for a one-credit course (SPAN 500, Senior Capstone Project) during, or after, their last semester in the Spanish major program. Each graduating student constructs a portfolio that includes a collection of previous works, a brief description of extracurricular activities connected with the Spanish major, and a reflective essay in Spanish demonstrating how the goals of the program were met. These goals are language proficiency, cultural competency, mastery of literary and linguistic studies, development of a sense of social justice, and transcultural understanding. An oral presentation of the portfolio to a faculty panel is required.

Guidelines for the elaboration of the portfolio and the oral presentation are available in the Modern Languages and Literatures Department. This course is graded Credit/No Credit.

Secondary Teacher Preparation in Spanish

For information on this program, see the Secondary Teacher Preparation Program section in this Bulletin.

Spanish Minor

Lower Division Requirements:

SPAN 101, 102, 203, and 204 or 205.

Any of these course may be satisfied by placing above that level through the LMU Spanish Placement Exam. A minimum grade of C (2.0) is required in all lower division Spanish courses.

Upper Division Requirements:

Spanish Minor: The minor consists of 18 semester hours taken beyond SPAN 204 or 205: SPAN 321, 322, and 330; 6 semester hours in SPAN 331, 332, or 333; and one upper division 400-level Spanish elective. Students must complete all upper division courses with a minimum grade of C (2.0) to maintain status.

LMU Spanish Placement Exam

Any student who has knowledge of or has had prior instruction in Spanish in high school or at a college or university other than LMU must take the LMU Spanish Placement Exam. This exam is administered by the Learning Resource Center during the summer Orientation sessions and at the beginning of the Fall and Spring terms.

This requirement includes students who have taken an AP Spanish Exam in high school. A student who receives a score of 5 or 4 on the AP Spanish Exam (Language and/or Literature) might place in SPAN 321 (Stylistics and Composition), SPAN 204 (Intermediate Spanish II), or SPAN 205 (Intermediate Spanish II for Latino Students). Final placement is conditional upon the instructor's consent. The students CAPP report will reflect credit for SPAN 101, 102, and 203 after official scores have been received from the College Board. It is the responsibility of each student to ensure that the official AP scores have been sent to Loyola Marymount University.

Study Abroad

Students are strongly encouraged to take language courses abroad for a semester either during their sophomore year (Spring semester) or junior year (Fall or Spring semester). Prior to departure, students must obtain transfer credit approval for any courses that they plan to take. No more than two Spanish courses will transfer for the major. Consult the Study Abroad Office or the Spanish language professors for information about semester, year-long, or summer study abroad programs offered by other universities other than those that the Spanish program endorses.

Spanish Model Four-Year Plan

The normal course load is 15 semester hours per semester (5 classes). By following the model below, a student who places at the second semester level of Spanish (SPAN 102) at the time of admission into our program will complete most major prerequisites and all lower division core requirements by the end of the sophomore year. Students with no previous knowledge of Spanish will be able to complete the program in four years if they are willing to take a Spanish course approved by our department, either abroad or at another institution during the summer. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

Fall Semester		S.H.
SPAN	102	Elementary Spanish II..... 3
AMCS	___	University Core..... 3
ENGL	110	College Writing..... 3
HIST	___	University Core..... 3
<i>or</i>		
PHIL	160	Phil. of Human Nature (3)
<i>or</i>		
THST	___	University Core..... (3)
MATH	___	University Core..... 3
		15

Spring Semester

Spring Semester		S.H.
SPAN	203	Intermediate Spanish I..... 3
HIST	___	University Core..... 3
<i>or</i>		
PHIL	160	Phil. of Human Nature (3)
<i>or</i>		
THST	___	University Core..... (3)
___	___	Critical/Creative Arts Core... 3
___	___	Literature Core 3
___	___	Social Science Core 3
		15

Sophomore Year

Fall Semester		S.H.
SPAN	204	Intermediate Spanish II..... 3
<i>or</i>		
SPAN	205	Interm. Span. II for Latino (3)
HIST	___	University Core..... 3
<i>or</i>		
PHIL	160	Phil. of Human Nature (3)
<i>or</i>		
THST	___	University Core..... (3)
___	___	CMST/Crit Thinking Core..... 3
___	___	Social Science Core..... 3
___	___	Elective..... 3
		15

Spring Semester

Spring Semester		S.H.
SPAN	321	Stylistics and Composition..... 3
HIST	___	University Core..... 3
<i>or</i>		
PHIL	160	Phil. of Human Nature (3)
<i>or</i>		
THST	___	University Core..... (3)
___	___	Critical/Creative Arts Core... 3
___	___	Science Core..... 3
___	___	Elective..... 3
		15

Junior Year

Fall Semester		S.H.
SPAN	322	Intro to Hispnc Literatures.... 3
SPAN	330	Spanish Linguistics I 3
PHIL	___	PHIL 320-330 3
<i>or</i>		
THST	___	THST 3xx..... (3)
___	___	Upper Division Elective 3
___	___	Upper Division Elective 3
		15

<i>Spring Semester</i>		S.H.
SPAN 331	Survey Peninsular Span. Lit..... 3	
	<i>or</i>	
SPAN 332	Survey of Latin Amer. Lit..... (3)	
	<i>or</i>	
SPAN 333	Spanish Linguistics II (3)	
PHIL ____	PHIL 320-330 3	
	<i>or</i>	
THST ____	THST 3xx..... (3)	
____ ____	Upper Division Elective 3	
____ ____	Elective..... 3	
____ ____	Elective..... 3	
		15

Senior Year

<i>Fall Semester</i>		S.H.
SPAN 331	Survey Peninsular Span. Lit..... 3	
	<i>or</i>	
SPAN 332	Survey of Latin Amer. Lit..... (3)	
	<i>or</i>	
SPAN 333	Spanish Linguistics II (3)	
SPAN ____	SPAN 400-level 3	
____ ____	Upper Division Elective 3	
____ ____	Elective..... 3	
____ ____	Elective..... 3	
		15

<i>Spring Semester</i>		S.H.
SPAN ____	SPAN 400-level 3	
SPAN ____	SPAN 400-level 3	
SPAN 500	Senior Capstone Project 1	
____ ____	Upper Division Elective 3	
____ ____	Elective..... 3	
____ ____	Elective..... 3	
		16

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Spanish Model Four-Year Plan

For students starting at an advanced level of proficiency

The normal course load is 15 semester hours per semester (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>		S.H.
SPAN 204	Intermediate Spanish II..... 3	
	<i>or</i>	
SPAN 205	Interm. Span. II for Latino (3)	
AMCS ____	University Core..... 3	
ENGL 110	College Writing..... 3	
HIST ____	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ____	University Core..... (3)	
MATH ____	University Core..... 3	
		15

<i>Spring Semester</i>		S.H.
SPAN 321	Stylistics and Composition..... 3	
HIST ____	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ____	University Core..... (3)	
____ ____	Critical/Creative Arts Core... 3	
____ ____	Literature Core 3	
____ ____	Social Science Core..... 3	
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
SPAN 322	Intro to Hispnc Literatures.... 3	
SPAN 330	Spanish Linguistics I 3	
HIST ____	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ____	University Core..... (3)	
____ ____	CMST/Crit Thinking Core..... 3	
____ ____	Social Science Core..... 3	
		15

<i>Spring Semester</i>		S.H.
SPAN 331	Survey Peninsular Span. Lit..... 3	
	<i>or</i>	
SPAN 332	Survey of Latin Amer. Lit..... (3)	
	<i>or</i>	
SPAN 333	Spanish Linguistics II (3)	
HIST ____	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ____	University Core..... (3)	
____ ____	Critical/Creative Arts Core... 3	
____ ____	Science Core..... 3	
____ ____	Elective..... 3	
		15

Junior Year

<i>Fall Semester</i>		S.H.
SPAN 331	Survey Peninsular Span. Lit..... 3	
	<i>or</i>	
SPAN 332	Survey of Latin Amer. Lit..... (3)	
	<i>or</i>	
SPAN 333	Spanish Linguistics II (3)	
PHIL ____	PHIL 320-330 3	
	<i>or</i>	
THST ____	THST 3xx..... (3)	
____ ____	Upper Division Elective 3	
____ ____	Upper Division Elective 3	
____ ____	Elective..... 3	
		15

<i>Spring Semester</i>		S.H.
SPAN	SPAN 400-level.....	3
PHIL	PHIL 320-330.....	3
<i>or</i>		
THST	THST 3xx.....	(3)
_____	Upper Division Elective.....	3
_____	Elective.....	3
_____	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
SPAN	SPAN 400-level.....	3
_____	Upper Division Elective.....	3
_____	Upper Division Elective.....	3
_____	Elective.....	3
_____	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
SPAN	500 Senior Capstone Project.....	1
SPAN	SPAN 400-level.....	3
_____	Upper Division Elective.....	3
_____	Elective.....	3
_____	Elective.....	3
_____	Elective.....	3
		16

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Course Descriptions*

* All courses are taught in Spanish unless otherwise indicated.

**SPAN 101
Elementary Spanish I**
3 Semester Hours

The course emphasizes reading, writing, aural, and oral proficiency in basic Spanish and reflects the diversity within Hispanic cultures. Instruction includes articles, pronouns, regular and irregular verbs (including reflexive verbs) in the present and the past tenses of the indicative mood, adjectives, and basic vocabulary.

For students with no prior study of Spanish or based on LMU Placement Exam.

**SPAN 102
Elementary Spanish II**
3 Semester Hours

A continuation of SPAN 101. New material studied includes an introduction to the present and present perfect subjunctive, the preterite vs. imperfect tense distinction, passive se, uses of *por* and *para*, direct and indirect object pronouns, past participle, formal commands, comparisons, and additional vocabulary and idioms.

Prerequisite: SPAN 101 or LMU Placement Exam.

**SPAN 203
Intermediate Spanish I**
3 Semester Hours

After a review of SPAN 101 and 102 material, topics include the preterite vs. imperfect tense distinction, the pluperfect indicative tense, the present and present perfect subjunctive contrasted with the indicative mood, commands, and the *ser* vs. *estar* distinction. Coursework includes the discussion of short texts, oral exercises, and medium-length compositions.

Prerequisite: SPAN 102 or LMU Placement Exam.

**SPAN 204
Intermediate Spanish II**
3 Semester Hours

Course strengthens the students' receptive and productive skills in Spanish while developing an appreciation and deeper knowledge of diversity of Hispanic cultures. After a grammatical review, the course studies adverbial conjunctions, indirect speech, "SI" clauses, uses of the infinitive, relative pronouns, and the description of reciprocal actions. Students present oral and written reports in formal Spanish, to narrate and describe in paragraphs of connected discourse in high-frequency linguistic structures.

Prerequisite: SPAN 203 or by LMU Placement Exam.

**SPAN 205
Intermediate Spanish II for Latino Students**
3 Semester Hours

This course, specially designed for students with a cultural Latino/Hispanic background, is the equivalent of SPAN 204. It strengthens the students' communicative skills in Spanish while developing an appreciation and deeper knowledge of their cultural background. Students are trained to present oral and written reports in formal Spanish, to narrate and describe in paragraphs of connected discourse in high-frequency linguistic structures. They will acquire and demonstrate a solid knowledge of Spanish grammar.

Prerequisite: SPAN 203 or by LMU Placement Exam.

**SPAN 211
Advanced Conversational Spanish**
1-3 Semester Hours

A course designed for intermediate students of Spanish to learn and practice communicative strategies, increase their vocabulary, and become acquainted with Spanish, Latin American, and U.S. Latino cultures. Oral presentations are required.

Prerequisite: SPAN 203 or concurrent enrollment.

Credit/No Credit only.

**SPAN 298
Special Studies**
1-3 Semester Hours

**SPAN 299
Independent Studies**
1-3 Semester Hours

**SPAN 321
Stylistics and Composition**
3 Semester Hours

An introduction to writing and editing Spanish compositions. Course work emphasizes the writing process: developing thesis, structuring arguments, and generating a clear, cohesive style.

Prerequisite: SPAN 204 or 205, or by LMU Placement Exam.

SPAN 322
Introduction to Hispanic Literatures

3 Semester Hours

A study of theoretical terminology and concepts essential for structural and conceptual analysis of literary works written in Spanish. Students are introduced to literary periods and genres from Spanish and Spanish American authors.

Prerequisite: SPAN 321.

SPAN 331
Survey of Peninsular Spanish Literature

3 Semester Hours

Analysis of some of the most celebrated masterpieces of Spanish literature from the Middle Ages to the present in their historical and cultural contexts.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 332
Survey of Latin American Literature

3 Semester Hours

General survey of texts written by a representative body of Latin American authors from the pre-Columbian period to the present.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 333
Spanish Linguistics I: Sounds and Words

3 Semester Hours

A study of the Spanish sound systems, word formation, and vocabulary. The course provides theoretical tools to analyze Spanish at the phonological and morphological levels. It also includes an exploration of sounds and word use in different varieties of Spanish.

Prerequisite: SPAN 321 or consent of instructor.

SPAN 334
Spanish Linguistics II: Structure and Variation

3 Semester Hours

A study of Spanish language structure, variation, historical change, and the linguistic effects of language contact. Course reading and activities include discussions of research in syntax, sociolinguistics and historical linguistics.

Prerequisite: SPAN 330 or consent of instructor.

SPAN 398
Special Studies

1-3 Semester Hours

SPAN 399
Independent Studies

1-3 Semester Hours

SPAN 420
Hispanic Cultural Studies

3 Semester Hours

General survey that may include Iberian, U.S. Latino, and/or pre-Columbian civilizations and the literature of Meso- and South America; the impact of the Encounter with Europe; the Conquest; the Colonial Period; the Independence Era; and modern literary, socio-historical, economic, and political events that have shaped present-day Spanish American cultures.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 432
Spanish of the Americas

3 Semester Hours

The course will begin with a review of changes in modern Spanish in the Americas. It will provide a general introduction to the history and structure of the varieties of Spanish spoken in the New World. Topics to be treated will include the Peninsular origins of New World Spanish, the influence of American languages on Spanish, the features which characterize the different varieties of "New World" Spanish (including U.S. Spanish), and the grammatical and lexical features which distinguish European Spanish from that spoken in the Americas.

Prerequisite: SPAN 330 or consent of instructor.

SPAN 433
Spanish of the United States

3 Semester Hours

This course aims to raise awareness of linguistic contact phenomena, as well as socio-political and ideological research issues underlying the complexity of Spanish in the U.S. Students will be working with a variety of linguistic topics related to the analysis of the Spanish language and its role as a minority language in the U.S. Topics covered are linguistic variation, diglossia, historical perspectives, attitudes towards language, and language planning.

Prerequisite: SPAN 330 or consent of instructor.

SPAN 434
Spanish Language Acquisition

3 Semester Hours

A study of the acquisition of Spanish as first and second language from a linguistic and psycholinguistic perspective. This course provides hands-on experience on the design of a research project on child and/or adult language acquisition of Spanish.

Prerequisite: SPAN 330 or consent of instructor.

SPAN 441
Latin American Novel

3 Semester Hours

A comparative study of representative narratives written by Latin American, Latino/a, and/or other diasporic Spanish-speaking authors during the 19th, 20th, and 21st centuries.

Specific course content depends on the instructor.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 442
Latin American Poetry

3 Semester Hours

Survey and comparative study of Spanish language poetry of the Americas from a variety of historical periods, national origins, and cultural and literary movements.

Specific course content depends on the instructor.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 443
Latin American Women Writers

3 Semester Hours

Survey and comparative study of representative works by Latin American and/or Latina women writers from a variety of historical periods, national origins, and cultural and literary movements.

Specific course content depends on the instructor.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 444**Latin American Drama***3 Semester Hours*

An introduction to and comparison of representative works written by Latin American dramatists from a variety of historical periods, national origins, and literary and cultural movements.

Specific course content depends on the instructor.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 445**Latin American Short Story***3 Semester Hours*

A comparative and literary study of the short story as well as representative works written by Latin American and/or Latino/a authors from a variety of historical periods, national origins, and literary and cultural movements.

Specific course content depends on the instructor.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 451**Nineteenth-Century Spanish Literature***3 Semester Hours*

Analysis of representative literary works and authors of the Spanish 19th century in their historical and cultural contexts through a particular theme and from different perspectives.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 452**Early Modern Spanish Narrative***3 Semester Hours*

The course analyzes narrative texts of the early modern period in Spain studied within their historical and cultural contexts. It will pay particular attention to their relevance for modern and contemporary literature.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 453**Twentieth-Century Spanish Literature***3 Semester Hours*

Analysis of representative literary works and authors from the Spanish 20th century in their historical and cultural contexts through a particular theme and from different perspectives.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 455**Early Modern Spanish Drama and Poetry***3 Semester Hours*

The course analyzes poetic and dramatic works of the early modern period in Spain studied within their historical and cultural contexts. It will pay particular attention to their relevance for modern and contemporary literature.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 457**Spanish Authors***3 Semester Hours*

An in-depth study of the work of a specific author, such as Miguel de Cervantes or Federico García Lorca, or a group of authors, such as Spanish women writers.

May be repeated for degree credit, when content varies.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 460**Selected Topics in Spanish Studies***3 Semester Hours*

Topics in Peninsular Spanish literature, film, and culture.

May be repeated for degree credit, when content varies.

Prerequisite: SPAN 322 or consent of instructor.

SPAN 498**Special Studies***1-3 Semester Hours***SPAN 499****Independent Studies***1-3 Semester Hours***SPAN 500****Senior Capstone Project***1 Semester Hour*

Exit portfolio (for majors only).

Credit/No Credit grading.

Peace Studies

Director

Daniel L. Smith-Christopher

Objectives

In order to accommodate the significant diversity in approaches to peace and justice, Loyola Marymount University's Peace Studies program is a contract-based minor that is arranged on an individual basis, working with the particular interests and study areas of each student. Students may choose from a variety of courses that relate to chosen fields of interest and emphasis, drawing from programs such as Political Science, History, Ethnic Studies, Theological Studies, Philosophy, Classics, English, Sociology, and any number of other departments. The proposed contract, with the suggested list of courses, must be accepted in writing by both the Director of the Program and the Dean of the Bellarmine College of Liberal Arts before the minor is officially entered in the academic record of each student who wishes to enter the program.

Minor Requirements

18 semester hours (6 courses) are required for the minor. There are no required courses, but it is strongly suggested that students take THST 304, War and Peace in the Bible, as a foundation course for the program. There is a limit of 2 courses (6 semester hours) in lower division courses, and a single 400-level course is strongly encouraged. A Thesis/Independent Study option is available to fulfill this recommended course, to be arranged with the Director.

Peace Studies Student Learning Outcomes

Peace Studies minors will know:

- The approaches to war and peace of various religious traditions
- Nonviolence and Nonviolent Strategy as exemplified by Gandhi or Dr. King
- The significance of personal values arising from a commitment to peacemaking that may be applicable to one's personal as well as social life.

Peace Studies minors will be able to:

- Suggest skills and activities that may contribute to minimizing the potential for conflict and contribute to peacemaking in a given conflict situation
- Present a coherent defense of the values of peace within selected traditions, both religious and political.

Peace Studies minors will value:

- The diversity of approaches relevant to peacemaking skills
- The historical contributions made by peacemakers in the past, and assess their contributions to continued thought in Peace Studies
- The unique legacy of nonviolence in world history
- The varied Christian traditions of peacemaking and nonviolence as a theological as well as social value
- Contributions to peacemaking that are unique to their own tradition, if non-Christian (e.g., Jewish, Islamic, Buddhist).

To demonstrate the attainment of these learning outcomes, students submit a portfolio of class papers, tests, and other assignments from the six courses approved by the Director for their minor. Please direct all questions to the Director of Peace Studies.

Philosophy

Faculty

Chairperson: Elizabeth Murray

Professors: James G. Hanink,

Mary Elizabeth Ingham, C.S.J.,

Mark D. Morelli, Elizabeth Murray,

Eric D. Perl, Timothy Shanahan

Associate Professors: W. Scott Cameron,

Christopher Kaczor, Brian Treanor,

Robin Wang, Jeffrey Wilson

Assistant Professors: Jason S. Baehr,

Gretchen Gusich, Virgil Martin Nemoianu,

Daniel Speak, Brad Elliott Stone,

Contact Information

Department Chair: Elizabeth Murray

E-mail: emurray@lmu.edu

Graduate Director: Mark D. Morelli

E-mail: mmorelli@lmu.edu

Website: bellarmine.lmu.edu/philosophy/

Office Location: University Hall 3600

Telephone: (310) 338-1937

Fax: (310) 338-5997

Department Secretary: Alexis Dolan

E-mail: adolan@lmu.edu

Graduate Program

Mission Statement

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

The Department

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

Admission Requirement

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 March 15 for the Fall semester and November 1 for the Spring semester.

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.

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.

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.

Undergraduate Program

Objectives

Philosophy is a reflective and critical discipline whose aim is to explore fundamental ideas which underlie and penetrate human existence and constitute the deep background of all human endeavors: ideas such as Meaning and Truth, Knowledge and Being, Objectivity and Bias, Good and Evil, Value and Disvalue. Philosophic inquiry into these and related notions is governed by the complementary ideals of analytic precision and comprehensive synthesis, and so it aims to raise these basic notions from their everyday obscurity, to articulate them with logical precision and rigor, and to bind them together into an overarching vision of the nature and purpose of human life.

Accordingly, the Department of Philosophy offers basic courses in Critical Thinking, Human Nature, Ethics, and Contemporary Moral Problems in the core curriculum and a wide variety of courses complementary to studies in a broad range of fields. For convenience, courses are grouped into eight content areas:

- I. Morality, Law, and Politics (320 through 334)
- II. Natural and Social Sciences (341, 342, 343)
- III. Arts and Literature (254, 351, 352, 353, 354)
- IV. Religion and Theology (361 through 368)
- V. History of Philosophy (381, 382, 383, 385, 387)
- VI. Contemporary Movements (421 through 426)
- VII. Major Thinkers (451)
- VIII. Mind and Reality (461 through 464)

Philosophy Student Learning Outcomes

Philosophy students will understand:

- The history of philosophy from the pre-Socratics to modern European thinkers
- Contemporary philosophical movements, issues, and techniques
- Central themes in the primary texts of important philosophers

Philosophy students will be able to:

- Demonstrate written competency in the analysis of philosophical issues
- Apply the tools of logic in the analysis and critical evaluation of philosophical texts

- Synthesize philosophical insights in relation to their own lived experience

Philosophy students will value:

- The contributions of philosophers to civilization
- An understanding of the relationship of philosophy to a variety of areas of human experience such as faith, morality, and culture
- Rigorous philosophical inquiry and reflection in relation to their own self-development, their interactions with others, and the quest for a better world.

Major Requirements

At entry to the University, students may declare the major or minor through the Office of Admission. LMU students wishing thereafter to declare the major or minor must meet with the chair. The chair will ordinarily sign the student's Change of Program petition, provided the student meets certain academic standards that include having a minimum GPA of 2.0 (C), not otherwise being on academic probation, and (for majors) upon completion of an entrance questionnaire.

Required:

HIST 100 and HIST 101 and PHIL 201.

The History of Philosophy sequence—PHIL 381, 383, 385, 387.

Five Philosophy electives, at least three of which must be upper division courses taken at LMU.

PHIL 495: Senior Assessment.

Students are strongly encouraged to study a foreign language to enhance their philosophical studies. Programs should be planned in consultation with their faculty advisor.

An average grade of C+ (2.3) must be maintained in Philosophy courses by majors.

Majors may take up to 13 upper division courses in Philosophy.

Honors in Philosophy

To graduate with honors in Philosophy, a Philosophy major must have a minimum GPA in Philosophy of 3.3, enroll in the PHIL 500 Senior Project in place of one of the upper division electives, and receive at least a grade of B+ (3.3) on the project.

Minor Requirements

18 semester hours in Philosophy, of which at least 12 are in upper division courses. Core requirements PHIL 160, 220, and 320 through 330 may be counted towards the minor. An average of C (2.0) must be attained in courses in the minor.

The Department of Philosophy also offers a minor in Ethics for students who wish to explore further the foundations of ethics and ethical issues as they arise in a range of theoretical and applied domains. Philosophy majors and minors may not minor in Ethics.

Philosophy Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as PHIL major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>		S.H.
PHIL 160	Phil. of Human Nature	3
AMCS ____	University Core	3
ENGL 110	College Writing	3
HIST 100	Found. West. Civ. to 1500	3
MATH ____	University Core	3
		15

<i>Spring Semester</i>		S.H.
PHIL 220	Critical Thinking	3
HIST 101	Western Traditions	3
THST 1xx	University Core	3
____ ____	Literature Core	3
____ ____	Social Science Core	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
PHIL 201	Symbolic Logic	3
HIST 1x2	Modern Societies	3
____ ____	Critical/Creative Arts Core ...	3
____ ____	Social Science Core	3
____ ____	Elective	3
		15

<i>Spring Semester</i>		S.H.
____ ____	Critical/Creative Arts Core ...	3
____ ____	Science Core	3
____ ____	Elective	3
____ ____	Elective	3
____ ____	Elective	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
PHIL 320	Ethics	3
PHIL 381	Ancient Philosophy	3
PHIL ____	Upper Division PHIL	3
____ ____	Upper Division Elective	3
____ ____	Elective	3
		15

<i>Spring Semester</i>		S.H.
PHIL 383	Medieval Philosophy	3
PHIL ____	Upper Division PHIL	3
PHIL ____	Upper Division PHIL	3
____ ____	Upper Division Elective	3
____ ____	Elective	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
PHIL 385	Modern Philosophy I	3
PHIL ____	Upper Division PHIL	3
THST ____	THST 3xx	3
____ ____	Upper Division Elective	3
____ ____	Elective	3
		15

<i>Spring Semester</i>		S.H.
PHIL 387	Modern Philosophy II	3
PHIL 495	Senior Assessment	0
PHIL 500	Senior Project	3
____ ____	Upper Division Elective	3
____ ____	Elective	3
____ ____	Elective	3
		15

Students may take a maximum of **thirteen upper division** courses in Philosophy.

Course Descriptions

PHIL 160 Philosophy of Human Nature 3 Semester Hours

An introductory exploration of central questions and interpretations of human existence, carried on in light of the Catholic intellectual tradition. Satisfies core requirement in all Colleges and Schools.

PHIL 201 Symbolic Logic 3 Semester Hours

An introduction to the techniques of modern mathematical logic, including proofs relying on the logic of truth-functions and quantifiers and their application to arguments in English. No mathematical training presupposed. Required for Philosophy majors.

PHIL 220 Critical Thinking 3 Semester Hours

An introduction to the methods and principles of sound reasoning, with special attention to the analysis of deductive and inductive arguments, informal fallacies, and the nature and purpose of definition. Satisfies core requirement.

PHIL 254 Philosophy and Film 3 Semester Hours

An investigation of the philosophical use of the film medium and an examination of particular philosophical ideas portrayed in films.

PHIL 296 Philosophy Proseminar 3 Semester Hours

An introduction to philosophic research and dialogue through the examination of a philosophic issue or thinker in a seminar setting.

Open to freshman and sophomore majors.

PHIL 298
Special Studies
1-3 Semester Hours

PHIL 299
Independent Studies
1-3 Semester Hours

I. Morality, Law, and Politics

PHIL 320
Ethics
3 Semester Hours

A study of the questions which a person must ask in forming an intelligent philosophy of moral choice, carried on in the light of the Catholic intellectual tradition. Fulfills the upper-division Philosophy core requirement for all Colleges and Schools.

Junior standing required.

PHIL 321
Bioethics
3 Semester Hours

This course looks carefully at ethical issues that arise in the field of medicine, such as abortion, euthanasia, physician-assisted suicide, and the distribution of medical resources and care. Fulfills the upper-division Philosophy core requirement for all Colleges and Schools.

Junior standing required.

PHIL 322
Business Ethics
3 Semester Hours

This course considers ethical issues that arise in the field of business. Fulfills the upper-division Philosophy core requirement for all Colleges and Schools.

Junior standing required.

PHIL 324
Engineering Ethics
3 Semester Hours

This course looks at ethical questions that arise in the sciences, especially engineering, focusing on examples such as the *Challenger* disaster and the decisions that led up to it. Fulfills the upper-division Philosophy core requirement for all Colleges and Schools.

Junior standing required.

PHIL 326
Ethics of Love and Marriage
3 Semester Hours

This course focuses on the ethical dimensions of friendship, love, marriage, and commitment. Fulfills the upper-division Philosophy core requirement for all Colleges and Schools.

Junior standing required.

PHIL 327
Ethics and Education
3 Semester Hours

A look at the ethical and justice-related issues posed by the institutions of public and private education in modern democracies, with special focus on education in America. Fulfills the upper-division Philosophy core requirement for all Colleges and Schools.

Junior standing required.

PHIL 328
Media Ethics
3 Semester Hours

An exploration of the ethical challenges of professionals working in the media and communications industries, providing strategies for students to assess ethical dilemmas in business and creative decisions in film, television, popular music, news, public relations, and advertising professions. Fulfills the upper-division Philosophy core requirement for all Colleges and Schools.

Junior standing required.

PHIL 329
Topics in Applied Ethics
3 Semester Hours

An in-depth study of a contemporary ethical issue. Fulfills the upper-division Philosophy core requirement for all Colleges and Schools.

Junior standing required.

PHIL 330
Contemporary Moral Problems
3 Semester Hours

A study from the perspective of ethical theory of selected moral problems of contemporary interest and significance. Fulfills the upper-division Philosophy core requirement for all Colleges and Schools.

Junior standing required.

PHIL 331
Political Philosophy
3 Semester Hours

A philosophical analysis of the purposes and functions of the political state, including an analysis of the limits of political authority. Course content may vary from historical surveys (of, for example, Hobbes, Locke, Hume, Rousseau, Mill) to in-depth treatments of specific schools of political theory.

PHIL 332
Philosophy of Law
3 Semester Hours

A philosophical analysis of the rule of law and the operation of contemporary legal systems. Topics will include the nature of law and legal obligations, the relation between law and morality, and the criteria for ascribing both civil and criminal (legal) liability.

PHIL 333
Feminist Theory
3 Semester Hours

A survey of the political, epistemological, and metaphysical questions raised for philosophy as traditionally conceived by the claim that sex and/or gender should play a significant role in its self-understanding.

PHIL 334
Images of Women in Philosophy
3 Semester Hours

An exploration of the understanding of women and human nature in the various philosophical traditions.

II. Natural and Social Sciences

PHIL 341
Philosophy of Science
3 Semester Hours

A study of the nature of science, with special attention to the history of science, contemporary scientific developments, and scientific method.

PHIL 342
Philosophy of Biology
3 Semester Hours

A critical examination of central philosophical issues and controversies in the life sciences.

PHIL 343
Environmental Philosophy
3 Semester Hours

This course addresses fundamental issues associated with the human relationship to the natural world. Specific topics will vary from semester to semester.

III. Arts and Literature

PHIL 351
Philosophy and Culture
3 Semester Hours

A study of cultural forms as carriers of meaning and value. Topics may vary from year to year and could include analysis of cultural modes of expression, their interpretation and their origins, cultural pluralism, cultural relativism, and the notion of the transcultural.

PHIL 352**Philosophy and the Arts**

3 Semester Hours

A study of the meaning of art and what it can tell us about human beings, the nature of artistic intuition, and the creative process.

PHIL 353**Philosophy and Literature**

3 Semester Hours

An investigation of the philosophical use of literature and an examination of philosophical ideas portrayed in a variety of literary works, which may include plays, novels, autobiographies, and short stories.

PHIL 354**Aesthetics in the Catholic Tradition**

3 Semester Hours

A survey of aesthetic theories from the Catholic tradition, their application to religious and non-religious works of art, and a consideration of the role of the arts and imagination in Catholic intellectual life and spirituality.

IV. Religion and Theology**PHIL 361****Philosophy of God**

3 Semester Hours

The focus of this course is on the debate regarding concepts of God and the arguments for and against God's existence. It will examine the contributions of both classical and contemporary schools of thought to the debate.

PHIL 362**Philosophy and Christianity**

3 Semester Hours

An exploration of central philosophical issues that arise in Christian life—understood as pilgrimage. What is happiness? How does one integrate the immanent and the transcendent? How does Christian praxis relate to the political sphere?

PHIL 363**Personalism**

3 Semester Hours

An exploration of the nature of personhood and its implications for building a just society. Major personalist thinkers and critics—including Maritain, Mounier, Wojtyla, Weil, and Bellah—may provide a context for analysis.

PHIL 364**Indian Philosophy**

3 Semester Hours

An introduction to Indian philosophy through a study of classic texts and contemporary philosophical developments.

PHIL 365**Chinese Philosophy**

3 Semester Hours

An introduction to Chinese philosophy, its subject matter, and methodologies, with special attention to the six philosophical schools and some fundamental philosophical concepts and persistent issues that arise in the development of the Chinese philosophical tradition.

PHIL 366**Philosophy of Religion**

3 Semester Hours

A philosophical investigation of the issues surrounding religion and religious beliefs. Possible topics will include: religious language, problem of evil, immortality, theism, and atheism.

PHIL 368**Chinese Ethics and Asian Values**

3 Semester Hours

This course explores four schools of thought in ancient China—Confucianism, Taoism, Moism, and Legalism—focusing on each school's texts, important characteristics, influences, ethical ideas, and their impacts on contemporary Chinese ethical thought.

Offered in Beijing.

V. History of Philosophy**PHIL 381****Ancient Philosophy**

3 Semester Hours

A study of pre-Socratic thought, Plato, and Aristotle. Part of the history sequence for majors.

PHIL 382**Philosophy in Late Antiquity**

3 Semester Hours

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

PHIL 383**Medieval Philosophy**

3 Semester Hours

A study of the major philosophical movements from Augustine to Ockham. Part of the history sequence for majors.

PHIL 385**Modern Philosophy I**

3 Semester Hours

A study of 17th-century Rationalism and 18th-century Empiricism, including Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume. Part of the history sequence for majors.

PHIL 387**Modern Philosophy II**

3 Semester Hours

A study of Kant and post-Kantian developments, including 19th-century German idealism. Part of the history sequence for majors.

PHIL 398**Special Studies**

1-3 Semester Hours

PHIL 399**Independent Studies**

1-3 Semester Hours

VI. Contemporary Movements**PHIL 421****Pragmatism**

3 Semester Hours

A study of 19th and 20th century pragmatism, including the philosophies of Charles Sanders Peirce, William James, and John Dewey.

PHIL 422**The Analytic Tradition**

3 Semester Hours

An examination of some of the most influential philosophers whose work constitutes the Anglo-American tradition of the 20th century, including Frege, Russell, G.E. Moore, Wittgenstein, the Logical Positivists, the Ordinary Language Philosophers, and several contemporary post-analytic philosophers.

PHIL 423**Phenomenology**

3 Semester Hours

An introduction to phenomenological method through the close study of the works of Husserl and later phenomenologists.

PHIL 424**Existentialism**

3 Semester Hours

A study of 20th-century European existential philosophy and its 19th-century forerunners.

PHIL 426**Postmodernism**

3 Semester Hours

A study of strategies in Western philosophy from Meister Eckhart and Nicolaus Cusanus to Spinoza/Nietzsche/Scheler, Fichte/Peirce/Mead, Wittgenstein/Heidegger/Gadamer, and Derrida/Foucault.

PHIL 427**Contemporary Chinese Philosophy**

3 Semester Hours

An exploration of contemporary Chinese thought, focusing on its relationship to historically important philosophies such as Confucianism and Marxism, as well as to contemporary political, ecological, and religious influences.

Offered in Beijing.

PHIL 428**Spanish Philosophy**

3 Semester Hours

An exploration of Spanish (Iberian) philosophical figures and themes, including one or more of the following thinkers: Seneca, Averroës, Maimonides, Lull, Ibn Al'Arabi, Vives, St. Teresa of Jesus, St. John of the Cross, Suárez, Unamuno, Ortega y Gasset, Zubiri, Mora, Marías, and/or Trias.

PHIL 430**Hermeneutics**

3 Semester Hours

This course will study philosophical accounts of interpretation and the role it plays in understanding. The course may approach the field through emphasis on a particular figure (e.g., Martin Heidegger, Hans-Georg Gadamer, or Paul Ricoeur) or through a particular theme or topic (e.g., narrative identity, religion, or politics).

VII. Major Thinkers**PHIL 451****Major Thinkers**

3 Semester Hours

Concentrated study of a single, major philosopher. Repeatable for degree credit.

VIII. Mind and Reality**PHIL 461****Epistemology**

3 Semester Hours

An introduction to the principal problems of epistemology as they appear in both classical and contemporary theories.

PHIL 463**Metaphysics**

3 Semester Hours

An introduction to classical and contemporary metaphysics, the general theory of being. Topics often include analogy, essence and existence, matter and form, potency and act, causality, and the transcendentals.

PHIL 464**Philosophy of Mind**

3 Semester Hours

An exploration of the nature of mind. Topics may vary and may include consciousness, experience, the self, the historical discovery of mind, and consideration of psychological theories of mental operations. Alternative theories will be critically examined.

PHIL 481**Special Topics**

3 Semester Hours

A seminar course which aims to expose students to the current research and special philosophical interests of departmental faculty. Topics vary from semester to semester.

PHIL 494**Ethics Minor Assessment**

0 Semester Hours

Assessment of student learning outcomes for the Ethics minor program. Includes completion of survey instruments, senior exit interview, and other forms of program evaluation.

CR/NC grading only.

Senior Ethics minor program students only.

Prerequisites: All required courses for the Ethics minor program either already completed or currently in progress.

PHIL 495**Senior Assessment**

0 Semester Hours

Assessment of student learning outcomes in the field of philosophy. Includes completion of survey instruments, senior exit interview, or other forms of end-of-program evaluation.

CR/NC grading only.

Senior Philosophy majors only.

Prerequisites: All required courses for the major in Philosophy completed or currently in progress.

PHIL 498**Special Studies**

1-3 Semester Hours

PHIL 499**Independent Studies**

1-3 Semester Hours

PHIL 500**Senior Project**

3 Semester Hours

A research and writing project completed under the guidance and direction of a faculty supervisor.

Graduate Courses**PHIL 602****Plato**

3 Semester Hours

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

PHIL 604**Aristotle**

3 Semester Hours

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

PHIL 606**Classics of Chinese Philosophy**

3 Semester Hours

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*.

PHIL 608**Plotinus**

3 Semester Hours

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.

PHIL 609**Augustine**

3 Semester Hours

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.

PHIL 610**Philosophy in Late Antiquity**

3 Semester Hours

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

PHIL 612**Practical Wisdom**

3 Semester Hours

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

PHIL 614**Aquinas**

3 Semester Hours

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

PHIL 616**Divine and Human Willing**

3 Semester Hours

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

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

3 Semester Hours

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

PHIL 624**Early Modern Philosophy**

3 Semester Hours

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

PHIL 626**Pascal**

3 Semester Hours

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.

PHIL 630**Kant**

3 Semester Hours

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

PHIL 634**Hegel**

3 Semester Hours

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

PHIL 636**Kierkegaard**

3 Semester Hours

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

PHIL 638**Heidegger**

3 Semester Hours

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

PHIL 640**Wittgenstein**

3 Semester Hours

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

PHIL 642**Hermeneutics**

3 Semester Hours

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

PHIL 644**Critical Theory**

3 Semester Hours

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

PHIL 647**American Philosophy**

3 Semester Hours

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

PHIL 648**Loneragan**

3 Semester Hours

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

PHIL 654**Contemporary French Philosophy**

3 Semester Hours

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

PHIL 656**Epistemology**

3 Semester Hours

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

PHIL 662**Metaphysics**

3 Semester Hours

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

PHIL 664**Philosophy of Mind**

3 Semester Hours

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

PHIL 666**Philosophy of Science***3 Semester Hours*

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

PHIL 670**Social and Political Philosophy***3 Semester Hours*

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

PHIL 672**Virtue Ethics***3 Semester Hours*

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

PHIL 678**Ethics***3 Semester Hours*

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

PHIL 682**Topics in Philosophy and Religion***3 Semester Hours*

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

PHIL 696**Teacher Orientation and Practicum***0 Semester Hours***PHIL 697****Comprehensive Examinations***0 Semester Hours*

CR/NC grading.

PHIL 698**Special Studies***1-3 Semester Hours***PHIL 699****Independent Studies***1-3 Semester Hours*

Political Science

Faculty

Chairperson: Evan Gerstmann
 Professors: Michael A. Genovese,
 Evan Gerstmann, Seth B. Thompson
 Associate Professors: Lance H. Blakesley,
 Jodi Susan Finkel, Richard Fox,
 Fernando J. Guerra, Janie S. Steckenrider
 Assistant Professors: Wayne Le Cheminant,
 John Parrish, Jennifer Ramos

Objectives

The Department challenges and encourages students to:

- be perceptive observers of political life in all its variety and richness;
- seek a systematic understanding of the causes and consequences of political institutions, policies, and behavior;
- develop a moral and ethical perspective that allows them to critically evaluate actions, institutions, and policies; and
- prepare themselves for a life of active citizenship and involvement in creating a more just and humane world.

The Department challenges and encourages its faculty to:

- master the art of teaching,
- contribute to their profession as active scholars and researchers, and
- promote an atmosphere of care and concern for each student inside and outside the classroom.

Both faculty and students share a responsibility for creating a lively and diverse community of scholars marked by civility, mutual respect, and support.

Political Science Student Learning Outcomes

The Political Science Department strives to help all majors:

- 1) Broaden and deepen their knowledge of political institutions and of the forces that drive political movements, public policy, and public law.

- 2) Be able to use the major analytic and theoretical frameworks in several subfields of political science in order to effectively describe, explain, and predict political phenomena.
- 3) Be able to structure and evaluate normative political arguments.
- 4) Be able to effectively use evidence to analyze empirical political statements.
- 5) Develop a greater appreciation of the values and factual assumptions that underlie one's own political ideology.
- 6) Value active and engaged citizenship.

Major Requirements

Lower Division Requirements: 12 semester hours

POLS 130, 150, 210, 220.

An average grade of C (2.0) must be obtained in these courses.

Upper Division Requirements: 24 semester hours, including

- 1) At least one course in three of these five groups: Political Thought, U.S. Politics, Public Administration and Policy Analysis, Comparative Politics, and Public Law;
- 2) At least one course in International and World Politics. It is strongly recommended that POLS 360 be the first course taken in this group;
- 3) At least one 500-level seminar, preferably in the senior year.

An average grade of C (2.0) must be obtained in courses included in the major.

Minor Requirements

18 semester hours in Political Science, including two of the lower division major required courses listed. The remaining 12 semester hours must be upper division and selected from at least two of the groups 2 through 7. Specific programs should be planned individually with the advice of a faculty advisor.

An average grade of C (2.0) must be obtained in the courses included in the minor.

Honors in Political Science

Students who attain a GPA of 3.5 or higher, both overall and in the major, are eligible to enroll in the Honors Seminar (POLS 581) in the Fall of their senior year and to write an Honors Thesis (POLS 591) in the Spring of the senior year. The Honors Seminar is a prerequisite for the Honors Thesis. Students who attain a grade of A- or higher for the Honors Thesis will graduate with Honors in Political Science. Both the Honors Seminar and Honors Thesis count toward the 24 semester hours of upper division course work required of majors.

Secondary Teacher Preparation Program in Social Science (Political Science)

For information on this program, see the Secondary Teacher Preparation Program section in this Bulletin.

Political Science Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

Fall Semester		S.H.
POLS 130	American Politics.....	3
	or	
POLS 150	Comparative Politics	(3)
AMCS ___	University Core.....	3
ENGL 110	College Writing.....	3
HIST ___	University Core.....	3
	or	
PHIL 160	Phil. of Human Nature	(3)
	or	
THST ___	University Core.....	(3)
MATH ___	University Core.....	3

<i>Spring Semester</i>		S.H.
POLS 130	American Politics..... 3	
	<i>or</i>	
POLS 150	Comparative Politics (3)	
HIST ___	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ___	University Core..... (3)	
___ ___	Critical/Creative Arts Core... 3	
___ ___	Literature Core 3	
___ ___	Social Science Core 3	
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
POLS 210	Empirical Approaches..... 3	
	<i>or</i>	
POLS 220	Survey of Political Thought.. (3)	
HIST ___	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ___	University Core..... (3)	
___ ___	CMST/Crit Thinking Core..... 3	
___ ___	Social Science Core 3	
___ ___	Elective..... 3	
		15

<i>Spring Semester</i>		S.H.
POLS 210	Empirical Approaches..... 3	
	<i>or</i>	
POLS 220	Survey of Political Thought.. (3)	
HIST ___	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ___	University Core..... (3)	
___ ___	Critical/Creative Arts Core... 3	
___ ___	Science Core..... 3	
___ ___	Elective..... 3	
		15

Junior Year

<i>Fall Semester</i>		S.H.
POLS 360	World Politics 3	
POLS ___	POLS Upper Division..... 3	
PHIL ___	PHIL 320-330 3	
	<i>or</i>	
THST ___	THST 3xx..... (3)	
___ ___	Upper Division Elective 3	
___ ___	Elective..... 3	
		15

<i>Spring Semester</i>		S.H.
POLS ___	POLS Upper Division..... 3	
POLS ___	POLS Upper Division..... 3	
PHIL ___	PHIL 320-330 3	
	<i>or</i>	
THST ___	THST 3xx..... (3)	
___ ___	Upper Division Elective 3	
___ ___	Elective..... 3	
		15

Senior Year

<i>Fall Semester</i>		S.H.
POLS ___	POLS Upper Division..... 3	
POLS ___	Upper Division Area Req 3	
___ ___	Upper Division Elective 3	
___ ___	Upper Division Elective 3	
___ ___	Elective..... 3	
		15

<i>Spring Semester</i>		S.H.
POLS ___	Upper Division Area Req 3	
POLS ___	POLS 500 Level 3	
___ ___	Elective..... 3	
___ ___	Elective..... 3	
___ ___	Elective..... 3	
		15

Once a student has enrolled at LMU and declared a Political Science major or minor, only LMU course work or courses from an LMU approved study abroad program will be accepted for the major or minor.

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Course Descriptions

Group I:

**POLS 130
American Politics**

3 Semester Hours

A survey of the basic structure and procedures of the American political system.

Political Science majors and minors only.

**POLS 135
Contemporary American Politics**

3 Semester Hours

An overview of the major political processes in contemporary American life.

Non-Political Science majors only.

**POLS 150
Comparative Politics**

3 Semester Hours

Analyzes political institutions and policies in democratic and authoritarian countries. Combines conceptual understanding with case studies from Europe, Africa, Asia, and Latin America.

Political Science majors and minors only.

**POLS 155
Comparative Foreign Governments**

3 Semester Hours

Analyzes political institutions and policies in democratic and authoritarian countries. Combines conceptual understanding with case studies from Europe, Africa, Asia, and Latin America.

Non-Political Science majors only.

**POLS 198
Special Studies**

1-3 Semester Hours

**POLS 199
Independent Studies**

1-3 Semester Hours

**POLS 210
Empirical Approaches to Politics**

3 Semester Hours

This course introduces the assumptions of the scientific approach in the study of politics, the process of concept formation, and research design. Includes data analysis laboratory sessions.

Prerequisite: POLS 130.

POLS 220
Survey of Political Thought

3 Semester Hours

An overview of major issues and key concepts in political theory. The course develops students' writing skills.

POLS 298
Special Studies

1-3 Semester Hours

POLS 299
Independent Studies

1-3 Semester Hours

POLS 380
Washington Internship

1-6 Semester Hours

The academic component of a supervised internship in Washington, D.C.

Credit/No Credit grading only.

POLS 381
Internship

1-3 Semester Hours

The academic component of a supervised internship in an appropriate agency in Los Angeles or Sacramento.

In addition to the internship itself, the student must meet regularly with a faculty member selected prior to the start of the internship and write a research paper.

Credit/No Credit grading only.

POLS 382
Washington D.C. Politics

3 Semester Hours

A part of The Washinton Center academic internship program, this course is a comprehensive reflective examination and evaluation (in portfolio format) of the student's academic and internship experience.

POLS 385
Political Films and Media

3 Semester Hours

An examination of the role of print and electronic media in politics and an exploration of political themes as presented in movies.

POLS 398
Special Studies

1-3 Semester Hours

POLS 399
Independent Studies

1-3 Semester Hours

POLS 430
Campaign

1 Semester Hour

A study of the candidates and issues involved in the fall campaign of each election year.

Offered for Credit/No Credit only.

POLS 435
The Politics of California

1-3 Semester Hours

An examination of the structure and dynamics of California government and politics.

POLS 485
Practicum in Politics

3 Semester Hours

Involves a combination of field work with assigned readings, research, and group discussion with others engaged in these same endeavors.

POLS 491
Special Studies

1-3 Semester Hours

POLS 498
Special Studies

1-3 Semester Hours

POLS 499
Independent Studies

1-3 Semester Hours

POLS 581
Honors Seminar

3 Semester Hours

A particularly challenging senior seminar for students contemplating graduate work. Also provides preparation for writing a senior thesis.

Prerequisites: POLS 210, 220, senior standing, and consent of instructor.

POLS 590
Senior Thesis

3 Semester Hours

The senior thesis provides the opportunity for students to complete a substantive research project to culminate their study of Political Science.

Prerequisites: POLS 210, senior standing, and consent of department chairperson. Also, the student must obtain the written approval of the faculty supervisor the semester prior to writing the thesis.

POLS 591
Honors Thesis

3 Semester Hours

This is an opportunity for Honors-Eligible students to complete a substantive research project to qualify for Departmental Honors.

Prerequisite: POLS 581.

Group 2: Political Thought

POLS 323
American Political Thought

3 Semester Hours

A study of the origin and development of liberal democracy from Hobbes and Locke to contemporary American thinkers and groups.

POLS 324
Marx and Marxism

3 Semester Hours

An examination of the Marxist contribution to socio-political thought from Marx to the current era.

POLS 325
Classical and Christian Political Theory

3 Semester Hours

A survey of Western political thought from ancient Greece through the Renaissance.

POLS 326
Modern Political Theory

3 Semester Hours

A survey of Western political thought from the Renaissance through the 19th Century.

POLS 327
Contemporary Political Theory

3 Semester Hours

A survey of 20th Century and 21st Century political thought.

POLS 392
Special Studies in Political Thought

1-3 Semester Hours

POLS 420
Ethics, Politics, and Policy

3 Semester Hours

An examination of the ethical dimensions of domestic policy and political action. The course combines theoretical analyses and case studies.

POLS 421**Ethics of War**

3 Semester Hours

An examination of the ethical dimensions of military and political action, with special attention to just war theory and its applicability to today's world. The course combines theoretical analyses and case studies.

POLS 422**Human Nature and Politics**

3 Semester Hours

An examination of how conceptions of human nature have shaped our conception and practice of the good life and the good polity.

POLS 423**Political Rhetoric**

3 Semester Hours

An examination of how rhetoric shapes political life and social goals. This course analyzes how the structure and content of arguments helps to create political narrative and guide political action.

POLS 492**Special Studies in Political Thought**

1-3 Semester Hours

POLS 520**Modes of Political Inquiry**

3 Semester Hours

An examination of the major frameworks of political inquiry: traditional, behavioral, and critical approaches.

Prerequisite: POLS 210.

POLS 521**Visions of Freedom**

3 Semester Hours

This course focuses on issues such as "what is a free society?" and "why is freedom important?" Also examines legal and constitutional issues of freedom.

POLS 592**Special Studies in Political Thought**

1-3 Semester Hours

Prerequisites: POLS 210 and senior standing.

Group 3: U.S. Politics**POLS 332****Campaigns and Elections**

3 Semester Hours

An examination of the electoral process in the United States covering political participation, campaigns, and institutional arrangements at all levels of government.

POLS 333**Congressional Politics**

3 Semester Hours

A study of the workings of the U.S. Congress with an emphasis on the legislative process. Course is primarily conducted as a simulation of either the House or Senate.

POLS 334**Presidency**

3 Semester Hours

A study of the powers, process, and problems of the modern United States presidency.

POLS 336**Courts, Law, and Society**

3 Semester Hours

A study of how America's courts really work, focusing on the role of judges, juries, and attorneys.

POLS 337**Racial and Ethnic Politics**

3 Semester Hours

Comparative analysis of racial and ethnic groups within the United States political system. A focus on the effect of political institutions on minority groups at federal, state, and local levels. Examines the experience of minority groups to illuminate political process in the U.S.

(See CHST 337)

POLS 338**Civil Rights Movements**

3 Semester Hours

An analysis of the current issues and controversies facing several civil rights movements.

POLS 339**Media and Politics**

3 Semester Hours

An examination of the broad array of news and information sources in the U.S. A particular focus on media trends and how information dissemination affects democratic principles.

POLS 393**Special Studies in U.S. Politics**

1-3 Semester Hours

POLS 431**Public Opinion and American Culture**

3 Semester Hours

An examination of public opinion and political participation in terms of their development, trends, measurement, and influencing factors.

POLS 432**Interest Groups and Advocacy**

3 Semester Hours

An examination of the role of groups and advocacy organizations in the U.S. Central assignment of the course will be a founding of an interest group.

POLS 436**Politics of Los Angeles**

3 Semester Hours

A study of the structure and dynamics of county, city, and special district governments in the Los Angeles metropolitan area.

POLS 437**Chicana/o Politics**

3 Semester Hours

A study of the social and political development of the Chicano community in the United States.

(See CHST 337)

POLS 438**Women and Politics**

3 Semester Hours

An analysis of the issues and topics resulting from the intersection of gender with the political system.

POLS 439**Political Psychology**

3 Semester Hours

A study of the relationship between selected psychological and social-psychological characteristics of individuals and political behavior.

POLS 493**Special Studies in U.S. Politics**

1-3 Semester Hours

POLS 593**Special Studies in U.S. Politics**

1-3 Semester Hours

Prerequisites: POLS 210 and senior standing.

Group 4: Public Administration and Policy Analysis**POLS 340****Public Administration**

3 Semester Hours

Introduction to the problems, principles, and theory encountered in the field of public administration.

POLS 341**Race, Class, Culture, and Public Policy**

3 Semester Hours

An examination of the linkages between race, social class, culture, and public policy in discussions of two important public policy issues in the United States: the creation and persistence of the urban underclass and changes in the racial, economic, political, and cultural characteristics of the United States due to recent patterns of immigration.

POLS 345**Urban Politics**

3 Semester Hours

Analysis of political institutions and processes in urban areas of the U.S., including policy-making processes, power structures, urban problems, and inter-governmental relations.

POLS 349**African Americans and U.S. Public Policy**

3 Semester Hours

The course examines the historical role of race and African American racial identity in contemporary public policies such as Affirmative Action, racial profiling, social welfare, and the Voting Rights Act.

POLS 394**Special Studies in Public Administration and Policy Analysis**

1-3 Semester Hours

POLS 440**Public Policy Analysis**

3 Semester Hours

An examination of the processes by which public policy is formulated, implemented, and evaluated. Emphasis will be placed on policy planning and evaluation competencies.

POLS 446**Public Policy on Aging**

3 Semester Hours

An introduction to the field of political gerontology with an emphasis on the public policies that affect the elderly population.

POLS 447**Overcoming Poverty: Research and Internship**

3 Semester Hours

Seminar organized around overcoming poverty in the developing world. Students design a nonprofit organization, prepare a Fulbright proposal, and intern with a local NGO.

Consent of instructor required.

POLS 494**Special Studies in Public Administration and Policy Analysis**

1-3 Semester Hours

POLS 540**Education Policy**

3 Semester Hours

A senior seminar examining selected dimensions of education policy in the United States.

Senior standing required.

Prerequisite: POLS 210.

POLS 594**Special Studies in Public Administration and Policy Analysis**

1-3 Semester Hours

Senior standing required.

Prerequisite: POLS 210.

Group 5: Comparative Politics**POLS 351****Politics of the European Union**

3 Semester Hours

An analysis of the political structures and processes of Great Britain, France, Germany, Italy, Spain, and other European nations.

POLS 352**Russia and Eastern Europe**

3 Semester Hours

An analysis of political processes and recent changes in Eastern Europe and in the republics that made up the former USSR.

POLS 353**Politics in the Middle East**

3 Semester Hours

An overview and analysis of the major patterns and problems in political development and life in the Middle East and North Africa from a cross-national perspective.

POLS 354**Politics of Latin America**

3 Semester Hours

Analyzes political institutions and processes in Latin America. Emphasizes current political and economic challenges to democratic consolidation in the region.

POLS 355**Politics of Asia**

3 Semester Hours

An analysis of political institutions and political processes in Asian political systems, with special emphasis on China, Japan, and India.

POLS 356**Politics of Africa**

3 Semester Hours

An analysis of the problems and prospects for political, economic, and social development in Africa south of the Sahara.

POLS 357**U.S.-British Politics**

3 Semester Hours

A comparative study of political systems of the United States and Great Britain.

POLS 358**Politics of Development**

3 Semester Hours

An analysis of the various theoretical approaches to understanding the political economy of developing nations and the empirical consequences of development strategies.

POLS 395**Special Studies in Comparative Politics**

1-3 Semester Hours

POLS 450**Asian Political Thought**

3 Semester Hours

An overview of traditional Asian political thought. This course examines the role that ideologies such as Buddhism, Confucianism, and Taoism have had in shaping the political landscape of China, Korea, and Japan.

POLS 451**National Identities**

3 Semester Hours

The course uses empirical evidence and theoretical concepts of race, ethnicity, and gender to draw comparisons of national identity in countries on both sides of the Atlantic.

POLS 456**Identities in African Diaspora I: The Americas**

3 Semester Hours

The course examines the political identities of peoples of African descent in North America, South America, and the Caribbean.

POLS 457**Identities in African Diaspora II: Western Europe**

3 Semester Hours

The course examines the political identities of peoples of African descent in Western Europe.

POLS 458
Political Leadership
3 Semester Hours

A study of the sources and uses, limits, and possibilities of leadership in the political arena. The course focuses on leadership and followership in political systems across cultures and systems but focuses on the United States.

POLS 495
Special Studies in Comparative Politics
1-3 Semester Hours

POLS 550
Comparative Human Rights
3 Semester Hours

Examines the tension between human rights and national sovereignty and analyzes how international norms are changing the domestic protection of human rights. Explores how human rights are defined and derived, surveys the historical development of human rights law, and studies enforcement mechanisms and international tribunals.

Senior standing and Political Science majors only.

POLS 551
New Social Movements
3 Semester Hours

The course analyzes sociopolitical movements across western cultures from the student movements, anti-war protests, and women's movements of the 1960s and 70s to contemporary social movements.

Senior standing required.

Prerequisite: POLS 210.

POLS 595
Special Studies in Comparative Politics
1-3 Semester Hours

Senior standing required.

Prerequisite: POLS 210.

Group 6: International and World Politics

POLS 360
World Politics
3 Semester Hours

An analysis of how nations behave and why. International conflict and cooperation, with an emphasis on nation-state interaction.

Political Science majors and minors only.

POLS 361
International Cooperation
3 Semester Hours

A study of the patterns of formal institution building and informal regime definition that underlie and define the development of cooperative relationships among the nations of the world.

POLS 362
International Security
3 Semester Hours

A survey of challenges to security and peace in modern international relations, such as war, the nuclear peril, terrorism, revolution, ecological dangers, economic pressures, and sociodemographic crises.

POLS 365
United States Foreign Policy
3 Semester Hours

Analysis of recent United States foreign policy with a focus on the policy making and implementation process.

POLS 396
Special Studies in International and World Politics
1-3 Semester Hours

POLS 461
United States and Latin America
3 Semester Hours

A survey of the international relations between the United States and the countries of Latin America.

POLS 465
World Political Economy
3 Semester Hours

A study of international political economy with an emphasis on North-South relations.

POLS 496
Special Studies in World Politics
1-3 Semester Hours

POLS 560
Global Agenda
3 Semester Hours

A senior seminar focusing on global political dynamics, transformations, and issues.

Senior standing required.

Prerequisite: POLS 210.

POLS 596
Special Studies in World Politics
1-3 Semester Hours

Senior standing required.

Prerequisite: POLS 210.

Group 7: Public Law

POLS 370
Elderly and the Law
3 Semester Hours

A study of the intersection of aging issues with the legal system including advance directives, guardianships, wills and trusts, assisted living arrangements, health care benefits, age discrimination in employment, long term care, and elder abuse.

POLS 397
Special Studies in Public Law
1-3 Semester Hours

POLS 471
United States Constitutional Law: Case Method I
3 Semester Hours

Judicial, executive, and legislative power; individual rights.

POLS 472
United States Constitutional Law: Case Method II
3 Semester Hours

Freedom of Speech and Equal Protection.

POLS 475
International Law
3 Semester Hours

Focus on some of the major doctrines of international law and the processes of making and implementing law in the contemporary international system.

POLS 497
Special Studies in Public Law
1-3 Semester Hours

POLS 570
Child Advocacy Seminar
3 Semester Hours

Internship and seminar exploring family and juvenile law with an emphasis on Los Angeles.

Prerequisites: POLS 210, senior standing, and consent of instructor.

POLS 571**The Law and Presidential Power***3 Semester Hours*

A senior seminar examining the ways and extent to which the Constitution and statutes empower and enchain the American President.

Senior standing required.

Prerequisite: POLS 210.

POLS 572**Women and the Law***3 Semester Hours*

This course focuses on the evolution and current situation of how women and their related issues fare in the legal system, including domestic violence, child custody, reproductive rights, marriage and divorce, domestic partnerships, education, employment, sexual harassment, prostitution and pornography.

Senior standing and Political Science majors only.

POLS 597**Special Studies in Public Law***1-3 Semester Hours*

Senior standing required.

Prerequisite: POLS 210.

Psychology

Faculty

Chairperson: Cheryl N. Grills

Professors: Ronald K. Barrett,

Larry C. Bernard, Judith G. Foy,

Michael R. Foy, Richard L. Gilbert,

Cheryl N. Grills, Joseph Hellige,

Ricardo A. Machón, Michael J. O'Sullivan

Associate Professors: Jennifer S. Abe,

Joseph W. LaBrie, S.J., Michael E. Mills

Assistant Professors: Adam Fingerhut,

Máire Ford, David J. Hardy,

Margaret Kasimatis, Nora Murphy,

Vandana Thadani

Mission

The Psychology program shares the University's commitment to develop ethical leaders for a culturally diverse world, and contributes to the liberal education of students. Through a comprehensive education in the science of psychology, the Psychology Department seeks to educate the whole person, pursue academic excellence, advance scholarship, promote service and justice, and encourage life-long learning.

Description

The Psychology Department provides a high quality curriculum emphasizing excellence in teaching and learning. Students majoring in psychology examine in depth many aspects of human and animal behavior, along with the biological, psychological, and sociocultural aspects of behavior. Students are provided the opportunity to apply these perspectives to a variety of individual, family, and community contexts. As students progress through the curriculum, they have opportunities to assist faculty with research and engage in their own research with faculty supervision. The program prepares students for graduate study in psychology and related fields or careers in other professions.

Goals and Objectives

The goals of the Psychology curriculum focus on educating students in the methodology, content, and application of psychological science.

Goal 1: Theory and Methodology in Psychology

Students should:

- Understand the role of psychology as a discipline that uses an empirical approach to knowledge; and

- Use, respect, and value skeptical inquiry, critical thinking, and the scientific approach to understanding behavior.

Knowledge areas students will study/learn:

- Basic research methods and ethics
- History and systems and philosophy of science
- Data analysis and interpretation
- Scientific and critical thinking
- Scientific writing and communication.

Goal 2: Mastery of Content (Discipline Specific Knowledge)

Students should be familiar with:

- Core theoretical approaches and research findings that reflect a biopsychosocial understanding of behavior; and
- More in-depth theoretical approaches and research findings within at least one subject area in psychology.

Core knowledge areas students will study/learn:

- Biological foundations of behavior
- Psychological foundations of behavior
- Social and cultural foundations of behavior
- Biopsychosocial development across the lifespan.

Goal 3: Application of Knowledge and Scientific Method

Students should demonstrate the application of psychological theory, methodology, and findings to:

- An understanding of the whole person, as an individual and as a member of a larger community, society, and culture; and
- The promotion of social justice in these contexts.

Psychology Student Learning Outcomes

Upon completion of the Psychology curriculum, students will demonstrate knowledge of the history, foundations, content, and analytical skills of psychology in their ability to:

1. Demonstrate knowledge of the history, foundations, content, and methods used in Psychology, specifically in the following areas:
 - a. Learning and Cognition
 - b. Biological Psychology (including Neuropsychology, Sensation and Perception, Comparative, and Ethological Psychology)
 - c. Clinical, Abnormal, and Personality Psychology
2. Demonstrate an increased appreciation and understanding of the importance of a scientific approach to understanding human behavior
3. Demonstrate an ability to analyze and critically evaluate the biopsychosocial components of behavior
4. Demonstrate an ability to apply critical thinking in order to
 - a. understand psychological principles
 - b. evaluate scientific research, including research presented in the media
5. Demonstrate written communication skills on psychological topics
6. Demonstrate oral communication skills on psychological topics
7. Demonstrate an ability to apply psychological principles, including the consideration of ethics and social justice, to contemporary problems/issues
8. Demonstrate an ability to identify ethical issues and apply ethical principles to research in the following situations:
 - a. when conducting research
 - b. when evaluating research
9. Demonstrate competency in the following aspects of research methods:
 - a. locate and understand past research
 - b. formulate a hypothesis based on past research
 - c. design research to test a hypothesis
 - d. use statistical software to analyze research data
 - e. write complete manuscripts in APA style

Major Requirements

Pre-major Requirements (12 semester hours):

Introduction to Psychology (PSYC 101)

Critical Thinking (PHIL 220)

Human Anatomy & Physiology (NTLS 150)

Elementary Statistics (MATH 104)

Note: A student must earn a grade of C (2.0) or higher in each of these courses. If a student earns a grade of C- (1.7) or lower, the student must repeat the course in the subsequent semester.

A) A calculus course with a grade of C or higher may be substituted for MATH 104 after consultation with a departmental advisor.

B) Another biology course with a grade of C or higher, containing information on anatomy, physiology, or human biology, may be substituted for NTLS 150 after consultation with a departmental advisor.

NOTE: Students must earn a grade of C (2.0) or higher in each of these courses before they can be eligible to declare or to remain a Psychology major. Students must retake pre-major requirements for which they earned a grade of C- (1.7) or lower and achieve a grade of C (2.0) or higher.

Students may not register for any Psychology course for a third time without the written permission of the Psychology Department Chairperson and the Dean of the Bellarmine College of Liberal Arts.

Lower Division Major Requirements (13 semester hours):

1. Statistical Methods for Psychology (PSYC 241) and Lab (PSYC 243). Prerequisites: Grade of C (2.0) or higher in each: MATH 104, PSYC 100 or 101, 243 or concurrent enrollment.

2. Brain and Behavior (PSYC 251). Prerequisites: Grade of C (2.0) or higher in each: NTLS 150, PSYC 100 or 101, or consent of instructor.

3. Experimental Methods (PSYC 261). Prerequisites: Grade of C (2.0) or higher in each: PHIL 220, PSYC 100 or 101, 241, 243.

4. Nonexperimental Methods (PSYC 265). Prerequisites: Grade of C (2.0) or higher in each: PHIL 220, PSYC 100 or 101, 241, 243.

Upper Division Major Requirements (24 semester hours):

1. Cognition (PSYC 401). Prerequisites: PSYC 251, 261, and 265 (grade of C [2.0] or higher in each).

2. Social (PSYC 410). Prerequisites: PSYC 251, 261, and 265 (grade of C [2.0] or higher in each).

3. Lifespan Development (PSYC 415). Prerequisites: PSYC 251, 261, and 265 (grade of C [2.0] or higher in each).

NOTE: Students must earn a grade of C (2.0) or higher in each course fulfilling these three requirements before they can (a) continue on in a Concentration in the major, and (b) take other 400- or 500-level PSYC courses. Students must retake any of these courses for which they earned a grade of C- (1.7) or lower and achieve a grade of C (2.0) or higher.

4. Concentration (12 semester hours). Students will declare one of the four concentrations listed below. In consultation with their academic advisor, students will select four upper division courses within their concentration. No more than 6 semester hours may be taken from the PSYC 300 series.

Concentrations:

General Psychology: This concentration provides the greatest flexibility. Students will select any four upper division courses. No more than two courses may be taken from the PSYC 300 series.

Biology and Behavior: This concentration emphasizes theory and research investigating the interrelation between biology and behavior. Students will select four of the following courses (no more than two courses may be taken from the PSYC 300 series): PSYC 310, 351, 357, 402, 430, 432, 443, 445, 452, 455, 456, 457, 458.

Individual/Family: This concentration emphasizes the application of psychological theory and research to individuals and families. Students will select four of the following courses (no more than two courses may be taken from the PSYC 300 series): PSYC 301, 310, 315, 319, 320, 321, 325, 330, 345, 357, 362, 363/364, 402, 430, 432, 436, 438, 442, 445, 452, 455, 456, 465.

Community/Organizational: This concentration emphasizes the application of psychological theory and research to communities and organizations. Students will select four of the following courses (no more than two courses may be taken from the PSYC 300 series): PSYC 301, 315, 320, 330, 357, 362, 432, 433, 442, 445, 462.

5. Capstone Course: PSYC 510 or 515. Prerequisites: All required courses completed or currently in progress.

6. Senior Assessment: PSYC 595. Prerequisite: Concurrent enrollment in PSYC 510 or 515, or completed with a grade of C (2.0) or higher.

Students may take an additional 6 semester hours of upper division psychology courses and have them count as electives. Students may not take more than 30 semester hours of upper division psychology courses.

Honors in Psychology

To qualify for the Honors in Psychology program, a Psychology major must have senior status (completed 90 semester hours or more), a minimum overall GPA of 3.5, and a Psychology GPA ranking in the top 10% of senior psychology majors. Eligible students enroll in the Honors Seminar (PSYC 540) in the Fall of their senior year and complete the Honors Research Thesis (PSYC 545) in the Spring of their senior year. The Honors Seminar is a prerequisite for the Honors Research Thesis. Both PSYC 540 and PSYC 545 are in addition to the 24 semester hours of upper division course work required of majors.

Senior Assessment

All senior students majoring in Psychology are required to register for and take the Senior Assessment (PSYC 595) prior to graduating. The assessment is offered each semester and summer.

A grade of C (2.0) or higher must be obtained in major courses. Psychology majors are prohibited from taking 400-level or higher psychology courses before completing all lower division Psychology major requirements. Exceptions to this policy may be made only with the prior consent of the Psychology Department Chairperson.

All courses fulfilling lower division pre-major and major requirements, PSYC 401, PSYC 410, and PSYC 415 must be taken at Loyola Marymount University. Transfer students are exempt from this requirement only for those courses they have completed prior to admission to Loyola Marymount University.

Minor Requirements

MATH 104; NTLS 150; PHIL 220; PSYC 100 or 101, 241, 243, 251, 261, 265; and at least two of the following upper division courses: PSYC 401, 410, 415, or any 300-level PSYC course. Courses are selected in consultation with the Psychology Department Chairperson. A grade of C (2.0) or higher must be obtained in minor courses. All courses fulfilling minor requirements must be taken at Loyola Marymount University. Transfer students are exempt from this requirement only for those courses they have completed prior to admission to Loyola Marymount University.

Psychology Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>		S.H.
PSYC 101	Introduction to Psychology.....	3
ENGL 110	College Writing.....	3
MATH 104	Elementary Statistics	3
NTLS 150	Human Anatomy & Physlgy	3
PHIL 220	Critical Thinking.....	3
		15

<i>Spring Semester</i>		S.H.
PSYC 241	Stat Methods for Psych.....	3
PSYC 243	Statistical Methods Lab	1
PSYC 251	Brain and Behavior.....	3
AMCS ____	University Core.....	3
HIST ____	University Core.....	3
	or	
PHIL 160	Phil. of Human Nature	(3)
	or	
THST ____	University Core.....	(3)
____ ____	Literature Core	3

Sophomore Year

<i>Fall Semester</i>		S.H.
PSYC 261	Experimental Methods.....	3
PSYC 265	Nonexperimental Methods....	3
HIST ____	University Core.....	3
	or	
PHIL 160	Phil. of Human Nature	(3)
	or	
THST ____	University Core.....	(3)
____ ____	Critical/Creative Arts Core...	3
____ ____	Social Science Core.....	3

<i>Spring Semester</i>		S.H.
PSYC 401	Cognition	3
HIST ____	University Core.....	3
	or	
PHIL 160	Phil. of Human Nature	(3)
	or	
THST ____	University Core.....	(3)
____ ____	Critical/Creative Arts Core...	3
____ ____	Social Science Core.....	3
____ ____	Elective.....	3

Junior Year

<i>Fall Semester</i>		S.H.
PSYC 410	Social Psychology	3
PSYC 415	Lifespan Development.....	3
HIST ____	University Core.....	3
	or	
PHIL 160	Phil. of Human Nature	(3)
	or	
THST ____	University Core.....	(3)
PHIL ____	PHIL 320-330	3
	or	
THST ____	THST 3xx.....	(3)
____ ____	Elective.....	3

		15
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<i>Spring Semester</i>		S.H.
PSYC ____	Upper Div. Concentration	3
PSYC ____	Upper Div. Concentration	3
PHIL ____	PHIL 320-330	3
	or	
THST ____	THST 3xx.....	(3)
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
PSYC ____	Upper Div. Concentration	3
PSYC ____	Upper Div. Concentration	3
____ ____	Upper Division Elective	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
PSYC 510	Capstone: History & Future...	3
	or	
PSYC 515	Capstone Seminar	(3)
PSYC 595	Senior Assessment.....	0
____ ____	Upper Division Elective	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
____ ____	Elective.....	3
		15

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Psychology Curriculum
The Five Steps of the LMU Program:

1 PREPARATION	2 FOUNDATION	3 BREADTH	4 CONCENTRATIONS	5 CAPSTONE	HONORS
Non-Departmental	Lower Division Psychology	Upper Division Psychology			
PHIL 220 Critical Thinking 				PSYC 510 History & Future of Psychology	PSYC 540 Honors Seminar
	PSYC 101 Introduction to Psychology 		PSYC 401 Cognition 	GENERAL PSYCHOLOGY (flexible option)	OR
				BIOLOGY & BEHAVIOR	PSYC 515 Capstone Seminar
NTLS 150 Human Anatomy & Physiology 	PSYC 251 Brain & Behavior 		PSYC 410 Social 		AND
		PSYC 261 Experimental Methods 	PSYC 415 Lifespan Development 	INDIVIDUAL/FAMILY	PSYC 595 Senior Assessment (0 units)
MATH 104 Elementary Statistics 	PSYC 241/243 Statistical Methods & (1 unit) Lab 	PSYC 265 Nonexperimental Methods 		COMMUNITY/ORGANIZATIONAL	
1 st Year 9 units	1 st & 2 nd Year 16 units	2 nd & 3 rd Year 9 units	3 rd & 4 th Year 12 units	4 th Year 3 units	4 th Year 6 units

NOTE: ALL COURSES ARE 3 UNITS UNLESS OTHERWISE SPECIFIED



Indicates prerequisite (completed with a grade of C or better) required for next course or level on chart

Course Descriptions

PSYC 100 General Psychology

3 Semester Hours

Introduction to psychology: historical origins; methods of investigation; topics such as sensation, perception, learning, cognition, motivation, and emotion; fields such as physiological, development, personality, social, abnormal, testing, applied psychology, and psychotherapy.

PSYC 101 Introduction to Psychology

3 Semester Hours

Introduction to the scientific study of behavior, including an overview of the history of psychology, biological basis of behavior, sensation/perception, consciousness, learning, memory, cognition, language, motivation, emotion, intelligence, development, personality, psychological disorders, therapy, social behavior, and psychological testing.

Majors/minors only.

PSYC 198 Special Studies

1-3 Semester Hours

PSYC 199 Independent Studies

1-3 Semester Hours

PSYC 241 Statistical Methods for Psychology

3 Semester Hours

Statistical concepts and methods related to psychological testing and research, including measures of central tendency, variance, hypothesis testing, analysis of variance, correlation, regression, non-parametric tests, use of computer aids.

Lab Required.

Prerequisites: Grade of C (2.0) or higher in each: MATH 104, PSYC 100 or 101, 243 or concurrent enrollment.

PSYC 243 Statistical Methods for Psychology Lab

1 Semester Hour

Companion lab course to PSYC 241. Data management and statistical analysis using SPSS.

Prerequisite: Grade of C (2.0) or higher in PSYC 241 or concurrent enrollment.

PSYC 251 Brain and Behavior

3 Semester Hours

Biological basis of behavior; structure and function of the sensory and effector mechanisms, neural and endocrine systems, and their underlying physiological substrates.

Prerequisites: Grade of C (2.0) or higher in each: NTLS 150, PSYC 100 or 101, or consent of instructor.

PSYC 261 Experimental Methods

3 Semester Hours

Introduces the basic principles of experimental designs. Provides students with fundamental background for planning, conducting, and critiquing experimental research in psychology. Emphasizes scientific writing, including APA style; and data interpretation using inferential, descriptive, and relational statistics. Includes how to generate and test hypotheses, search the scientific literature, the nature of variables, types of measurement, types and assessment of reliability and validity, and ethical issues in empirical research.

Prerequisites: Grade of C (2.0) or higher in each: PHIL 220; PSYC 100 or 101, 241, 243.

PSYC 265 Nonexperimental Methods

3 Semester Hours

Introduces the basic principles of nonexperimental and quasi-experimental designs. Provides students with fundamental background for planning, conducting, and critiquing nonexperimental, quasi-experimental, and qualitative research in psychology. Emphasizes philosophy of science and scientific writing, including APA style. Methods and designs may include quasi-experimental, correlational, meta-analytic, survey, longitudinal, narrative, participatory action, ethnographic, focus groups, and mixed methodologies. Statistical procedures include those appropriate to these methods and designs.

Prerequisites: Grade of C (2.0) or higher in each: PHIL 220; PSYC 100 or 101, 241, 243.

PSYC 298 Special Studies

1-3 Semester Hours

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 299 Independent Studies

1-3 Semester Hours

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 301 Introduction and Overview of Alcohol, Tobacco, and Other Drugs

3 Semester Hours

History of alcohol and other mood-altering drugs in the United States, the myths and stereotypes of alcohol use, the socio-cultural factors that contribute to drug use, and the patterns and progressions of alcoholism and other drug dependency.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 310 Psychology of Sex Differences

3 Semester Hours

Explores sex and sex differences from a biosocial or evolutionary psychology perspective. Examines evolution of sexual reproduction, the two sexes, sexually dimorphic morphology, behavior, and emotion. Identifies and examines different reproductive strategies employed by males and females (including nonhuman species) and resulting conflicts of interests between the sexes. Particular focus given to sex differences in sexuality, courtship, jealousy, mating systems, and parenting.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 315 Psychology of Women

3 Semester Hours

Women's biological, emotional, cognitive, and behavioral functioning will be reviewed. Topics of special concern to women (e.g., discrimination, sexual harassment, parenting, etc.) will also be discussed.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 319 African and Black Psychology

3 Semester Hours

A biopsychosocial/spiritual review of topics in psychology from an Africentric perspective. A survey course examining and contrasting basic theories, research, and concepts in African psychology and Black psychology. Selected features of the discipline of western psychology are critiqued from an African-centered perspective.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 320**Psychology of Race, Culture, and Ethnicity***3 Semester Hours*

Theories and research on psychological, social, and cultural influences in prejudice, racism, ethnic identification, stereotyping, and racial conflict.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 321**Psychology of Marriage***3 Semester Hours*

Exploration of theories and research on psychological processes in interpersonal attraction; intimacy, marriage, and family relationships.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 325**Applied Sport Psychology***3 Semester Hours*

Explores the relationship of psychological factors to performance in sports. Emphasizes the application of psychological techniques to sport and exercise, including such topics as: personality, motivation, arousal, anxiety, competitiveness, and aggression. Examines psychosocial aspects of team versus individual sports, performance enhancement strategies, and injury avoidance and recovery. Self-assessment and activities facilitate growth and development in personal abilities to enhance performance in a sport and in a variety of non-sport settings.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 330**Forensic Psychology***3 Semester Hours*

Examines the interaction of psychology and law. Topics include basic assumptions of law and professional and academic psychology; psychological malpractice; role of mental health experts as expert witnesses, diagnosticians, treatment providers, and advisors in tort law, family law, mental health law, criminal law, and alternative dispute resolution including mediation. Covers fundamental legal procedures, roles of mental health professionals who interact with the legal system, psychological research on legal issues, and common ethical and legal issues related to psychological practices in these areas.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 332**Psychological Disorders***3 Semester Hours*

An introduction to the biological, psychological, and social determinants of psychopathology and maladaptive behaviors. Focus on the causes, diagnosis, and treatment of these disorders. This course is designed for students not majoring in Psychology.

Not open to majors in Psychology.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 345**Psychology on Film***3 Semester Hours*

An investigation of principles and theories of psychology through the analysis of characters in quality, character-based films.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 351**Comparative Animal Behavior***3 Semester Hours*

An examination of the ecological and social determinants of the evolution of adaptive behavioral strategies for various classes of behavior across species, including foraging, courtship and reproduction, mating systems, aggression, territoriality, and parenting. Field trips to observe animals.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 352**Developmental Psychology***3 Semester Hours*

Research and theories of normal human development from conception through adult maturity, old age, and death. Focus on growth and change in biological, cognitive, and social processes in psychological development. This course is designed for students not majoring in Psychology.

Not open to majors in Psychology.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 357**Language, Literacy, and Community***3 Semester Hours*

Study of psychological processes and social structures involved in early reading. Course contains a community-based learning component where students participate in interventions with at-risk children.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 362**Psychology of Religion***3 Semester Hours*

Examines the religious experience from a psychological perspective, including methods of developing spiritual awareness, classic writings in the field, and review of empirical research.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 363**Psychology of Death and Dying**

3 Semester Hours

Theoretical and empirical research on the psychological nature of death and dying in the human life span process will be fully examined.

Lab required.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 364**Psychology of Death and Dying Lab**

1 Semester Hour

Companion lab course to PSYC 434. Observation and data collection from various institutions and community settings related to concerns of illness, health maintenance, dying, death, and funerals.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 398**Special Studies**

1-3 Semester Hours

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 399**Independent Studies**

1-3 Semester Hours

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in PSYC 100 or 101.

PSYC 401**Cognition**

3 Semester Hours

Contemporary theories and research regarding cognitive processes: perception, pattern recognition, attention, memory, representation of knowledge, mental imagery, psycholinguistics, concept formation, problem-solving, and reasoning. Explores the application of these theories to study skills, education, neuropsychology, psychopathology, cognitive development, intelligence, and computer models of cognition.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 100 or 101, 251, 261, 265.

PSYC 402**Learning**

3 Semester Hours

Systematic theories of learning and problem solving in animals and humans, with a discussion of the relation of such theories to theories of psychopathology, education, and psychotherapy.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 410**Social Psychology**

3 Semester Hours

Contemporary theories and empirical research related to person perception, affiliation, interpersonal attraction, group structure and dynamics, social influence, attitude change, aggression, prosocial behavior, and prejudice.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 100 or 101, 251, 261, 265.

PSYC 415**Lifespan Development**

3 Semester Hours

Research and theories of normal human development from conception through death, with emphasis on changes in physical, cognitive, and social-emotional processes with age.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 100 or 101, 251, 261, 265.

PSYC 430**Motivation and Emotion**

3 Semester Hours

Animal and human research related to needs, desires, feelings, and purposes that arouse and direct behavior.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 431**Human Sexuality**

3 Semester Hours

A comprehensive exploration of human sexuality based on a biopsychological approach and including perspectives from neuroscience and behavioral genetics as well as evolutionary, comparative (animal), cross-cultural, social, developmental, clinical, abnormal, and health psychology.

Junior standing required.

Prerequisite: Grade of C (2.0) or higher in each: PSYC 100 or 101, 401, 410, 415.

PSYC 432**Health Psychology**

3 Semester Hours

Explores the relationship between behavioral principles/personality and physical health/illness.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 433**Community Psychology**

4 Semester Hours

History and principles of human services delivery systems of community mental and physical health in settings affected by poverty, social discord, and dehumanizing factors in urban living.

Lab Required.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 436**Personality**

3 Semester Hours

A survey of the major contemporary theories of personality and relevant research and applications related to each theory.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 438**Abnormal Psychology**

3 Semester Hours

Causes, diagnosis, and treatment of various mental disorders: schizophrenia, mood disorders, anxiety disorders, personality disorders, childhood disorders, sexual dysfunctions, and other conditions covered in DSM IV-TR.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 442**Psychological Assessment**

3 Semester Hours

Basic concepts of measurement theory including reliability, validity, and scaling; developing and standardizing tests, behavioral observation, unobtrusive measures, intelligence tests, personality assessment, including projectives and vocational tests.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 443**Advanced Statistics**

3 Semester Hours

Advanced statistical methods using computer statistical packages. Topics include factor analysis, multiple regression, and multivariate analysis of variance.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 445**Research Practicum**

3 Semester Hours

Students design and conduct an experiment or other empirical research in a specific area of psychology. Highly recommended for undergraduates considering graduate school.

Consent of instructor required.

Prerequisites: Grade of B (3.0) or higher in each: PSYC 241, 243, 261, 265. Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 452**Evolutionary Psychology**

3 Semester Hours

Examination of the biosocial development of adaptive behavioral strategies for various classes of behavior including altruism, intergenerational conflict, courtship, parenting, territoriality, sibling rivalry, aggression.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 455**Neuropsychology**

3 Semester Hours

Clinical neuropsychology: brain damage and organic syndromes, diagnosis, and biological therapies.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 456**Psychopharmacology**

3 Semester Hours

Study of psychopharmacological prevention, diagnosis, and treatment of mental disorders; secondary focus on psychopharmacodynamics and neurochemistry of drugs which derive their primary effect by acting on the central nervous system.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 457**Psycholinguistics Research**

3 Semester Hours

Students participate in on-going studies in the areas of speech, language, and reading under the mentorship of the professor. Students study a current research topic in detail, formulate a research hypothesis, design an experiment, and collect and statistically analyze the data. The final product for the course is dissemination of the research report at a major conference and/or submission of the APA-style manuscript to a major journal.

Prerequisites: Grade of B (3.0) or higher in each: PSYC 241, 243, 261, 265. Grade of C (2.0) or higher in each: PSYC 401, 410, 415. Consent of instructor.

PSYC 458**Psychobiology Research**

3 Semester Hours

Students participate in on-going laboratory research on the psychobiology of learning and memory. Emphasis is on theoretical and methodological issues, research design, data collection, analysis, and interpretation.

Prerequisites: Grade of B (3.0) or higher in each: PSYC 241, 243, 261, 265. Grade of C (2.0) or higher in each: PSYC 401, 410, 415. Consent of instructor.

PSYC 462**Industrial/Organizational Psychology**

3 Semester Hours

Human problems in industry and business: motivation, morale, efficiency, human relations, occupational fatigue and rest, accident proneness, human engineering, and leadership.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 465**Couple and Family Systems**

3 Semester Hours

Imparts an understanding of individuals in systems and introduces the practice of therapeutic intervention at the couple and family level. Some of the major approaches are critically reviewed, demonstrated, and practiced. Students explore themselves, their own backgrounds and biases, their ability to work therapeutically at the systemic level, and sensitivities relating to cultural and other difference in people from various backgrounds. Covers ethics and professional issues in working with people in systems. Requires participation in self-development exercises such as role-playing, as well as self, peer, and instructor critiques of one's performance.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 490**Teaching Internship**

1-3 Semester Hours

Guided teaching of undergraduate laboratories. May be repeated for credit.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 498**Special Studies**

1-3 Semester Hours

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 499**Independent Studies**

1-3 Semester Hours

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 510**Capstone Course: The History and Future of Psychology**

3 Semester Hours

Survey of major trends in philosophy and science culminating in the establishment of scientific psychology, with attention to theories and systems that have influenced psychology to the present time. Review and critique of psychology and the biopsychosocial model. Future of psychology and its methods and models. Course fulfills capstone requirement.

Senior Psychology majors only.

Prerequisites: All required courses for the major completed or currently in progress.

PSYC 515

Capstone Seminar

3 Semester Hours

Seminar focuses on a faculty-selected topic to be investigated using the biopsychosocial perspective. The topic of this seminar may be related to the focus of the annual Bellarmine Forum, other major university forum, or a selected issue of current social importance. Students will review and integrate their learning in psychology. Course fulfills capstone requirement.

Senior Psychology majors only.

Prerequisites: All required courses for the major completed or currently in progress.

PSYC 540

Honors Seminar

3 Semester Hours

For departmental Honors-Eligible students, this seminar examines a faculty-selected topic from one or more of the biopsychosocial perspectives. Students will complete an extensive literature review on the topic.

Senior Psychology majors only.

Consent of Department Chairperson required.

PSYC 545

Honors Research Thesis

3 Semester Hours

Departmental Honors-Eligible students design and conduct empirical research in a specific area of psychology. The completed research report, written in APA style, is the student's Honors Thesis.

Senior Psychology majors only.

Consent of Department Chairperson required.

PSYC 595

Senior Assessment

0 Semester Hours

Assessment of student learning outcomes in the field of psychology. Includes written examination or some other form of written assessment, completion of survey instruments, senior exit interview, or other forms of end-of-program evaluation. PSYC 595 is offered three times a year (Spring, Summer, and Fall) on a Credit/No Credit basis.

CR/NC grading only.

Lab fee.

Senior Psychology majors only.

Prerequisites: All required courses for the major completed or currently in progress.

PSYC 598

Special Studies

1-3 Semester Hours

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

PSYC 599

Independent Studies

1-3 Semester Hours

Students work individually with a selected professor on a specific area of interest. Students who have completed PSYC 445 may wish to conduct further research independently.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

Sociology

Faculty

Chairperson: Stacy Lee Burns

Professor: James Faught

Associate Professors: Stacy Lee Burns,

Peter Hoffman

Assistant Professors: Nadia Kim,

Eric Magnuson, David Marple, Anna Muraco,

Rebecca Sager

Objectives

As a department, our objectives are to foster the intellectual development of students and to promote lifetime learning experiences. We do this through teaching and applying the insights of sociological perspectives to achieve a critical understanding of social reality and the human condition.

Our curriculum is designed to explore relationships within society, the social and cultural influences on human behavior, dynamics of interaction, and social institutions and social change in a global context.

Sociology Student Learning Outcomes

Students majoring in Sociology should know:

- The processes and structures that establish the underlying regularities of social life
- How social life is continually reconstructed through opposition and deviance
- The significance of cultural differences in traditional and modern societies
- The origin and development of principal theoretical ideas that inform contemporary sociological inquiries
- The basic methodological and statistical strategies used in contemporary sociology;

Students majoring in Sociology should be able to:

- Recognize how social life is structured in ways that influence choices, opportunities, and action
- Demonstrate an ability to write and speak effectively about contemporary social issues
- Read, assess, and interpret the results of sociological research
- Successfully complete an independent research project that competently draws from current theoretical, methodological, and empirical research;

Students majoring in Sociology should value:

- A knowledge of the range of interests and goals expressed by groups and organizations in society
- The ways in which sociological research may be effectively employed by organizations and institutions
- The application of sociological knowledge in order to enhance the quality of life
- A reasoned participation in community life that is informed by grounded sociological knowledge.

Major Requirements

Lower Division Requirements (12 semester hours):

SOCL 100, 105, 109, 210. A grade of at least C (2.0) will be required in all lower division courses.

Upper Division Requirements:

27 semester hours in upper division courses in sociology which must include SOCL 301, 401, and 495. An average grade of C (2.0) must be obtained in courses included in the major.

SOCL 495 should be taken in the senior year. The remaining 18 semester hours are to be chosen from the six theme areas into which upper division sociology courses are grouped: I. Deviance and Control; II. Social Inequality; III. Urban, Population, and Demographic Processes; IV. Social Structure, Culture, and Process; V. Family and Life Cycle; and VI. Globalization. Students must take at least one course from four of the theme areas. The remaining courses may be taken from any of the upper division offerings.

At least two 300- or 400-level sociology courses must be taken in the senior year.

Minor Requirements

18 semester hours, including SOCL 100 or 105, 109, 301 or 401, and 9 semester hours in upper division courses. An average grade of C (2.0) must be obtained in courses included in the minor. At least one 300- or 400-level sociology course must be taken in the senior year.

Sociology Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>		S.H.
SOCL 100	Principles of Sociology	3
AMCS ___	University Core	3
ENGL 110	College Writing	3
HIST ___	University Core	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST ___	University Core	(3)
MATH ___	University Core	3
	_____	15
<i>Spring Semester</i>		S.H.
SOCL 105	Cultural Anthropology	3
HIST ___	University Core	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST ___	University Core	(3)
___ ___	Critical/Creative Arts Core ...	3
___ ___	Literature Core	3
___ ___	Social Science Core	3
	_____	15

Sophomore Year

<i>Fall Semester</i>	S.H.
SOCL 109 Social Research Methods.....	3
SOCL 210 Elementary Social Statistics....	3
HIST ___ University Core.....	3
or	
PHIL 160 Phil. of Human Nature	(3)
or	
THST ___ University Core.....	(3)
___ ___ CMST/Crit Thinking Core.....	3
___ ___ Social Science Core.....	3
	15
<i>Spring Semester</i>	S.H.
HIST ___ University Core.....	3
or	
PHIL 160 Phil. of Human Nature	(3)
or	
THST ___ University Core.....	(3)
___ ___ Critical/Creative Arts Core...	3
___ ___ Science Core.....	3
___ ___ Elective.....	3
___ ___ Elective.....	3
	15

Junior Year

<i>Fall Semester</i>	S.H.
SOCL 301 Dev. of Sociological Theory....	3
PHIL ___ PHIL 320-330.....	3
or	
THST ___ THST 3xx.....	(3)
SOCL ___ SOCL Upper Div (Area)	3
SOCL ___ SOCL Upper Div (Area)	3
___ ___ Elective.....	3
	15
<i>Spring Semester</i>	S.H.
SOCL 401 Contemporary Theory	3
PHIL ___ PHIL 320-330.....	3
or	
THST ___ THST 3xx.....	(3)
SOCL ___ SOCL Upper Div (Area)	3
SOCL ___ SOCL Upper Div.....	3
___ ___ Elective.....	3
	15

Senior Year

<i>Fall Semester</i>	S.H.
SOCL ___ SOCL Upper Div (Area)	3
SOCL ___ SOCL Upper Division.....	3
___ ___ Upper Division Elective	3
___ ___ Upper Division Elective	3
___ ___ Elective.....	3
	15
<i>Spring Semester</i>	S.H.
SOCL 495 Sociology Seminar.....	3
___ ___ Upper Division Elective	3
___ ___ Upper Division Elective	3
___ ___ Elective.....	3
___ ___ Elective.....	3
	15

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Course Descriptions

SOCL 100 Principles of Sociology
3 Semester Hours

Development of the perspectives, concepts, and methodologies needed for objective, analytical thinking about human interaction. Relationships explored in terms of the development of the self through interaction, basic types of social organization, collective behavior, types of institutions, and aspects of the total social system such as social change and population phenomena.

SOCL 105 Cultural Anthropology
3 Semester Hours

An introduction to the social organization and culture of preliterate and modern societies. Major emphasis is on cultural anthropology, a study of how humans have learned to cope with their world, and the varieties and similarities of this coping.

SOCL 109 Social Research Methods
3 Semester Hours

An introduction to scientific inquiry and research in the social sciences, with special emphasis on conceptualization and operationalization process, various data collection strategies, and the use of computers in data analysis.

SOCL 210 Elementary Social Statistics
3 Semester Hours

An introduction to basic inferential and descriptive statistics commonly used in the social sciences. Among the topics covered are: table construction; central tendency; variation; probability, sampling distributions, and the normal curve; hypothesis testing; and measures of association.

Recommended to be taken concurrently with SOCL 109.

SOCL 301 Development of Sociological Theory
3 Semester Hours

An introduction to 19th century contributions to sociological thought: Comte, Tocqueville, Marx, Durkheim, Weber, and others are examined within their historical settings.

SOCL 401 Contemporary Theory
3 Semester Hours

A survey of the variety of 20th century sociological perspectives, including symbolic interactionism, ethno-methodology, functionalism, critical theory, and others.

SOCL 495 Sociology Seminar
3 Semester Hours

Designed as a senior seminar for Sociology majors. Stress will be on organization and integration of sociology studies, bringing together in a meaningful way sociological facts, understandings, and knowledge. Students must have 90 semester hours completed at time of registration.

Senior majors only.

Prerequisites: SOCL 209 and SOCL 301 or 401

I. Deviance and Social Control

SOCL 322 Deviant Behavior
3 Semester Hours

A social interactionist approach to the study of deviant behavior; an examination of the process whereby society defines and labels an act as deviant, trends in deviance theory, deviant careers, and the mechanisms involved in confronting the label.

SOCL 422
Criminal Justice
3 Semester Hours

An introduction to the system of criminal justice in contemporary America with a focus on how criminal behavior is processed by the system's agencies: police, courts, and correctional institutions. Legal concerns such as the rights of the accused and due process will also be discussed in terms of their application in each of these areas.

SOCL 423
Criminal Law
3 Semester Hours

This course examines the criminal law in the U.S. from a sociological perspective, as a set of "social control" processes by which norms are transmitted and enforced. Topics include how the law defines crime and particular forms of crime, drug abuse and alcohol-related crime, and various legal defenses available to the accused.

SOCL 424
Crime and Delinquency
3 Semester Hours

An introduction to the nature and dynamics of criminal and delinquent behavior from a sociological viewpoint. Topics to be covered: the nature of crime and the criminal law, the measurement of crime, major theories—both historical and contemporary, and patterns of criminal and delinquent behavior.

II. Social Inequality

SOCL 332
Gender and Society
3 Semester Hours

An examination of processes resulting in socio-cultural sex role differences and the cultural consequences relating to opportunity, power, and prestige in society. An attempt to understand the effects of social organization and change on the status of women and men.

SOCL 333
Men and Masculinities
3 Semester Hours

An exploration of masculinity through critical examination of men, women, gender, politics, identity, and social change from a social scientific perspective. Topics include: gender socialization, the diversity of masculinities, race and ethnicity, class, age, sexuality, and men's social movements.

SOCL 334
Race and Ethnic Relations
3 Semester Hours

An examination of the interaction between ethnic and racial minorities and the dominant group in the light of current sociological theories of social conflict and social change.

SOCL 335
Sociology of the Black Community
3 Semester Hours

A survey of the effects of long-standing discrimination and deprivation upon family structure, occupational patterns, health and education conditions, motivation, and personal as well as group identity. An analysis of the black power concept and its influence upon the concept of Afrocentrism and the focus on community control.

SOCL 336
Social Stratification
3 Semester Hours

An examination of the historical roots and contemporary patterns of social and economic inequality in the United States. Distribution of income and wealth, social mobility, life chances, education, and race and ethnicity will be discussed.

SOCL 338
Sociology of Racism
3 Semester Hours

An exploration and examination of the interaction between the major ethnic and racial groups in the United States with emphasis on the current context, the social contact, intergroup conflicts, and social changes affecting the various groups.

III. Urban, Population, and Demographic Processes

SOCL 340
Urban Sociology
3 Semester Hours

An examination of the basic historical processes which have shaped cities, including spatial differentiation. Topics may include the formation of community, metropolitan deconcentration, urban poverty, housing segregation, and third world urbanization.

SOCL 341
Community
3 Semester Hours

This course examines a wide range of American community studies, ranging from the 1920s to the present. Primary attention is directed toward an understanding of the scope of change in community structure and process in industrial society.

SOCL 342
Demography and Population Analysis
3 Semester Hours

An analysis of major international population trends, problems of overpopulation, and population control, with an introduction to the methods and techniques of demographic and ecological analysis.

SOCL 348
Urban Anthropology
3 Semester Hours

A comparative analysis of urban social relationships. Emphasis is directed to the use of ethnographic methodologies in understanding contemporary American urbanism and to the problems associated with pluralistic urban society.

SOCL 349
Research in Urban Society
3 Semester Hours

An examination of the methodologies and strategies employed by social scientists researching urban society. Case studies and research agendas are drawn from modern and postmodern cities, including metropolitan Los Angeles.

IV. Social Structure, Culture, and Process

SOCL 351
Sociology of Sport
3 Semester Hours

An examination of the social nature of sport in society. Topics may include the interrelation of sport and culture, sport and the socialization process, deviance and violence in sport, sport and race, the status of women in sport, and the political and economic ramifications of sport.

SOCL 352
Political Sociology
3 Semester Hours

An analysis of the relationship between forms of social organization and the exercise of power in society. Among the subjects considered are: types of political regimes, cross-cultural patterns of voting, voluntary associations, social classes, social movements, and revolution.

SOCL 354
Social Organization
3 Semester Hours

The study of large-scale, highly structured groups, such as athletic teams, local school systems, colleges and universities, hospitals, businesses, and governmental agencies.

SOCL 355**Social Psychology***3 Semester Hours*

The interrelationships between individual behavior and the larger social order. Language and communication, the self, interaction and interactional strategy, aggression, perception and attribution theory, prejudice and discrimination, and collective behavior.

SOCL 356**Sociology of Law***3 Semester Hours*

A survey of the important theoretical and research traditions and recent empirical developments in sociology of law. A variety of law-related topics will be covered, including law and social structure, the economy and culture, law and inequality, law and social control, courts and alternative dispute resolution, and the legal profession.

SOCL 357**Media and Society***3 Semester Hours*

An examination of the social role of the media in our lives and our society. Topics include: culture, race, class, and gender, as well as alternative media and the political struggles over social change and the media system.

SOCL 358**Medical Sociology***3 Semester Hours*

Development of the field of medical sociology, with emphasis on changing patterns in the health care and delivery systems, doctor-patient relationships and health care.

SOCL 359**Sociology of Popular Culture***3 Semester Hours*

The study of the artifacts of everyday life—newspapers, films, sports, music, and such—as important sources of sociological knowledge.

SOCL 454**Religion, Culture, and Society***3 Semester Hours*

The study of religion as an expression of culture, its diverse subcultural characteristics as a social institution, and the interrelationships of religion and other social institutions.

V. Family and Life Cycle**SOCL 361****Sociology of Marriage and Families***3 Semester Hours*

A study of marriage and family as social institutions, including normative aspects, socialization activities, value orientations, family structures and behavior, and societal influences on families.

SOCL 362**Sociology of Children***3 Semester Hours*

A sociological study of the world of children, interactional events in children's activities, and examination of the cultures of children and of adults.

SOCL 363**Concepts and Issues in Aging***3 Semester Hours*

A general introduction to the study of physiological, psychological, and sociological aspects of aging. The focus is on the individual in society throughout the adult phase of the lifespan.

SOCL 367**Sociology of Adolescence***3 Semester Hours*

An examination of the adolescent society with particular focus on the high school. Topics to be discussed: peer socializations, cliques and crowd formations, lifestyles, fads and fashions, and changing patterns and relations resulting from globalization.

VI. Globalization**SOCL 370****Social Change***3 Semester Hours*

An examination of the social, economic, and political sources of social change.

SOCL 371**Social Ecology***3 Semester Hours*

An analysis of the interaction and interrelationship of population, natural resources, and environment as they affect social organization and place limits on life on the earth.

SOCL 372**Sociology of Work and Occupations***3 Semester Hours*

Explores the social dynamics of work and occupations in terms of culture, ideology, race, class, and gender. Topics will include the day-to-day experiences of the workplace, the politics of the economic system, and the social changes related to globalization and the international economy.

SOCL 378**International Tourism***3 Semester Hours*

A survey of the social, cultural, economic, and environmental elements of international tourism with special emphasis on the impacts of the expansion of tourism from the developed nation into the less developed realm. Modern trends in tourism, such as ecotourism, are analyzed for their potential costs-benefits and their implications for careers in the tourist industry.

SOCL 379**Sociology of Immigration***3 Semester Hours*

An investigation into current and historical immigration trends as they encompass the economy, education, language, identity, politics, and culture. There is a particular focus on globalization and Los Angeles as an immigration center.

VII. Special Areas**SOCL 398****Special Studies***1-3 Semester Hours***SOCL 399****Independent Studies***1-3 Semester Hours***SOCL 498****Special Studies***1-3 Semester Hours***SOCL 499****Independent Studies***1-3 Semester Hours*

Theological Studies

Faculty

Chairperson: Jeffrey S. Siker

Professors: Wilkie Au,

Douglas Burton-Christie,
Christopher Key Chapple,

John A. Coleman, S.J. (Casassa Chair),

John R. Connolly, James L. Fredericks,

Michael P. Horan, Robert B. Lawton, S.J.,

Thomas P. Rausch, S.J. (Chilton Chair),

Jeffrey S. Siker, Daniel L. Smith-Christopher

Associate Professors: Roberto Dell'Oro,

Kristin Heyer, Amir Hussain,

John R. Popiden

Assistant Professors: Cecilia Gonzalez-Andrieu,

Anna Harrison, Michael Lee, S.J.,

Dorian Llywelyn, S.J., Charlotte C. Radler,

Jonathan Rothchild, David Sanchez,

Stephen J. Sauer, S.J., Tracy Sayuki Tiemeier

Contact Information

Department Chair: Jeffrey S. Siker

E-mail: jsiker@lmu.edu

Undergraduate Director: Kristin Heyer

E-mail: kheyer@lmu.edu

Graduate Director: Michael Horan

E-mail: mhoran@lmu.edu

Website: bellarmine.lmu.edu/theology/

Office Location: University Hall 3700

Telephone: (310) 338-7670

Fax: (310) 338-1947

Graduate Program

Mission Statement

The Master of Arts in Theology provides students with a critical understanding of the Christian theological tradition, especially from a Roman Catholic perspective. The program engages students in serious reflection on the broad range of theological studies and methods (biblical, comparative, historical, liturgical, and systematic theology, as well as ethics, spirituality, faith and culture, ecumenical and inter-religious dialogue). The goal of the program is to provide a general and integrated exploration of these areas for students seeking to teach on a secondary level, for students preparing for graduate education, and for students with a strong interest in theology beyond the undergraduate level.

The Master of Arts in Pastoral Theology engages the student in critical theological reflection on ministerial practice as preparation for active ministry in a pluralistic society. The program provides theological foundations in pastoral theology, especially in the Roman Catholic tradition, and integrates the formation of persons preparing for pastoral ministry with their study of the Christian theological tradition (spirituality, liturgy, faith and culture, ethics, as well as biblical, historical, and systematic theology, and ecumenical and inter-religious dialogue). Throughout the program there is a stress on the holistic relationships between pastoral theology, faith seeking critical understanding, and faith that does justice.

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 GPA 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 date listed below. Applications received after this deadline will be reviewed on an individual basis.

March I for the Fall semester

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

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 |
| | | <i>or</i> |
| | THST 603 | Foundations of Old Testament Theology |
| B) | THST 620 | Foundations of Historical Theology |
| | | <i>or</i> |
| | | 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 semester hours.

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.

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 |
| | | <i>or</i> |
| | THST 603 | Foundations of Old Testament Theology |
| B) | THST 630 | Introduction to Systematic Theology |
| C) | THST 660 | Foundations of Christian Moral Life |
| | | <i>or</i> |
| | | 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.

Learning Outcomes

M.A. in Theology

Students will know the basic contours of:

- Biblical Theology
- Systematic Theology
- Theological Ethics
- Historical Theology
- Comparative Theology
- Theological Method

Students will be able to:

- Perform biblical exegesis with attention to historical contexts, the history of interpretation, and contemporary theological developments
- Engage in critical theological reflection on major systematic themes
- Demonstrate a clear grasp of significant developments in the history of the church
- Describe the work of seminal thinkers in the history of Christian ethics and analyze contemporary moral problems
- Demonstrate familiarity with other (non-Christian) religious traditions
- Recognize and employ various theological methods

Students will value:

- Critical fidelity within the Roman Catholic tradition
- Ecumenical and inter-faith dialogue
- Creative tension between theological unity and diversity

M.A. in Pastoral Theology

Students will know the basic contours of:

- Pastoral Theology
- Critical approaches to Biblical Theology and Systematic Theology
- Either Theological Ethics or Historical Theology
- Theological Method

Students will be able to:

- Assess pastoral situations from a critical stance
- Reflect on ministerial practice in a pluralistic society
- Engage in biblical exegesis with attention both to historical contexts and contemporary pastoral contexts
- Reflect critically on the praxis of faith, particularly within the Roman Catholic context
- Discuss the main contours of either church history or of theological ethics, especially as they relate to ministerial practice
- Integrate theological vision, critical understanding, and a faith attentive to justice

Students will value:

- The significance of ecclesial community for pastoral practice
- An integrated formation of the person for pastoral ministry
- A pluralistic approach to pastoral ministry

Undergraduate Program

Objectives

The Department of Theological Studies is committed to the encouragement of learning within the intellectual and cultural heritage of the Catholic tradition, valuing imagination and intellect, seeking an integration of knowledge, and promoting ecumenical and inter-religious discourse. We seek to educate the whole person and to serve faith by an academic exploration of its possibilities, challenges, and ambiguities in dialogue with the contemporary world. We strive to promote justice by the structure of our curriculum and by encouraging students and faculty to engage their theological understanding in a broken world.

Theological Studies Student Learning Outcomes

By virtue of their Theological Studies courses, students should know:

- The nature of religion and religious experience
- The beliefs and practices of Christianity, with emphasis on the Catholic Tradition
- The central contours of Theology: Scripture, Church History, Systematics, Ethics, Spirituality, and issues related to faith and ministry
- How culture, race, gender, class, and ethnicity impact theological reflection
- The social implications of religious beliefs and practices;

By virtue of their Theological Studies courses, students should be able to:

- Conduct critical research and write intelligently and persuasively on theological and religious issues
- Critically interpret theological or religious texts
- Articulate the significance of theological and religious values for church, society, and culture;

By virtue of their Theological Studies courses, students should value:

- The Catholic theological tradition
- The beliefs and practices of the religions of the world
- Ecumenical and interfaith dialogue and cooperation
- The development of a spiritual life
- Living responsibly within a culturally diverse world
- Action in the promotion of justice and service of faith.

Major Requirements

The undergraduate major consists of 36 semester hours total (12 courses).

Lower Division Requirements (6 semester hours):

THST 100: Introduction to the Old Testament (3 semester hours)

THST 110: Introduction to the New Testament (3 semester hours)

(Normally, THST 100 and 110 are taken at the beginning of the program of study.)

Upper Division Requirements (30 semester hours):

Required Upper Division Courses (9 semester hours)

THST 320: History of Christianity I (3 semester hours)

THST 321: History of Christianity II (3 semester hours)

(Students are encouraged to take this sequence in their Sophomore or Junior year.)

THST 496: Senior Integrating Seminar (3 semester hours) (for graduating seniors)

Distribution Requirements (18 semester hours, at least 12 of which must be 400-level)

Area A: Sacred Scriptures, Religious Sources, and Traditions—two courses (6 semester hours)

Area B: Theology, Ethics, and Spirituality—three courses (9 semester hours)

Area C: Faith, Culture, and Ministry—one course (3 semester hours)

One additional upper division THST course of the student's choice (3 semester hours)

An average grade of C (2.0) must be obtained in the courses included in the major.

We highly recommend that students wishing to pursue graduate study in Theology have a reading knowledge of two languages, either classical or modern.

We further recommend that additional philosophy courses be taken as early as possible. The specific courses are to be determined in conjunction with the student's Theological Studies advisor.

Theology Minor Requirements

18 semester hours with at least 12 semester hours from upper division courses, including six semester hours at the 400 level. The courses for the minor must be selected in conjunction with the Theological Studies advisor for minors.

Lay Ministry Minor Requirements

18 semester hours with at least 15 semester hours from upper division courses, including six semester hours at the 400 level. The courses for the minor must be selected under the direction of the faculty advisor for the Lay Ministry Minor. The student must select no more than two courses from each of areas A, B, and C (see above).

In addition, the student will be required to participate in 90 hours of active service in related fields of lay ministry. This will be under the direction of the faculty advisor and contracted through the Career Development office.

An average grade of C (2.0) must be obtained in the courses included in the minors.

Catholic Studies Minor

Students with particular interest in Catholic Studies are encouraged to consider the Catholic Studies Minor described in this Bulletin.

Jewish Studies Minor

Students with particular interest in Jewish Studies are encouraged to consider the Jewish Studies Minor described in this Bulletin.

Theology Society

The Theology Society is a co-curricular student group open to all Theological Studies undergraduate majors and minors, as well as non-majors/minors who are interested in theological issues and topics. The group convenes monthly, typically sharing lunch and discussion, often with a guest speaker. The group also organizes various outings as opportunities for students to socialize with one another and with Theological Studies faculty. The Theology Society hosts annual visits from admissions representatives from graduate theological programs around the country for interested students. The Theology Society's members also participate in an annual paper competition sponsored by the Department of Theological Studies, in which the winning paper is presented to faculty and students each Spring.

Theta Alpha Kappa

LMU's Department of Theological Studies is an institutional member of Theta Alpha Kappa, the only national honor society serving the needs of those involved in the study of religion and/or theology. The membership of Theta Alpha Kappa is composed of students and professors who have been elected to membership upon the basis of excellence in Theology and Religious Studies. Each Spring the department inducts eligible students into this honor society.

Undergraduate Admission Qualifications:

1. Completion of at least three semesters at LMU
2. Successful completion of 12 semester hours of THST course work
3. Cumulative GPA of at least 3.0
4. GPA of at least 3.5 in THST course work

Core Curriculum in Theological Studies

One course from THST 100-199;

One course from THST 300-399 (Prerequisite: Junior standing).

Only courses in the 100 series and 300 series will fulfill the core curriculum requirements. All 400-level courses have a prerequisite of one 300-level course. The 400-level courses fulfill major or minor requirements. Except for those entering LMU as a transfer student, no student may take a 300-level course without successful prior completion of a 100-level course.

For students interested in the study of Catholicism in the core curriculum, the Theological Studies Department offers three courses, THST 120, 326, and 345, which are designed to study the Catholic tradition. For the non-majors who wish a core sequence in Catholic Theology, we recommend THST 120 and either 326 or 345.

Theological Studies Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>		S.H.
THST 100	Intro to the Old Testament....	3
AMCS ____	University Core.....	3
ENGL 110	College Writing.....	3
PHIL 160	Phil. of Human Nature	3
MATH ____	University Core.....	3

15

<i>Spring Semester</i>		S.H.
THST 110	Intro to the New Testament..	3
HIST ____	University Core.....	3
____ ____	Critical/Creative Arts Core ...	3
____ ____	Literature Core	3
____ ____	Social Science Core	3

15

Sophomore Year

<i>Fall Semester</i>		S.H.
THST 320	History of Christianity I.....	3
HIST ____	University Core.....	3
____ ____	Critical/Creative Arts Core ...	3
____ ____	Social Science Core	3
____ ____	Elective.....	3

15

<i>Spring Semester</i>		S.H.
THST 321	History of Christianity II	3
____ ____	CMST/Crit Thinking Core.....	3
____ ____	Science Core.....	3
____ ____	Elective.....	3
____ ____	Elective.....	3

15

Junior Year

<i>Fall Semester</i>		S.H.
PHIL ____	PHIL 320-330	3
THST ____	THST 400-level.....	3
THST ____	THST Upper Division	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3

15

<i>Spring Semester</i>		S.H.
THST ____	THST 400-level.....	3
THST ____	THST 400-level.....	3
THST ____	THST Upper Division	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3

15

Senior Year

<i>Fall Semester</i>		S.H.
THST ____	THST 400-level.....	3
THST ____	THST 400-level.....	3
____ ____	Upper Division Elective	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3

15

<i>Spring Semester</i>		S.H.
THST 496	Senior Integrating Seminar.....	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
____ ____	Elective.....	3
____ ____	Elective.....	3

15

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Course Descriptions

Lower Division

THST 100
Introduction to the Old Testament
3 Semester Hours

A general introduction to the literary, historical, and religious traditions of the Old Testament.

THST 109
Introduction to Scripture and Prayer
3 Semester Hours

For Jesuit Novices only.

THST 110
Introduction to the New Testament
3 Semester Hours

An introduction to the literary, historical, and theological dimensions of the New Testament.

THST 120

The Roots of Catholic Christianity
3 Semester Hours

A study of the Biblical roots of Catholic Christianity based on a critical introduction to the New Testament.

THST 122
Theological Foundations of Catholicism
3 Semester Hours

An introduction to the theological roots of the Roman Catholic Tradition, with attention to the historical and theological development of the Catholic tradition in its cultural contexts.

Required for the Catholic Studies Minor.

(See CATH 122)

THST 125
Introduction to Global Christianity
3 Semester Hours

An introduction to the history of Christianity as a global movement, incorporating historical, theological, and social issues in Christianity from both non-western and western perspectives.

THST 131
Introduction to Christian Theology
3 Semester Hours

Using primary source documents, this course acquaints students with the contents of the Bible, and major areas of theology including revelation, Jesus Christ, God, creation, inter-religious dialogue, and ecumenism.

THST 149
Introduction to Christian Spirituality
3 Semester Hours

For Jesuit Novices only.

THST 150
Belief and Unbelief
3 Semester Hours

An examination of the various forms of unbelief, the meaning and significance of belief, and the relationship between belief and unbelief.

THST 160
Introduction to Christian Ethics
3 Semester Hours

An examination of ethical issues in light of Christian scriptures, traditions, and experiences.

THST 170**Christian Faith and American Cultures***3 Semester Hours*

This course explores Christian faith in the diverse cultural context of the contemporary United States.

THST 175**Narratives of Christian Faith***3 Semester Hours*

A study of Christian faith as explored through narratives: a gospel, some saints' lives, and the work of contemporary storytellers.

THST 180**Religions of the World***3 Semester Hours*

An introduction to the history, literature, and thought patterns of the major religions of the world.

THST 198**Special Studies***1-3 Semester Hours***THST 199****Independent Studies***1-3 Semester Hours***THST 241****Liturgy Practicum***1 Semester Hour*

Course objectives are to understand the dynamics of worship and to engage in critical reflection on the experience of liturgical leadership. Students serve in a variety of worship settings. Permission of instructor is required. Recommended co-requisite THST 341—Liturgy and Culture.

This service learning course may be repeated for credit.

THST 298**Special Studies***1-3 Semester Hours***THST 299****Independent Studies***1-3 Semester Hours***Upper Division****Area A: Sacred Scriptures, Religious Sources, and Traditions****THST 301****Ancient Futures***3 Semester Hours*

This course explores the corpus of Wisdom and Apocalyptic literatures in the Bible and samples of other extant Wisdom and Apocalyptic writings, both ancient and modern.

THST 302**Prophecy and Social Justice***3 Semester Hours*

An examination of the Hebrew prophets in the socioeconomic and historical context, with particular emphasis on issues of justice. Some considerations of more recent "prophet" figures are included for comparison.

THST 303**The Old Testament in Gospel and Blues***3 Semester Hours*

A survey of Old Testament themes as they relate to the lyrics and themes of African-American gospel music. With attention to the roots of gospel in the blues tradition, this course combines historical, cultural, and biblical analysis.

THST 304**War and Peace in the Bible***3 Semester Hours*

This course considers the development of Biblical and religious reflection on the issues of the Church, war, peace, and Christian nonviolence up to the present.

THST 305**The Four Gospels***3 Semester Hours*

A social-historical, literary, and theological examination of the Gospels and early Christian and modern interpretations of Jesus.

THST 310**The Gospel of John***3 Semester Hours*

An analysis of the interplay among the historical setting, literary development, and theological motifs of the Fourth Gospel.

THST 311**Pauline Epistles***3 Semester Hours*

A study of the ministry and message of Paul presented in his letters, accounts in Acts, and deuterio-Pauline epistles.

THST 314**Jesus in Gospel and Film***3 Semester Hours*

An exploration of various portraits of Jesus in the Gospels, the identity of the historical Jesus, and contemporary interpretations of Jesus in various films.

THST 320**History of Christianity I***3 Semester Hours*

Selected themes treating major problem areas in the history of Christian life and thought from its origins to the end of the high Middle Ages.

THST 321**History of Christianity II***3 Semester Hours*

Selected themes treating major problem areas in the history of Christian life and thought from the end of the high Middle Ages to the present.

THST 322**Greek Orthodox Tradition***3 Semester Hours*

A review of the unbroken dogmatic tradition of the Greek Orthodox Church, her liturgy, and her place in the religious life of the United States.

Sponsored by the Basil P. Caloyeras Center for Modern Greek Studies.

THST 323**Celtic Christianity***3 Semester Hours*

An examination of the inculturation of Christianity into the Celtic worldview from the fifth to eleventh centuries, including Celtic monasticism, liturgy, literature, art, and spirituality.

THST 324**Women in Christian History***3 Semester Hours*

An historical investigation of Christian theology of women: what theologians said about women, what women said about themselves, and what they accomplished.

THST 326**Catholicism: The American Experience**

3 Semester Hours

A study of the diverse experiences in U.S. Catholicism, with emphasis on the theological implications of American Catholic responses to a pluralistic society.

THST 328**Age of Reformation**

3 Semester Hours

The religious, political, and cultural upheaval of the protestant challenge to medieval Christendom and Catholic response.

Usually taught in Bonn, Germany.

THST 401**Gospel of Mark**

3 Semester Hours

A comprehensive verse by verse exegesis of the Gospel of Mark. Students will situate the Gospel of Mark within the Early Christian genre of gospel and place it in conversation with the other Synoptic Gospels.

THST majors/minors only.

THST 415**New Testament Theology**

3 Semester Hours

An examination of various historical, literary, theological, and ethical issues in the interpretation of the New Testament, especially the Gospels and the Pauline epistles.

THST 420**Early Christian Theology**

3 Semester Hours

A study of the development of Christian theology from the Apostolic Fathers through the period of the Cappadocians to the era of Jerome and Augustine.

THST majors/minors only.

THST 421**Medieval Religious Thought and Practice**

3 Semester Hours

An introduction to Christian thought and practice in the late Middle Ages through a detailed consideration of select topics: God; Saints; Mary; Ghosts; Demons, Body and Soul; Rituals (especially the eucharist); Death and the Afterlife.

THST majors/minors only.

THST 422**Heresy and Mysticism**

3 Semester Hours

An examination of medieval heretics' and mystics' contribution to the richness of their traditions. This class emphasizes issues of gender, authority, class, and culture, tracing developments of heresy and mysticism from late antiquity through the Middle Ages.

THST majors/minors only.

THST 425**Medieval Theology**

3 Semester Hours

Selected topics on medieval theology, such as the development of a specifically Christian culture, the tensions between religion and empire and between popular and institutional forms of religious expression, and monastic and scholastic theological methods.

THST 427**Theology and History of Vatican II**

3 Semester Hours

This course explores Roman Catholic theology by reading the major Conciliar documents and analyzing the social and historical context, with emphasis on ecumenism, historical understanding, and the recovery of the biblical tradition.

THST 432**Dante's Inferno**

3 Semester Hours

An exploration of Dante's vision of hell and humanity in the *Inferno* through a close reading of the text in translation. We highlight the theological significance of Dante's poem and focus on its literary and political aspects.

THST majors/minors only.

THST 481**Islam in the Modern World**

3 Semester Hours

An introduction to the contemporary Islamic religious tradition, including Muslim approaches to modernity, major reformers of Islam in the modern world, Muslim feminism, and the role of Islam in North America.

THST majors/minors only.

Area B: Theology, Ethics, and Spirituality**THST 330****What Is Faith in Jesus Christ**

3 Semester Hours

An analysis of past and present meanings of Christian faith in its relation to the person of Jesus Christ, the Church, doctrine, and Christian life.

THST 332**Friends of God, Fools for Christ**

3 Semester Hours

A study of the Christian notion of sanctity in the Catholic, Orthodox, and Protestant traditions, with attention to ancient, medieval, and modern saints' lives. We investigate how the shape of holiness has varied according to time and context.

THST 345**The Catholic Church of Today and Tomorrow**

3 Semester Hours

An examination of the post-Vatican II Catholic Church. How has the Church's self-understanding changed in recent years, and what projections can be made for the future?

THST 350**Foundations of Christian Spirituality**

3 Semester Hours

An analysis of themes central to Christian spirituality including prayer, the nature of religious experience, asceticism, and the schools of spirituality. Essential to the analysis is an articulation of key doctrinal themes.

THST 352**Orthodox Christian Spirituality**

3 Semester Hours

The history of the monastic life of the desert fathers and the spiritual tradition of Eastern Christianity will be examined and made relevant to the present-day world.

THST 355**After Eden**

3 Semester Hours

An exploration of the human person in relation to God.

THST 359**Theology of Religious Life**

3 Semester Hours

For Jesuit Novices only.

THST 360
Moral Issues and Christian Responses

3 Semester Hours

An exploration of the issues involved in a variety of moral problems and a survey of present and past Christian responses to them.

THST 361
Christian Ethics in the Marketplace

3 Semester Hours

An analysis and discussion of business ethics case studies in the light of Christian economic teachings.

THST 363
Christian Marriage and Sexuality

3 Semester Hours

An examination of the varieties of Christian views of marriage and the full range of moral issues concerning human sexuality today.

THST 367
Christian Voices on War and Peace

3 Semester Hours

An examination of Christian attitudes toward war and peace that address U.S. policies during the twentieth century and beyond.

THST 368
Bioethics: A Theological Introduction

3 Semester Hours

The course provides an overview of the basic themes of contemporary bioethics with a theological emphasis. Topics include medical research, genetics, assisted reproductive technologies, abortion, euthanasia and assisted suicide, xenotransplantation and organ donation.

THST 380
Human Rights in World Religions

3 Semester Hours

The course will treat the development of the idea of human rights in the modern West and the perspectives of Christianity, Islam, Confucianism, and Buddhism.

THST 381
Contemporary Judaism and Its Historical Background

3 Semester Hours

An understanding of Jewish beliefs and practices, their Biblical and historical roots, their theological and cultural motivations.

Sponsored by the Jewish Chautauqua Society.

THST 382
Religions of India

3 Semester Hours

An exploration of the cultural/historical background and theological insight of Hinduism and Jainism. Sikhism, Christianity, and Islam in India are also discussed.

THST 383
Religions of the Near East

3 Semester Hours

An overview of the history, theology, and interactions of Judaism, Christianity, and Islam, both in their Middle Eastern and global contexts.

THST 384
Religions of East Asia

3 Semester Hours

The history and development of Confucianism, Taoism, Tibetan and Zen Buddhism, and Shinto, emphasizing primary textual sources. Islam and Christianity in East Asia will also be discussed.

THST 385
Buddhism

3 Semester Hours

A survey of the history of Buddhism in India and Southeast Asia, China, Japan, Tibet, and North America. Discussion of Buddhism's contributions to social ethics, ecological concern, and dialogue with Christianity.

THST 386
Islam

3 Semester Hours

This course will introduce students to the religion of Islam. Key topics will be Muhammad and the Qur'an, Islamic religious practices, the Sunni-Shi'i split, Sufism, Islam in North America, and Christian-Muslim dialogue.

THST 387
World Religions and Ecology

3 Semester Hours

In this course, we will discuss how the world's religious traditions approach the topic of the relationship between ecological and religious values.

THST 430
Christology

3 Semester Hours

An investigation of the Christology of the New Testament, the early councils, and contemporary issues in Christology.

THST 431
Rahner

3 Semester Hours

A study of the life, context, and theology of Karl Rahner.

THST 433
Theotokos

3 Semester Hours

This course examines the theology of the Mother of God, from its biblical foundations, through the patristic and medieval periods, into the modern appropriations of Mariology by Protestant and feminist scholars.

THST majors/minors only.

THST 434
The Art and Theology of the Icon

3 Semester Hours

The course traces the origins of Christian iconography, examining the theological controversies which shaped the icon tradition, leading students to read the subtle and rich theological messages encoded in these mysterious images.

THST majors/minors only.

THST 450
Topics in Christian Spirituality

3 Semester Hours

A survey of key persons and movements in the history of Western Christian spirituality.

THST 455
Theology of Liberation

3 Semester Hours

A study of recent Latin American theology as a Christian response to current political, social, and economic injustice in Latin American countries.

THST 460
Christian Ethics and Social Responsibility

3 Semester Hours

This course critically examines biblical, theological, and ethical texts related to social responsibility in light of contemporary issues.

THST majors/minors only.

THST 461
Christian Ethics and HIV/AIDS

3 Semester Hours

This course analyzes how distinct approaches and sources in Christian ethics, including elements of scripture, tradition, sexual ethics, virtue ethics, and social ethics interact as they relate to confronting the AIDS crisis.

THST majors/minors only.

THST 470**Topics in Theological Ethics**

3 Semester Hours

An exploration of the history and methods of theological ethics with analysis of contemporary moral issues.

THST 480**Topics in Comparative Theology**

3 Semester Hours

Multiple religious perspectives will be utilized in this course to explore one or more topics of theological concern, such as violence and nonviolence, myth and symbol, modes of spirituality, images of God, and/or multicultural religious presence in Los Angeles.

THST 482**Hindu and Jaina Theology**

3 Semester Hours

In this course we study in depth primary sources of these two traditions, including the *Rig Veda*, the *Upanisads*, the *Yoga Sutra*, and the *Tattvārthasūtra*.

THST majors/minors only.

THST 495**Seminar: Major Christian Thinker**

3 Semester Hours

An examination of the theological work of one major thinker; studying the work both as an integrated theological statement and as a part of continuing theological dialogue.

Area C: Faith, Culture, and Ministry**THST 307****Interpreting Jesus**

3 Semester Hours

This course takes a close look at the conversation between the Jesus of the Gospels and contemporary embodiments of his Ministry. Community-based learning component required.

THST 331**Salvation and Liberation**

3 Semester Hours

An examination of the theme of liberation in Scripture, church history, and the recent theologies, as well as its impact on our own lives.

THST 340**Water, Word, and Wine**

3 Semester Hours

An introduction to the phenomenon and power of ritual and symbolic activity, with particular emphasis on how these provide a foundation for understanding Christian rituals and sacraments.

THST 341**Liturgy and Culture**

3 Semester Hours

A study of Christian worship examining the historical development of worship in its interaction with various cultures from ancient to modern.

THST 346**The Latino Experience in the U.S. Church**

3 Semester Hours

A review of the Latino presence in the Catholic Church with emphasis on the historical experience, Latino popular religion, and current trends and issues in Hispanic ministry and theology.

THST 348**African American Religious Experience**

3 Semester Hours

A survey of African American religious experience from the time of slavery to the present, emphasizing the role of faith in African American society and the role of the church in the struggle for equality.

THST 373**Catholic Social Teaching and Action**

3 Semester Hours

This course examines Catholic social teaching thematically, focusing on such principles as human dignity, solidarity, the common good, and the option for the poor; contemporary activist groups are also studied as part of the living tradition of Catholic social teaching.

This course requires a weekly community service placement where the student will perform at least 20 hours of service during the semester.

THST 388**Women and Religion**

3 Semester Hours

This course approaches various world religions through a focus on women in those traditions, exploring these religions as they affect and are affected by women.

THST 389**Asian Christianities**

3 Semester Hours

This course examines varieties of Christian expressions in West, South, East, Southeast Asia and the Pacific, and the complex issues that impact these communities.

THST 390**Meeting Christ in Faith and Art**

3 Semester Hours

An exploration of the development and key issues surrounding Christianity's understanding of Jesus as Christ through the joint engagement of theology, theological aesthetics and the arts.

THST 435**Eucharistic Theology**

3 Semester Hours

An in-depth study of the theology of the Eucharist from an ecumenical perspective, highlighting the teaching of the Roman Catholic Church.

THST 451**Ignatian Spirituality**

3 Semester Hours

A study of the spirituality of Ignatius of Loyola based on a close reading of his *Spiritual Exercises* and contemporary writings on Ignatian themes.

THST 471**Ministry to Youth and Young Adults**

3 Semester Hours

The course examines the theory and practice of ministry with and for youth and young adults, with emphasis on faith development, community building, justice and service education, advocacy and guidance of youth and young adults.

THST majors/minors only.

THST 497**Youth and Young Adult Ministry**

3 Semester Hours

The course examines the theory and practice of ministry to youth and young adults, emphasizing faith development, community building, justice and service education, advocacy, and guidance of youth and young adults.

Special Courses**THST 398****Special Studies**

1-3 Semester Hours

THST 399
Independent Studies
 1-3 Semester Hours

THST 496
Senior Integration Seminar
 3 Semester Hours

The course stresses the integration of the various dimensions and methods of Theological Studies.

Prerequisites: Senior standing and Theological Studies majors and minors only.

THST 498
Special Studies
 1-3 Semester Hours

THST 499
Independent Studies
 1-3 Semester Hours

Graduate Courses

Biblical Theology

THST 600
Foundations of New Testament Theology
 3 Semester Hours

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
Foundations of Old Testament Theology
 3 Semester Hours

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
 3 Semester Hours

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.

This course may be repeated for credit.

THST 609
Paul the Apostle
 3 Semester Hours

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
Foundations of Historical Theology
 3 Semester Hours

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
 3 Semester Hours

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
 3 Semester Hours

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
 3 Semester Hours

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

Systematic Theology

THST 630
Introduction to Systematic Theology
 3 Semester Hours

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
 3 Semester Hours

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
 3 Semester Hours

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
 3 Semester Hours

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
 3 Semester Hours

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***3 Semester Hours*

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***3 Semester Hours*

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.

THST 653**Sacraments and Sacramentality***3 Semester Hours*

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

Moral Theology**THST 660****Foundations of Christian Moral Life***3 Semester Hours*

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***3 Semester Hours*

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***3 Semester Hours*

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***3 Semester Hours*

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****Foundations of Pastoral Theology***3 Semester Hours*

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***3 Semester Hours*

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***3 Semester Hours*

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***3 Semester Hours*

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***3 Semester Hours*

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.

THST 676**Pastoral Synthesis Project***0 Semester Hours*

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***3 Semester Hours*

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***3 Semester Hours*

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***3 Semester Hours*

Comparative Theology

THST 680 Comparative Theology

3 Semester Hours

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

3 Semester Hours

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

3 Semester Hours

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.

Spiritual Direction

THST 685 The Theory and Practice of Spiritual Direction

3 Semester Hours

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

THST 686 Ignatian Spirituality and Discernment

3 Semester Hours

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

THST 687 Psychological Foundations of Spiritual Direction

3 Semester Hours

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

THST 688 Practicum and Supervision in Spiritual Direction

3 Semester Hours

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 Semester Hours

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 Semester Hours

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

3 Semester Hours

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

3 Semester Hours

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 Semester Hours

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 Semester Hours

THST 699 Independent Studies

1-3 Semester Hours

Urban Studies

Director

Peter R. Hoffman

Faculty

Associate Professor: Peter R. Hoffman

Assistant Professor: Mara Marks

Objectives

As an interdisciplinary program, Urban Studies encourages students to examine urbanization and the multitude of issues inherent in urban life from the perspectives of a wide range of disciplines and methodological traditions. The critical analysis of urban issues helps students evaluate the various political, sociocultural, and economic strategies available to urban planners, local governments, law enforcement agencies, and others seeking to remedy the problems of contemporary cities.

The curriculum of the Urban Studies program, including its internship program, allows students to take advantage of one of LMU's greatest assets: the many linkages that connect LMU to the extraordinarily dynamic, multicultural metropolitan area surrounding the University. Los Angeles is both an educational resource and a laboratory for Urban Studies students.

Career options for Urban Studies majors may be found in local government, law enforcement, real estate development, and urban social services. The major is also appropriate preparation for students seeking careers or graduate education in urban planning, public administration, social welfare, policy analysis, or the law.

Urban Studies Student Learning Outcomes

By virtue of their Urban Studies Program courses, students should know:

- The general history of urbanization and its associated economic and demographic processes
- The structures and expressions of urbanization and urban life associated with modern and postmodern cities
- The structures and expressions of urbanization and urban life associated with cities of the developed realms/core and those associated with cities of the less developed realm/periphery

- The basic research questions and agendas associated with the various disciplines contributing to our understanding of urban issues
- The general expressions of urbanization and urban life associated with contemporary Los Angeles
- The common theories, practices, and methodologies employed in contemporary urban planning and policy analysis;

By virtue of their Urban Studies Program courses, students should be able to:

- Effectively employ contemporary social science methodology in the analysis of urban issues
- Demonstrate written and oral competencies in the analysis of urban issues and policy
- Identify and utilize appropriate primary data, including census materials, for the analysis of urban issues
- Apply their understanding of urban issues to the development and critical analysis of programs and policies appropriate to addressing contemporary social and economic problems
- Successfully pursue graduate education in such areas as urban planning, public administration, policy analysis, social welfare, and the law upon completion of their major;

By virtue of their Urban Studies Program courses, students should value:

- Diverse perspectives in the analysis and assessment of urban issues and policies
- Thoughtful analysis of the implications of urbanization and urban policy in the context of social justice and sound environmental practices
- Rigorous, scientific research that enlightens the experience of urban populations and contributes to the resolution of the social and environmental problems associated with urbanization
- Community-based participation in the development of programs and policies that contribute to the social, economic, political, and environmental improvement of their communities and cities.

Major Requirements

Lower Division Requirements:

15 semester hours:

URBN 125 and 135;

AFAM 115 or APAM 117 or CHST 116;

SOCL 109 and 210.

A grade of C (2.0) will be required in all lower division major courses. It is recommended that students majoring in Urban Studies complete ECON 100, 105, 110, or 120 in partial fulfillment of the University Core Curriculum requirement in social science.

Upper Division Requirements:

24 semester hours in upper division courses, including:

URBN 345, 347, 455, and 456;

and 12 semester hours in one or more of the following areas:

1. Law and Justice:

POLS 336 The Judiciary

POLS 471 U.S. Constitutional Law: Case Method I

POLS 472 U.S. Constitutional Law: Case Method II

SOCL 322 Deviant Behavior

SOCL 356 Sociology of Law

SOCL 422 Criminal Justice

SOCL 423 Criminal Law

SOCL 424 Crime and Delinquency

2. Urban Politics, Public Administration, and Policy Analysis:

CHST 337 Racial and Ethnic Politics

CHST 437 Chicana/o Politics

ECON 356 Urban Economics

POLS 340 Public Administration

POLS 341 Race, Class, Culture, and Public Policy

POLS 345 Urban Politics

POLS 436 Politics of Los Angeles

POLS 440 Public Policy Analysis

SOCL 354 Social Organization

3. Urban Culture:

HIST 367 History of Los Angeles

SOCL 340 Urban Sociology

SOCL 341 Community

SOCL 348 Urban Anthropology

SOCL 349 Research in Urban Society

URBN 365 Metropolitan Los Angeles

4. Urban-Ethnic Communities:

- APAM 427 Asian American Psychology
- CHST 308 Contemporary Urban Chicana/o and Other Latina/o Issues
- CHST 485 Community Research & Internship
- ECON 371 Economic Development of Minority Communities
- SOCL 334 Race and Ethnic Relations
- SOCL 335 Sociology of the Black Community

5. Urban Planning:

- ECON 330 Regression Analysis
- ECON 334 Business Forecasting
- ECON 532 Econometrics
- SOCL 342 Demography and Population Analysis
- SOCL 371 Social Ecology

An average grade of C (2.0) must be obtained in the upper division courses included in the major.

Minor Requirements

18 semester hours, including URBN 125, 135, 345, 347, 455, and 3 semester hours in upper division courses selected from one or more of the areas of specialization.

An average grade of C (2.0) must be obtained in the courses included in the minor.

Urban Studies Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

<i>Fall Semester</i>		S.H.
URBN 125	Urban Physical Environment..	3
AMCS ____	University Core.....	3
ENGL 110	College Writing.....	3
HIST ____	University Core.....	3
<i>or</i>		
PHIL 160	Phil. of Human Nature	(3)
<i>or</i>		
THST ____	University Core.....	(3)
MATH ____	University Core.....	3
		15

<i>Spring Semester</i>		S.H.
URBN 135	Urban Social Environment	3
HIST ____	University Core.....	3
<i>or</i>		
PHIL 160	Phil. of Human Nature	(3)
<i>or</i>		
THST ____	University Core.....	(3)
____ ____	Critical/Creative Arts Core...3	
____ ____	Literature Core	3
____ ____	Social Science Core	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
SOCL 109	Social Research Methods.....	3
AFAM 115	Intro African Amer Studies.....	3
<i>or</i>		
APAM 117	Intro Asian Pac Am Studies . (3)	
<i>or</i>		
CHST 116	Intro to Chicana/o Studies.. (3)	
HIST ____	University Core.....	3
PHIL 160	Phil. of Human Nature	(3)
<i>or</i>		
THST ____	University Core.....	(3)
____ ____	CMST/Crit Thinking Core.....	3
____ ____	Social Science Core	3
		15

<i>Spring Semester</i>		S.H.
SOCL 210	Elementary Social Statistics....	3
HIST ____	University Core.....	3
<i>or</i>		
PHIL 160	Phil. of Human Nature	(3)
<i>or</i>		
THST ____	University Core.....	(3)
____ ____	Critical/Creative Arts Core...3	
____ ____	Science Core.....	3
____ ____	Elective.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
URBN 347	Community Development.....	3
URBN ____	URBN Upper Division	3
PHIL ____	PHIL 320-330.....	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
		15
<i>Spring Semester</i>		S.H.
URBN 345	Urban Planning.....	3
URBN ____	URBN Upper Division	3
THST ____	THST 3xx.....	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
URBN 455	Urban Internship	3
URBN ____	URBN Upper Division	3
____ ____	Upper Division Elective	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
		15
<i>Spring Semester</i>		S.H.
URBN 456	Senior Project.....	3
URBN ____	URBN Upper Division	3
____ ____	Upper Division Elective	3
____ ____	Elective.....	3
____ ____	Elective.....	3
		15

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Course Descriptions

URBN 125 **Urban Physical Environment**

3 Semester Hours

An introduction to the physical-biotic and structural consequences of urbanization. The internal structure of contemporary American cities is emphasized.

URBN 135 **Urban Social Environment**

3 Semester Hours

An introduction to the social, economic, political, and spatial developments associated with urbanization and a pluralistic society. The nature of contemporary American urbanism is emphasized.

URBN 198 **Special Studies**

1-3 Semester Hours

URBN 199 **Independent Studies**

1-3 Semester Hours

URBN 298 **Special Studies**

1-3 Semester Hours

URBN 299 **Independent Studies**

1-3 Semester Hours

URBN 345 **Urban Planning**

3 Semester Hours

An introduction to the problems, principles, and practices of modern urban planning.

URBN 347 **Community Development**

3 Semester Hours

An exploration of the meanings and methodologies of community development, especially in contemporary urban America.

URBN 349 **Research in Urban Society**

(See SOCL 349)

URBN 365 **Metropolitan Los Angeles**

3 Semester Hours

An overview of the social, economic, political, environmental, and spatial characteristics and dynamics of metropolitan Los Angeles in the context of contemporary urbanization in the United States.

URBN 398 **Special Studies**

1-3 Semester Hours

URBN 399 **Independent Studies**

1-3 Semester Hours

URBN 455 **Urban Internship**

3 Semester Hours

A supervised internship in public administration, social service, urban planning, or law enforcement. Individual assignments are made on the basis of the intern's academic preparation and career aspirations.

Prerequisite: Approval of the Program Director.

URBN 456 **Senior Project**

3 Semester Hours

Directed research on a specific urban topic in the social sciences, natural sciences, business administration, and/or arts and humanities incorporating methodologies of primary and secondary research, and/or participant observation.

Prerequisites: URBN 455 and senior standing.

URBN 498 **Special Studies**

1-3 Semester Hours

URBN 499 **Independent Studies**

1-3 Semester Hours

Women's Studies

Faculty

Chairperson: Nancy W. Jabbra
 Professor: Nancy W. Jabbra
 Assistant Professor: Stella Oh

Objectives

The mission of Women's Studies at Loyola Marymount University is to engage students in a critical understanding of the complex ways gender shapes the world around them, particularly in relation to race, sexuality, class, and other social factors. Women's Studies invites all students to participate in a vibrant interdisciplinary program of study that places women at the center of traditional disciplines in which they have been historically marginalized. It encourages the critical examination of academic fields such as the humanities, social sciences, natural sciences, and the arts, together with the gendered assumptions that underwrite them. Further, Women's Studies proposes not only that we ask different questions of academic disciplines from the perspective of women, but also that we transform those fields and ways of knowing through the innovative theoretical tools and new methodologies that have been developed by feminist scholars and activists over the past thirty years. As a department committed to transformation through education, the mission of Women's Studies is to call attention to the androcentric nature of society, propose alternatives and strategies that honor women's human rights, and promote a vision of society where gender hierarchy, as well as other forms of social injustice, are eliminated. Grounded in feminist pedagogy, Women's Studies courses provide students with a broad understanding of the asymmetry of gender relations within diverse historical and cultural contexts. Our mission is to foster a vigorous intellectual environment where students can develop their analytical thinking skills and conceptual tools for social change.

Women's Studies Student Learning Outcomes

After completing their program in Women's Studies, students will have:

- Acquired a critical understanding of the complex ways gender shapes the world, particularly in relation to race, sexuality, class, and other social factors
- Acquired a strong commitment to social justice for women of all ethnicities

- Learned new methodologies and theoretical tools
- Learned to express themselves well both orally and in writing.

Major Requirements

Lower Division Requirements: 12 semester hours

WNST 100, 101, and 200, plus one of the following for the Lower Division Health and Sexualities Requirement: WNST 220, 221, or 222.

Upper Division Requirements: 24 semester hours

WNST 301, 302, 351, and 497.

Upper Division Options: 12 semester hours

Choose 9 semester hours (3 classes) from one of the following clusters, plus 3 semester hours (1 class) from one of the others. Please note that some classes are listed in more than one cluster. Students may take such classes for credit in only one cluster. At times a special studies class may be taken in lieu of one of the electives listed below. Please consult the Department for advice.

Note: One of the upper division options must include WNST 303 or another History of Women class. If History of Women is chosen as a cluster, then the student must choose one course from another cluster.

History of Women: WNST 303, 361, 362, 364, 365, 366, 461, or 462.

Transnationalism and Women in the Third World: WNST 346, 347, 431, 434, 435, 452, 454, or 462.

Gender at the Intersection of Race, Ethnicity, Class, and Sexuality: WNST 341, 342, 343, 344, 345, 348, 349, 440, 453, 461, or 462.

Feminist Aesthetics, Literature, and Cultural Studies: WNST 311, 331, 332, 333, 334, 335, 343, 411, 430, 431, 434, or 435.

Social Movements, Social Justice, and Public Policy: WNST 347, 451, 454, or 490.

Feminist Theology and Philosophy: WNST 361, 370, 371, 372, or 373.

Total: 36 semester hours. Women's Studies majors should have a minimum of a C (2.0) in all Women's Studies classes.

Please note that cross-listed courses may have departmental prerequisites; consult departments for details.

Minor Requirements

18 semester hours, including WNST 100 or 101, 301, and 497. At least 12 semester hours must be in upper division courses. A minimum grade of C (2.0) must be earned in both WNST 100 and 497. An average grade of C (2.0) must be earned in the Women's Studies minor courses.

Please note that cross-listed courses may have departmental prerequisites; consult departments for details.

Women's Studies Model Four-Year Plan

The normal course load is 15 semester hours (5 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year as well as most major prerequisites. Note that core areas are suggested to provide a distribution of various disciplines every semester. Please be flexible implementing these suggestions, given your own interests and course availability. In four years, this plan meets all common graduation requirements.

Freshman Year

Fall Semester	S.H.
WNST 100 Intro to Women's Studies.....	3
AMCS ___ University Core.....	3
ENGL 110 College Writing.....	3
HIST ___ University Core.....	3
or	
PHIL 160 Phil. of Human Nature	(3)
or	
THST ___ University Core.....	(3)
MATH ___ University Core.....	3

<i>Spring Semester</i>		S.H.
WNST 101	Women of Color in the U.S... 3	
HIST ____	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ____	University Core..... (3)	
____ ____	Critical/Creative Arts Core... 3	
____ ____	Literature Core 3	
____ ____	Social Science Core..... 3	
	_____	15

Sophomore Year

<i>Fall Semester</i>		S.H.
WNST 200	Women/Glbl Communities..... 3	
HIST ____	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ____	University Core..... (3)	
____ ____	CMST/Crit Thinking Core..... 3	
____ ____	Social Science Core 3	
____ ____	Elective..... 3	
	_____	15

<i>Spring Semester</i>		S.H.
WNST 220	Women's Health & Sexuality . 3	
	<i>or</i>	
WNST 221	Women in Science & Math . (3)	
	<i>or</i>	
WNST 222	Human Reprod. & Dev. (3)	
HIST ____	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ____	University Core..... (3)	
____ ____	Critical/Creative Arts Core... 3	
____ ____	Science Core..... 3	
____ ____	Elective..... 3	
	_____	15

Junior Year

<i>Fall Semester</i>		S.H.
WNST 302	Investigating Women..... 3	
WNST ____	WNST Upper Div. Cluster 3	
PHIL ____	PHIL 320-330 3	
	<i>or</i>	
THST ____	THST 3xx..... (3)	
____ ____	Upper Division Elective 3	
____ ____	Elective..... 3	
	_____	15

<i>Spring Semester</i>		S.H.
WNST 301	Feminist Theories 3	
WNST ____	WNST Upper Div. Cluster 3	
PHIL ____	PHIL 320-330 3	
	<i>or</i>	
THST ____	THST 3xx..... (3)	
____ ____	Upper Division Elective 3	
____ ____	Elective..... 3	
	_____	15

Senior Year

<i>Fall Semester</i>		S.H.
WNST ____	WNST Upper Division 3	
WNST ____	WNST Upper Div. Cluster 3	
____ ____	Upper Division Elective 3	
____ ____	Upper Division Elective 3	
____ ____	Elective..... 3	
	_____	15

<i>Spring Semester</i>		S.H.
WNST 351	Genders and Sexualities 3	
WNST 497	Senior Seminar..... 3	
WNST ____	WNST Upper Division Cluster 3	
____ ____	Elective..... 3	
____ ____	Elective..... 3	
	_____	15

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, for which the maximum is thirteen.

Course Descriptions

WNST 100
Introduction to Women's Studies
3 Semester Hours

An interdisciplinary study of women in society oriented toward exploring women's experiences in a variety of contexts. Topics covered include biology, sociology, psychology, politics, economics, religion, philosophy, history, literature and language, law, and culture. Course content is focused on North America and is multicultural.

Satisfies social science core requirement.

WNST 101
Women of Color in the U.S.
3 Semester Hours

An introduction to critical thinking skills about concepts such as gender, race, class, and sexuality, how these intersect in lives of women of color together with women's strategies of surviving, resisting, and overcoming barriers.

Satisfies American Cultures core requirement.

WNST 198
Special Studies
1-3 Semester Hours

WNST 199
Independent Studies
1-3 Semester Hours

WNST 200
Women in Global Communities
3 Semester Hours

This course introduces students to the cultural, social, political, and economic contexts in which non-Western women live. It addresses the impact of globalization, colonialization, and post-coloniality, and women's responses to these processes.

WNST 220
Women's Bodies, Health, and Sexuality
3 Semester Hours

This course addresses women's health and sexuality from a feminist perspective. It also deals with body images not only from the perspective of health but also in terms of their relationship to structures of power.

WNST 221
Mathematics: Contributions by Women
(See MATH 261)

WNST 222
Human Reproduction and Development
(See BIOL 271)

WNST 298
Special Studies
1-3 Semester Hours

WNST 299
Independent Studies
1-3 Semester Hours

WNST 301
Feminist Theories
3 Semester Hours

Focuses on the historical roots of feminist political thought in relation to other social movements. Examines the intellectual traditions within feminist theory today such as postmodernism, psychoanalysis, postcolonial theory, queer theory, and the intersectional analyses produced by women of color.

Normally offered in the Fall semester.

WNST 302
Investigating Women: Feminist Research Methods
3 Semester Hours

Examines feminist methodologies through hands-on research and considers the complex relationships between researchers and their subjects, the impact of social location on our field of vision, ethical issues in the research process, as well as research that facilitates social and gender justice.

Normally offered in the Spring semester.

WNST 303
History of Feminisms
3 Semester Hours

This course traces the development of feminist theories as structures of ideas and relates them to the historical contexts and feminist movements in which they developed.

WNST 311
Gender Communication
(See CMST 335)

WNST 331
The Image of Woman in Nineteenth-Century England
(See ENGL 342)

WNST 332 **Women's**
Twentieth-Century Writing
(See ENGL 343)

WNST 333
Literature by Women of Color
3 Semester Hours

The course explores contemporary literature by women of color in the United States and their immigrant experiences. It attends to the ways that authors imaginatively use genres to represent and challenge gender and race construction.

WNST 334
Italian Women Writers
(See ITAL 380)

WNST 335
Angels and Demons
(See MDGK 343)

WNST 341
Black Identities, Families, and Cultures
(See AFAM 301)

WNST 342
Chicanas and Other Latinas in the U.S.
(See CHST 302)

WNST 343
Hip Hop Culture
(See AFAM 397)

WNST 344
Gender and Society
(See SOCL 332)

WNST 345
Sociology of Marriage and Families
(See SOCL 361)

WNST 346
Women in the Middle East
3 Semester Hours

This course explores the themes and variations in women's lives in the Middle East. Particular attention will be paid to family structures, rural-urban, social class and ethnic differences, social and political movements, religion, work, and education.

WNST 347
Women's Movements in Latin America and the Caribbean
3 Semester Hours

Examines feminisms and women's participation in indigenous, environmental, and labor movements, Christian-based communities, peasant struggles, and new social movements concerned with race, sexuality, feminism, and human rights.

WNST 348
Men and Masculinities
(See SOCL 333)

WNST 349
Ethnicity, Race, and Gender
3 Semester Hours

This course is an exploration of the ways in which gender, race, ethnicity, and class intersect to shape individuals' life chances and experiences in the contemporary United States. The following areas will be emphasized: income and occupation, the justice system, social reputation and credibility, religion, education, and health. Treatment of these topics will be analytical and comparative, focusing on the experiences of African Americans, Latinas/os, and European-Americans.

Satisfies American Cultures core requirement.

Prerequisites: SOCL 100;WNST 100 or 101.

WNST 351
Genders and Sexualities
3 Semester Hours

This course explores the relationship between sexuality and gender as well as a diversity of sexual identities. It focuses on issues of the body, sex, nature, and power within the context of history, culture, and public policy.

WNST 361
Women in Christian History
(See THST 324)

WNST 362
Women in European History
(See HIST 335)

WNST 364
Women in Early American History
(See HIST 354)

WNST 365
Women in Modern American History
(See HIST 355)

WNST 366
The American Family
(See HIST 356)

WNST 370
Feminist Theory
(See PHIL 333)

WNST 371
Images of Women in Philosophy
(See PHIL 334)

WNST 372
Guadalupe, Queen of the Américas
(See CHST 310)

WNST 373
Women and Religion
(See THST 388)

WNST 398
Special Studies
1-3 Semester Hours

WNST 399
Independent Studies
1-3 Semester Hours

WNST 411
Women in Film
(See FTVS 473)

WNST 430
French/Francophone Women Writers
(See FREN 432)

WNST 431
Latin American Women Writers
(See SPAN 443)

WNST 434
Women in Asian Literature
(See ASPA 489)

WNST 435
Asian Women Writers
(See ASPA 490)

WNST 440
Asian Pacific American Women's Experience
(See APAM 435)

WNST 451
Women and Politics
(See POLS 438)

WNST 452
Gender in Comparative Perspective
3 Semester Hours

Within a cross-cultural and cross-societal framework, gender roles are examined in relation to a central question: Why does patriarchy exist? Case studies from the Americas, Europe, Africa, Asia, and Oceania are examined in light of theories addressing the course's central question. Work, kinship, values, religion, and politics are among the topics examined.

WNST 453
Chicana and Third World Feminisms
(See CHST 404)

WNST 454
Gender and Globalization
3 Semester Hours

Examines how gender is shaped by globalization through the feminization of labor and migration, environmental degradation, diaspora, sexuality, cultural displacement, and militarization. Explores the ways women have confronted these conditions as well as the possibilities and challenges of cross-border feminist coalitions.

WNST 461
Women and Sexuality in Classical Antiquity
(See CLCV 452)

WNST 462
Bodies and Genders in Japanese History
(See HIST 494)

WNST 490
Service Learning in Women's Studies
3 Semester Hours

Service learning in Women's Studies combines practical experience and feminist theory through the theme of women's empowerment. Students work in selected placements while reading through a sequenced bibliography. They discuss their experiences and readings in seminars and papers.

WNST 497
Senior Seminar in Women's Studies
3 Semester Hours

Designed as a last course for students obtaining the Women's Studies major or minor. Stress is on the organization and integration of knowledge gained regarding women in society. Offered only during the Spring semester.

WNST 498
Special Studies
1-3 Semester Hours

WNST 499
Independent Studies
1-3 Semester Hours

College of Business Administration

Administration

Dean: Dennis W. Draper

Associate Deans: Mahmoud M. Nourayi (Undergraduate), Rachelle Katz (Graduate), William Lindsey (Center for Executive Learning)

Directors: John Daly, S.J. (Center for Asian Business); Lawrence P. Kalbers (Center for Accounting Ethics, Governance, and the Public Interest); Fred Keisner (Center for Entrepreneurship); Thomas White (Center for Ethics and Business)

Organization

The College has four Departments, five Centers, one Program, an MBA Program, and an Executive MBA Program, each led by a Chairperson or Associate Dean. The Areas of Concentration within these units are designated by four letter codes.

Department of Accounting (ACCT)
 Department of Finance and Computer Information Systems (FNCE), (ISQM)
 Department of Management (MGMT), (ENTR), (INBA)
 Department of Marketing and Business Law (MRKT), (BLAW)
 Center for Accounting Ethics, Governance, and the Public Interest
 Center for Asian Business
 Center for Entrepreneurship (courses are offered through the Departments)
 Center for Ethics and Business (courses and activities are offered through the Departments)
 Center for Executive Learning

Graduate Degree Program

The College offers the Master of Business Administration in different formats. The traditional MBA (MBAA) addresses the educational demands of 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.

Baccalaureate Degree Program

The College offers two Baccalaureate Degrees: Bachelor of Business Administration (B.B.A.) and the Bachelor of Science in Accounting (B.S.A.).



The Vision and Mission of the College of Business Administration

The vision of the College is to be recognized as a leading College of Business Administration within a Catholic university through our commitment to learning, values, and research. The underlying theme is the development of ethical leaders for a diverse, technologically-driven, global economy. These statements confirm our commitment to the principles of continuous improvement. The primary focus is on excellence in instruction and learning.

The mission of the College is to continuously develop an environment in which all stakeholders learn and grow together and contribute to an understanding of:

- The global economy,
- The business theories and practices which explain its operations,
- The decision models and analytical frameworks for meeting ethical challenges,
- The importance and interdependence of people in the work environment,
- The technologies that stimulate change, and
- The skills and management tools needed to manage an enterprise successfully.

The mission of the **undergraduate programs** is to:

Help students of high potential experience personal growth in the acquisition of knowledge in a broad range of subjects based on the University core curriculum and an integrated business curriculum;

Help students develop technical, analytical, and interpersonal skills and personal qualities and values to realize their potential as future leaders in a global economy; and

Graduate students who are able to demonstrate a depth of understanding in their primary field of interest.

University Core Curriculum for the Baccalaureate Degree in the College of Business Administration

American Cultures

3 Semester Hours

Course Selection

First- and second-year students choose from any lower division course (100s or 200s) listed. Third- and fourth-year students choose from any upper division course (300s or 400s) listed. A single course will generally not fulfill two core requirements. The only exception is a course that satisfies another core requirement, which is also cross-listed as AMCS (please see the Associate Dean's Office for details).

College Writing

3 Semester Hours

Course Selection

ENGL 110 will fulfill the college writing requirement. ENGL 100 will not fulfill the college writing requirement but is required of certain students based on their performance in the essay written in all ENGL 110 sections during the first week of classes. A minimum grade of C (2.0) is required in ENGL 110. All students who receive a grade of C- or lower must retake ENGL 110 as soon as possible.

Choose: ENGL 110.

Communication

3 Semester Hours

Course Selection

Choose from CMST 100, 110, 130, or 140.

Critical and Creative Arts

6 Semester Hours

Course Selection

This requirement is satisfied by taking one course from Critical Arts and one course from Creative Arts.

Critical Arts:

Choose from ANIM 100; ARHS 200, 201, 202, 321, 340, 345; DANC 281, 381; FTVS 210, 314, 315; MUSC 102, 104, 303, 365; THEA 240, 245, 331, 336, 341, 346, 347, 348, 349, 430.

Creative Arts:

Choose from ANIM 120, 220; ART 150, 151, 153, 278, 280, 350; DANC 163; ENGL 205, 311 (Prerequisite 202, 312 (Prerequisite 201)); MUSC 105, 106, 107; PROD 200; SCWR 220; THEA 110, 400.

History

6 Semester Hours

Course Selection

This requirement is satisfied by taking one course from Western Civilization and one course from Contemporary Societies.

Western Civilization:

Choose from HIST 100 or 101.

Contemporary Societies:

Choose from HIST 152, 162, 172, 182, 192.

Literature

3 Semester Hours

Course Selection

Prerequisite: Successful completion of college writing requirement.

Choose from CLCV 200, 210, 220, 230; ENGL 130, 140, 150, 170; FNLT 180; THEA 240, 245, 331, 336, 341, 346, 347, 348, 349, 430.

Mathematics, Science and Technology

6 Semester Hours

Course Selection

Prerequisite: Success on the Mathematics Placement Examination or successful completion of MATH 101.

Students must complete MATH 112. MATH 101 and 111 are normally required as prerequisites but may be waived if the student has a high enough score on the Mathematics Placement Examination. All incoming College of Business Administration students must take the Mathematics Placement Examination unless they have already completed MATH 112 or its equivalent. If MATH 111 is waived, the student must complete a 3 semester hour non-business course for MATH 111.

Students must complete one 3 semester hour science and technology course. Courses ordinarily recommended to students majoring outside the Frank R. Seaver College of Science and Engineering are those numbered 260-279 in each department within the College (with the exception of computer [CMSI] and Mathematics [MATH] courses). Courses in this series are specifically designed for the non-major.

Choose from BIOL 260, 261, 262, 263, 264, 265, 271, 272, 275, 276; CHEM 260, 261, 262, 263, 264; ELEC 260, 265; MECH 260, 270, 275; NTLS 260, 270; PHYS 271, 272. Other Physical Science courses from the Frank R. Seaver College of Science and Engineering may be used to satisfy this requirement with the approval of the Associate Dean's office of the College of Business Administration.

Philosophy

6 Semester Hours

Course Selection

Lower Division:

Choose PHIL 160. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempt from the lower division requirement. The College of Business Administration requires that PHIL 160 be replaced with a 3-semester-hour non-business course.

Upper Division:

Choose one course from PHIL 320 through 330.

Social Sciences

6 Semester Hours

Course Selection

Choose ECON 120 and PSYC 100.

Theological Studies

6 Semester Hours

Course Selection

Lower Division:

Choose from the 100-level series of THST courses. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempt from the lower division requirement. The College of Business Administration requires 100-level series of THST courses be replaced with a 3-semester-hour non-business course.

Upper Division:

Choose from the 300-level series of THST courses only.

Note: International/Global Studies

The current core curriculum includes many courses dealing with international and global studies. All students are required to complete HIST 100 or 101, which deal with European culture. In addition, it is recommended that students take additional core courses that include the study of European cultures such as: ARHS 200, 201, 202; CLCV 200, 210, 220; DANC 281; FILM 314; FNLT 180; MUSC 102; THEA 240, 245, 331, 336, 341; THST 320, 322, 331.

To further augment the understanding of world cultures, it is recommended that students also choose at least one core course that includes the study of Africa, Asia, the Pacific, or Latin/Indigenous America. These core courses include: ARHS 321; DANC 381; HIST 172, 182; MUSC 303, 365; THEA 348; THST 180, 361, 382, 383, 384, 385.

All College of Business Administration students should be alert to the following policies:

Students on academic probation can enroll in a maximum of 15.0 semester hours and will need to have their Advisor Hold removed prior to registration by their academic advisors.

Certain courses must be taken in residence at LMU.

Upper division business courses may only be transferred from AACSB accredited institutions.

Transfer course approvals must be obtained from the Associate Dean's office prior to enrollment.

Credits for approved internships are not part of the three courses required for an area of emphasis, unless it is repeated three times.

A minimum of 50% of the business-related coursework must be completed at LMU.

Recommendations

Students are encouraged to enrich their program of study with selected electives from the following areas. Consult the Bulletin for specific offerings.

Computer Skills

Students are expected to become proficient in computer skills. Courses or workshops may be taken to help students develop existing skills.

Foreign Language

Students are encouraged to study foreign languages to the intermediate level. LMU offers Chinese, Filipino, French, German, Greek (Modern and Classical), Italian, Japanese, Latin, and Spanish on a regular basis.

International/Global Studies

Students are encouraged to select elective courses that deal with international and/or global issues. Consult the Bulletin listings.

Senior Exam

All senior students of the College are required to take the Senior Exam, which is offered each semester.

Study Abroad

A semester of international study abroad is also recommended. Consult the Study Abroad Office.

Total Program

The B.B.A. degree program requires a minimum of 120 semester hours, and the B.S.A. degree program requires a minimum of 126 hours, including the prescribed business administration core courses and those listed above. A minimum of 45 semester hours must be from upper division course offerings.

Students should consult the Associate Dean's office for specific policies applicable to the College of Business Administration.

All courses are 3 semester hours unless otherwise stated.

Business Administration

Curriculum

The courses within the two degree programs (Bachelor of Business Administration and Bachelor of Science in Accounting) are categorized in six groups:

	B.B.A. S.H.	B.S.A. S.H.
A. University Core Curriculum	45	45
B. Business/Econ. Core Rqrmnt	45	39
C. Math/Science Requirement	6	6
D. Business Concentration Courses and/or Accounting	9	30
E. Non-business electives	6	6
F. Free Electives	9	—
Total	120	126

The specific courses in the two curricula are as follows:

A. University Core Curriculum	
B. Business/Economics Core Requirements:	
ACCT 211	Financial Accounting
ACCT 212	Managerial Accounting
BLAW 205	Legal Environment of Business
ECON 110	Intro. Microeconomics
ECON 120	Intro. Macroeconomics
ECON 230	Introductory Statistics
FNCE 325	Financial Planning and Control
	International Business
INBA 340	Computers in Business
ISQM 275	Management Information Systems
ISQM 370	Production Operations Analysis
ISQM 377	Human Resource Management (not required for Accounting majors)
MGMT 335	Principles of Management and Organizational Behavior
MGMT 355	

MGMT 405	Business as an Institution in Society
MGMT 409	Management Policy
MRKT 365	Principles of Marketing

Accounting majors are required to take BLAW 301, Business Law Applications and Cases.

- C. Math/Science Requirement
- D. Student Academic Plan: Students will develop an Academic Plan to identify the degree sought and the majors, minors, and areas of emphasis or concentration in their degree track program of study. Students working toward the Bachelor of Business Administration (BBA) degree will select one of the following Areas of Emphasis:

Business Law
Entrepreneurship
Finance
Computer Information Systems
International Business
Management
Marketing
Travel and Tourism

For each Area of Emphasis, the student will select three Advanced Business Electives. Students will also select minors and/or other majors as well as elective courses which may be taken as part of their degree program. This program will be developed and implemented in consultation with the student's Academic Advisor.

Business Law

BLAW 301	Business Law Apps. and Cases
BLAW 404	Employment Law
BLAW 408	Real Estate Law
BLAW 412	Tax Law and Planning
BLAW 447	International Business Law
BLAW 462	Entertainment Law
BLAW 473	Marketing Law
BLAW 474	Sports Law
BLAW 491	International Law Elective

Entrepreneurship

ENTR 428	Real Estate Finance and Investment & Entrepreneurship
ENTR 431	Entrepreneurial Finance
ENTR 432	Tax Law/Planning for Small Business
ENTR 441	International Entrepreneurship
ENTR 457	Entrepreneurship
ENTR 458	Small Business Mgmt
ENTR 461	Technology Ventures
ENTR 476	Entrepreneurial and Small Business Marketing

Finance

FNCE 426	Investments
FNCE 427	Financial Policy
FNCE 428	Real Estate Fnce & Investments
FNCE 429	Capital Markets
FNCE 430	Mergers and Acquisitions
FNCE 431	Entrepreneurial Finance
FNCE 432	Tax Law/Planning for Small Business
FNCE 442	Multinationals and the Third World
FNCE 448	International Finance
FNCE 491	International Finance Elective

Computer Information Systems and Operations Management

ISQM 471	Database Mgmt Systems
ISQM 472	Object Oriented Systems Analysis and Design
ISQM 473	Data Communications and Networks
ISQM 474	Management Support Systems
ISQM 476	PC-Based Decision Support Modeling
ISQM 477	Total Quality Management
ISQM 478	Electronic Business

Additionally, the following International Business courses are cross-listed with their respective departments:

INBA 440	Intl Management (MGMT)
INBA 441	Intl Entrepreneurship (MGMT)
INBA 442	Multinationals and the Third World (FNCE)
INBA 443	International Investing (FNCE)
INBA 445	Intl Marketing (MRKT)
INBA 447	Intl Business Law (BLAW)
INBA 448	International Finance (FNCE)
INBA 451	Business Practices in a Global Context (MGMT and MRKT)
INBA 464	International Supply Chain Management (MRKT)
INBA 481	Strategic Management Seminar in Travel and Tourism
INBA 491	International Elective
INBA 496	Travel and Tourism Information Technology (1 semester hour)

Management

MGMT 101	Your Future in Business (1 semester hour)
MGMT 431	Entrepreneurial Finance
MGMT 432	Tax Law/Planning for Small Business
MGMT 435	Employee and Labor Relations
MGMT 436	Training and Development
MGMT 437	Professional Development Practicum
MGMT 438	Compensation Management
MGMT 439	Human Resources Practicum

MGMT 440	International Management
MGMT 441	International Entrepreneurship
MGMT 449	Doing Business with East Asia
MGMT 451	Business Practices in a Global Context
MGMT 456	Behavioral Science in Management
MGMT 457	Entrepreneurship
MGMT 458	Small Business Management
MGMT 459	Leadership
MGMT 460	Entertainment Management
MGMT 491	Intl Management Elective

Marketing

MRKT 445	International Marketing
MRKT 461	E-Commerce Marketing
MRKT 462	Perspectives on Consumption
MRKT 463	Entertainment Marketing
MRKT 464	Intl Supply Chain Management
MRKT 465	Mrkt Promotional Strategy
MRKT 466	Sports Marketing
MRKT 467	Marketing Research
MRKT 469	Consumer Behavior
MRKT 471	Retail Management
MRKT 472	Sales Management
MRKT 473	Marketing Law
MRKT 474	Competitive Strategy
MRKT 475	Marketing Planning
MRKT 476	Entrepreneurial and Small Business Marketing
MRKT 477	Brand Marketing
MRKT 478	Business to Business Mrkt
MRKT 491	Intl Marketing Elective

Travel and Tourism

TOUR 380	Intro to Travel and Tourism
TOUR 382	Marketing and Selling Travel and Tourism
TOUR 383	Legal Foundations of Travel and Tourism
TOUR 483	The Cruise Industry (2 semester hours)
TOUR 486	Gaming Industry Management (2 semester hours)
TOUR 498	Special Topics (1-3 semester hours)
TOUR 499	Independent Study (1-3 semester hours)

E. Non-Business Electives: Six semester hours in this category are required for either the B.B.A. Degree or the B.S.A. Degree. These may include courses from any College or School within the University except Business Administration. Courses may be selected from the entire list of University offerings, but students must be sure they have met all prerequisites in each case.

Lower division courses are acceptable for students to take in their junior or senior years, provided, however, that they complete a minimum of 45 semester hours of upper division coursework.

Agreements are in place with a number of the departments in the University under which students may take all or most of their non-business and free electives in a single area. By using a planned sequence of recommended courses and, in some cases, by taking extra courses, it is possible for a student to complete a minor area of study and, in a few cases, even a second major. It is recommended that each student consider this possibility in terms of career and personal objectives.

F. Free Electives: Students in the B.B.A. program have 9 semester hours of electives that may be taken from any College or School within the University, including Business Administration. These 9 semester hours may be used to complete a second area of emphasis.

Special Note:

The purpose of the above listing is simply to indicate the overall structure of the two programs in business. The order in which the courses must be taken is governed in all cases by the contribution of each course to the overall system. The suggested sequence of courses is shown in the following curriculum sections.

Transfer Credit

Lower division courses in business and economics that may be accepted include the equivalents of the following Loyola Marymount courses:

ACCT 211	Financial Accounting
ACCT 212	Managerial Accounting
BLAW 205	Legal Environment of Business
ECON 110	Introductory Microeconomics
ECON 120	Introductory Macroeconomics
ECON 230	Introductory Statistics
ISQM 275	Computers in Business

The following policies apply to all work transferred to the College of Business Administration at Loyola Marymount, whether from a two-year or a four-year school. The College can accept only those business and economics courses which are reasonably equivalent and at the same level of instruction as courses offered by Loyola Marymount. Thus, a course that Loyola Marymount offers at the junior level (courses numbered 300 and above) but that is taken by a transfer student at the sophomore level at a previous school cannot be accepted for credit. Such courses can be recognized only if the student takes the appropriate examinations after admission to the College (see Credit by Examination). Further, all transfer courses must be taken for a letter grade, and the student must receive a grade of C (2.0) or higher.

Upper division business courses may only be transferred from a four-year, AACSB-accredited institution.

Current LMU Students Interested in Transferring to the College of Business Administration

Students who are currently enrolled in another major at LMU, but are interested in changing their major to Business Administration are encouraged to apply during their first year at LMU but no later than their third semester. Students are asked to state their interest in Business Administration by completing MATH 112 or an equivalent course in calculus with a minimum grade of B (3.0) and ECON 110 and 120 with a minimum grade of B- (2.7). In addition, students must have a minimum cumulative GPA of 3.0. Once requirements have been met, students will be eligible to complete an application which will be evaluated by the Associate Dean's Office. Attainment of minimum requirements may not always be sufficient to secure approval of transfer request. Applications will be accepted through the end of the seventh week of school each semester. The evaluation process will take place during the following semester with students being informed once the evaluation process has been completed.

External Transfer Student Policy

Students interested in transferring to the LMU College of Business Administration from another college or university must complete a course in calculus with a minimum grade of B (3.0) and have a cumulative GPA of B (3.0).

Bachelor of Business Administration Curriculum

The following curriculum represents the order or sequence in which it is expected that students will take the various courses required for the B.B.A. degree.

Freshman Year

<i>Fall Semester</i>	
ECON 110	Introductory Microeconomics
ENGL 110	College Writing
HIST 10_	Western Traditions 100 or 101
MATH 111	Math Analysis for Business I
THST 1XX	Lower Division THST

<i>Spring Semester</i>	
ECON 120	Introductory Macroeconomics
ENGL ____	Literature (See Core Curriculum)
HIST ____	HIST 152, 162, 172, 182, or 192
MATH 112	Math Analysis for Business II
PHIL 160	Philosophy of Human Nature

Sophomore Year

<i>Fall Semester</i>	
ACCT 211	Financial Accounting
BLAW 205	Legal Environment of Business
ECON 230	Introductory Statistics
PSYC 100	General Psychology
SCTC ____	Science (See Core Curriculum)

<i>Spring Semester</i>	
ACCT 212	Managerial Accounting
CMST ____	Communications (See Core Curriculum)
ISQM 275	Computers in Business
Elect. ____	Critical Arts (See Core Curriculum)
Elect. ____	Creative Arts (See Core Curriculum)

Junior Year

<i>Fall Semester</i>	
FNCE 325	Financial Planning and Control
INBA 340	Intro to International Business
MGMT 355	Principles of Mgmt & Org. Behavior
MRKT 365	Principles of Marketing
THST 3XX	Upper Division Theology

<i>Spring Semester</i>	
AMCS ____	American Cultures (3 s.h.)
ISQM 370	Management Info Systems
ISQM 377	Prod. Operations Systems
MGMT 335	Human Resources Mgmt.
PHIL 320-330	Ethics-related Course

Senior Year

<i>Fall Semester</i>	
MGMT 405	Business as an Institution in Society
Elect. ____	Applied Concentration Course (Advanced Business Elective)
Elect. ____	Applied Concentration Course (Advanced Business Elective)
Elect. ____	Non-Business Elective (3 s.h.)
Elect. ____	Free Elective (3 s.h.)

<i>Spring Semester</i>	
MGMT 409	Management Policy
Elect. ____	Applied Concentration Course (Advanced Business Elective)
Elect. ____	Non-Business Elective (3 s.h.)
Elect. ____	Free Elective (3 s.h.)
Elect. ____	Free Elective (3 s.h.)

Business Administration Minor Requirements

The minor in Business Administration is open to non-Business majors only. (Business Administration majors must take all courses required for the minor in order to complete the Business major.) Courses required for the Business minor include ACCT 211, ECON 100 or 110, MGMT 355, and MRKT 365. Two additional courses must be taken at the upper division level (300s-400s). A minimum cumulative GPA of 2.5 must be earned in the minor area. All minor required courses must be completed in residence.

Hispanic Business Studies Minor

In recognition of the growing number of Spanish-speaking people in the United States and the world, as well as the potential business opportunities they represent, the College of Business Administration offers a minor in Hispanic Business Studies. This minor requires that three of the courses be in Spanish language and three in Hispanic culture. The courses in this minor are selected in consultation with the Associate Dean of Business Administration. This minor is available to Business Administration and Accounting majors only. A minimum cumulative GPA of 2.5 must be earned in the minor area. All minor required courses must be completed in residence.

Beta Gamma Sigma Honor Society

Beta Gamma Sigma is the honor society for students enrolled in business and management programs accredited by AACSB International—the Association to Advance Collegiate Schools of Business. Election to lifetime membership in Beta Gamma Sigma is the highest honor a business student can achieve. Juniors and seniors in the top 10% and MBA students in the top 20% of their class may be invited to membership.

Beta Gamma Sigma membership provides recognition for a lifetime. With alumni chapters in major metropolitan areas across the United States, the BGS Career Central job board and the BetaLink on-line membership community, those recognized for their academic achievements at Loyola Marymount University can continue an active relationship with Beta Gamma Sigma long after graduation. This lifelong commitment to its members' academic and professional success is defined in the Society's mission: to encourage and honor academic achievement in the study of business and personal and professional excellence in the practice of business.

Bachelor of Science in Accounting Curriculum

The first two years of the program are identical to the Bachelor of Business Administration Curriculum. All 300- and 400-level accounting courses must be taken in residence at Loyola Marymount University.

Junior Year

Fall Semester

ACCT 311	Intermediate Accounting I
ACCT 314	Accounting Info. Systems
AMCS ____	American Cultures (3 s.h.)
FNCE 325	Financial Planning and Control
MRKT 365	Principles of Marketing

Spring Semester

ACCT 312	Intermediate Accounting II
ACCT 313	Cost Accounting
ISQM 377	Prod. Operations Systems
MGMT 355	Principles of Mgmt and Org. Behavior
THST 3XX	Upper Division Theology

Senior Year

Fall Semester

ACCT 405	Accounting Ethics, Professionalism, and the Public Interest
ACCT 411	Advanced Accounting
ACCT 416	Auditing, Assurance, and Attestation
INBA 340	Intro to International Business
PHIL 320-330	Ethics-related Course

Spring Semester

ACCT 412	Income Tax Accounting
BLAW 301	Business Law Apps. and Cases
MGMT 409	Management Policy
Elect. ____	Non-Business Elective (3 s.h.)
Elect. ____	Non-Business Elective (3 s.h.)

Academic Plan

Accounting majors are encouraged, but not required, to include 150 semester hours of study in their academic planning process. The 150 semester hours of study is now required to practice public accounting in most states and for Pathway Two in the State of California. Their plan might include undertaking minors and/or an additional major or pursuing graduate studies. Students are encouraged to discuss with the Associate Dean and/or their Accounting academic advisor various possible tracks to earn the 150 semester hours.

Accounting Minor Requirements

ACCT 211, 212, and at least three of the following courses: ACCT 311, 312, 313, and 412. All upper division Accounting courses must be taken in residence. A minimum cumulative GPA of 2.5 must be earned in the minor area. All minor required courses must be completed in residence. Open to Business Administration majors only.

Accounting

Faculty

Chairperson: Mahmoud M. Nourayi
 Professors: J. Ross Bengel, Alan Cherry,
 Frank Daroca, George Dasaro, Alan Falcon,
 Lawrence Kalbers (R. Chad Dreier Chair in
 Accounting), Mahmoud M. Nourayi
 Associate Professor: Patricia Douglas
 Assistant Professor: Amy Alward
 Clinical Professor: Nancy Coster

Objectives

The Bachelor of Science in Accounting degree program is designed to prepare students for a career in public, corporate, or governmental accounting. Students will learn the basic definitions, concepts, and techniques of accounting, as well as the role accounting plays in society.

Learning Outcomes

- Students will be able to describe, apply, and evaluate financial accounting concepts and standards at a professional level
- Students will be able to use managerial accounting methods and techniques to solve both structured and unstructured, real-world business problems
- Students will be able to explain, apply, and evaluate the key provisions and exceptions in the federal tax code
- Students will be able to explain and apply an ethical conceptual framework to solve real-world ethical problems
- At least 80 percent of our graduates will be able to start graduate studies or careers in accounting at entry-level professional positions

Major Requirements

Lower Division Requirements:

ACCT 211, 212; BLAW 205; ECON 110, 120, 230; ISQM 275; MATH 111, 112.

Upper Division Requirements:

ACCT 311, 312, 313, 314, 405, 411, 412, 416; BLAW 301; FNCE 325; INBA 340; ISQM 377; MGMT 355, 409; MRKT 365.
 All upper division accounting courses must be taken in residence at LMU. A cumulative GPA of C (2.0) must be achieved in the major requirements (all business, economics, and math courses).

For purposes of meeting the requirements for the B.S.A. degree and determination of academic probation, an overall cumulative grade point average of at least a C (2.0) must be obtained in the following Accounting major courses: 311, 312, 313, 314, 405, 411, 412, and 416.

Course Descriptions

ACCT 211 Financial Accounting

3 Semester Hours

This is the first course in a two-accounting-course sequence that is required for all business majors and business minors. This course introduces the student to 1) the role of accounting in business and society, 2) the basic concepts and techniques of financial accounting, and 3) the use of financial statements for decision-making purposes. Topics covered include a summary of the accounting cycle, analyzing and recording transactions, accounting valuation and allocation practices, preparation, interpretation, and analysis of financial statements.

Prerequisite: MATH 111 or 112 or 131 with a minimum grade of C (2.0).

ACCT 212 Managerial Accounting

3 Semester Hours

This is the second in a two-semester sequence in accounting required of all business majors and is a prerequisite to all other accounting courses. Building on the basic understanding of accounting systems developed in ACCT 211, managerial accounting introduces concepts of cost behavior and analysis, as well as techniques for using operational and financial information within the business firm for decision-making, planning, and control.

Prerequisites: ACCT 211 with a minimum grade of C (2.0) and MATH 112 or 131.

ACCT 311 Intermediate Accounting I

4 Semester Hours

This course begins the in-depth study of financial accounting and reporting. Topics covered include the environment of the standard setting process for financial accounting and reporting, the conceptual framework, accounting cycle procedures, financial statement preparation and financial disclosures, basic ratio analysis, and accounting standards and procedures for cash, notes and accounts receivable, and inventories. Uses and limitations of the balance sheet and the income statement are studied. Researching accounting issues through the use of a database and accounting websites are a course requirement.

Prerequisites: ACCT 212 with a minimum grade of C (2.0) and ISQM 275.

ACCT 312 Intermediate Accounting II

4 Semester Hours

This course continues the in-depth study of financial accounting and reporting begun in ACCT 311. The conceptual and procedural aspects of some of the most complex and controversial topics in financial accounting are studied. Topics include the accounting for property, plant, and equipment, intangible assets, investments, long-term debt, derivatives, leases, deferred taxes, stock options, error correction, and the statement of cash flows. Coverage of these topics includes an historical perspective, learning the current standards under generally accepted accounting principles, awareness of the flaws and limitations in current practice, and possible future directions.

Prerequisite: ACCT 311 with a minimum grade of C (2.0).

ACCT 313 Cost Accounting

4 Semester Hours

This course continues the process of analyzing economic events within the framework of accounting information systems and the use of information in the management decision-making process. Students are expected to analyze and evaluate business operations and activities. The topics will include those of the traditional product costing methods as well as cost management topics. Advanced topics of decision making structure, together with the measurement of performance, and the new competitive environment are covered during the last part of the semester. This course draws heavily from other disciplines, especially the fields of management and economics.

Prerequisite: ACCT 212 with a minimum grade of C (2.0).

ACCT 314**Accounting Information Systems***3 Semester Hours*

This course introduces students to the fundamentals of accounting information systems including transaction processing, system documentation techniques, business processes, and internal controls. Accounting software and spreadsheets are used to illustrate these AIS fundamentals and to reinforce financial and managerial accounting concepts within the context of an accounting information system.

Accounting majors only, except by permission of instructor.

Prerequisites: ACCT 212 and ISQM 275.

ACCT 405**Accounting Ethics, Professionalism, and the Public Interest***3 Semester Hours*

Accountants and the accounting profession play an important role in society. The role is examined in this course through an in-depth study of accounting ethics, professionalism, and the public interest. Students will learn about and analyze the history of the profession; the legal and ethical responsibilities of the profession; important legislation that has impacted the profession and the practice of accounting, particularly auditing; and the current environment in which accountants and auditors work. The course also will expose students to moral reasoning and ethical decision making, and encourage students to adopt the objectivity, integrity, and ethical standards necessary to serve society as an accounting professional.

Accounting majors only, except by permission of instructor.

Prerequisite: ACCT 311.

ACCT 411**Advanced Accounting***4 Semester Hours*

This course completes the undergraduate study of financial accounting and reporting. An emphasis is placed on consolidated financial statements. Additional topics covered include foreign currency transactions, translation of the financial statements of foreign entities, governmental accounting for local and state governments, and accounting and reporting of private not-for-profit organizations.

Accounting majors only, except by permission of instructor.

Prerequisites: ACCT 312 with a minimum grade of C (2.0) and 314.

ACCT 412**Federal Income Taxation***4 Semester Hours*

A comprehensive study of federal tax laws and administration with emphasis on the taxation of individuals. In addition, application of the components of the federal income tax formulas for partnerships, corporations, and other business entities will be examined.

Accounting majors/minors only, except by permission of instructor.

Prerequisite: ACCT 311.

ACCT 416**Auditing, Assurance, and Attestation***4 Semester Hours*

The study of the methodology used by public accountants to obtain and evaluate evidence regarding assertions concerning financial statements and internal controls over financial reporting. Ethical and legal aspects of the auditing profession are examined with special reference to ramifications of the Sarbanes-Oxley Act.

Accounting majors only, except by permission of instructor.

Prerequisites: ACCT 312 with a minimum grade of C (2.0), 313, 314; ECON 230 or MATH 104.

ACCT 418**Fraud Examination***3 Semester Hours*

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: ACCT 311.

Finance, Computer Information Systems and Operations Management

Faculty

Chairperson: Richard J. Perle

Professors: Dolphy Abraham,

Benjamin Bobo, Dennis T. Draper,

Kweku Ewusi-Mensah, Rachele Katz,

Christopher A. Manning, Richard J. Perle,

Kala Chand Seal, Zbigniew H. Przasnyski

Associate Professors: Allen Gray,

Charles J. Higgins, Chun I. Lee, Linda A. Leon,

Robbie Nakatsu

Assistant Professors: Susan Elkinawy,

David Offenberg, Ying Sai

Clinical Professor: Donald M. DePamphilis

Objectives

The Bachelor of Business Administration degree with an emphasis on finance prepares students for careers in the private and public sectors. Students develop skills in the application of concepts and techniques essential to financial planning, investments, and corporate planning.

The computer information systems and operations management emphasis involves the application of computers to meet the information needs of organizations. It prepares students to use modern information technology to solve business problems at the operational, technical, and strategic levels.

Learning Outcomes

The Department consists of three distinct academic areas (programs) as listed above in the Department name. Learning outcomes are specified for each area as follows:

Finance—the student should be able to understand:

- Fundamental finance concepts, techniques, and practices essential for financial management and business decision-making
- How to apply finance concepts and techniques in the assessment of firm performance

- How to use a financial calculator
- How to value a stream of cash flows
- The relationship between risk and return and the benefits of diversification
- How to estimate a cost of capital for budgeting decisions
- How to identify the importance of a firm's capital structure
- The factors that determine a firm's dividend policy
- How to analyze methods of working capital management

Computer Information Systems—the student should be able to understand:

- The role of technology in the workplace
- Core technologies that affect the operation and management of a business
- Key hardware and software terminology
- How the Internet works
- How a computer could be attacked and what safeguards are available for protection
- Ethical issues concerning the use of computers and networks
- How to construct usable spreadsheets, databases, and presentations for business functions
- How information systems are planned, developed, implemented, and managed in organizations
- How to use information for problem-solving
- Emerging trends in information technology
- How organizations use information technology to become more competitive
- The relationship between business strategy and information technology

Operations Management—the student should be able to understand:

- The principles of production and operations management
- Strategies for solving problems encountered in the production of goods and services
- The process of model-building
- And use quantitative decision-making techniques and methodologies to analyze and solve operational problems and critically assess the strengths and weaknesses of those techniques and methodologies including linear programming, forecasting, process and layout strategy, location analysis, aggregate planning, simulation, and inventory management
- How to use computer software to solve operational problems

Course Descriptions

Finance

FNCE 325

Financial Planning and Control

3 Semester Hours

Topics include structure and financial problems of business enterprises; methods and instruments available for promoting, financing, recapitalizing, and reorganizing business enterprises; and social control of security issues and exchanges. In addition, time value of money, risk and return trade-offs, security valuation, and working capital management will be studied.

Prerequisites: ACCT 212; ECON 110 and 120; ECON 230 or MATH 104; MATH 112 or 131, all with a grade of C (2.0) or higher.

FNCE 381

Internship

1 Semester Hour

The objective of this one-semester-hour course is to help the student achieve a worthwhile learning experience that is relevant to the program of study in the student's major or area of emphasis. The internship, conducted with an off-campus organization, will help the student gain insights relative to his/her strengths and weaknesses in the job environment.

May be repeated for degree credit.

FNCE 412

Income Tax Accounting

3 Semester Hours

A practical guide for the professional manager and the entrepreneur to help them understand federal tax laws with emphasis on tax considerations in entrepreneurial and strategic planning.

FNCE 426

Investments

3 Semester Hours

Topics to be discussed include sources of, and demand for, investment capital; determination of investment policy and current procedures for the analysis of securities will be covered. Financial instruments examined include futures contracts, options, and convertibles.

Prerequisite: FNCE 325.

FNCE 427
Financial Policy
3 Semester Hours

Use of cases to analyze problems and policies of business as well as investment issues related to discounted cash flow, securities valuation, cost of capital, capital budgeting, and mergers and acquisitions will be examined. Focus also includes capital structure policy, dividend policy, and working capital management.

Prerequisite: FNCE 325.

FNCE 428
Real Estate Finance and Investment and Entrepreneurship
3 Semester Hours

Financial modeling and analysis of real estate investment opportunities to include financing strategy, risk analysis, taxation, market area supply and demand analysis by property type, as well as evaluating alternative financing instruments in both primary and secondary markets.

Prerequisite: FNCE 325.

FNCE 429
Capital Markets
3 Semester Hours

This course examines the development, regulation, and management of each of the financial institutions and markets. The activities of these institutions and government and individuals in the markets are then studied.

Prerequisite: FNCE 325.

FNCE 430
Mergers and Acquisitions
3 Semester Hours

This course focuses on how value is created (or destroyed) as a result of mergers, acquisitions, divestitures, joint ventures, and spin-offs. Students will learn how to develop acquisition plans, value firms, build financial models, structure deals, and implement common takeover tactics and defenses.

Prerequisite: FNCE 325.

FNCE 431
Entrepreneurial Finance
(See ENTR 431)

FNCE 432
Tax Law and Planning
(See ENTR 432)

FNCE 442
Multinationals and the Third World
3 Semester Hours

This course examines business activity by multinational corporations in Third World countries. It focuses on conventional theory of multinational enterprises, financing decisions, technology transfer, institutional arrangements, entry strategy and options, host country bargaining power, settlement of investment disputes, workplace protection and safety ethics, and case studies of Third World countries.

Prerequisites: FNCE 325 and INBA 340.

FNCE 448
International Finance
3 Semester Hours

Theories of international trade will be introduced, as well as international business finance and its environment. Additional topics to be examined include: risk and the foreign investment decision and institutions and instruments of international finance.

Prerequisite: FNCE 325.

FNCE 498
Special Studies
1-3 Semester Hours

FNCE 499
Independent Studies
1-3 Semester Hours

Requires approval of the Associate Dean.

Computer Information Systems and Operations Management

ISQM 275
Computers in Business
3 Semester Hours

An introduction to computers and related technologies, including basic computer concepts and terminology and hands-on experience in use of spreadsheets, programming language, and database applications. In addition, an introduction to the role of IS in business organizations will be discussed.

Prerequisite: MATH 111 or 112 or 131 with a grade of C (2.0) or higher.

ISQM 370
Management Information Systems
3 Semester Hours

This course stresses the role of managers in the analysis, design, development, implementation, maintenance, and control of information systems as shared corporate resources. This course also stresses the critical role of IS in business organizations.

Accounting majors should substitute ACCT 314.

Prerequisite: ISQM 275 with a grade of C (2.0) or higher.

ISQM 377
Production Operations Analysis
3 Semester Hours

This course will introduce students to decision making; forecasting, capacity, layout, aggregate, and material planning; inventory; scheduling; simulation and quality assurance; with computer applications.

Prerequisites: ECON 110; ECON 230 or MATH 104; ISQM 275; MATH 112 or 131, all with a grade of C (2.0) or higher.

ISQM 381
Internship
1 Semester Hour

The objective of this one-semester-hour course is to help the student achieve a worthwhile learning experience that is relevant to the program of study in the student's major or area of emphasis. The internship, conducted with an off-campus organization, will help the student gain insights relative to his/her strengths and weaknesses in the job environment.

May be repeated for degree credit.

ISQM 471**Database Management Systems***3 Semester Hours*

This course provides an introduction to the concepts of database systems. Topics to be covered include technical and managerial issues involved in the analysis and design of databases. The ER model and logical data models such as the relational, network, and hierarchical are discussed. Concepts of object-oriented and distributed databases are also discussed.

Prerequisite: ACCT 314 or ISQM 370 or consent of instructor.

ISQM 472**Object Oriented Systems Analysis and Design***3 Semester Hours*

A rigorous approach to information analysis essential to information systems design. Emphasizes the formalization of the information systems design process and explores relevant state-of-the-art techniques.

Prerequisite: ACCT 314 or ISQM 370 or consent of instructor.

ISQM 473**Data Communications and Networks***3 Semester Hours*

An introduction to the use of data communications and other automation systems in the business environment, including the study of local and wide area networks, voice and electronic mail, video conferencing, and other automation tools in support of management.

Prerequisite: ACCT 314 or ISQM 370 or consent of instructor.

ISQM 474**Management Support Systems***3 Semester Hours*

Examines the concepts and techniques associated with decision support systems, executive information systems, and expert systems. The course focuses on the specification, design, and implementation of DSS, EIS, and ES in organizations for solving real-world business problems.

Prerequisite: ACCT 314 or ISQM 370 or consent of instructor.

ISQM 476**Financial Modeling for Decision Support***3 Semester Hours*

This course introduces spreadsheet modeling skills and advanced quantitative analysis tools to support financial decision-making. Hands-on experience in the development of spreadsheet forecasting, simulation and optimization models for applications in valuation, cash budgeting, financial planning and portfolio management will be provided.

Prerequisites: FNCE 325 and ISQM 377.

ISQM 477**Total Quality Management***3 Semester Hours*

Reviews the contributions of notable professionals in the TQM movement: Deming, Juran, Crosby and Taguchi. Tools for planning and improving quality are examined and demonstrated. Finally, TQM procedures such as SPC and D of E are studied. Software packages are employed. Relevant statistical methods will be reviewed.

Prerequisite: ISQM 377 or consent of instructor.

ISQM 478**Electronic Business***3 Semester Hours*

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

Prerequisite: ACCT 314 or ISQM 370.

ISQM 498**Special Studies***1-3 Semester Hours*

ISQM 499**Independent Studies***1-3 Semester Hours*

Requires approval of the Associate Dean.

Management, Entrepreneurship, and International Business

Faculty

Chairperson: Edmund Gray

Professors: Jeffrey Gale, Edmund Gray,

George Hess, Fred Kiesner, David Mathison,
Yongsun Paik, Peter Ring, Charles Vance,
Thomas White, John T. Wholihan,
Anatoly Zhuplev

Associate Professors: Ellen Ensher,

Cathleen McGrath

Assistant Professors: Dong Chen, David Choi,

Elissa Grossman, Patricia Garcia Martinez

Objectives

Management is planning, organizing, leading, and controlling the activities necessary to successfully run an organization. In studying management, the student will focus on the practical skills, ethical issues, and management theory necessary to succeed in our diverse global economy. The Department offers, essentially, two types of courses: general knowledge courses and specialized courses. General knowledge courses are required of all business majors. Specialized elective courses are chosen by majors and minors who wish to gain specialized instruction in specific areas of management.

Learning Outcomes

- Students will understand and be able to explain and evaluate the critical role and functions of management in organizations and apply the principal concepts and models in the field of management within an organization
- Students will understand and be able to describe and explain how the human resources function in an organization contributes to overall productivity through its component activities and its interactions with managers throughout the organization
- Students will understand be able to apply concepts of career planning and management both generally and to their own career

- Students will understand and be able to explain the role of business in a global society with multiple stakeholders and apply the concepts of corporate social responsibility and business ethics to individual and corporate business behavior
- Students will understand and be to analyze major trends and issues in international business and the global economy, including global differences and how they affect international businesses and the dynamics of the global monetary system and its implications and their management
- Students will be able to engage in “strategic thinking” for firms in both domestic and foreign settings through integrating knowledge from specific functional disciplines and applying strategy models to analyze a firm’s competitive situation and resources, develop and articulate corporate and business strategies, and formulate organization plans to implement them
- Students who choose to pursue more in-depth study will understand and apply advanced concepts in human resources management, general management, international business, and/or entrepreneurship to business situations

Course Descriptions

Management

MGMT 101

Your Future in Business

1 Semester Hour

Examines the major business disciplines and exciting career opportunities in today’s organizations—large and small, profit and non-profit, domestic and global. This course also provides a valuable introduction to important skills and campus resources that contribute to success, both now and in the future.

Open to all majors.

MGMT 335

Human Resource Management

3 Semester Hours

Examines critical issues and concepts for managing human resources in organizations, including planning, staffing, training, performance evaluation, compensation, discipline, labor relations, and employment law. Special attention is paid to career development.

MGMT 355

Principles of Management and Organizational Behavior

3 Semester Hours

Provides a foundation of important concepts and principles for managing organizations effectively by understanding how groups and individuals function within organizations. The critical functions of planning, organizing, directing, and controlling and basic concepts of organizational behavior will also be examined.

MGMT 381

Internship

1 Semester Hour

The objective of this one-semester-hour course is to help students achieve a worthwhile learning experience relevant to their major program of study or area of emphasis. The internship, conducted with an off-campus organization, will help the student gain insights relative to his/her strengths and weaknesses in the job environment.

May be repeated for degree credit.

MGMT 405

Business as an Institution in Society

3 Semester Hours

A practical course that focuses on the social, economic, and political implications of modern business in society. Social responsibilities and ethical problems faced by practicing managers are stressed.

Must be taken in residence at LMU.

MGMT 409
Management Policy

3 Semester Hours

An integrating course dealing with the problems of general management, using cases, simulations, and field study for analysis and decision-making practice. Issues related to business and corporate-level strategies will be stressed.

Must be taken in residence at LMU with senior standing. Business Administration and Accounting majors only.

Prerequisites: FNCE 325, ISQM 377, MGMT 355, MRKT 365.

MGMT 431
Entrepreneurial Finance

(See ENTR 431)

MGMT 432
Tax Law/Planning for Small Business

(See ENTR 432)

MGMT 435
Employee and Labor Relations

3 Semester Hours

Focuses on developing students' knowledge and skills in key areas such as managing employee performance, analyzing real-world cases, and balancing competing interests within union and non-union environments. Students will learn to write performance appraisals, lead a coaching and counseling discussion, practice collective bargaining negotiation techniques, and design an employee relations simulation.

Prerequisite: MGMT 335.

MGMT 436
Training and Development

3 Semester Hours

Important concepts and skills for developing human performance in organizations through training needs assessment, design and development, and evaluation. Stresses current methods and approaches for effective employee training and management development.

Prerequisite: MGMT 335.

MGMT 437
Professional Development Practicum

3 Semester Hours

An individual-directed course combining 100 hours of relevant work experience with career development tests, models, and exercises. Each student develops an experience-based career development plan.

MGMT 438
Managing Compensation and Rewards

3 Semester Hours

This course examines various theories, strategies, and practices of employee compensation. A central focus throughout this course is on what forms or types of compensation practices and incentives motivate and stimulate employee performance and commitment in the workplace. This course will help students understand the complexities of compensation practices as future HR professionals, managers, or employees.

Prerequisite: MGMT 335.

MGMT 439
Human Resource Management Practicum

3 Semester Hours

This course helps facilitate students' entry into a career in human resources. Students complete a consulting project, a career action plan, as well as several research papers, all designed to broaden students' understanding of the HR profession. Pedagogical methods include case studies, site visits, guest speakers, and applied learning exercises.

MGMT 440
International Management

3 Semester Hours

This course examines various managerial issues facing multinational companies operating in international business environments. Building upon the comprehensive understanding of the global economy, students will study various factors that affect the success of global business. These include the extent of globalization strategy, organization structure, mode of entry and control, managing government intervention, human resource management practices, ethics, and social responsibility.

Prerequisites: INBA 340 and MGMT 355.

MGMT 441
International Entrepreneurship

(See ENTR 441)

MGMT 449
Doing Business with East Asia

3 Semester Hours

This course introduces students to the vital business environments of East Asia. Students study the political, economic, and socio-cultural influences on business and the historical background of the region.

Prerequisite: INBA 340.

MGMT 451
Business Practices in a Global Context

3 Semester Hours

This course, through an extensive program of speakers and site visits in a foreign setting, provides a broad exposure to several important environments affecting international business markets and practices, including technical, political, social, and economic environments.

Taught on site as part of the Study Abroad Programs.

MGMT 456
Behavioral Science in Management

3 Semester Hours

In-depth study of the application of concepts in leadership, motivation, and decision-making and how these are applied to problems faced by managers.

Prerequisite: MGMT 355.

MGMT 457
Entrepreneurship

(See ENTR 457)

MGMT 458
Small Business Management

(See ENTR 458)

MGMT 459
Leadership

3 Semester Hours

Focuses on the role of leadership and leaders in organizations. Principal topics include sources and uses of power, leadership traits, leadership styles and behaviors, contingency theories, charisma, transformational leadership, team leadership, strategic leadership, and the development of leaders. Lectures, discussions, case studies, videos, experimental exercises, and field research.

Prerequisite: MGMT 355.

MGMT 460
Entertainment Management

3 Semester Hours

Focuses on industry organizational models to describe structures and functions of executives and managers within their organizations as this industry consolidates and is impacted by technology.

MGMT 498
Special Studies
1-3 Semester Hours

MGMT 499
Independent Studies
1-3 Semester Hours

Requires approval of the Associate Dean.

Entrepreneurship

ENTR 381
Internship
1 Semester Hour

The objective of this one-semester-hour course is to help the student achieve a worthwhile learning experience relevant to their major program of study or area of emphasis. The internship, conducted with an off-campus organization, will help the student gain insights relative to his/her strengths and weaknesses in the job environment.

May be repeated for degree credit.

ENTR 428
Real Estate Finance and Investment and Entrepreneurship
3 Semester Hours

Financial modeling and analysis of real estate investment opportunities to include financing strategy, risk analysis, taxation, market area supply and demand analysis by property type, as well as evaluating alternative financing instruments in both primary and secondary markets.

ENTR 431
Entrepreneurial Finance
3 Semester Hours

In this course, students are introduced to the financial aspects of small businesses and entrepreneurial ventures. The key topics include evaluating new business ideas and ventures, reading and understanding financial statements of rapidly growing companies, and developing financing strategies. We also discuss various debt and equity alternatives of financing, the different valuation techniques, and key tactics and approaches to negotiating term sheets.

ENTR 432
Tax Law/Planning for Small Business
3 Semester Hours

A practical guide for the professional manager and the entrepreneur to help them understand federal tax laws with emphasis on tax considerations in entrepreneurial and strategic planning.

ENTR 441
International Entrepreneurship
3 Semester Hours

Focuses on developing knowledge and skills in three key components of international entrepreneurship: initiating entrepreneurial ventures, managing international business transactions, and dealing with multicultural business environments. Includes a feasibility study of an international small business venture start up, case study, and experiential learning.

Prerequisites: INBA 340 and MGMT 355.

ENTR 457
Entrepreneurship
3 Semester Hours

Provides an overall understanding of entrepreneurship and small business management. Emphasis placed on the development of a business plan and application of the proper methods, techniques, and skills needed for developing a new venture.

Prerequisites: MGMT 355 and MRKT 365.

ENTR 458
Small Business Management
3 Semester Hours

An integrative course combining skills in all business disciplines. The focus is on the identification and analysis of operating problems confronting the small business manager.

Prerequisites: MGMT 355 and MRKT 365.

ENTR 461
Technology Ventures
3 Semester Hours

Explores emerging trends and opportunities arising from innovations in science and technology and examines strategies that ventures utilize to exploit them.

Prerequisite: MGMT 355.

ENTR 476
Entrepreneurial and Small Business Marketing
3 Semester Hours

Whereas traditional marketing courses often assume that marketers are operating in a predictable environment with generous budgets, this course examines shoestring methods to be used under conditions of considerable uncertainty.

Prerequisite: MRKT 365.

ENTR 498
Special Studies
1-3 Semester Hours

ENTR 499
Independent Studies
1-3 Semester Hours

Requires approval of the Associate Dean.

International Business Studies

INBA 340
Introduction to International Business
3 Semester Hours

This course introduces students to the international business environments: political, economic, financial, and socio-cultural. As the global economy becomes closely integrated, the need for understanding its driving forces as well as its impacts on the domestic economy becomes critical. To help students prepare for this challenge, areas such as international trade and investment policies, cross-cultural differences, foreign exchange market, and business strategies in manufacturing, marketing, and human resources will be examined.

INBA 381
Internship
1 Semester Hour

The objective of this one-semester-hour course is to help the student achieve a worthwhile learning experience which is relevant to the program of study in the student's major or area of emphasis. The internship, conducted with an off-campus operating organization, will help the student gain insights relative to his/her strengths and weaknesses in the job environment.

May be repeated for degree credit.

INBA 440
International Management
3 Semester Hours

This course examines various managerial issues facing multinational companies operating in international business environments. Building upon the comprehensive understanding of the global economy, students will study various factors that affect the success of global business. These include the extent of globalization strategy, organization structure, mode of entry and control, managing government intervention, human resource management practices, ethics, and social responsibility.

Prerequisites: INBA 340 and MGMT 355.

INBA 441
International Entrepreneurship
(See MGMT 441)

INBA 442
Multinationals and the Third World
(See FNCE 442)

INBA 443
International Investments
(See FNCE 443)

INBA 445
International Marketing
(See MRKT 445)

INBA 447
International Business Law
(See BLAW 447)

INBA 448
International Finance
(See FNCE 448)

INBA 451
Business Practices in a Global Context
(See MGMT 451)

INBA 464
International Supply Chain Management
(See MRKT 464)

INBA 481
Strategic Management Seminar in Travel and Tourism
(See TOUR 481)

INBA 491
International Elective
3 Semester Hours

INBA 496
Travel and Tourism Information
(See TOUR 496)

INBA 498
Special Studies
1-3 Semester Hours

INBA 499
Independent Studies
1-3 Semester Hours

Requires approval of the Associate Dean.

Marketing and Business Law

Faculty

Chairperson: Arthur Gross-Schaefer
 Professors: Arthur Gross-Schaefer,
 Gary P. Sibeck, Robert D. Winsor
 Associate Professors: Renee Florsheim,
 Alan K. Hogenauer, Mark Leach, Annie Lui,
 Ralph L. Quiñones
 Assistant Professors: Mark Bandsuch, S.J.,
 Velitchka D. Kaltcheva, Anthony D. Patino

Objectives

Marketing focuses on activities that facilitate exchange between individuals and organizations. It prepares students for careers in marketing research, sales and sales management, marketing management, retailing, and advertising—all of which can serve as good career paths leading to top-level positions in general management in all types of organizations and industries.

Business Law courses introduce students to the legal environment of business. A focus in Business Law will prepare students for the fundamental legal challenges that affect all aspects of business including: Marketing, Management, Human Resources Management, Accounting, International Business, and Entrepreneurship and will prepare them for careers in highly-regulated industries, contract-based positions (e.g., insurance), or those in which intellectual property considerations play a strong role (e.g., entertainment).

Learning Outcomes

Marketing:

- To provide students with a broad-based understanding of the role of marketing in business and non-business situations
- To provide students with the ability to understand the elements of the marketing mix and how these elements can be integrated to achieve organizational objectives
- To develop the skills to analyze market opportunities including the ability to identify various internal and external forces which impact the marketing process within an organization, customer analysis, competitive analysis, and industry analysis
- To explain the relationship of marketing to other business and related disciplines (economics, psychology, etc.)

- To expose students to a wide range of global issues relevant to marketing
- To assist students in recognizing some of the potential ethical dilemmas inherent in marketing activities and to provide a forum for discussion
- To develop verbal and communication skills
- To provide students with marketing electives covering topics such as consumer behavior, market research, brand management, international marketing, promotion management, sales, business to business marketing, perspectives on consumption, pricing, services marketing, marketing law, sports marketing, and global marketing strategy

Business Law:

- To familiarize students with legal language and concepts
- To increase students' understanding of the legal system and how it functions
- To develop students' appreciation of the legal environment in which businesses must operate
- To expose students to legal reasoning and develop their ability to apply legal concepts
- To encourage students to do critical thinking
- To expose students to ethical considerations when making business decisions
- To provide students in elective courses exposure with legal issues in employment situations, marketing, entertainment, sports, tax, and international business

Course Descriptions

Marketing

MRKT 365

Principles of Marketing

3 Semester Hours

This course will introduce the role of marketing management in a market economy as well as in the modern organization. Students will be exposed to consumer-oriented managerial decisions regarding product planning, pricing structures, distribution channels, and promotional methods for a variety of products and services and in a range of organizational settings.

Prerequisite: ECON 100 or 110.

MRKT 381

Internship

1 Semester Hour

The objective of this one-semester-hour course is to help the student achieve a worthwhile employment experience as part of an overall program of study in Marketing. The internship, conducted with an off-campus organization and coordinated by a department faculty member, will develop marketing skills, assist the student in tying coursework to the workplace experience, and allow the student to realize and understand better what it is that (s)he is looking for in a career.

May be repeated for degree credit.

MRKT 382

Marketing and Selling Travel and Tourism

3 Semester Hours

Provides an in-depth examination of travel and tourism marketing from both the supplier and destination perspectives. Case studies are extensively utilized to discuss product development, pricing management, sales strategies, service practices, promotion methods, and distribution channels, both personal and electronic.

Prerequisite: MRKT 365.

MRKT 445

International Marketing

3 Semester Hours

This course will examine marketing principles and planning factors and techniques applied in a global environment. Students will develop an appreciation for the external forces which shape the international marketer's decisions and will learn about strategies used by international firms as they successfully enter and adapt to new cultures and nations.

Prerequisite: MRKT 365.

MRKT 461
E-Commerce Marketing

3 Semester Hours

This course introduces the student to e-Marketing, which refers to the use of the Internet and related technologies to adapt traditional marketing activities to suit the creation, offer, and exchange of products and services online. The focus will be on the use of emerging technologies and related ideas to enhance marketing outcomes.

Prerequisite: MRKT 365.

MRKT 462
Perspectives on Consumption

3 Semester Hours

This course examines the roles individuals play in society and the economy through the acts of shopping, consuming, discussing, displaying, and disposing of goods and services. In addition, the processes by which organizations conceptualize, reinforce, and exploit these roles in the marketing of goods and services will be examined.

Prerequisite: MRKT 365.

MRKT 463
Entertainment Marketing

3 Semester Hours

Marketing is an essential element in the commercial success of entertainment products in the world today. Los Angeles is the center of the world's entertainment industry. This course looks at product development, market research, distribution, and promotional methods used in the marketing of films, music, television, and new media products.

Prerequisite: MRKT 365.

MRKT 464
International Supply Chain Management

3 Semester Hours

A look at the front-end functions of marketing planning, logistical planning, business relationships, networking, and the marketing benefits of business collaboration inherent in the dynamic channels of distribution used in a global business environment. Note that this is the same course previously named "International Logistics."

Prerequisite: MRKT 365.

MRKT 465
Marketing Promotional Strategy

3 Semester Hours

The new term, Integrated Marketing Communications (IMC), is a recognition of the need for firms to coordinate their various promotional activities and expenditures. This course will cover advertising, public relations, sales promotions, and direct marketing techniques, and will allow students to develop overall promotional programs using elements of each of these vehicles as appropriate.

Prerequisite: MRKT 365.

MRKT 466
Sports Marketing

3 Semester Hours

A thorough examination of the expanding field of sports marketing, including team, event, personality, and facility marketing, sponsorship, and merchandising. Some prior familiarity with sport is highly recommended.

Prerequisite: MRKT 365.

MRKT 467
Marketing Research

3 Semester Hours

The application of both qualitative and quantitative research methodology to the solution of marketing questions. Students will study the role of marketing research and will be involved in the design, execution, analysis, and implementation of a complete research project.

Prerequisite: MRKT 365.

MRKT 469
Consumer Behavior

3 Semester Hours

This course is designed to refocus the student on the consumer as the object of marketing programs. Social science concepts (from psychology, sociology, anthropology, and economics) are used to examine influences on consumer behavior, as well as to study the consumer decision process itself. Emphasis will be put on how marketers use this knowledge to develop their overall strategies.

Prerequisite: MRKT 365.

MRKT 471
Retail Management

3 Semester Hours

This course examines various aspects of retailing. The focus is on analyzing situations faced by a variety of managers in the effective distribution of goods and services.

Prerequisite: MRKT 365.

MRKT 472
Sales Management

3 Semester Hours

An examination of the sales function, encompassing both personal selling and sales management principles. This course emphasizes development of professional sales techniques as well as creation of sales objectives and strategies, selection, training, compensation and motivation of the sales force, and the use of technology in the contemporary sales function.

Prerequisite: MRKT 365.

MRKT 473
Marketing Law

3 Semester Hours

Focuses on the various legal constraints, problems, and ramifications which should be recognized and addressed by marketers during decision-making processes. This will explore the legal interaction of the marketer and the customer in the development of product, promotion, pricing, and distribution plans.

Prerequisites: BLAW 205 and MRKT 365.

MRKT 474
Competitive Strategy

3 Semester Hours

This course provides an in-depth analysis of competition and competitive strategy from both theoretical and applied perspectives. Competitive models, strategic metaphors, game-theory, product positioning, and competitive pricing strategy are explored in detail.

Prerequisite: MRKT 365.

MRKT 475
Marketing Planning

3 Semester Hours

Even the most experienced marketer would run into difficulties without a plan. A comprehensive marketing plan is essential for obtaining funding of an enterprise as well as for coordinating marketing efforts for that organization. This course encompasses a study of all of the elements of a successful marketing plan and entails the development of a finished plan by the students.

Prerequisite: MRKT 365.

MRKT 476**Entrepreneurial and Small Business Marketing***3 Semester Hours*

Whereas traditional marketing courses often assume that marketers are operating in a predictable environment with generous budgets, this course examines shoe-stringing methods to be used under conditions of considerable uncertainty.

Prerequisite: MRKT 365.

MRKT 477**Brand Management***3 Semester Hours*

The objective of this course is to learn the decision-making processes used by product or brand managers with primary responsibility for the market success of the company's products and services, including environmental scanning and coordination of marketing activities for the firm's offerings.

Prerequisite: MRKT 365.

MRKT 478**Business to Business Marketing***3 Semester Hours*

The purpose of this course is to introduce students to business-to-business marketing by identifying the distinctive characteristics of the business market, exploring the way in which organizations make buying decisions, and isolating the requirements for marketing strategy success. The course also provides a vehicle for profiling leading business marketing firms and their marketing practices.

MRKT 498**Special Studies***1-3 Semester Hours***MRKT 499****Independent Studies***1-3 Semester Hours*

Requires approval of the Associate Dean.

Business Law**BLAW 205****Legal Environment of Business***3 Semester Hours*

The nature, formation, and application of the law; law and the business environment; law and society; the social significance of law; the judicial system. This core requirement of Business Administration majors will give students a solid introduction to the legal aspects of a business relationship.

BLAW 301**Business Law Applications and Cases***3 Semester Hours*

The course offers a detailed study of the nature of contracts and their applications in business organizations, personal property, real property, and commercial transactions. A focus will be placed on interpreting the law through existing case studies.

Prerequisite: BLAW 205.

BLAW 381**Internship***1 Semester Hour*

The objective of this one-semester-hour course is to help the student achieve a worthwhile learning experience that is relevant to the program of study in the student's major or area of emphasis. The internship, conducted with an off-campus organization, will help the student gain insights relative to his/her strengths and weaknesses in the job environment.

May be repeated for degree credit.

BLAW 383**Legal Foundations of Travel and Tourism***(See TOUR 383)***BLAW 404****Employment Law***3 Semester Hours*

A survey course on general employment law concepts, this study will take a management perspective in understanding the legal interaction of the employer and the employee in the work environment. A focus will be placed on the evolution of employment law and current interpretations by related employment protection agencies.

Prerequisite: BLAW 205.

BLAW 408**Real Estate Law***3 Semester Hours*

A study of the legal aspects involved in real estate ventures. Will explore the nature of property and land transactions, management based on current law code, and existing case law. This course provides an excellent legal foundation for students with an interest in future property ownership.

Prerequisite: BLAW 205.

BLAW 412**Tax Law and Planning***3 Semester Hours*

A detailed study of the laws involved with business taxation. From a management perspective, this class will focus on understanding legal interpretations of tax code and how managers apply these legal factors when planning and forecasting business development.

Prerequisite: BLAW 205.

BLAW 447**International Business Law***3 Semester Hours*

This course provides an excellent legal foundation for the international operation of businesses. Students will address balancing the legal interests of domestic and international parties and will explore the applicable legal guidelines and case history.

Prerequisite: BLAW 205.

BLAW 462**Entertainment Law***3 Semester Hours*

Law as it applies to the entertainment (motion picture, sound, television) industry, with particular focus on contracts and agency.

Prerequisite: BLAW 205.

BLAW 473**Marketing Law***3 Semester Hours*

This course focuses on the various legal constraints, problems, and ramifications that should be recognized and addressed by marketers during decision-making processes. This will explore the legal interaction of the marketer and the customer in the development of product, promotion, pricing, and distribution plans.

Prerequisites: BLAW 205 and MRKT 365.

BLAW 474
Sports Law

3 Semester Hours

A practical course that focuses on the nature, formation, and application of the law in relation to sports as a business and social entity. This upper division elective will give students a solid introduction into the legal aspects of the business of sports, including contracts, torts, antitrust, agency, property, crimes, and labor law. The course examines current statutory and case law in order to help students develop managerial and decision-making skills in the areas of business, sports, and law.

Junior standing required.

Prerequisite: BLAW 205.

BLAW 498
Special Studies

1-3 Semester Hours

BLAW 499
Independent Studies

1-3 Semester Hours

Requires approval of the Associate Dean.

Travel and Tourism

TOUR 382
Marketing and Selling Travel and Tourism

3 Semester Hours

Provides an in-depth examination of travel and tourism marketing from both the supplier and destination perspectives. Case studies are extensively utilized to discuss product development, pricing management, sales strategies, service practices, promotion methods, and distribution channels, both personal and electronic.

Prerequisite: MRKT 365.

TOUR 383
Legal Foundations of Travel and Tourism

3 Semester Hours

Encompasses a comprehensive review of legal and regulatory issues in travel and tourism, including government regulation, the deregulation trend, unilateral/bilateral/multilateral agreements, and the legal liability of suppliers and intermediaries.

Prerequisite: BLAW 205.

TOUR 483
The Cruise Industry

2 Semester Hours

Examines the cruise industry in greater detail, using case studies in the Caribbean, Mediterranean, Alaska, Panama Canal, and elsewhere.

The class may participate in an optional cruise during the course.

TOUR 486
Gaming Industry Management

2 Semester Hours

Examines the gaming industry worldwide, with focus on both established (Las Vegas, Monte Carlo, etc.) and emerging (Native American reservations, riverboats, etc.) destinations.

TOUR 498
Special Studies

1-3 Semester Hours

TOUR 499
Independent Studies

1-3 Semester Hours

Requires approval of the Associate Dean.

Master of Business Administration

Associate Dean and Director of the MBA Program: Rachelle Katz

Additional Faculty

Adjunct Professor: Darryl Graver
 Clinical Professor: Steven M. Mintz
 Executive-in-Residence: Richard Stafford

Contact Information

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

Telephone: (310) 338-1848

Fax: (310) 338-2899

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 Program (MBA) addresses the educational demands of fully-employed persons who recognize the need to continue to build their careers, although full-time enrollment is an option. The Executive MBA (EMBA) is for the experienced business leader who aspires to executive level responsibility.

Mission Statement

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

To accomplish its mission, the MBA Program utilizes faculty who regularly extend the boundaries of their discipline and simultaneously demonstrate in the classroom their ability to translate theory into practice. Although teaching styles and techniques vary, all focus on the current issues and technologies that are forming and shaping the many environments of business (political, social, legal, and ethical). Classes range from those that emphasize computer applications to those that delve into ethical concepts and humanistic management. The MBA curriculum is one of breadth first and specialization second. To that end, the basis of the Program is broad and integrating. Areas of specialization are built on this base. By specializing, students are able to focus some of their studies in a single area of emphasis. Additionally, numerous opportunities exist to explore various aspects of global business. These include a full-fledged International MBA Program of studies and a unique overseas integrative experience. The high quality of the MBA Program is confirmed through its accreditation by the Association to Advance Collegiate Schools of Business.

Admission Requirements

1. Eligibility for Admission: Applicants for admission to the Program leading to the degree of Master of Business Administration must have a Bachelor's degree and an acceptable level of scholarship from an accredited institution of higher learning. The degree may be in any academic discipline.
2. Application: Applicants should apply and pay the application fee online at <http://apply.embark.com/grad/lmu>.
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 directly 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).
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 for equivalencies to U.S. degrees.
6. Official Evaluations: The MBA Office 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 class is limited to individuals who have been admitted to the MBA Program and who are registered for the class. Auditing of classes by current students is prohibited.

Proficiency Prerequisites

All students admitted to the MBA Program must be proficient in English composition, business mathematics, and computer applications. Successful completion of a college-level course in business math or intermediate algebra is required.

Waivers

Only core courses may be considered for waivers. 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. 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 at non-accredited schools or non-traditional schools are not acceptable for waiver.

Challenge Exams

Challenge Exams are only available for the core courses, MBAA 601-609. Students who feel that they are sufficiently grounded in the content of a core course by virtue of their work experience or academic study may consider taking the Challenge Exam. Challenge Exams must be taken during the first semester of the student's enrollment in the MBA Program. Students must fill out a waiver examination request form (available in the MBA Office) and pay the exam fee. Further instructions will be given at that time.

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.

Between 10 and 20 classes are required for the MBA degree, depending on waivers and choice of integrative option.

Student Registration and Counseling

Registration must be completed each semester during the dates specified in the University Calendar.

Newly-admitted students meet with the MBA Coordinator prior to their first formal registration. The student's previous academic experience is evaluated and core course waivers may be granted. All students receive a formal Program outline and a list of waived classes during that meeting.

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 MBA Coordinator. 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.

MBA Program Policies

Academic Advising

The MBA Coordinator will serve as Academic Advisor for all MBA students and will meet with students periodically to assist in navigating through the Program curriculum.

Students must be advised by the MBA Coordinator who will assist in selecting classes each semester. Advisor Holds are placed on student records and will not be removed until the student has been advised.

Registration takes place exclusively online by accessing their PROWL account on ManeGate. Click on the Student Resources tab to get to the Registration menu.

Academic Probation and Disqualification

Please review the LMU Honor Code for definitions of academic dishonesty and detailed information on the Honor Code process.

Conditions for Academic Probation

Any MBA student who, in any semester, fails to earn a "B" (3.0) average or whose cumulative grade point average in the MBA Program falls below a "B" (3.0) will be placed on academic probation.

Conditions for Disqualification

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 MBA 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.

Please also note that a student can receive no more than two grades below B- throughout their Program. Should the student earn a third grade below B-, the student will be given one opportunity to retake that class the following semester (assuming the student does not also have two semesters on probation). The student may not enroll in other classes concurrently with the repeated course. If the student does not earn at least a B- when retaking the class, the student will be disqualified.

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.

Change of Program or Emphasis

A student who wishes to change a program before completing a degree 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 MBA Coordinator.

Course Loads

Fully-employed MBA students should take no more than six semester hours in the Fall or Spring semester unless they have permission from their advisor. All other students may take a maximum of 12 semester hours unless they receive permission from their advisor. During the Summer session, fully-employed students should take no more than three semester hours each term.

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.

A student who earns an F in a class or receives a third grade below a B-minus, will be required to repeat that course. The student will only be allowed to enroll in the repeated course and will not be allowed to take additional classes in that semester.

A student who receives an F in any course must repeat that course before being able to take additional classes.

Grade Appeals

A student who wishes to appeal a grade should first contact his or her 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.

Incomplete Grades

"I" (Incomplete) indicates that the student's work is incomplete. The student must remove the "I" within one year of receiving it. 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. 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.

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 Office of the Registrar. Incompletes which are not removed within the time limit given are computed as "I." A student with two incompletes will be blocked from registration.

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.

Independent Study

Independent Studies classes must be sponsored by a full-time faculty member and approved by the MBA Program Director. Independent Studies can only be invoked twice during a student's MBA program.

There are time constraints associated with an Independent Studies course. The approval process for Independent Studies must be completed during the semester prior to the one during which the student expects to enroll in the course.

All questions about Independent Studies should be directed to the MBA Coordinator. The MBA Coordinator is the arbiter of the process facilitating Independent Studies.

MBA Services

Jesuit Transfer Network

Students from schools that are parties to the Multilateral Agreement may complete their degree requirements at another Agreement School, subject to the admission standards of the receiving school.

LMU MBA students who have completed more than half of their degree requirements may take courses that apply towards their LMU degree requirements at another Jesuit affiliated school and still receive their degree from LMU, assuming that they take the courses approved by the LMU MBA Coordinator and earn at least a B in each course.

Those students who have completed less than half of their degree requirements at LMU may transfer to another Jesuit affiliated school, assuming they meet the receiving school's admission standards, and receive credit for some or all LMU coursework to apply towards the degree requirement at the receiving school. The receiving school determines the transfer credits they will accept.

LMU will only accept courses towards the degree with grades of B or better.

Students who transfer to LMU from other Jesuit MBA programs are required to maintain the standards of graduate students at LMU and are governed by the guidelines established within the University Bulletin. For more information, visit <http://mba.lmu.edu/jesuit.htm>.

Students who transfer in from other Jesuit MBA Programs but will be receiving their degree from their original school are considered Visiting Students (non-degree). The MBA Program admits these students on a space available basis.

Career Services Office (CSO)

The LMU MBA Career Services Office is a resource-based entity, offering many services to the MBA student including career-related events throughout the year, online resources, résumé consulting, and career counseling. For a full review of the CSO's offerings, please contact the Career Services Coordinator for the LMU MBA Program.

MBA Degree Program

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

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

MBA Course Categories

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

Core Curriculum

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

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

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

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

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

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.

Integration

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

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

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

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

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

International MBA Certificate

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

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

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

Depth or Specialization—through the selection of one of six areas of emphasis

Breadth or Generalization—through international electives

Integration—through the Comparative Management Systems courses

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

MBAB	Management and Organizational Behavior
MBAC	Marketing Management
MBAE	Human Resource Management
MBAF	Financial Decision Systems
MBAH	Entrepreneurial Organizations

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

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

- Functional—outside of area of emphasis
- Regional
- Practicum
- Free International Elective
- Strategic—MBAI 690

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

MBA Advantage Certificate Program for Alumni

Program Description

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

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

Areas of Emphasis

- Management and Organizational Behavior
- Marketing Management
- Information and Decision Sciences
- Human Resource Management
- Financial Decision Systems
- International Business Systems
- Entrepreneurial Organizations
- Accounting Decision Systems
- Competitive Strategy

Dual-Degree Programs

JD/MBA Program

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

Admissions

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

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

Course of Study

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

Specific Course Paradigm for Master of Business Administration

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

I. CORE COURSES

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

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

MBAA 609 Management Information Systems

II. BREADTH COURSES

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

III. INTEGRATIVE EXPERIENCE COURSES

Three integrative options are available:

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

All students enrolled in the JD/MBA Program are required to comply with the requirements of both the Law School and MBA Program. Please refer to the *Loyola Law School Student Handbook* and this University 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.

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. 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 Frank R. Seaver 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 Frank R. Seaver 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.

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

Course Descriptions**Core Curriculum Courses**

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

MBAA 601**The Legal and Ethical Environment of Business**

3 Semester Hours

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

MBAA 602**Financial and Managerial Accounting**

3 Semester Hours

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

MBAA 603**Business Statistics**

3 Semester Hours

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

MBAA 604**Business Economics**

3 Semester Hours

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

**MBAA 605
Management and Organizational Behavior**

3 Semester Hours

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

**MBAA 606
Marketing Management**

3 Semester Hours

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

Prerequisite: MBAA 604.

**MBAA 607
Operations Analysis and Decision Support Systems**

3 Semester Hours

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

Prerequisite: MBAA 603.

**MBAA 608
Financial Management**

3 Semester Hours

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, 603, and 604.

**MBAA 609
Management Information Systems**

3 Semester Hours

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**

3 Semester Hours

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**

3 Semester Hours

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**

3 Semester Hours

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***3 Semester Hours*

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***3 Semester Hours*

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***3 Semester Hours*

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

Prerequisite: MBAA 605.

MBAB 640**International Strategic Management***3 Semester Hours*

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

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

MBAB 641**International Management***3 Semester Hours*

Differences in political, economic, and socio-cultural environments around the world challenge managers with opportunities and risks. The primary objective of the course is to help the students achieve understanding of the international business environment and evaluate the agenda facing managers operating in international business contexts. Also listed as MBAG 641.

Prerequisite: MBAA 605.

MBAB 650**Environmental Strategy***3 Semester Hours*

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

Prerequisite: MBAI 610.

MBAB 651**Ethical Issues in Business***3 Semester Hours*

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

Prerequisite: MBAA 605.

MBAB 670**Small Business Strategy***3 Semester Hours*

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

Prerequisites: MBAA 601-609.

MBAB 680**Advanced Topics in Managerial Policy and Strategy***3 Semester Hours*

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

Prerequisite: MBAI 610.

MBAB 685
Power, Politics, and Negotiation in Organizations
 3 Semester Hours

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 intraorganizational negotiation techniques are also explored from theoretical and practical standpoints. Also listed as MBAE 685.

Prerequisite: MBAA 605.

MBAB 696
Directed Research in Management
 3 Semester Hours

Prerequisite: MBAB 612 or 613 or 615 or 616 or 617.

MBAB 698
Special Studies
 1-3 Semester Hours

Prerequisite: As designated by the MBA Office.

MBAB 699
Independent Studies
 1-3 Semester Hours

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 non-for-profit, interacts with its customers, competition, suppliers, distributors, and government.

MBAC 612
Advanced Marketing Management
 3 Semester Hours

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

Prerequisite: MBAA 606.

MBAC 613
Consumer Behavior
 3 Semester Hours

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.

MBAC 614
Marketing Research
 3 Semester Hours

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

Prerequisite: MBAA 606.

MBAC 617
Direct Response Marketing
 3 Semester Hours

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

Prerequisite: MBAA 606.

MBAC 618
Entrepreneurial and Small Business Marketing
 3 Semester Hours

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

Prerequisite: MBAA 606.

MBAC 619
Marketing Strategies for Innovative Products and Services
 3 Semester Hours

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.

MBAC 647
International Marketing
 3 Semester Hours

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

Prerequisite: MBAA 606.

MBAC 660
Marketing Strategy

3 Semester Hours

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

Prerequisites: MBAA 601-609.

MBAC 662
Product and Brand Management

3 Semester Hours

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

Prerequisite: MBAA 606.

MBAC 663
Business-to-Business Marketing

3 Semester Hours

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.

MBAC 664
Advertising and Promotional Strategy

3 Semester Hours

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

Prerequisite: MBAA 606.

MBAC 676
The Environment of Business in the European Union

3 Semester Hours

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.

MBAC 698
Special Studies

1-3 Semester Hours

Prerequisite: As designated by the MBA Office.

MBAC 699
Independent Studies

1-3 Semester Hours

Prerequisites: MBAA 601-609.

MBAD: Information and Decision Sciences

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

MBAD 611
Information Systems Analysis and Design

3 Semester Hours

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

Prerequisite: MBAA 609.

MBAD 612
Management Support Systems

3 Semester Hours

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

Prerequisite: MBAA 609.

MBAD 613
Data Base Management Systems

3 Semester Hours

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

Prerequisite: MBAA 609.

MBAD 614
Electronic Business

3 Semester Hours

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

Prerequisite: MBAA 609.

Recommended: MBAD 611 or MBAD 613.

MBAD 617
Optimization and Financial Engineering

3 Semester Hours

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

Prerequisites: MBAA 607 and 608.

MBAD 619
Risk Analysis and Financial Modeling

3 Semester Hours

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

Prerequisites: MBAA 607 and 608.

MBAD 698
Special Studies

1-3 Semester Hours

Prerequisite: As designated by the MBA Office.

MBAD 699
Independent Studies

1-3 Semester Hours

Prerequisites: MBAA 601-609.

MBAE: Human Resource Management

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

MBAE 611
Human Resource Management and Career Development

3 Semester Hours

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

Prerequisite: MBAA 605.

MBAE 613
Performance Management

3 Semester Hours

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

Also listed as MBAB 613 and MBAH 613.

Prerequisite: MBAA 605.

MBAE 621
Managing in the Multicultural Workplace

3 Semester Hours

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

Prerequisite: MBAA 605.

MBAE 630
Strategic Human Resource Management

3 Semester Hours

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

Prerequisite: MBAA 601-609.

MBAE 636
Managing Organizational Change and Development

3 Semester Hours

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

Prerequisite: MBAA 605.

MBAE 637
International Management of Human Resources

3 Semester Hours

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

Prerequisite: MBAA 605.

MBAE 685
Power, Politics, and Negotiation in Organizations

3 Semester Hours

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 intraorganizational negotiation techniques are also explored from theoretical and practical standpoints. Also listed as MBAB 685.

Prerequisite: MBAA 605.

MBAE 698
Special Studies

1-3 Semester Hours

Prerequisite: As designated by the MBA Office.

MBAE 699
Independent Studies

1-3 Semester Hours

Prerequisites: MBAA 601-609.

MBAF: Financial Decision Systems

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

MBAF 611
Financial Markets

3 Semester Hours

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

Prerequisite: MBAA 608.

MBAF 612
Financial Institutions

3 Semester Hours

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

Prerequisite: MBAA 608.

MBAF 615
Tax Planning for Management Decisions

3 Semester Hours

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 602 and 608.

MBAF 617
Optimization and Financial Engineering

3 Semester Hours

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

Prerequisites: MBAA 607 and 608.

MBAF 619
Risk Analysis and Financial Modeling

3 Semester Hours

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

Prerequisites: MBAA 607 and 608.

MBAF 620
Financial Strategy

3 Semester Hours

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

Prerequisites: MBAA 608; a finance elective or instructor approval.

MBAF 621
Current Trends in Finance

3 Semester Hours

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.

MBAF 623
Investments

3 Semester Hours

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

Prerequisite: MBAA 608.

MBAF 624
Mergers and Acquisitions
 3 Semester Hours

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

Prerequisite: MBAA 608.

MBAF 625
Real Estate Investments and Entrepreneurship
 3 Semester Hours

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

Prerequisite: MBAA 608.

MBAF 648
International Finance
 3 Semester Hours

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

Prerequisite: MBAA 608.

MBAF 649
International Dimensions of Economic Strategy
 3 Semester Hours

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

Prerequisite: MBAA 608.

MBAF 698
Special Studies
 1-3 Semester Hours

Prerequisite: As designated by the MBA Office.

MBAF 699
Independent Studies
 1-3 Semester Hours

Prerequisites: MBAA 601-609.

MBAG: International Business Systems

This Area of Emphasis exposes the student to the international marketplace. The courses are grouped into four categories:

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

Functional Courses (MBAG)

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

MBAG 637
International Management of Human Resources
 3 Semester Hours

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 MBAE 637.

Prerequisite: MBAA 605.

MBAG 640
International Strategic Management
 3 Semester Hours

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.

Prerequisites: MBAI 610; one international elective also recommended.

MBAG 641
International Management
 3 Semester Hours

Differences in political, economic, and socio-cultural environments around the world challenge managers with opportunities and risks. The primary objective of the course is to help the students achieve understanding of the international business environment and evaluate the agenda facing managers operating in international business contexts. Also listed as MBAB 641.

Prerequisite: MBAA 605.

MBAG 646
International Entrepreneurship
 3 Semester Hours

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.

MBAG 647
International Marketing Management
 3 Semester Hours

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 MBAC 647.

Prerequisite: MBAA 606.

MBAG 648
International Finance
 3 Semester Hours

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

Prerequisite: MBAA 608.

MBAG 649
International Dimensions of Economic Strategy
 3 Semester Hours

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.

Prerequisite: MBAA 608.

Regional Course (MBAG)

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

MBAG 682
Regional Studies
 3 Semester Hours

Prerequisites: MBAA 601, 604, 605, and 606.

Practicum Course (MBAG)

The practicum course provides students with specific information about the operational aspects of the international marketplace. Its major thrust is the study of practice rather than functional principle.

MBAG 676
The Environment of Business in the European Union
 3 Semester Hours

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.

Special Courses (MBAG)

MBAG 698
Special Studies
 1-3 Semester Hours

Prerequisite: As designated by the MBA Office.

MBAG 699
Independent Studies
 1-3 Semester Hours

Prerequisites: MBAA 601-609.

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.

MBAH 611
Entrepreneurship
 3 Semester Hours

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, and 608.

MBAH 613
Performance Management
 3 Semester Hours

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

Prerequisite: MBAA 605.

MBAH 615
Program Management
 3 Semester Hours

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

Prerequisite: MBAA 605.

MBAH 617
Small Business Management and Law

3 Semester Hours

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; also, 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 and 605.

MBAH 618
Entrepreneurial and Small Business Marketing

3 Semester Hours

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

Prerequisite: MBAA 606.

MBAH 622
Management Consulting

3 Semester Hours

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

Prerequisite: MBAA 605.

MBAH 624
Mergers and Acquisitions

3 Semester Hours

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

3 Semester Hours

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

Prerequisite: MBAA 608.

MBAH 630
Strategies for Technology Ventures

3 Semester Hours

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.

MBAH 646
International Entrepreneurship

3 Semester Hours

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.

MBAH 670
Small Business Strategy

3 Semester Hours

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

Prerequisites: MBAA 601-609.

MBAH 673
New Product Design and Development

3 Semester Hours

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.

MBAH 698
Special Studies

1-3 Semester Hours

Prerequisite: As designated by the MBA Office.

MBAH 699
Independent Studies

1-3 Semester Hours

Prerequisites: MBAA 601-609.

MBAI: Integrative Experience Courses

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

MBAI 610
Management Strategy

3 Semester Hours

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

Prerequisites: MBAA 601-609.

MBAI 688
CMS Preparation—Fall

0 Semester Hours

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

MBAI 689
CMS Preparation—Spring

0 Semester Hours

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

Prerequisite: MBAI 688.

MBAI 690
**International Regional Strategies:
 Cultural and Industrial**

3 Semester Hours

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

Prerequisite: Completion of the core plus MBAI 688 and 689.

MBAI 691
**Comparative Management Systems
 (CMS)**

3 Semester Hours

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

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

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

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

Prerequisite: MBAI 690.

MBAI 692
Integrative Project

3 Semester Hours

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

Prerequisite: MBAI 610 or 690.

MBAI 697
Internship Experience

1 Semester Hour

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.

MBAJ 611

Modern Corporate Reporting

3 Semester Hours

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

Prerequisite: MBAA 602.

MBAJ 613

Profit Planning and Managerial Decisions

3 Semester Hours

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

Prerequisite: MBAA 602.

MBAJ 615

Tax Planning for Management Decisions

3 Semester Hours

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.

Prerequisites: MBAA 602 and 608.

MBAJ 618

Fraud Examination

3 Semester Hours

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

Prerequisite: MBAA 602.

MBAJ 698

Special Studies

1-3 Semester Hours

Prerequisite: As designated by the MBA Office.

MBAJ 699

Independent Studies

1-3 Semester Hours

Prerequisites: MBAA 601-609.

The Executive MBA Program

Associate Dean and Director of the Executive MBA Program: William Lindsey

Contact Information

Office Location: Conrad N. Hilton Center for Business; Center for Executive Learning
Telephone: (877) 568-8585
Fax: (310) 338-1890
E-mail: emba@lmu.edu

Introduction

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 2008 and ends in May 2010.

Application Process

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). Selection is based on academic potential without regard to race, creed, color, gender, sexual orientation, national origin, age, or disability.

How to Apply

• Schedule your personal interview

Candidates for the Executive MBA must have an interview with a member of the admissions committee. If you are considering candidacy, you are encouraged to interview early in the admissions process to assess the fit between the program and your experience, expectations, and personal development needs, and to determine if you are required to take the Graduate Management Admission Test (GMAT).

• Complete the application for admission

Please type or print clearly. Give your full legal name. Include a \$100 application fee, which is non-refundable. Your check should be made out to Loyola Marymount University. If a check is written for you by someone else, please make sure your name appears on its face.

• Send for official transcripts from all colleges and universities attended

Official records must be sent directly from the registrar of the issuing institution to EMBA Admissions. Transcripts submitted will not be returned, nor will copies be forwarded by LMU to other institutions.

• Request two letters of recommendation

You should request these from persons with whom you have closely worked and who can evaluate your abilities, accomplishments, and potential. Where applicable, at least one letter should come from your supervisor. Recommenders should use one of the postage paid envelopes provided by EMBA Admissions to send their letters directly to EMBA Admissions.

• Obtain your company's sponsorship

You must have a support statement from your employer acknowledging that you will be given the necessary time off from work to attend classes and other official program functions. Please have your employer complete the proper form and send it to EMBA Admissions using the postage paid envelope provided.

• Provide the official score of your Graduate Management Admission Test (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. If the GMAT is required, your results should be sent to EMBA Admissions (ETS code 4403).

The GMAT is a computer-adaptive test (CAT) that is available year-round at test centers throughout the world. Visit the MBA Explorer® website at <http://www.mbaexplorer.com> for quick answers to most of your questions and the latest GMAT information. If you have additional questions, contact an Educational Testing Service customer service representative at (609) 921-9000. Telephone lines are open Monday through Friday, 8:00 a.m. to 8:00 p.m., EST.

• Review and Notification

A formal notice will be sent to each candidate after the application and complete records are received, the interview concluded, and the admissions committee has made its recommendation. If you are admitted, you will be expected to confirm your commitment with a non-refundable payment of \$1,000. This prepayment will be applied to tuition charges and will reserve one of the LMU EMBA positions for you.

Summary—The Application Essentials**SCHEDULE INTERVIEW:**

Early interview suggested

SEND: Application with \$100 fee

HAVE SENT:

- Transcripts
- 2 Letters of Recommendation
- Company Sponsorship Letter
- GMAT Score, if required

SEND TO:

EMBA Admissions
Center for Executive Learning
Loyola Marymount University
1 LMU Drive, MS 8386
Los Angeles, CA 90045-2659

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.

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 semester hours; however, the total credit hours for the program is 58 semester hours. The MBA degree is awarded by the College of Business Administration at the successful completion of the program.

MODULE 1: Knowledge Foundation and Language of Business

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

- | | |
|----------|-----------------------------|
| MBAP 602 | Accounting and Control |
| MBAP 603 | Decision Support Foundation |

- | | |
|----------|-----------------------------|
| MBAP 604 | Applied Business Economics |
| MBAP 608 | Managerial Finance |
| MBAP 611 | Corporate Expansion Project |

Total: 12-14 semester hours

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.

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|----------|-------------------------------------|
| 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 |

Total: 12-14 semester hours

SUMMER BETWEEN MODULE 1 AND 2: Executive Consulting Project

- | | |
|----------|---|
| MBAP 615 | Performance in Non-Profit and Disadvantaged Firms |
|----------|---|

Total: 2-3 semester hours

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 |

Total: 12-14 semester hours

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

Total: 12-14 semester hours

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, D.C., Experience)
MBAP 653	Business in the International Environment (The International Experience)

Total: 5 semester hours

Program Total: 58 semester hours

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.

College of Communication and Fine Arts

Administration

Dean: Barbara J. Busse
Associate Dean: Dean Scheibel

Mission of the College

Grounded in and sustained by a significant commitment to an excellent liberal education, the College of Communication and Fine Arts aims to promote the Mission of Loyola Marymount University in the following ways:

foster the encouragement of learning in all of our academic programs and endeavors;

contribute in a distinctive way to the education of the whole person;

create in our own community and in the larger community beyond LMU the individual and collective resources and orientations that will allow us to create a more compassionate and just world.

The College of Communication and Fine Arts creates an environment conducive to understanding the complex phenomena of art and art making as well as human communication in all its diverse forms. Driven by a passionate commitment to study, understand, and experience human creative expression requires that we assist students and our various publics in adopting a critical and discerning orientation to human artistic and communicative expression. We develop both the capacity for human artistic expression and the capacity for other forms of communication as life-enhancing opportunities to promote the common good and contribute to the full development of our students, faculty, staff, alumni, and those we serve beyond LMU.

Our undergraduate programs in Art and Art History, Communication Studies, Dance, Music, and Theatre Arts and our graduate program in Marital and Family Therapy (grounded in clinical art therapy) foster deep inquiry into the processes and artifacts of human expression and their capacity to shape life's experiences, meanings, and expectations. We are intrigued by the ways in which art and communication reveal human interiority in all its mysterious and complex diversity. Ultimately, our shared objective is to create and sustain a learning community composed of individuals, each more fully alive, more capable of experiencing life in all its complexity, in order to assist all to live more meaningful and productive lives. Our educational programs and personal interactions with students motivate them to continue learning throughout their lives.



Our courses and programs are embedded in a learning community characterized by close contact between faculty, staff, and students that encourages students and their mentors to realize our individual and collective potential to make meaningful contributions to a world in need of our most discerning intelligence and our most creative and compassionate responses. In order to respond most effectively to a challenging and diverse world, the College develops its curricular and program initiatives to promote specific student learning outcomes, developing in them the capacity to make informed, capable, and compassionate contributions through their professional lives and their personal relationships.

College of Communication and Fine Arts Student Learning Outcomes

By engaging and fully participating in academic programs in the College of Communication and Fine Arts, our students should develop a critical understanding of:

- The history, theories, techniques, approaches, and orientations appropriate to their academic disciplines in the arts, communication studies, and marital and family therapy (clinical art therapy)
 - The ways this body of knowledge and its distinctive understandings relate to and inform other ways of knowing and other forms of human expression in all its diversity
 - The significant consequences and potentially transformative impact of our individual and collective capacity to create or to communicate something that would not exist were it not for our own expression.
- By engaging and fully participating in academic programs in CFA, our students should be able to:
- Integrate and incorporate the knowledge of their disciplines into their own work in a creative and increasingly accomplished way
 - Develop the capacity to be receptive to the critiques of others and to be deeply self-reflective about their own work
 - Experience their work as central to their own personal development and accept their responsibility to other people and the world we share
 - Offer discerning responses to the human expressions and created art works of others
 - Collaborate with others in exploring how to create and communicate, bringing the interior world of our private selves into the public sphere in ways that engage and enlighten.

By engaging and fully participating in academic programs in CFA, our students should value:

- Imagination, intuition, and spirituality as an essential part of life
- The power of human creativity and human communication to transform our innermost private lives and our relationships in an increasingly diverse and complex public sphere
- The complexity and diversity of human experience reflected in an openness to respond to other people from varied backgrounds, cultures, and belief systems in a socially just and compassionate way
- The role that the arts and communication play in creating and re-creating cultures, meanings, and expectations that shape our lives in profound ways.

Application of General University Requirements

The University requirements for admission, graduation, and all general rules and regulations of the University as set forth in this Bulletin are applicable to and binding upon all students enrolled in the College of Communication and Fine Arts.

Teacher Preparation Program

The College of Communication and Fine Arts offers a subject matter preparation program in art education specially designed to meet the State of California subject matter requirements for a secondary credential. The Bachelor of Arts degree with an emphasis in Art Education is designed to allow completion of the California Preliminary Single Subject (Secondary) credential in four years. This program is offered in conjunction with the School of Education. All students interested in teaching art at a secondary level should contact Teresa Lenihan as soon as possible and should also contact the School of Education to arrange a time to attend an Undergraduate Information Session.

College Curriculum

The curriculum of each department in the College of Communication and Fine Arts incorporates required courses in general education, major sequences, and elective courses which complement and enhance the student's major field of concentration.

Core Curriculum for the Baccalaureate Degree in the College of Communication and Fine Arts

American Cultures

3 Semester Hours

Course Selection

First- and second-year students choose from any lower division course listed or cross-listed as AMCS. Third- and fourth-year students choose from any upper division course listed or cross-listed as AMCS. A single course will generally not fulfill two core requirements. The only exception is a course that satisfies another core requirement which is also cross-listed as AMCS.

College Writing

3 Semester Hours

Course Selection

ENGL 110 will fulfill the college writing requirement. ENGL 100 will not fulfill the college writing requirement but is required of certain students based on their performance in the essay written in all ENGL 110 sections during the first week of classes. A minimum grade of C (2.0) is required in ENGL 110. All students who receive a grade of C- or lower must retake ENGL 110 as soon as possible.

Choose: ENGL 110.

Communication or Critical Thinking

3 Semester Hours

Course Selection

Communication: Choose from CMST 100, 110, 130, or 140.

OR

Critical Thinking: Choose from CMST 206, PHIL 220.

Communication Studies majors must choose CMST 100 or 206.

Critical and Creative Arts

6 Semester Hours

Course Selection

This requirement is satisfied by taking one course from Critical Arts and one course from Creative Arts.

Critical Arts: Choose from ANIM 100; ARHS 200, 201, 202, 321, 340, 345; DANC 281, 381; FTVS 210, 314, 315; MUSC 102, 104, 303, 365; THEA 240, 245, 331, 336, 341, 346, 347, 348, 349, or 430.

Creative Arts: Choose from ANIM 120; ART 150, 151, 153, 278, 280, 350; DANC 163; ENGL 205, 311 (Prerequisite 202), 312 (Prerequisite 201); MUSC 105, 106, 107; PROD 200; SCWR 220; THEA 110, 400.

Courses must be taken outside of the student's major program of study.

History

6 Semester Hours

Course Selection

This requirement is satisfied by taking one course from Western Civilization and one course from Contemporary Societies.

Western Civilization: Choose from HIST 100 or 101.

Contemporary Societies: Choose from HIST 152, 162, 172, 182, or 192.

Literature

3 Semester Hours

Course Selection

Prerequisite: Successful completion of college writing requirement.

Choose from CLCV 200, 210, 220, 230; ENGL 130, 140, 150, 170; FNLT 180; THEA 240, 245, 331, 336, 341, 346, 347, 348, 349, or 430.

Mathematics

3 Semester Hours

Course Selection

Choose MATH 102 or higher. Some majors require a specific mathematics course, which also fulfills this requirement.

Science and Technology

3 Semester Hours

Course Selection

Choose one lower division course from a department other than Mathematics. Courses numbered 260-279 in each department of the Frank R. Seaver College of Science and Engineering are specifically designed for non-science majors. Choose from BIOL, CHEM, CMSI, ELEC, MECH, NTLS, or PHYS.

Philosophy

6 Semester Hours

Course Selection

Lower Division:

Choose PHIL 160. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempted from the lower division requirement.

Upper Division:

Choose one PHIL course from 320 through 330.

Social Sciences

6 Semester Hours

Students must select one of the following options:

1. Two courses from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105. Courses must be from different departments.
2. One course from: AFAM 115, APAM 117, CHST 116, or WNST 100; and one course from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105.
3. Two courses from the same department. The first is selected from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105. The second course in the same department is selected from upper division courses that the student is qualified to take.

Theological Studies

6 Semester Hours

Course Selection
Lower Division:

Choose from the 100-level series of THST courses. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempted from the lower division requirement.

Upper Division:

Choose from the 300-level series of THST courses only.

Note: International/Global Studies

The current core curriculum includes many courses dealing with international and global studies. All students are required to complete HIST 100 or 101, which deal with European culture. In addition, it is recommended that students take additional core courses which include the study of European cultures such as: ARHS 200, 201, 202; CLCV 200, 210, 220; DANC 281; FNLT 180; FTVS 314; MUSC 102; THEA 240, 245, 331, 336, 341; THST 320, 322, 331. To further augment the understanding of world cultures, it is recommended that students also choose at least one core course that includes the study of Africa, Asia, the Pacific, or Latin/Indigenous America. These core courses include: ARHS 321; DANC 381; HIST 172, 182; MUSC 303, 365; POLS 155; SOCL 105; THEA 348; THST 180, 381, 382, 383, 384, 385.

Recommendations

Students are encouraged to enrich their program of study with selected electives from the following areas. Consult the Bulletin for specific offerings.

Business

Students are encouraged to take a course in the issues of business. Consult the Bulletin listings.

Computer Skills

Students are expected to become proficient in computer skills. Courses or workshops may be taken to help students develop existing skills.

Foreign Language

Students are encouraged to study foreign languages to the intermediate level. LMU offers Chinese, Filipino, French, German, Greek (Modern and Classical), Italian, Japanese, Latin, and Spanish on a regular basis.

International/Global Studies

Students are encouraged to select elective courses that deal with international and/or global issues. Consult the Bulletin listings.

Study Abroad

A semester of international study abroad is also recommended. Consult the Study Abroad office.

Total Program

120 semester hours are required for graduation with the following distribution:

- a) a maximum of 36 upper division semester hours in any one department will be accepted toward the 120 semester hours requirement; and
- b) at least 45 semester hours are required from upper division offerings.

Students should consult the Dean's Office for specific policies applicable to the College of Communication and Fine Arts.

Individualized Study Program

Admission to the Individualized Study Program in Communication and Fine Arts requires:

1. a B (3.0) grade point average.
2. the submission of an Individualized Study Program form delineating courses and signed by the student's advisor and the chairperson of the advisor's department.
3. the submission by the advisor of a complete curriculum from an accredited college or university.

4. the signature of the Dean of the College.

All subsequent changes in the Individualized Study Program require points 2, 3, and 4 above.

Students registering for an Individualized Study Program are advised that their diploma and transcript will read "Individualized Study" and not the specific major they elect within that program.

Art and Art History

Faculty

Co-Chairpersons: Katherine Anne Harper, Teresa Muñoz
 Professors: Michael Brodsky, Jane Marie Brucker, Rudolf Fleck, Teresa Muñoz, Rev. Michael R. Tang
 Associate Professors: Katherine Anne Harper, Garland P. Kirkpatrick, Kirstin J. Noreen
 Assistant Professors: Saeri Cho, Han Dai-Yu, Dmitry Kmelnitsky, Terry Lenihan, Diane M. Meyer, Damon Willick

Mission

Within the framework of the University's mission, the Department of Art and Art History is committed to giving students educational opportunities combining creativity, professional, and scholarly study in the visual arts.

Objectives

The philosophy of the Department rests on the premise that its students should receive a broad education that combines creativity and scholarly study. Two majors are offered, Studio Arts and Art History. The foremost objective is to prepare students intellectually and professionally for a career in Studio Arts and Art History and/or graduate studies. Courses offered to undergraduate majors and non-majors stress the cultural value of the visual arts.

Degrees

Two majors are offered, Studio Arts and Art History.

Students may also complete a minor.

The Department is a fully accredited member of the National Association of Schools of Art and Design.

Semester Hours

For studio classes, a semester hour of credit, one unit, represents three hours of work each week. In lecture and seminar courses, an hour of credit represents one hour each week in class and two hours of work outside of class.

Art History Major (ARHS)

The major in Art History is designed to increase the student's understanding of the meaning and purpose of visual culture, its historical development, its formal and expressive means, its role in society, and its relationship to other humanistic disciplines. Courses use various methodologies for an interdisciplinary understanding of visual culture.

Goals for Art History Majors

Coursework exposes students to diverse artistic traditions, providing a full understanding of the historical, spiritual, and cultural context of the works. In addition, classes foster excellent research skills, critical thinking, and advanced writing in preparation for graduate studies.

Student Learning Outcomes

Students majoring in Art History should be able to:

- Demonstrate that they comprehend diverse historical artistic traditions in both local and global contexts
- Exhibit knowledge of diverse contemporary artistic traditions in various cultural contexts.

Students majoring in Art History should know:

- A methodology for analyzing works of art and architecture within the appropriate historical, social, religious, and cultural context
- How to think critically and articulate clear ideas about art and its historical and contemporary significance
- The necessary research and writing skills to formulate and articulate meaningful statements and documents on art.

Students majoring in Art History are presented with the opportunity to value:

- The aesthetic properties of works of art
- The power of art to communicate deep human ideas and emotions.

Major Requirements

Lower Division Requirements:

12 semester hours of lower division courses: ARHS 200, 201, 202, and any 3 semester hours of one lower division Studio Arts course.

Upper Division Requirements:

30 semester hours of upper division courses, including ARHS 449 and 6 semester hours of a non-Western Art History course (ARHS 320, 321, 420, 421, 425, 428, or special approved course 499).

Required: A year of college level foreign language (French or German recommended; select from FREN 101, 102, 203, 204 or GRMN 101, 102, 203, 204).

A minimum cumulative GPA of C (2.0) must be obtained in the major requirements.

A minimum cumulative GPA of 2.5 is required for changing a major into the department.

Minor Requirements (ARHS)

18 semester hours: ARHS 200, 201, 202; and 9 semester hours in upper division courses selected under the direction of an advisor in the department. Studio Arts majors who elect an Art History minor are required to take the three upper division requirements and an additional 3 semester hours of upper division work for the total of 21 hours in the minor. (ARHA)

Recommended: ARHS 449 and 6 semester hours of a non-Western Art History course (ARHS 320, 321, 420, 421, 425, 428, or special approved course).

Art History Model Four-Year Plan

Freshman Year

Fall Semester		S.H.
ARHS 200	Art of the Western World I...	3
ENGL 110	College Writing.....	3
_____	Foreign Language.....	3
_____	Core.....	3
_____	Core.....	3

15

<i>Spring Semester</i>		S.H.
ARHS 201	Art of the Western World II..	3
MATH 102	Quantitative Skills	3
MATH 103	Quantitative Skills Lab.....	0
___	Foreign Language.....	3
___	Core.....	3
___	Core.....	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
ART ___	Lower Division Art Elective...	3
___	Core.....	3
		15

<i>Spring Semester</i>		S.H.
ARHS 202	Modernism.....	3
ARHS ___	Upper Division.....	3
___	Core.....	3
___	Core.....	3
___	Core.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
ARHS 449	Jr./Sr. Seminar in ARHS.....	3
<i>or</i>		
ARHS ___	Upper Division.....	(3)
ARHS ___	Upper Division.....	3
___	Core.....	3
___	Core.....	3
___	Core.....	3
		15

<i>Spring Semester</i>		S.H.
ARHS ___	Upper Division.....	3
ARHS ___	Upper Division.....	3
___	Elective.....	3
___	Elective.....	3
___	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
ARHS 449	Jr./Sr. Seminar in ARHS.....	3
<i>or</i>		
ARHS ___	Upper Division.....	(3)
ARHS ___	Upper Division.....	3
ARHS ___	Upper Division.....	3
___	Elective.....	3
___	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
ARHS ___	Upper Division.....	3
ARHS ___	Upper Division.....	3
___	Elective.....	3
___	Elective.....	3
___	Elective.....	3
		15

This schedule is typical. The sequence and choices of courses must be decided in consultation with an advisor.

Course Descriptions

Art History

ARHS 200
Art of the Western World I
 3 Semester Hours

An introductory survey of the visual arts from the Prehistoric through the early Medieval period.

ARHS 201
Art of the Western World II
 3 Semester Hours

Introductory survey of the visual arts from the Medieval to the mid-Nineteenth Century.

ARHS 202
Modernism
 3 Semester Hours

Study of Modernism from Impressionism through Post- Modernism. Focus on artists, movements, art issues, theory, and practice in Europe, the United States, and Mexico.

ARHS 203
Social Design
 3 Semester Hours

A critical and historical examination of the role of design in the communication of social and political issues. Focus is on the role of the designer as an agent for social change. Research, discussion, and project-based presentations.

Prerequisite: ART 160 or concurrent enrollment in ART 260.

ARHS 230
Multimedia Art Survey
 3 Semester Hours

Critical and historical examination of multimedia arts through research, discussions, and presentations.

ARHS 302
Modern and Contemporary Art (for the Art Educator)
 3 Semester Hours

Study of the Twentieth Century artists and movements in Europe and America from 1900 to the present. This course is designed to meet the needs of the Art Education Emphasis student.

ARHS 303
Arts of Ancient Greece
 3 Semester Hours

A survey of Greek art from the Neolithic Age through the Hellenistic Period.

ARHS 304
Arts of Ancient Rome
 3 Semester Hours

A survey of Roman art from the early days of the Republic through the decline of the Empire.

ARHS 306
Medieval Art
 3 Semester Hours

A survey of the visual arts of the Medieval period in Europe.

ARHS 310
Study in Florence: The Italian Renaissance
 3 Semester Hours

Study of Italian Renaissance art and architecture in Florence and Tuscany.

ARHS 314
American Art
 3 Semester Hours

Art in the United States from the Colonial Period to 1900.

ARHS 315**Nineteenth-Century European Art***3 Semester Hours*

Study of the life and work of European painters and sculptors of the Nineteenth Century, from Neo-Classicism and Romanticism to Realism, Impressionism, and Post-Impressionism.

ARHS 320**The Arts of Islam***3 Semester Hours*

Islamic arts of the Middle East and Persia from the Seventh through the Nineteenth Centuries.

ARHS 321**Arts of Asia: Zen***3 Semester Hours*

A survey of Buddhist arts with particular focus on the Zen sect and its concomitant arts (architecture, gardens, painting, tea ceremony, ceramics, flower arranging, and the martial arts).

ARHS 340**History of Photography***3 Semester Hours*

A survey of photography as art from its invention to the present day. Emphasis is on Twentieth Century developments and contemporary trends.

Recommended: ARHS 202.

ARHS 345**Modern and Contemporary Art Criticism***3 Semester Hours*

An examination of Twentieth and Twenty-First Century theory and practice.

Recommended: ARHS 202.

ARHS 360**History of Design***3 Semester Hours*

An analysis of design history from the Industrial Revolution to the present, with emphasis on creative innovation and progress as rooted in artistic, cultural, and political contexts.

Prerequisite: ART 160 or Art History major or minor.

ARHS 410**Italian Renaissance Art***3 Semester Hours*

Selected topics in Italian Renaissance art.

ARHS 411**Northern Renaissance Art***3 Semester Hours*

Selected topics in Northern Renaissance art.

ARHS 413**Baroque Art***3 Semester Hours*

Selected topics in European art of the Seventeenth Century.

ARHS 415**Impressionism***3 Semester Hours*

Study of French Impressionist artists with special attention to the artistic, social, cultural, and critical construction of modernism and modernity.

ARHS 418**American Art***3 Semester Hours*

The development of American Art from the Revolution to the Twentieth Century.

ARHS 419**Contemporary Art***3 Semester Hours*

An exploration of new directions in post World War II art, with an emphasis on Post-Modernism.

Recommended: ARHS 202.

ARHS 420**The Arts of Early India***3 Semester Hours*

Painting, sculpture, and architecture of India: Buddhist, Hindu, and Jain arts through the Medieval Period.

ARHS 421**The Arts of Later India***3 Semester Hours*

Painting and architecture of the Moguls, Rajput Kingdoms, the British Raj, and contemporary India: Sixteenth through Twentieth Centuries.

ARHS 425**The Arts of China***3 Semester Hours*

The painting, sculpture, and architecture of China from the Neolithic Period through the Twentieth Century.

ARHS 428**The Arts of Japan***3 Semester Hours*

The painting, sculpture, and architecture of Japan from prehistoric times through the Nineteenth Century.

ARHS 445**Museum/Gallery Internship***3 Semester Hours*

A directed internship in museum or gallery education, curatorial work, registration, public relations, or installation design. Individual placements are made on the basis of the student's academic background and professional goals. Majors only with Senior standing. Research paper required.

Consent of instructor required.

ARHS 447**LA Now***3 Semester Hours*

Internationally recognized practicing artists, designers, critics, and curators talk about their work, ideas, practices, and processes.

Recommended: ARHS 202 or 419.

ARHS 449**Junior/Senior Seminar in Art History***3 Semester Hours*

Examination of art historical problems and ideas, emphasizing the methodological and scholarly processes of art history.

Consent of instructor required.

ARHS 494**Curatorial Practices***3 Semester Hours*

Study of the professional aspects of museum and gallery work including exhibition preparation, design, and the curatorial process.

Prerequisite: ARHS 202.

ARHS 498**Special Studies***3 Semester Hours***ARHS 499****Independent Studies***1-3 Semester Hours*

Senior standing required.

Studio Arts Major (STAR)

Description and Goal

This Studio Arts program of study provides a broad foundation in the techniques, concepts, and professional orientation related to an area of emphasis chosen by the student in either Art Education, Fine Arts, Graphic Design, or Multimedia Arts. Students are required to declare their chosen emphasis during the first two years of study.

The goal of all areas is to encourage individual creative exploration and to develop student understanding of artistic and cultural expression.

Student Learning Outcomes

Students majoring in Studio Arts (STAR) should know:

- The basic definitions, concepts, and techniques in visual arts
- How to discover their unique capabilities and personal artistic expression
- How to solve creative and aesthetic problems in the visual arts.

Students majoring in Studio Arts (STAR) should be able to:

- Represent a distinct sensibility
- Make artistic decisions based on an awareness of traditional and current art movements and technological advancements
- Expand their cultural and critical view of the history of art
- Critically analyze and assess artworks and concepts
- Prepare a portfolio needed to enter graduate studies or a professional career.

Students majoring in Studio Arts (STAR) are encouraged to value:

- The on-going learning and development of overall technical knowledge
- The abilities of others
- Expertise in the arts
- The awareness of art history within the larger human context
- The pursuit of new skills and insights for personal growth
- Service to others and the promotion of justice.

General Information

Students in Studio Arts (STAR) are expected to engage in studio work in addition to scheduled class time. Most studios are open to enrolled students outside of class time on a 24-hour basis. For studio classes, students should anticipate approximately three hours of outside of class studio work every week for each semester hour of course credit. In lecture and seminar courses, students should anticipate approximately one hour each week in class and two hours of work outside of class for each semester hour of course credit.

Minor Requirements

18 semester hours: ART 153 or 160, and 15 semester hours of Studio Arts electives with at least 6 semester hours in upper division courses.

Art Education Emphasis (ARTE)

Secondary Teacher Preparation in Art

The Art Education Emphasis provides experience in the studio arts and art history appropriate for those interested in pursuing teaching careers. Students interested in art education are encouraged to pursue either an Art Education Emphasis or an Art Education Emphasis with State of California Secondary Teaching Credential. Students who seek graduation with an Art Education Emphasis and a teaching credential should ideally declare the Art Education Emphasis as a freshman.

Secondary Teacher Preparation

All students interested in teaching art in middle schools or high schools should meet with their departmental advisors as soon as possible and should attend a mandatory School of Education Undergraduate Information Session. Please call (310) 338-7845 to confirm attendance.

Major Requirements

The Art Education Emphasis is in the process of being revised based on the new Standards of Quality and Effectiveness for Subject Matter Programs of the Commission on Teacher Credentialing. For candidates starting their program on or after Fall 2007, please consult the Director of Secondary Teacher Preparation of Art. Courses listed here represent the types of program requirements during past years.

Core Requirements:

Consult with the Director of Secondary Teacher Preparation of Art for Core recommendations. HIST 162 or POLS 135 required for students pursuing a teaching credential and recommended for all Art Education Emphasis students.

Lower Division Requirements:

24 semester hours of lower division courses: ART 153, 154, 160, 255, 260, 275; ARHS 200 and 201; and ART 257, 278, 280, or 285 as the foundation for the Studio Arts Focus.*

Note: ARHS 200 also satisfies Critical Arts Core, and ART 153 satisfies Creative Arts Core.

Upper Division Requirements:

27 semester hours of upper division courses: ART 355, 396 or 397, 455, 490 or 497; 9 semester hours of upper division ART electives*, ARHS 419, and a non-Western Art History course (ARHS 320, 321, 420, 421, 425, 428 or any non-Western ARHS 498 course).

* Out of the 9 semester hours of upper division ART electives, 6 must be in the same Studio Arts Focus. Select both lower and upper division courses from within the same Studio Arts Focus. Courses must be selected under the advisement of the Director of Secondary Teacher Preparation of Art.

Requirements for State of California Secondary Teaching Credential and a Minor in Secondary Education (SEED)

Art Education Emphasis students interested in earning a State of California Secondary Teaching Credential are encouraged to declare a Minor in Secondary Education.

The following education course requirements apply ONLY to those students who entered LMU after Spring 2003.

EDUC 400	Sociocultural Analysis of Education**
EDUC 401	Educational Psychology for the Childhood and Adolescent Years**
EDUC 412	Fieldwork: Secondary Directed Teaching
EDUC 414	Theories of Second Language Acquisition**
EDUC 425	ELD Methods and SDAIE

EDUC 428 Reading/Language Arts for the Single Subject

EDUC 440 Education of Culturally and Linguistically Diverse Students with Exceptional Needs**

** Prerequisite courses along with these additional requirements are necessary for applying to the School of Education to earn the State of California Teaching Credential:

- Cumulative GPA of 2.8 or better
- CBEST original passing score report
- 20 hours of grade-level instruction (letter from ARTsmart Program Director)
- U.S. Constitution Requirement (HIST 162 or POLS 135)
- Fingerprint Clearance
- Tuberculosis (TB) Skin Test
- School of Education Application Form
- Statement of Intent
- Candidate Information Sheet
- Four Letters of Recommendation
- Technology Requirement (self-verification form)

See School of Education listing for additional requirements and information.

Art Education Emphasis Model Four-Year Plan

Freshman Year

<i>Fall Semester</i>	S.H.	
ART 153	Drawing I (Satisfies Creative Arts Core).....	3
ART 160	Two-Dimensional Design.....	3
ENGL 110	College Writing.....	3
_____	Core.....	3
_____	Core.....	3
		15

<i>Spring Semester</i>	S.H.	
ART 154	Drawing II: Figure Drawing.....	3
ARHS 200	Art of the Western World I (Satisfies Critical Arts Core)	3
MATH 102	Quantitative Skills	3
MATH 103	Quantitative Skills Lab.....	0
_____	Core.....	3
_____	Core.....	3
		15

Sophomore Year

<i>Fall Semester</i>	S.H.	
ART 275	Three-Dimensional Design....	3
ART _____	Studio Arts Focus LD (257, 278, 280, or 285)	3
ARHS 201	Art of the Western World II ..	3
_____	Core.....	3
_____	Elective.....	3
		15

<i>Spring Semester</i>	S.H.	
ART 255	Field Experience in Art	0
ART 260	Computer Graphics I	3
ART _____	Studio Arts Focus Elective UD.....	3
_____	Core.....	3
_____	Core.....	3
_____	Elective.....	3
		15

Junior Year

<i>Fall Semester</i>	S.H.	
ART 355	Exp. Art & Social Justice	3
ART 396	Professional Practices in Graphic Design.....	3
	or	
ART 397	Professional Practices in Fine Arts	(3)
_____	Core.....	3
_____	Core.....	3
_____	Elective.....	3
		15

<i>Spring Semester</i>	S.H.	
ART _____	Art Elective UD.....	3
ARHS 419	Contemporary Art History ...	3
_____	Core.....	3
_____	Core.....	3
_____	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>	S.H.	
ART 455	Methods in Teaching Secondary Art.....	3
ART _____	Studio Arts Focus Elective UD.....	3
ARHS _____	Non-Western Art History (320, 321, 420, 421, 425, 428, or any non-Western 498 course)	3
_____	Core.....	3
_____	Elective.....	3
		15

<i>Spring Semester</i>	S.H.	
ART 490	Senior Design Thesis	3
	or	
ART 497	Senior Thesis in Fine Arts....	(3)
ART _____	Art Elective UD.....	3
_____	Elective.....	3
_____	Elective.....	3
_____	Elective.....	3
		15

This schedule is typical. The sequence and choices of courses must be decided in consultation with the Director of Secondary Teacher Preparation of Art.

Art Education Emphasis with State of California Secondary Teaching Credential and a Minor in Secondary Education (SEED) Model Four-Year Plan

Freshman Year

<i>Fall Semester</i>	S.H.	
ART 153	Drawing I (Satisfies Creative Arts Core)	3
ART 160	Two-Dimensional Design.....	3
ENGL 110	College Writing.....	3
_____	Core.....	3
_____	Core.....	3
		15

<i>Spring Semester</i>		S.H.
ART 154	Drawing II: Figure Drawing.....	3
ARHS 200	Art of the Western World I (Satisfies Critical Arts Core)	3
MATH 102	Quantitative Skills	3
MATH 103	Quantitative Skills Lab.....	0
HIST 162	Contemporary America.....	3
<i>or</i>		
POLS 135	American Politics.....	(3)
___	Core.....	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
ART 275	Three-Dimensional Design	3
ART ___	Studio Arts Focus LD (257, 278, 280, or 285)	3
ARHS 201	Art/Western World II.....	3
EDUC 400	Sociocultural Analysis of Education	3
___	Core.....	3
		15
<i>Spring Semester</i>		S.H.
ART 255	Field Experience in Art	0
ART 260	Computer Graphics I.....	3
ART ___	Studio Arts Focus Elective UD.....	3
EDUC 401	Ed Psyc Chldhd & Adol Yrs	3
___	Core.....	3
___	Core.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
ART 355	Exp Art & Social Justice	3
ART 396	Professional Practices in Graphic Design.....	3
<i>or</i>		
ART 397	Professional Practices in Fine Arts	(3)
EDUC 414	Theories of 2nd Lang Acq.....	3
EDUC 440	Intro/Exceptional Needs.....	3
___	Core.....	3
		15

<i>Spring Semester</i>		S.H.
ART ___	Elective UD.....	3
ARHS 419	Contemporary Art History ...	3
EDUC 428	Reading/Language Arts.....	3
___	Core.....	3
___	Core.....	3
___	Core.....	3
		18

Senior Year

<i>Fall Semester</i>		S.H.
ART 455	Methods in Teaching Secondary Art.....	3
ART ___	Studio Arts Focus Elective UD.....	3
ARHS ___	Non-Western Art History (320, 321, 420, 421, 425, 428, or any non-Western 498 course)	3
EDUC 425	ELD Methods and SDAIE	3
___	Core.....	3
		15
<i>Spring Semester</i>		S.H.
ART 490	Senior Design Thesis	3
<i>or</i>		
ART 497	Senior Thesis in Fine Arts....	(3)
EDUC 412	Secondary Directed Tchng....	9
		12

This schedule is typical. The sequence and choices of courses must be decided in consultation with the Director of Secondary Teacher Preparation of Art and advisors from the School of Education.

Additional education courses are required for those students who plan to complete the State of California Secondary Teaching Credential. Additionally, prerequisite courses are required along with these additional requirements and are necessary for applying to the School of Education to earn the State of California Teaching Credential.

Courses listed here represent the types of program requirements during past years. Currently, both the Art Education Emphasis and the Art Education Emphasis with State of California Secondary Teaching Credential are under review.

All students interested in art education are required to consult closely with the CFA Dean’s office, the Director of Secondary Teacher Preparation of Art, and the School of Education for the updated program requirements. Consultation is critical to insure timely completion of the programs. Additionally, students should contact the School of Education to arrange a time to attend an Undergraduate Information Session.

Fine Arts Emphasis

Major Requirements

Fine Arts Emphasis majors choose a concentration in:

- Ceramics (FACR),**
- Drawing/Painting (FADP),**
- Photography (FAPH),**
- or **Printmaking (FAPR),**

then select both lower and upper division courses from within the same concentration.

Lower Division Requirements:

27 semester hours of lower division courses: ART 153, 160, 260, 275 or 276; ARHS 200, 201, 202; and 6 semester hours from one of the concentrations listed below.

Ceramics: ART 276 and 278.

Drawing/Painting: ART 154 and 257.

Photography: ART 280 and 285.

Printmaking: ART 154 and 285.

Upper Division Requirements:

27 semester hours of upper division courses: 12 semester hours from one of the concentrations listed below; 6 semester hours of ART electives; ART 397, 497; and an upper division non-Western Art History (ARHS 320, 321, 420, 421, 425, 428), or any non-Western ARHS 498 course.

Ceramics: ART 370, 372, 378, and 478.

Drawing/Painting: Choose from ART 356, 358, 359, 378, 398, 453, or 454. (Recommended: ART 385 or 386, 300 or 301 and/or 400 and/or 401.)

Photography: ART 380, 382, and 480; ARHS 340. (Recommended: ART 387, 398 Special Topics in Photography.)

Printmaking: ART 385, 386, 387, and 485. (Recommended: ART 353 or 368, 380 or 382.)

Fine Arts Emphasis Model Four-Year Plan

Freshman Year

Fall Semester		S.H.
ART 153	Drawing I.....	3
ART 160	Two-Dimensional Design.....	3
ENGL 110	College Writing.....	3
_____	Core.....	3
_____	Core.....	3

15

Spring Semester		S.H.
ARHS 200	Art of the Western World I... 3	3
ART 260	Computer Graphics I..... 3	3
	or	
ART 275	Three-Dmnsnl Design..... (3)	3
	or	
ART 276	Ceramic Sculpture (3)	3
MATH 102	Quantitative Skills 3	3
MATH 103	Quantitative Skills Lab..... 0	0
_____	Core.....	3
_____	Core.....	3

15

Sophomore Year

Fall Semester		S.H.
ARHS 201	Art/Western World II..... 3	3
ART 260	Computer Graphics I..... 3	3
	or	
ART 275	Three-Dmnsnl Design..... (3)	3
	or	
ART 276	Ceramic Sculpture (3)	3
ART _____	Concentration LD..... 3	3
_____	Core.....	3
_____	Core.....	3

15

Spring Semester		S.H.
ARHS 202	Modernism..... 3	3
ART _____	Concentration LD..... 3	3
_____	Core.....	3
_____	Core.....	3
_____	Elective.....	3

15

Junior Year

Fall Semester		S.H.
ARHS _____	Select One: non-Western 320, 321, 420, 421, 425, 428, or 498.....	3
ART 397	Professional Practices Studio Arts.....	3
ART _____	Concentration UD.....	3
_____	Core.....	3
_____	Elective.....	3

15

Spring Semester		S.H.
ART _____	Concentration UD.....	3
ART _____	Concentration UD for Ceramics, Drawing/Painting, Photography; ART Elective UD for Printmaking.....	3
_____	Core.....	3
_____	Core.....	3
_____	Elective.....	3

15

Senior Year

Fall Semester		S.H.
ART _____	Art Elective UD.....	3
ART _____	Concentration UD for Ceramics, Photography, Printmaking; ART Elective UD for Drawing/Painting.....	3
_____	Core.....	3
_____	Core.....	3
_____	Elective.....	3

15

Spring Semester		S.H.
ART 497	Senior Thesis	3
ART _____	Concentration UD for Drawing/Painting, Printmaking; ART Elective UD for Ceramics, Photography	3
_____	Core.....	3
_____	Elective.....	3
_____	Elective.....	3

15

This schedule is typical. The sequence and choices of courses must be decided in consultation with an advisor.

Graphic Design Emphasis (GRPH)

Graphic Designers are the visual communicators who capture our attention and imagination through the innovative uses of typography and imagery. From books to brands, to film titles, motion graphics, posters, and websites, graphic design surrounds us. The graphic design curriculum prepares students to envision the future of this persuasive social medium.

Major Requirements

Lower Division Requirements:

24 semester hours of lower division courses: ART 153, 154 or 257, 160, 260, 275 or 276, 280; ARHS 200 or 201 or 202, 203.

Upper Division Requirements:

33 semester hours of upper division courses: ART 302, 303, 360, 368, 369; 460 or 468, 490, and two courses from either A. Intensive Professional Track or B. Interdisciplinary Track (see below); ARHS 360 and one upper division non-Western Art History (ARHS 320, 321, 420, 421, 425, 428, or any non-Western ARHS 498 course).

A. Intensive Professional Track

This spectrum of studio electives is designed to broaden the outlook on the design professions. The following courses should be selected in consultation with an advisor: ART 304, 362, 366 or 367, 396, 495.

B. Interdisciplinary Track

This spectrum of studio electives is designed to broaden the outlook on graphic design as an aesthetic practice. The following courses should be selected in consultation with an advisor: ART 355, 382, 374 or 383, 388, 453, 480.

Graphic Design Emphasis Model Four-Year Plan

Freshman Year

<i>Fall Semester</i>		S.H.
ART 153	Drawing I.....	3
ART 160	Two-Dimensional Design.....	3
ENGL 110	College Writing.....	3
___	Core.....	3
___	Core.....	3
		15

<i>Spring Semester</i>		S.H.
ART 154	Drawing II.....	3
<i>or</i>		
ART 257	Painting I..... (3)	
MATH 102	Quantitative Skills	3
MATH 103	Quantitative Skills Lab.....	0
___	Core.....	3
___	Core.....	3
___	Core.....	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
ART 280	Photography I.....	3
ART 260	Computer Graphics I.....	3
<i>or</i>		
___	Core..... (3)	
ARHS 200	Art of the Western World I... 3	
<i>or</i>		
ARHS 201	Art/Western World II..... (3)	
<i>or</i>		
ARHS 202	Modern Art..... (3)	
___	Core.....	3
___	Core.....	3
		15

<i>Spring Semester</i>		S.H.
ART 260	Computer Graphics I.....	3
<i>or</i>		
___	Core..... (3)	
ART 275	Three-Dimensional Design.... 3	
<i>or</i>		
ART 276	Ceramic Sculpture	(3)
ARHS 203	Social Design	3
___	Core.....	3
___	Core.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
ART 302	Design Concept to Form	3
ART 368	Typography I.....	3
ART	Elective from Professional or Interdisciplinary Track.....	3
___	Core.....	3
___	Core.....	3
		15

<i>Spring Semester</i>		S.H.
ART 303	Experimental Typography.....	3
ART 360	Graphic Design I.....	3
ART 369	Design and Pre-press.....	3
ARHS	Upper division non-Western Art History or any non-Western ARHS 498 course.....	3
ARHS 360	History of Design.....	3
<i>or</i>		
___	Core..... (3)	
		15

Senior Year

<i>Fall Semester</i>		S.H.
ART 460	Graphic Design II.....	3
<i>or</i>		
ART 468	Typography II..... (3)	
ART	Elective from Professional or Interdisciplinary Track.....	3
___	Elective.....	3
___	Elective.....	3
___	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
ARHS 360	History of Design.....	3
<i>or</i>		
___	Core..... (3)	
ART 490	Senior Design Thesis	3
___	Core.....	3
___	Elective.....	3
___	Elective.....	3
		15

This represents a typical schedule. Actual course sequence and selection must be planned in consultation with an advisor.

Multimedia Arts Emphasis (MTMD)

Students who elect a Multimedia emphasis are interested in a future of authoring and designing in a world of new media and emerging technologies. This Emphasis provides a strong and flexible foundation in the visual arts and an understanding of critical theory, with the addition of computer science for a solid grasp of underlying technologies. The career outlook for multimedia students is very encouraging. The Multimedia Internship provides real-world experience with galleries, agencies, and production studios. Multimedia students at Loyola Marymount have the flexibility to concentrate in one of the following areas, and to hone in their creative and professional interests: TEXT, IMAGE, SOUND, or MOTION.

Major Requirements

Lower Division Requirements:

21 semester hours of lower division courses: ART 160, 182, 260; ARHS 202, 230.

Students choose a concentration in Text, Image, Sound, or Motion, then choose both lower and upper division courses from within that same concentration. In consultation with an advisor, students may select an individualized option in Multimedia Arts Concentrations.

Text: ARHS 200, 201; ENGL 201, 202; SCWR 220.

Image: ART 153, 154, 257, 280; PROD 200, 250.

Sound: MUSC 102, 104, 105, 106, 107; RECA 250; THEA 110, 210.

Motion: ANIM 120, 220, 230; DANC 160, 163; PROD 200, 250.

Upper Division Requirements:

33 semester hours of upper division courses: ART 303, 363, 366, 367, 374, 382, 383, 494; ARHS 340 or 360 or 419.

Choose two courses from one of the following concentrations: Text, Image, Sound, or Motion below. In consultation with an advisor, students may select an Individualized option in Multimedia Arts concentrations.

Text: ARHS 340, 345, 360; ART 360, 362, 368; ENGL 311, 312; SCWR 320; THEA 400.

Image: ART 356, 360, 362, 368, 380, 453 or 454, 480; PROD 365, 366.

Sound: MUSC 303, 304, 316, 317, 318; RECA 367; THEA 312, 314.

Motion: ANIM 320, 330, 340; DANC 381, 397; PROD 365, 366.

Recommended Courses

It is also recommended that the student take additional courses in Animation, Studio Arts, Art History, Communication Arts, and Computer Science.

**Multimedia Arts
Emphasis Model
Four-Year Plan**

Freshman Year

<i>Fall Semester</i>	S.H.
ART 160 Two-Dimensional Design.....	3
ENGL 110 College Writing.....	3
_____ Core.....	3
_____ Elective.....	3
_____ Elective.....	3
	15

<i>Spring Semester</i>	S.H.
ART 182 Programming for Creative Applications.....	3
MATH 102 Quantitative Skills	3
MATH 103 Quantitative Skills Lab.....	0
_____ Core.....	3
_____ Core.....	3
_____ Elective.....	3
	15

Sophomore Year

<i>Fall Semester</i>	S.H.
ART 260 Computer Graphics I.....	3
ARHS 202 Modernism.....	3
_____ Concentration (LD).....	3
_____ Core.....	3
_____ Core.....	3
	15

<i>Spring Semester</i>	S.H.
ARHS 230 Multimedia Arts Survey.....	3
_____ Concentration (LD).....	3
_____ Core.....	3
_____ Core.....	3
_____ Elective.....	3
	15

Junior Year

<i>Fall Semester</i>	S.H.
ART 366 Multimedia Computer Arts....	3
ARHS 340 History of Photography	3
or	
ARHS 360 History of Design..... (3)	
or	
ARHS 419 Contemporary Art..... (3)	
_____ Concentration (UD).....	3
_____ Core.....	3
_____ Core.....	3
	15

<i>Spring Semester</i>	S.H.
ART 367 Online Computer Art	3
ART 382 Digital Photography	3
_____ Concentration (UD).....	3
_____ Core.....	3
_____ Core.....	3
	15

Senior Year

<i>Fall Semester</i>	S.H.
ART 303 Experimental Typography.....	3
ART 363 Digital Toolbox.....	3
ART 374 Motion Graphics.....	3
_____ Core.....	3
_____ Core.....	3
	15

<i>Spring Semester</i>	S.H.
ART 383 Advanced Multimedia.....	3
ART 494 Multimedia Internship	3
_____ Core.....	3
_____ Elective.....	3
_____ Elective.....	3
	15

This schedule is typical. The sequence and choices of courses must be decided in consultation with an advisor.

Course Descriptions

Studio Arts

**ART 150
Introduction to Studio Arts**

3 Semester Hours

Open to non-Studio Arts majors only.

Exploration of the materials, techniques, and inspiration of the artist in the media of drawing, painting, printmaking, sculpture, and two- and three-dimensional design.

**ART 151
Introduction to Drawing and Printmaking**

3 Semester Hours

Open to non-Studio Arts majors only.

Development of basic drawing skills in various media and the exploration of printmaking techniques.

**ART 153
Drawing I**

3 Semester Hours

An introduction to drawing and the development of visual awareness. Experimentation and exploration of technique developed through a variety of subject matter. Varied media, including pencil, charcoal, ink, and conte.

**ART 154
Drawing II: Figure Drawing**

3 Semester Hours

Development of technique and principles used in Drawing I, ART 153, with emphasis placed on working from the figure and anatomy.

Prerequisite: ART 153.

ART 160**Two-Dimensional Design**

3 Semester Hours

An examination of the basic elements of two-dimensional design. Course emphasizes visual literacy as well as the conceptual and problem-solving processes used in creating and composing graphic form.

ART 182**Programming for Creative Applications**

3 Semester Hours

Emphasis on programming as an art form and as a tool for creative applications. Introduction to computer programming within the context of art and design. Concepts and skills taught enhance student ability to excel in future courses about Internet, animation, interactive media, and game design. Weekly exercises balance concept and technique to reveal potential of computer as medium and tool.

Lecture, lab, workshop.

ART 200**Figure Drawing Workshop I**

1 Semester Hour

A studio workshop for art and animation majors with emphasis placed on working from the figure and anatomy.

May be repeated once for degree credit.

Prerequisites: ART 153 and 154, or consent of instructor.

ART 201**Figure Drawing Workshop II**

1 Semester Hour

Continuation of a studio workshop for art and animation majors with emphasis placed on working from the figure and anatomy.

May be repeated once for degree credit.

Prerequisites: ART 153 and 154, or consent of instructor.

ART 250**Visual Arts for the Elementary Teacher**

3 Semester Hours

Designed to develop visual arts for the Liberal Studies student, both personally and professionally. Projects will emphasize a personal exploration of media, techniques, art history, and art fundamentals, as well as the role of the teacher in nurturing artistic expression and aesthetic. Students will compile course material into a professional teaching research portfolio. Participation in the ARTsmart service-learning program is required and is incorporated into class hours.

Liberal Studies majors only.

ART 255**Field Experience in Art**

0 Semester Hours

Designed for students interested in secondary art education. Explores practical applications of teaching through planned observation, reflection, and group discussions appropriate for future secondary art teachers. Twenty (20) hours of field observation in a secondary public school art classroom is required.

Art Education Emphasis majors only.

Consent of the Director of Secondary Teacher Preparation of Art required.

ART 257**Painting I**

3 Semester Hours

Study of basic theoretical methods and techniques as applied to both representation and abstraction. Acrylic paints will be utilized.

Prerequisite: ART 153, 160, or consent of instructor.

ART 260**Computer Graphics I**

3 Semester Hours

Introduction to principles and practices of electronic imaging as they apply to graphics, art, and design.

Recommended: ART 160.

ART 275**Three-Dimensional Design**

3 Semester Hours

Examination of the basic elements of three-dimensional design emphasizing the conceptual process and utilizing various media.

Prerequisite: ART 160 or consent of instructor.

ART 276**Ceramic Sculpture**

3 Semester Hours

Examination of ceramics as a sculptural medium. Students will explore technical and conceptual processes of ceramics. While clay is the focus, other materials will be utilized.

ART 278**Ceramics I**

3 Semester Hours

Basic techniques of hand building and throwing on the potter's wheel integrated with aesthetic exploration through various projects.

ART 280**Photography I**

3 Semester Hours

This course focuses on photography as a medium of personal and artistic expression. Students learn camera, darkroom, and presentation fundamentals, as well as basic digital imaging skills.

ART 285**Introduction to Printmaking**

3 Semester Hours

Introduction to the basic printmaking and transfer processes, using monoprinting, linocuts, woodcuts, drypoints, water etchings, and collagraphs. Both black and white and multicolor images will be produced.

Recommended: ART 151, 153, and 160.

ART 290**Multimedia Survey**

3 Semester Hours

Critical and historical examination of multimedia arts through research, discussions, and presentations.

ART 298**Special Studies**

1-3 Semester Hours

ART 299**Independent Studies**

1-3 Semester Hours

ART 300**Figure Workshop I**

1 Semester Hour

A studio workshop for art and animation majors with emphasis placed on working from the figure and anatomy.

May be repeated once for degree credit.

Prerequisites: ART 153 and 154, or consent of instructor.

ART 301**Figure Workshop II**

1 Semester Hour

Continuation of a studio workshop for art and animation majors with emphasis placed on working from the figure and anatomy.

May be repeated once for degree credit.

Prerequisites: ART 153 and 154, or consent of instructor.

ART 302**Design Concept to Form***3 Semester Hours*

Design as a visual problem-solving process is explored. Emphasis is placed on the creative processes of design and the visual presentation of design research, the design concept, and the final design. This will include visualization techniques and book binding.

Prerequisites: ART 160 and 260.

ART 303**Experimental Typography***3 Semester Hours*

The conceptual aspects of typography as both image and form are explored in print, environmental, and time-based media. Storytelling using typography is emphasized.

Prerequisite: ART 368 or consent of instructor or Multimedia Emphasis major.

ART 304**Image Making***3 Semester Hours*

The creation of original imagery is explored using a combination of digital and analog drawing, collage and montage methods. The communicative potential of the image is emphasized through the interplay of context, connotation, and denotation.

Prerequisites: ART 160 and 260.

Recommended: ART 368.

ART 305**ARTsmart Community Service Program***0 Semester Hours*

ARTsmart is the community service program of the Department of Art and Art History. The mission of ARTsmart is to provide underserved youth an education in the visual arts. LMU Art and Art History students work in teams to develop and teach lessons that incorporate formal art issues, art history, visual culture, social justice issues, and standards-based education to students in a neighboring K-8 school. Students from a variety of art disciplines are encouraged to volunteer.

ART 350**Visual Thinking***3 Semester Hours*

This course promotes concept development and creative thinking. Visual problem solving and projects will be based on a concern for how each person examines and explores, ultimately interprets and recreates the world around them.

ART 355**Experiencing Art and Social Justice***3 Semester Hours*

This course is divided into two components: studio arts and service learning. In the studio component, students will create art to explore the relationship between art and social justice. Studio projects include mixed media sculpture, painting, and installation. The students participate in the ARTsmart service-learning program, developing and teaching lessons that emphasize the use of art to incite social change. ARTsmart service time is incorporated into the class hours.

ART 356**Painting II***3 Semester Hours*

A continuation of theoretical methods and techniques used in Painting I, ART 257. Emphasis is on color, materials, and individual concept development. A variety of media will be utilized.

Prerequisites: ART 153, 160, and 257, or consent of instructor.

ART 358**Painting III***3 Semester Hours*

A continuation of Painting II, ART 356. Emphasis is on color, materials, and individual concept development. May be repeated for degree credit with consent of instructor.

Prerequisite: ART 356 or consent of instructor.

ART 359**Mural Painting***3 Semester Hours*

Emphasis on student collaboration in the process and execution of large-scale paintings and public mural projects.

May be repeated for degree credit with consent of instructor.

ART 360**Graphic Design I***3 Semester Hours*

An introduction to the basic principles of visual design as they are applied to communication problems involving a message and an audience. Students develop conceptual and problem solving skills to create graphic form for a range of content.

Prerequisites: ART 160, 260, and 368.

Recommended: ARHS 360.

ART 362**Creative Direction***3 Semester Hours*

The application of design principles and advertising concepts in the development of conceptual campaigns involving a message and an audience.

Prerequisites: ART 302, 360, and 368.

ART 363**3D Digital Toolbox***3 Semester Hours*

Survey of concepts and processes utilized in the production of artworks with 3D digital software applications. Study of computer techniques integrating digital processing into the creative process.

May be repeated for degree credit.

Prerequisites: ART 160 and 260.

ART 364**Digital Illustration***3 Semester Hours*

The integration of illustration practices, design principles, and conceptual problem solving procedures in the creation of illustrations for editorial designs, book jackets, and advertising. Illustrations are computer assisted or computer generated in black and white and in color.

May be repeated for degree credit.

Prerequisites: ART 153, 160, and 260.

ART 365**Illustration***3 Semester Hours*

The integration of illustration practices, design principles, and conceptual problem-solving procedures in the creation of illustrations for editorial designs, book jackets, and advertising art. Illustrations are conceived of by conventional means.

May be repeated for degree credit.

Prerequisites: ART 153, 160, and 260; Junior standing.

ART 366**Multimedia Computer Arts***3 Semester Hours*

Explorations of interactive computer multimedia technologies with emphasis on the development of personal artistic expression.

May be repeated twice for degree credit.

Prerequisite: ART 260.

ART 367**Online Computer Arts**

3 Semester Hours

An emphasis on a working expertise in graphics, art, design, and aesthetics as they apply to interactive web authoring. This course will also utilize interactive linkages to a larger virtual arts community.

May be repeated for degree credit.

Prerequisites: ART 160 and 260.

ART 368**Typography I**

3 Semester Hours

An introduction to the fundamentals of typography. Emphasis is on developing typographic literacy in terms of history, type classification, nomenclature, letterform anatomy, hierarchy, visual structure, as well as how type works as a compositional element in textual communication.

Prerequisites: ART 160 and 260.

ART 369**Design for Print**

3 Semester Hours

A practical introduction to the preparation of graphic design for printing. Both the technological and aesthetic challenges of getting ink onto paper are explored through communication design projects.

Prerequisites: ART 160 and 260.

Recommended: ART 368.

ART 370**Beginning Wheel Throwing**

3 Semester Hours

Introduction to throwing, glazing, and firing at several temperature levels with the aim of developing skills to enhance the student's artistic voice in the contemporary clay context.

ART 371**Advanced Wheel Throwing**

1-3 Semester Hours

Advanced work with wheel thrown forms with the aim of developing a thematic body of creative work in clay.

May be repeated for degree credit.

Prerequisite: ART 370.

ART 372**Jewelry I**

3 Semester Hours

A basic jewelry course with an emphasis on creative design and various techniques including fabrication, soldering, forging, wax working, and casting. Also includes bezel stone setting.

ART 373**Jewelry II**

3 Semester Hours

Advanced jewelry making with an emphasis on creative design and exploration of various techniques such as fabrication, casting, rolling mill texturing, hydraulic press forming, enameling processes, and the setting of faceted stones. Also an introduction to larger scale, sculptural design.

Prerequisite: ART 372.

ART 374**Motion Graphics**

3 Semester Hours

Advanced multimedia-oriented design concepts of the "on-screen" motion graphics and interactive presentations of images, text, motion, and sound.

May be repeated for degree credit.

Prerequisites: ART 160 and 260.

ART 375**Figure Sculpture**

3 Semester Hours

Modeling of the human figure with an emphasis on anatomy, leading to the extension of the figure as image.

May be repeated for degree credit with consent of instructor.

ART 376**Sculpture Workshop**

3 Semester Hours

Advanced exploration of sculptural problems, techniques, and concepts using a variety of materials.

May be repeated for degree credit with consent of instructor.

Prerequisite: ART 275 or consent of instructor.

ART 378**Drawing and Clay**

3 Semester Hours

Emphasis on the surface treatment of ceramic work incorporating drawing, painting, and printmaking techniques.

May be repeated for degree credit with consent of instructor.

ART 380**Photography II**

3 Semester Hours

Exploration of advanced concepts of photography as applied to the further development of personal expression. Students learn medium and large format photography, studio lighting, and some digital imaging.

Prerequisite: ART 280.

ART 382**Digital Photography**

3 Semester Hours

An emphasis on a working expertise in digital imaging, technologies utilizing Adobe Photoshop for image creation, manipulation, with input and output to various media.

May be repeated for degree credit.

Prerequisite: ART 260 or consent of instructor.

Recommended: ART 280.

ART 383**Advanced Multimedia**

3 Semester Hours

Advanced investigation in one or more areas of multimedia production based upon research, mentorship, and practical experience that culminates in a final project.

Prerequisites: ART 363 or 374 and ART 366 or 367, or consent of instructor.

ART 385**Relief Printmaking**

3 Semester Hours

Exploration of relief printing, photo-etching, and monotype processes. Graphic image making will be pursued through multiprintings. Personal visual development, technical skill, and conceptual development will be emphasized.

Recommended: ART 151 or 285, or consent of instructor.

ART 386**Etching Printmaking**

3 Semester Hours

Process using etching, aquatint, and other incising techniques on metal plates. Emphasis on black and white images with an introduction to multicolor printing.

May be repeated for degree credit.

Recommended: ART 151, 280, 285.

ART 387**Silkscreen Printmaking***3 Semester Hours*

Introduction to the use of serigraphy to create posters and fine art prints. Handcut, handpainted, and photographic techniques will be used. The emphasis is on the development of personal expression in the creation of multicolor prints.

May be repeated for degree credit.

Recommended: ART 160 and 280.

ART 388**Screen Printing***3 Semester Hours*

Introduction to the use of silkscreening to communicate a message. Basic screening techniques will be used, including using hand-cut, photographic, and computer-generated images. Water-based textile and plastisol inks will be used. Emphasis will be on producing multicolor prints on T-shirts and posters.

May be repeated for degree credit.

Recommended: ART 160, 260, and 280.

ART 396**Professional Practices in Graphic Design***3 Semester Hours*

An examination of the career possibilities within the creative landscape of contemporary design. The design internship and portfolio development are emphasized. Participation in the LMU AIGA student chapter is recommended.

Prerequisites: ART 160, 260, and 368.

Recommended: Concurrent enrollment in ART 360.

ART 397**Professional Practices in Fine Arts***3 Semester Hours*

Examination of the current state of the studio arts and various career options through research, discussions, and guest speakers. Includes development and presentation of a professional portfolio and resume.

Art major or consent of instructor required; Junior standing required.

ART 398**Special Studies***1-3 Semester Hours***ART 399****Independent Studies***1-3 Semester Hours***ART 400****Figure Workshop I***1 Semester Hour*

A studio workshop for art and animation majors with emphasis placed on working from the figure and anatomy.

May be repeated once for degree credit.

Prerequisites: ART 153 and 154, or consent of instructor.

ART 401**Figure Workshop II***1 Semester Hour*

Continuation of a studio workshop for art and animation majors with emphasis placed on working from the figure and anatomy.

May be repeated once for degree credit.

Prerequisites: ART 153 and 154, or consent of instructor.

ART 453**Drawing III: Formal Issues***3 Semester Hours*

This course explores traditional and contemporary issues in drawing. Using a variety of media, content, space, color, value, and form are examined.

May be repeated for degree credit with consent of instructor.

Prerequisites: ART 153 and 154, or consent of instructor.

ART 454**Drawing IV: Figure Composition***3 Semester Hours*

This course promotes concept development and psychological possibilities inherent in the human form. Using a variety of media, it explores anatomical structure and imaginative composition.

May be repeated for degree credit with consent of instructor.

Prerequisites: ART 153 and 154, or consent of instructor.

ART 455**Methods in Teaching Secondary Art***3 Semester Hours*

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. Students will compile course material into a professional teaching resource portfolio.

Prerequisites: ART 255 and Junior standing.

Art Education Emphasis majors only.

ART 460**Graphic Design II***3 Semester Hours*

Graphic Design II builds on the fundamental design principles introduced in ART 360, Graphic Design I. Portfolio-oriented projects cover the gamut of print to electronic media.

Prerequisites: ART 302, 303, 360, 368, and 369.

Recommended: ARHS 360 and ART 468.

ART 468**Typography II***3 Semester Hours*

Typography II extends the fundamental concepts introduced in ART 368, Typography I. Projects emphasize the application of typographic principles to multiple levels of text in both print and electronic media.

Prerequisite: ART 368.

Recommended: ART 369 and ARHS 360.

ART 478**Ceramics Workshop***3 Semester Hours*

Design problems with ceramic materials incorporating wheel-thrown and hand building techniques. Development of a personal style in addition to advanced firing techniques.

May be repeated for degree credit with consent of instructor.

Prerequisite: ART 278 or consent of instructor.

ART 480**Color Photography***3 Semester Hours*

Exploration of general color principles and lab procedures with an emphasis on developing a long-term personal project. Students learn color printing, medium format photography, and digital imaging.

Prerequisite: ART 280.

ART 485**Advanced Printmaking***1-3 Semester Hours*

Continuation and more advanced work in relief, etching, or silkscreen techniques.

May be repeated for degree credit with consent of instructor.

Prerequisite: ART 385 or 386 or 387.

ART 490**Senior Design Thesis***3 Semester Hours*

The Senior Thesis in Design provides the opportunity to explore design as a liberal arts activity through focused studies around the design disciplines, or the application of design to a specific subject or area of interest. Students independently address topic areas within a creative design project resulting in a body of work (aside from the professional portfolio). The topic(s) should address one or more of the following issues: the societal impact of design; design as a process for innovation; the historic and contemporary contexts of design; design as an experiential medium.

Prerequisites: ART 302, 303, 360, 368, 369, and 460 or 468.

Senior standing required.

Recommended: ARHS 360.

ART 494**Multimedia Internship***3 Semester Hours*

Professional experience in multimedia.

Prerequisites: Art major and consent of instructor.

ART 495**Advanced Studio Studies***1-3 Semester Hours*

Pre-professional directed study in studio art.

May be repeated for degree credit three times.

Prerequisite: Permission of instructor and Department Chairperson.

ART 497**Senior Thesis in Fine Arts***1-3 Semester Hours*

This course continues for Fine Arts emphasis students the professional development experience of ART 397, Senior Seminar. The curriculum includes all aspects of exhibition design, promotion, and artwork presentation.

Required for Fine Arts Emphasis majors.

Prerequisites: ART 397 and Art Major Fine Arts Emphasis, or consent of instructor.

ART 498**Special Studies***1-3 Semester Hours*

ART 499**Independent Studies***1-3 Semester Hours*

Prerequisite: Senior standing.

Communication Studies

Faculty

Acting Chairperson: Abhik Roy
 Professors: Wenshu Lee, Abhik Roy,
 Dean Scheibel, Philip C. Wander (President's
 Professor)
 Associate Professors: Barbara J. Busse,
 Jay B. Busse, Paige Pettyjohn Edley,
 Patricia Oliver
 Assistant Professors: Michele Hammers,
 JongHwa Lee, Kyra L. Pearson,
 Nina Maria Reich, Craig O. Rich

Mission

The Communication Studies Department encourages in its faculty and its students an education that fosters the development of the whole person, while promoting a commitment to social justice and cultural diversity. Our curriculum and faculty confront the most pressing contemporary political, social, and moral issues of our time.

To this end, our program prepares students to communicate effectively in the service of human dignity, civic engagement, and global equity. It seeks out and cultivates a faculty committed to generating scholarship and creating a curriculum balancing communication theory and practice. We strive to create an environment that facilitates faculty involvement in scholarship, outreach, and leadership in local, national, and international arenas.

Drawing on the unique cultural, commercial, and civic mix in the Los Angeles area, our program takes critical and creative approaches to personal and professional experience. Our faculty prepares students to distinguish themselves in a variety of professions, including education, law, social advocacy, politics, and non-profit and corporate communication. Our overriding goal, however, transcends professional achievement. It is to offer our students and ourselves the tools to make our global community a more equitable and just place to live and work.

Student Learning Outcomes

Students majoring in Communication Studies should know:

- 1) Basic communication theories and principles
- 2) The significance of cultural differences in communication practices
- 3) Basic methodological strategies used in Communication Studies.

Students majoring in Communication Studies should be able to:

- 1) Demonstrate an ability to write and speak effectively
- 2) Critically analyze, assess, and interpret scholarly and everyday discourse.

Students majoring in Communication Studies are encouraged to value:

- 1) Critical orientation to the study of communication practices
- 2) Diversity issues in communication
- 3) A broad understanding of the relationships among communication, social justice, and ethics.

Major Requirements: (42 semester hours) (CMST)

Lower Division Requirements:

12 semester hours of lower division: CMST 130, 170, and 203 and 204 (both completed with a grade of C [2.0] or better). CMST 100 or 206 must be taken to fulfill the communication skills requirement in the University core.

Upper Division Requirements:

30 semester hours of upper division: Satisfactory completion of CMST 351, 352, 451, and 452 (all four completed with a grade of C [2.0] or better). Six courses of "communication applications" selected from CMST 330, 335, 336, 375, 376, 385, 386, 387, 393, 490, or 495.

Communication Studies Model Four-Year Plan

Freshman Year

Fall Semester	S.H.
CMST 100 Public Speaking.....	3
<i>or</i>	
CMST 206 Critical Thinking & Comm ..	(3)
ENGL 110 College Writing.....	3
_____ Core.....	3
_____ Core.....	3
_____ Core.....	3
_____	15

Spring Semester	S.H.
CMST 170 Intrprsnl & Sml Grp Comm.....	3
MATH 102 Quantitative Skills	3
MATH 103 Quantitative Skills Lab.....	0
_____ Core.....	3
_____ Core.....	3
_____ Core.....	3
_____	15

Sophomore Year

Fall Semester	S.H.
CMST 203 Foundations Comm Theory...	3
CMST 130 Argumentation & Debate.....	3*
<i>or</i>	
_____ Core.....	(3)
_____ Core.....	3
_____ Core.....	3
_____ Core.....	3
_____	15

Spring Semester	S.H.
CMST 204 Intro Rsrch Comm Studies	3
CMST 130 Argumentation & Debate.....	3*
<i>or</i>	
_____ Core.....	(3)
_____ Core.....	3
_____ Core.....	3
_____ Elective.....	3
_____	15

Junior Year

Fall Semester	S.H.
CMST 351 Contemp Rhet Theory.....	3
<i>or</i>	
CMST 352 Theories of Org Comm	(3)
CMST _____ Select one or two application courses from CMST 330-393, 490.....	3-6**
_____ Elective.....	3
_____ Elective.....	3
_____	15

<i>Spring Semester</i>		S.H.
CMST 351	Contemp Rhet Theory.....	3
	<i>or</i>	
CMST 352	Theories of Org Comm	(3)
CMST ____	Select one or two application courses from CMST 330-393, 490.....	3-6**
____	Core.....	3
____	Elective.....	3
____	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
CMST 451	Rhetorical Methods	3*
	<i>or</i>	
CMST 452	Qualtive Rsrch Methods.....	(3)*
CMST ____	Select one or two application courses from CMST 330-393, 490, or 495**.....	3-6
____	Elective.....	3
____	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
CMST 451	Rhetorical Methods	3*
	<i>or</i>	
CMST 452	Qualtive Rsrch Methods.....	(3)*
CMST ____	Select one or two application courses from CMST 330-393, 490, or 495**.....	3
____	Elective.....	3
____	Elective.....	3
____	Elective.....	3
		15

*These courses can be taken either semester.

** A total of six “communication applications” courses are required.

This schedule is typical. The sequence and choices of courses must be decided in consultation with an advisor.

Course Descriptions

CMST 100
Introduction to Public Speaking
3 Semester Hours

Designed to assist the student in developing the skills necessary to communicate effectively to others and to listen effectively to communication from others. Development of proficiency in speaking results from the practice and criticism of informative speeches, persuasive speeches, and discussion.

CMST 110
Interpersonal Communication
3 Semester Hours

Examination of students’ communication strengths and weaknesses in order to develop proficiency in interpersonal communication. A variety of practice speaking contexts is provided, including public speaking, group discussion and problem solving, and informal and formal one-to-one communication.

For non-majors only.

CMST 130
Argumentation and Debate
3 Semester Hours

The principles of reasoning, evidence, and organization of argumentation for debate and related forms of competitive speech; practical application in debate and other forensic speech.

CMST 131
Argumentation Practicum
3 Semester Hours

Forensics competition in various debate formats requiring intramural and intercollegiate debate competition.

Prerequisite: CMST 130 and consent of instructor.

CMST 140
Business and Professional Communication
3 Semester Hours

A study of the principles and methods involved in improving oral communication in business and the professions. Emphasis on interviewing, conference speaking, selling and persuading, problem-solving discussions, and interpersonal relations.

For non-majors only.

CMST 170
Interpersonal and Small Group Communication
3 Semester Hours

This course is designed to introduce the students to interpersonal and small group communication theories, processes, and skills. The course challenges students to examine their own communication behaviors and focus on their strengths and weaknesses as a way to develop and apply new communication skills and proficiencies. The course includes a variety of oral and written presentations at both the individual and group levels.

CMST 198
Special Studies
1-3 Semester Hours

CMST 199
Independent Studies
1-3 Semester Hours

CMST 203
Foundations of Communication Theory
3 Semester Hours

This course introduces students to the field of communication studies and its major areas of inquiry. It begins with an overview of the history of the discipline, tracing its humanistic roots, social scientific orientations, and approaches which combine these two traditions. The course then examines communication studies from the standpoint of four perspectives that can be used to organize major movements in the field: mechanistic, psycho-symbolic, pragmatic, and critical. These perspectives are used to organize the variety of communication theories examined in the course.

Must be completed with a grade of C (2.0) or better.

CMST 204**Introduction to Research in Communication Studies***3 Semester Hours*

This course introduces students to scholarship conducted in communication studies. It overviews the research process, including generating research questions, constructing bibliographies, gathering and assessing information, and developing scholarly arguments. Students will learn research techniques, including location and retrieval of information sources (i.e., newspapers, journals, books, electronic databases, and Internet sources). They will apply critical thinking skills to the evaluation of information sources and data/arguments in qualitative and quantitative research. Students will also be introduced to basic aspects of writing for the discipline, as well as expectations for scholarly ethics and proper citation of courses.

Must be completed with a grade of C (2.0) or better.

Prerequisite: CMST 203 with a grade of C (2.0) or better, or permission of instructor.

CMST 206**Critical Thinking and Communication***3 Semester Hours*

A study of the techniques of critical thinking as applied to communication and rhetoric.

CMST 298**Special Studies***1-3 Semester Hours***CMST 299****Independent Studies***1-3 Semester Hours***CMST 330****Advanced Forensics***3 Semester Hours*

A study of advanced principles of debate with emphasis on interdisciplinary research on current national collegiate debate topic.

Junior standing required.

Prerequisite: CMST 130 or consent of instructor.

CMST 331**Argumentation Practicum***3 Semester Hours*

Forensics competition in various debate formats requiring intramural and intercollegiate debate competition.

Consent of instructor required.

Prerequisite: CMST 130.

CMST 335**Gender Communication***3 Semester Hours*

Course surveys gender similarities and differences in verbal and nonverbal communication. Emphasis is also placed on how males and females perceive the world and how these perceptions affect the human communication process.

Junior standing required.

CMST 336**Intercultural Communication***3 Semester Hours*

A study of the principles and theories of human communication related to cross cultural encounters. Emphasis is placed on cultural relativity, culture shock, verbal and nonverbal interaction, and value differences among diverse cultures.

Junior standing required.

CMST 351**Contemporary Rhetorical Theory***3 Semester Hours*

This course provides a survey of major rhetorical themes and theories, including classical, symbolic, argumentation, critical, feminist, and non-Western approaches to rhetoric. Students will explore the relationship between rhetorical theory and practice, the contributions of rhetorical theory to the social world, and the potential for rhetorical studies to inform issues of democratic governance, marginalized groups, social justice, and technology in society.

Must be completed with a grade of C (2.0) or better.

Junior standing required.

Prerequisite: CMST 203 with a grade of C (2.0) or better.

CMST 352**Theories of Organizational Communication***3 Semester Hours*

This course is designed to introduce the students to the field of organizational communication and the relationship between organization and communication. The course is designed to allow students to examine a range of organizational communication perspectives, theories, issues, and constructs. At the same time, students are encouraged to explore the ways these perspectives shape, expand, and limit our understanding of communicating and organizing. Significantly, the course encourages critical and analytical thinking by using the course content as a basis for critique.

Must be completed with a grade of C (2.0) or better.

Junior standing required.

Prerequisites: CMST 203 and 204 with a grade of C (2.0) or better.

CMST 375**Organizational Communication Advanced Topical Seminar***3 Semester Hours*

Advanced topical studies in organizational communication.

May be repeated once for degree credit with a different topic.

Junior standing required.

CMST 376**Communication and Consulting***3 Semester Hours*

Course surveys methods of designing, conducting, and evaluating organizational communication change strategies. Emphasis is on various methods of conducting organizational communication needs analysis, designing training programs, implementing organizational development strategies, and evaluating change efforts.

Junior standing required.

CMST 385**Political Communication***3 Semester Hours*

Course analyzes the rhetorical dimensions of political campaigns and methods of carrying out various political objectives.

Junior standing required.

CMST 386**Rhetoric of Social Movements***3 Semester Hours*

This course is a survey of historical and current events and rhetorical documents of movements for social change. Movements may include: abolitionist (antislavery), labor, socialist, women's rights, environmental justice, civil rights (Black, Chicana/o, and Native American), gay and lesbian, and student movements. Emphasis will be placed on rhetorical strategies and tactics relating to effects of movements on systems and structures conceived as dominant; analyses of how social movement actors construct meaning and identity in their discourses is also stressed.

Junior standing required.

CMST 387**Communication and Legal Practice***3 Semester Hours*

This course brings the legal trial to the classroom, providing students an opportunity to incorporate an array of communication principles and skills with the experience of trial practice. Students are introduced progressively to key aspects of communication and litigation and participate in exercises that culminate in mock trials before a jury.

Junior standing required.

CMST 393**Topical Seminars in Communication Studies***3 Semester Hours*

Further studies in communication.

May be repeated for degree credit when a different topic is studied.

Junior standing required.

CMST 398**Special Studies***1-3 Semester Hours***CMST 399****Independent Studies***1-3 Semester Hours***CMST 451****Rhetorical Methods***3 Semester Hours*

This course examines various ways rhetorical theories may be applied to discourse in order to highlight methods of rhetorical criticism.

Must be completed with a grade of C (2.0) or better.

Prerequisite: CMST 351 with a grade of C (2.0) or better.

CMST 452**Qualitative Research Methods***3 Semester Hours*

Study of qualitative research methods in communication, including data collection, analysis, and interpretation of observations and interview data.

Must be completed with a grade of C (2.0) or better.

Prerequisite: CMST 352 with a grade of C (2.0) or better.

CMST 490**Communication Practicum***3 Semester Hours*

Students participate in an internship with one of several Los Angeles area companies or institutions currently accepting LMU students. The internship focuses on practical experience working in a position that utilizes communication skills. Students will integrate communication theory with their internship experience.

Majors only.

Junior standing required.

CMST 495**Senior Thesis***3 Semester Hours*

The senior thesis provides the opportunity for students to perform original research using qualitative and/or rhetorical methods and culminates in a substantial written project.

The student must obtain the written approval of the faculty member directing the thesis project and the Department Chairperson the semester prior to writing the thesis.

Senior standing required.

Prerequisites: CMST 451 and 452 with a grade of C (2.0) or better.

CMST 498**Special Studies***1-3 Semester Hours***CMST 499****Independent Studies***1-3 Semester Hours*

Dance— Department of Theatre Arts and Dance

Faculty

Co-chairperson: Judith M. Scalin

Professors: Scott T. Heinzerling, Judith M. Scalin

Associate Professor: Patrick Damon Rago

Assistant Professor: Teresa L. Heiland

Mission

Loyola Marymount University's Dance Program is committed to the belief that **all people can dance and that each person can dance many dances.**

Dancing educates and enlivens the body. Movement experience, which is designed to purposefully integrate the physical act of dancing with the working of the mind and the flow of life energy and spirit, has potential to educate the **whole person.** Through studying dance as art and dance as cultural and personal experience, the life of a human being can be lived with integrity and vitality. Students come to know themselves so that they may better communicate with an understand people who not only travel similar paths but also those who come from widely diverse backgrounds.

The Dance Program at LMU is committed to the application of rigorous and excellent physical training; ongoing authentic personal reflection; and thoughtful, critical analysis of aesthetic, scientific, historic, cultural, and pedagogical issues as they relate to dance and movement studies. The Dance Program is, likewise, committed to the power found in celebration, imagination, joy, and practiced discernment.

Dance majors earn a B.A. degree and are well prepared for advanced study in graduate school as well as careers in performing, teaching, and related work in the fields of business and health care.

The Dance Program is housed in the Department of Theatre Arts and Dance and offers coursework for the Dance major (in a general track or performance track), the Dance minor, and for the student who wishes to pursue dance as an elective or general education. The program is accredited by the National Association of Schools of Dance.

Dance Major (DANC)

Student Learning Outcomes

DOING: *Upon and after graduation, a Dance major will:*

- Dance with an articulate, centered, expressive, and skilled body
- Perform modern dance, ballet, jazz, and world dance—at least two of these at the intermediate-advanced level
- Connect the work and play of the body with the life of the mind and the spirit
- Discern the difference between an uninformed, unconscious reaction and the spark of impulse that can be generated from informed intuition
- Use informed intuition and imagination to address issues in art and life
- Maintain health through a practice of integration of body, mind, and spirit and a balance between activity and stillness, work and rest
- Understand and communicate with people from diverse backgrounds using appropriate listening and observing skills along with appropriate oral, written, and dance-movement skills and sensibilities
- Interactively use knowledge of dance and dancing along with knowledge of the other arts, humanities, business, and the sciences to ask questions and solve life and art problems
- Employ media and technology to learn about dance, make dances, and navigate the world in many other ways
- Write cogently and speak thoughtfully about dance, dancers, and dancing
- Seek, lead, and participate in one's community
- Seek solitary time for reflection and study.

KNOWING: *Upon graduation, a Dance major will:*

- Understand the critical importance of diversity in dance, dancers, and dancing as well as in the life of culture at large
- Recognize similarities and differences between and among diverse peoples and phenomena and acknowledge the potential opportunities and challenges therein

- Understand the workings of the physical and emotional body as described through the study of somatics, the sciences, and psychology
- Analyze the interactive stages of the creative process and employ critical analysis when uncovering questions and building “answers”
- Comprehend the process and craft of dance composition and understand aesthetic valuing in dance
- Know historical and cultural traditions in dance
- Know fundamental principles of teaching dance to others
- Understand and appreciate the role of music, theatre, and media-technology in the making and presentation of dance.

VALUING: *Upon graduation, a Dance major will:*

- Identify personal values as a center from which to depart and return as one is tested through life experience
- Respect life in its diverse expressions
- Acknowledge the power of, and seek continued development of, interactive and integrated physical-spiritual-emotional consciousness
- Appreciate the voices of intuition and imagination
- Tolerate chaos, confusion, and uncertainty long enough to arrive at invention and transformation when making art and live life in all its expression
- Know oneself in order to have the strength, freedom, and will to give to others
- Appreciate that knowledge is cognitive, emotional, and sensory
- Appreciate that knowledge is a critical companion to intuition
- Recognize how being “truthful,” “heartful,” and “mindful” ultimately leads to transformation and connection to one's life purpose
- Appreciate the importance of working as a community of dancers, colleagues, work associates, friends, and family and understand that this kind of work does not replace the need for solitary reflection and creation
- Appreciate that inviting more people to the “table of dance” could augment physical health of American people and enhance intrapersonal and interpersonal compassion and empathy.

Dance Generalist Track (GENL)

Major Requirements

Lower Division Requirements:

A minimum of 21 semester hours: DANC 100, 101, 160, 161, 183, 260, 262, 281; and taken for at least of 4 semester hours and at the level of proficiency: for 0-2 semester hours Modern Dance and Ballet each semester; and for 0-2 semester hours World Dance one semester.

Upper Division Requirements:

A minimum of 25 semester hours: DANC 377, 378, 380, 381 (counts also as AMCS core), 460 (or PHIL 352), 461 (minimum of C [2.0] grade), 462, 480, 481 (counts also as science core), 484; and taken for at last 4 semester hours and at the level of proficiency: for 0-2 semester hours Modern Dance and Ballet each semester; and for 0-2 semester hours World Dance one semester.

A minimum of a C (2.0) must be maintained in major coursework. A minimum grade of C (2.0) must be earned in each Dance major technique course and DANC 461.

Dance Performance Track (PRFM)

Major Requirements

- Faculty review for acceptance into Track at the end of the first or second year.
- Faculty review for approval for continuation in Track at the end of the second and third years.

Dance Technique and Performance Requirements:

Coursework (minimum): Technique

- | | |
|------------------------|-----------------|
| 1. Modern Dance | Six semesters |
| 2. Ballet | Eight semesters |
| 3. Jazz Dance | Two semesters |
| 4. World Dance | Two semesters |
| 5. Pilates and/or Yoga | Two semesters |

Coursework (minimum): Performance

Performance in at least two dance concerts (DANC 279) in the lower division and three dance concerts (selected from DANC 379, 479) in the upper division.

Daily Study of Dance Technique: At least one class three days a week and at least two classes two days a week.

Proficiency:

At least two semesters in DANC 402, Modern Dance IV, and two semesters in DANC 423, Ballet V

or

At least four semesters in DANC 402, Modern Dance IV, two semesters in DANC 420, Ballet IV, and two semesters in DANC 446, Jazz Dance VI or equivalent.

Lower Division Requirements:

A minimum of 17 semester hours: DANC 100, 101, 160, 161, 183, 260, 262, 281. See above for Dance Technique and Performance requirements.

Upper Division Requirements:

A minimum of 27 semester hours: DANC 360, 380, 381 (counts as AMCS core), 384, 460 (or PHIL 352), 461 (minimum of C [2.0] grade), 462, 480, 481 (counts as science core), 484. See above for Dance Technique and Performance requirements.

A minimum of a C (2.0) must be maintained in major coursework. A minimum grade of C (2.0) must be earned in each Dance major technique course and DANC 461.

Minor Requirements

Dance minor (DNGL)—20 semester hours:

- one composition course DANC 160
- one pedagogy course selected from DANC 384, 385, 484
- one general theory course selected from DANC 281, 381 or other courses in Dance as directed by advisor
- 3 semester hours of creative theory course(s) selected from DANC 183 (1 semester hour), 260 (3 semester hours), 382 (2 semester hours), 383 (1 semester hour), 386 (1 semester hour), 387 (0-3 semester hours), 487 (3 semester hours)
- at least 6 semester hours of dance technique (ballet, modern, and/or jazz dance)
- at least 2 semester hours of tap or world dance

Dance Generalist Model Four-Year Plan

Freshman Year

<i>Fall Semester</i>		S.H.
DANC 100	Orientation to Dance	1
DANC 101	Principles of Movement	1
DANC 160	Fund. Composition I	3
DANC ____	Modern	1
DANC ____	Ballet	1
ENGL 110	College Writing	3
____ ____	Core	3
____ ____	Core	3
		16

<i>Spring Semester</i>		S.H.
DANC 161	Fund. Composition II	3
DANC 183	Stagecraft	1
DANC ____	Modern	1
DANC ____	Ballet	1
DANC ____	World Dance	2
MATH 102	Quantitative Skills	3
MATH 103	Quantitative Skills Lab	0
____ ____	Core	3
____ ____	Core	3
		17

Sophomore Year

<i>Fall Semester</i>		S.H.
DANC 260	Laban Movement Analysis	3
DANC ____	Modern	1
DANC ____	Ballet	1
____ ____	Core	3
____ ____	Core	3
____ ____	Core	3
		14

<i>Spring Semester</i>		S.H.
DANC 262	Dance Styles and Form	3
DANC 281	History of Dance Theatre	3
DANC ____	Modern	1
DANC ____	Ballet	1
____ ____	Core	3
____ ____	Core	3
		14

Junior Year

<i>Fall Semester</i>		S.H.
DANC 377	Dance Production.....	1
DANC 381	To Dance Is Human (AMCS core).....	3
DANC 480	Kinesiology I.....	3
DANC ____	Modern.....	1
DANC ____	Ballet.....	1
____ ____	Core.....	3
____ ____	Elective.....	3

<i>Spring Semester</i>		S.H.
DANC 470	Modern.....	1
DANC 481	Kinesiology II (sci. core).....	3
DANC 484	Princpls of Teaching Dance.....	3
DANC ____	Ballet.....	1
DANC ____	World Dance.....	2
____ ____	Core.....	3
____ ____	Elective.....	3

Senior Year

<i>Fall Semester</i>		S.H.
DANC 380	Music for Dance.....	3
DANC 460	Dance Theory & Criticism.....	3
<i>or</i>		
PHIL 352	Philosophy of Art..... (3)	
DANC 462	Mentorship: Sr.Thesis (0-1)....	0
DANC ____	Modern.....	1
DANC ____	Ballet.....	1
____ ____	Core.....	3
____ ____	Elective.....	3

<i>Spring Semester</i>		S.H.
DANC 378	Service Project.....	1
DANC 461	Senior Thesis Project.....	3
DANC 462	Mentorship: Sr.Thesis (0-1)....	0
DANC ____	Modern.....	1
DANC ____	Ballet.....	1
____ ____	Elective.....	3
____ ____	Elective.....	3
____ ____	Elective.....	2

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Please note: Variable semester hours for all technique classes are options only for Dance majors and minors. All other students must take these courses for 2 semester hours.

Dance Performance Model Four-Year Plan**Freshman Year**

<i>Fall Semester</i>		S.H.
DANC 100	Orientation to Dance.....	1
DANC 101	Principles of Movement.....	1
DANC 160	Fund. Composition I.....	3
DANC ____	Modern.....	1
DANC ____	Ballet.....	1
DANC ____	Jazz Dance.....	1
DANC ____	Friday Dance Wrkshp (0-1) ...	0
ENGL 110	College Writing.....	3
____ ____	Core.....	3

14

<i>Spring Semester</i>		S.H.
DANC 161	Fund. Composition II.....	3
DANC 183	Stagecraft.....	1
DANC 279	Rehearsal & Performance I....	1
DANC ____	Modern.....	1
DANC ____	Ballet.....	1
DANC ____	Jazz Dance.....	1
DANC ____	World Dance.....	1
MATH 102	Quantitative Skills.....	3
MATH 103	Quantitative Skills Lab.....	0
____ ____	Core.....	3

15

Sophomore Year

<i>Fall Semester</i>		S.H.
DANC 260	Laban Movement Analysis.....	3
DANC 279	Rehearsl & Prfrmnce I (0-1)...	0
DANC ____	Modern.....	1
DANC ____	Ballet.....	1
DANC ____	Jazz Dance.....	1
DANC ____	Yoga.....	1
____ ____	Core.....	3
____ ____	Core.....	3
____ ____	Core.....	3

16

<i>Spring Semester</i>		S.H.
DANC 262	Dance Styles and Form.....	3
DANC 279	Rehearsal & Performance I....	1
DANC 281	History of Dance Theatre.....	3
DANC 384	Creative Dance/Children.....	3
DANC ____	Modern.....	1
DANC ____	Ballet.....	1
DANC ____	Jazz Dance.....	1
DANC ____	Dance Technq Elective (0-1) ..	0
____ ____	Core.....	3

16

Junior Year

<i>Fall Semester</i>		S.H.
DANC 279	Rehearsal & Performance I....	0
DANC 360	Advanced Choreography.....	3
DANC 381	To Dance Is Human (AMCS core).....	3
DANC 480	Kinesiology I.....	3
DANC ____	Modern.....	1
DANC ____	Ballet.....	1
DANC ____	Jazz Dance.....	1
DANC ____	World Dance.....	0
____ ____	Core.....	3

15

<i>Spring Semester</i>		S.H.
DANC 377	Dance Production.....	1
DANC 479	Rehearsal & Performance II... I	
DANC 481	Kinesiology II (sci. core).....	3
DANC 484	Princpls of Teaching Dance.....	3
DANC ____	Modern.....	1
DANC ____	Ballet.....	1
DANC ____	Jazz Dance.....	1
DANC ____	Pilates.....	1
____ ____	Core.....	3

15

Senior Year

<i>Fall Semester</i>		S.H.
DANC 380	Music for Dance.....	3
DANC 460	Dance Theory & Criticism.....	3
	<i>or</i>	
PHIL 352	Philosophy of Art.....	(3)
DANC 462	Mentorship: Sr.Thesis (0-1)....	0
DANC 479	Rehearsal & Performance II ...	0
DANC ___	Modern.....	1
DANC ___	Ballet	1
DANC ___	Jazz Dance.....	1
DANC ___	Dance Technique Elective	0
___	Core.....	3
___	Core.....	3
		15

<i>Spring Semester</i>		S.H.
DANC 378	Service Project.....	1
DANC 461	Senior Thesis Project.....	3
DANC 462	Mentorship: Sr.Thesis (0-1)....	0
DANC 479	Rehearsl & Prfrmnc II (0-1)....	0
DANC ___	Modern.....	1
DANC ___	Ballet	1
DANC ___	Jazz Dance.....	1
DANC ___	Dance Technique Elective	1
___	Core.....	3
___	Core.....	3
		14

Course Descriptions

**DANC 100
Orientation to Dance I**

1-3 Semester Hours

An introduction to the discipline of Dance for Dance major students. This course addresses: careers, health, wellness, performance, community service, and community resources. Introduction to yoga and other movement fundamentals.

Majors only.

**DANC 101
Principles of Movement**

0-2 Semester Hours

Orientation to use of breath, alignment, and basic principles of motion. Exploration of the body-mind connection. (Fall)

Majors only.

**DANC 102
Modern Dance I**

0-2 Semester Hours

Fundamental movement techniques and the manipulation of time, force, and space are explored through participation in improvisation and structured skill activity, as well as basic relaxation and body awareness experiences. Introduction to jazz dance forms.

May be repeated for degree credit up to 2 times.

**DANC 120
Ballet I**

0-2 Semester Hours

Barre and center work for alignment, strength, flexibility, and coordination. Introduction to ballet terminology, aesthetics, and study of fundamentals of style and history.

May be repeated for degree credit up to 2 times.

**DANC 142
Jazz Dance I**

0-2 Semester Hours

An introduction to the art of jazz dance. Emphasis on fundamental alignment and rhythmic skills as well as styling. Study of the aesthetics of entertainment. (Fall, Spring)

May be repeated for degree credit up to 2 times.

**DANC 144
Tap Dance I**

0-2 Semester Hours

An introduction to tap dance and its history. Focus on specific skills in tap dance involving vocabulary, keeping time, music theory, and rhythm.

May be repeated for degree credit up to 2 times.

**DANC 160
Fundamentals of Dance Composition I**

3 Semester Hours

Principles of composition in relation to time, force, space, and kinesthesia. Groundwork in aesthetics and composition theory. (Fall)

Prerequisite: Dance major or Dance minor.

**DANC 161
Fundamentals of Dance Composition II**

3 Semester Hours

Continuation of DANC 160. (Spring)

Prerequisite: Dance major or Dance minor.

**DANC 163
Introduction to Choreography**

3 Semester Hours

An introduction to dance composition for the non-major. Exploration of space, time, and energy through movement, sound, and text.

**DANC 183
Stagecraft for Dancers**

1 Semester Hour

Introduction to basic principles of lighting, costuming, and production management. (Spring)

**DANC 198
Special Studies**

1-3 Semester Hours

**DANC 199
Independent Studies**

1-3 Semester Hours

**DANC 202
Modern Dance II**

0-2 Semester Hours

Continuation of DANC 102. Increased emphasis on energy, range, and expression. More complex rhythmic patterns and movement designs are explored. Introduction to performance technique. Continuation of study of historical and aesthetic principles.

May be repeated for degree credit up to 4 times.

Audition: First class meeting.

**DANC 220
Ballet II**

0-2 Semester Hours

Learning to execute the vocabulary of ballet movement with technical accuracy. Beginning combinations across the floor. Continuation of study of history and aesthetics of the ballet style.

May be repeated for degree credit up to 4 times.

Audition: First class meeting.

**DANC 242
Jazz Dance II**

0-2 Semester Hours

Body rhythms, their initiation, pulse, and flow are explored in conjunction with sound through the principle of syncopation. Study of the aesthetics of entertainment and ethnology.

Audition: First class meeting.

May be repeated for degree credit up to 4 times.

DANC 244**Tap Dance II***0-2 Semester Hours*

Continuation of DANC 144. Increased focus on musicality.

Audition: First class meeting.

May be repeated for degree credit up to 6 times.

DANC 260**Laban Movement Analysis***3 Semester Hours*

Study of Rudolf Laban's method of systematic description of qualitative change in movement. Application in choreography, teaching and learning movement.

Prerequisite: Dance major or Dance minor.

DANC 262**Dance Styles and Form***3 Semester Hours*

Exploration of dance composition based on styles of noted choreographers. Study of dance forms. Theory and practice as modes of study.

Prerequisites: DANC 160, 161, or 163; and DANC 260.

DANC 279**Rehearsal and Performance I***0-3 Semester Hours*

Format varies by semester. Fall: preparation of a small touring program or lecture demonstration; Spring: dancing in the major Dance production.

May be repeated for degree credit up to 4 times.

DANC 281**History of Dance Theatre***3 Semester Hours*

A study of dance development as an art form from earliest origins, through medieval religious pageantry, Renaissance court dances, 18th century stage dance, and culminating with dance in the 19th and 20th centuries. Evolution of ballet and modern dance forms in Europe and America. (Spring, alternate years)

DANC 298**Special Studies***1-3 Semester Hours***DANC 299****Independent Studies***1-3 Semester Hours***DANC 302****Modern Dance III***0-2 Semester Hours*

Continuation of DANC 202. More complex rhythmic patterns and movement design. Concentrated work on performance and projection techniques. Dance films and study of current research on dance criticism.

Audition: First class meeting.

May be repeated for degree credit up to 6 times.

DANC 320**Ballet III***0-2 Semester Hours*

Continuation of DANC 220. Variations from the repertory of classic ballet. Familiarity with the music, scenarios, and staging of several traditional ballets. Dance films and study of current research on dance criticism.

Audition: First class meeting.

May be repeated for degree credit up to 6 times.

DANC 342**Jazz Dance III***0-2 Semester Hours*

Continuation of DANC 242. Focus on styling and performance. Theoretical study of selected jazz dance artists and the impact of film and video on jazz dance.

Audition: First class meeting.

May be repeated for degree credit up to 6 times.

DANC 344**Tap Dance III***0-2 Semester Hours*

A continuation of DANC 244. Focus on developing better skills, exploring rhythms, and mastering ability to keep time and phrase rhythms.

Audition: First class meeting.

May be repeated for degree credit up to 6 times.

DANC 345**Jazz Dance IV***0-2 Semester Hours*

Continuation of DANC 342. Emphasis on study of jazz dance, hip hop, funk, and other dance styles used in commercial/media dance.

Audition: First class meeting. Intermediate ballet skills requisite.

May be repeated for degree credit up to 8 times.

DANC 347**Intermediate Hip Hop***0-2 Semester Hours*

Study of hip hop as a cultural dance form.

May be repeated for degree credit up to 4 times.

DANC 353**Dance Conditioning***0-2 Semester Hours*

Laboratory course using specialized training modalities selected from Pilates, Feldendrais, and other physical systems.

May be repeated for degree credit up to 6 times.

DANC 360**Advanced Choreography***3 Semester Hours*

Dance composition with focus on the craft elements of development, variation, thematic, and non-thematic subject matter. Strategies for building a dance from study to completed work.

Prerequisite: DANC 262.

DANC 362**Choreographers' Workshop***0-1 Semester Hours*

Preparing work for the Student Dance Concert.

May be taken up to 8 times for degree credit.

Prerequisites: DANC 160, 161.

DANC 371**Martial Arts***0-2 Semester Hours*

Study of Tae Kwan Do, Aikido, Tai Chi Chuan, or other selected martial arts forms.

May be repeated for degree credit as long as subject changes.

DANC 372**Martial Arts in China***2 Semester Hours*

The study of martial arts on location in China. Enrollment through Study Abroad.

DANC 374**Yoga I***0-2 Semester Hours*

Theory and practice of yoga through exercise, meditation, and selected readings.

DANC 375**Yoga II**

0-2 Semester Hours

Continuation of yoga practice begun in Yoga I.

Prerequisite: DANC 374.

DANC 376**Yoga for Dancers**

0-2 Semester Hours

Yoga practice particularly designed for those pursuing in-depth dance technique training.

Majors only.

DANC 377**Dance Production**

0-1 Semester Hours

Serving as crew member or 30 hours of Dance Production work in the areas of lighting, publicity, costuming, staging, and/or related fields.

DANC 378**Service Project**

0-1 Semester Hours

Completion of a service project on campus or in the community.

DANC 379**Dance Touring Group**

0-3 Semester Hours

Performance group which tours local K-12 schools.

May be repeated for degree credit up to 4 times.

DANC 380**Music for Dance**

3 Semester Hours

Study of the elements of music theory and history which are common to dance and music.

DANC 381**To Dance Is Human: Dance, Culture, and Society**

3 Semester Hours

A study of dance as a cultural, political, and socioeconomic phenomena. The dance of three selected cultures in the United States today with origins in Africa, Asia, and Europe and current life in the United States will form the focus of study. (Fall)

DANC 382**Drumming for Dance**

2 Semester Hours

African drumming techniques used in dance for dancers and musicians.

DANC 383**Dance Improvisation**

0-1 Semester Hours

Movement exploration of time, space, energy, use of gravity, partnering, music and text as sources of movement invention.

May be repeated for degree credit up to 4 times.

DANC 384**Creative Dance for Children**

3 Semester Hours

Creative dance experience designed to prepare the elementary school teacher to offer dance instruction.

Meets Liberal Studies Credential requirements.

DANC 385**Movement Arts for Children**

3 Semester Hours

Movement arts experience ("new games," dance, sport) and study of the child's physical and motor development. Designed as pre-service Elementary School teacher training. Meets Liberal Studies Credential requirements.

DANC 386**Dance in Los Angeles**

1 Semester Hour

Attendance at and analysis of concert dance at venues in the greater Los Angeles area.

DANC 387**Dance as Social Action**

0-3 Semester Hours

Theoretical and artistic exploration of Dance as a cultural phenomena and its role in social change.

May be repeated for degree credit up to 2 times.

DANC 390**Dance of Greece**

0-2 Semester Hours

Intensive study of folk dance of Greece with historical and cultural perspectives.

Offered in the Fall semester only.

DANC 394**Dunham Dance Technique**

0-2 Semester Hours

A study of the dance technique of Katherine Dunham.

Audition: First class meeting.

May be repeated for degree credit up to 6 times.

DANC 396**Musical Theatre Dance**

0-2 Semester Hours

Practice and study of dances from the musical theatre repertory.

May be repeated for degree credit up to 2 times.

DANC 397**World Dance**

0-3 Semester Hours

Intensive study of selected world cultures from Africa, Asia, the Pacific, and Europe with particular attention to historical and cultural perspective.

May be repeated for degree credit as long as selected culture differs.

DANC 398**Special Studies**

1-3 Semester Hours

DANC 399**Independent Studies**

1-3 Semester Hours

DANC 402**Modern Dance IV**

0-2 Semester Hours

Continuation of DANC 302. Study focuses on subtlety in energy, range, and expression, along with concentration of style, rhythmic patterns, and movement design. Dance films and study of current research on dance criticism.

Audition: First class meeting.

May be repeated for degree credit up to 8 times.

DANC 403**Friday Dance Workshop**

0-1 Semester Hours

In-depth exploration of dance technique and partnering.

Audition: First class meeting.

May be repeated for degree credit up to 8 times.

DANC 404**Modern Dance V**

0-2 Semester Hours

Continuation of DANC 402. Study focuses on increasing subtlety in energy, range, and expression, along with concentration on style, rhythmic patterns, and movement designs. Focus on style and professional work.

May be repeated for degree credit up to 6 times.

DANC 420**Ballet IV***0-2 Semester Hours*

Continuation of DANC 320.

Audition: First class meeting.

May be repeated for degree credit up to 8 times.

DANC 421**Pointe and Variations***0-1 Semester Hours*

Study of pointe work in ballet and reconstruction of variations from ballets of different periods.

Audition: First class meeting.

May be repeated for degree credit up to 4 times.

DANC 422**Partnering***0-1 Semester Hours*

Exploration of partnering techniques as used in classical ballet, modern and post-modern dance.

DANC 423**Ballet V***0-2 Semester Hours*

Continuation of DANC 420.

Audition: First class meeting.

May be repeated for degree credit up to 8 times.

DANC 424**Ballet VI***0-2 Semester Hours*

Continuation of DANC 423.

Audition: First class meeting.

May be repeated for degree credit up to 8 times.

DANC 444**Tap Dance IV***0-2 Semester Hours*

A continuation of DANC 344. Focus on developing better skills, exploring rhythms, and mastering ability to keep time and phrase rhythms.

Audition: First class meeting.

May be repeated for degree credit up to 6 times.

DANC 445**Jazz Dance V***0-2 Semester Hours*

Continuation of DANC 345. Emphasis on study of jazz dance, hip hop, funk, and other dance styles used in commercial/media dance.

Prerequisite: By audition only.

May be repeated for degree credit up to 8 times.

DANC 446**Jazz Dance VI***0-2 Semester Hours*

Continuation of DANC 445. Pre-professional emphasis including auditioning and career planning.

Prerequisite: By audition only.

May be repeated for degree credit up to 8 times.

DANC 460**Dance Theory and Criticism***3 Semester Hours*

Formal seminar in philosophy of art and aesthetic criticism.

Prerequisite: Senior standing, majors only.

DANC 461**Senior Thesis: Project***3 Semester Hours*

Preparation and presentation of performance or research thesis.

Prerequisite: Senior standing, majors only.

DANC 462**Mentorship: Senior Thesis***0-1 Semester Hours*

One-on-one guidance on the development and presentation of the Senior Thesis Project.

May be repeated for degree credit up to 2 times.

DANC 479**Rehearsal and Performance II***0-3 Semester Hours*

Continuation of DANC 279.

May be repeated for degree credit up to 4 times.

DANC 480**Kinesiology for Dancers I***3 Semester Hours*

Understanding of the human body as it experiences movement. Analysis of the physics, anatomy, physiology, and psychology of movement behavior.

Offered in the Fall semester only.

DANC 481**Kinesiology for Dancers II***3 Semester Hours*

Continuation of DANC 480.

Prerequisite: DANC 480 or NTLS 150 or consent of Dance director.

Offered in the Spring semester only.

DANC 484**Principles of Teaching Dance***3 Semester Hours*

Theory and practice of effective dance instruction, including methods, lesson plans, and practice teaching of high school students and adults. (Spring, alternate years)

DANC 485**Internships***1-3 Semester Hours*

Work experience in teaching, health care, or business.

DANC 487**Dance Media and Technology***3 Semester Hours*

Use of computer technology and other media in the making and performance of dance.

DANC 498**Special Studies***1-3 Semester Hours***DANC 499****Independent Studies***1-3 Semester Hours*

Interdisciplinary Arts and Media

Director

Dean Scheibel

Objectives

The philosophy of Interdisciplinary Arts and Media (INDA) rests on the premise that students should receive a broad education that combines creativity and scholarly activity. INDA deepens students' intellectual and professional preparation for careers.

Course Descriptions

INDA 101
Introduction to Media Production
3 Semester Hours

INDA 198
Special Studies
1-3 Semester Hours

INDA 199
Independent Studies
1-3 Semester Hours

INDA 201
Intermediate Media Production
3 Semester Hours

INDA 298
Special Studies
1-3 Semester Hours

INDA 299
Independent Studies
1-3 Semester Hours

INDA 300
Principles of Public Relations
3 Semester Hours

An introductory course that overviews strategies, concepts, theories, practices, and history of public relations.

INDA 301
Advanced Media Production
3 Semester Hours

INDA 320
Broadcast Writing
3 Semester Hours

An introductory course to teach the basic skills of broadcast writing. Primary emphasis on television news and secondary emphasis on radio news. Techniques taught will also emphasize writing for allied fields such as public relations, advertising, and technical production.

INDA 330
Broadcast News Production
3 Semester Hours

An introduction to news gathering, writing, and production for radio and television. Course covers the use of basic broadcast journalism tools, such as cameras, microphones, and conversational writing.

INDA 340
Video Production for Public Relations
3 Semester Hours

An introductory course that overviews the conceptual and technical skills of video production within a public relations context. Emphasis is placed on the planning, scripting, and production processes.

INDA 350
Radio Drama Production
3 Semester Hours

Working as an ensemble, students will write, act, direct, and produce live on tape weekly performances for broadcast on KXLU-FM.

Lab fee.

INDA 360
Workshop in Media Production
3 Semester Hours

INDA 390
KXLU Workshop
1 Semester Hour

Hands-on study of radio broadcasting. The areas to be mastered are proper station operations, voice, writing, delivery, and simple production.

INDA 391
KXLU Practicum
3 Semester Hours

A concentrated study of the management process associated with the day-to-day operation of KXLU-FM, recommended for radio station directors and others.

INDA 398
Special Studies
1-3 Semester Hours

INDA 399
Independent Studies
1-3 Semester Hours

INDA 401
Seminar in Media Projects
3 Semester Hours

INDA 498
Special Studies
1-3 Semester Hours

INDA 499
Independent Studies
1-3 Semester Hours

Music

Faculty

Chairperson: Mary C. Breden

Professors: Mary C. Breden, Rae Linda Brown,
Mark Saya, Virginia Saya

Associate Professor: Paul W. Humphreys

Assistant Professor: Michael Miranda

Objectives

The purpose of the Department of Music is to provide quality music instruction both for students who wish to pursue music as a career and for students who wish to enrich their lives through non-career oriented study and performance. Students and faculty work together to foster aesthetic involvement and creative and scholarly inquiry that support a vital community of music learning. Instruction emphasizes a personal approach. Through the presentation of diverse musical programs, the department also sustains and enriches the cultural vitality of the University and its surrounding communities. The work of the department further supports the goals of Jesuit and Marymount education by strengthening the socializing influence of music both within the University and the world at large.

The Department of Music offers the Bachelor of Arts in Music degree, the requirements of which can serve as an excellent foundation for students undertaking advanced studies in preparation for such careers as musicology, composition, ethnomusicology, music librarianship, and pedagogy-oriented teaching. In addition to meeting all general University admissions requirements, students who wish either to major or minor in Music must meet specific Department of Music entrance requirements.

Loyola Marymount University and the Department of Music are accredited by the National Association of Schools of Music.

Student Learning Outcomes

Students majoring in Music should be able to:

- Develop physical coordination and technical skills required for specific musical activities (conducting, singing, instrumental performance)
- Apply essential principles of music theory and form to the study and evaluation of musical scores (critical skills)
- Display familiarity with musical notation in performance and original composition (creative skills).

Students majoring in Music should know:

- The historical evolution of Western music as evidenced by style periods, performance practices, and representative composers and their works
- The varieties of music as a cultural phenomenon seen in its interrelationship with belief systems, life-ways, and language.

Students majoring in Music are presented with the opportunity to value:

- The power of music as an expression and reflection of human emotion and responsiveness
- The experience of aesthetic engagement that allows for deep identification with music
- The synthesis of perspectives—physical, technical, analytical, historical—that leads to a cultured musical sensibility and artistic performance.

Admission to the Major and Minor

An audition in the applied emphasis (Instrument or Voice) is required before admission to the major or minor. Audition requirements appropriate to each instrumental and voice emphasis are available from the Secretary of the Department of Music.

A grade of C (2.0) or better is required in:

MUSC 122 (Music Theory & Form II)

A grade of B (3.0) or better is required in:

MUSC 181, 280, 281 (Applied Lessons)

Foreign Language Requirement

Two semesters of foreign language(s) through selection of one of the following options:

ITAL 101, 102 or
GRMN 101, 102 or
FREN 101, 102 or
ITAL 101, GRMN 101 or
ITAL 101, FREN 101 or
GRMN 101, FREN 101

The language options selected may be taken credit/no credit but require the approval of the Chairperson and the applied emphasis instructor.

Music Major Curriculum (MUSC)

48 Semester Hours (plus Foreign Language Requirement)

General Requirements

38 Semester Hours

	S.H.
MUSC 121	Music Theory & Form I*..... 3
MUSC 122	Music Theory & Form II**..... 3
MUSC 221	Music Theory & Form III..... 3
MUSC 222	Music Theory & Form IV..... 3
MUSC 133	Aural Skills I*..... 1
MUSC 134	Aural Skills II**..... 1
MUSC 235	Instrumentation..... 2
MUSC 303	Intro World Music Cultures... 3
MUSC 316	Music Hist.:Antiquity-1600.... 3
MUSC 317	Music History: 1600-1820..... 3
MUSC 318	Music Hist.: 1820-Present..... 3
MUSC 332	Choral Conducting (Vocalists)..2
MUSC 333	Instrumental Conducting (Instrumentalists) 2
MUSC 101	Studio Class (4 sem.)*/**..... 0
MUSC 180	Applied Emphasis Individual Instruction*..... 1
MUSC 181	Applied Emphasis Individual Instruction**..... 1
MUSC 280	Applied Emphasis Individual Instruction 1
MUSC 281	Applied Emphasis Individual Instruction 1
	Applied Emphasis Ensemble(s)..... 4
MUSC 454	World Music Ensembles I.... (1) or
MUSC 455	World Music Ensembles II... (1) or
MUSC 490	Chamber Orchestra..... (1) or
MUSC 491	Consort Singers..... (1) or
MUSC 492	Chamber Music Ensembles .. (1) or
MUSC 493	Women's Chorus..... (1) or
MUSC 495	Concert Choir..... (1)

* must be taken concurrently

** must be taken concurrently

Concentration Requirements

10 Semester Hours/Upper Division

With the approval of the Director of the Concentration, every music major must declare and complete an upper division Concentration. It is possible to complete two Concentrations with the approval of the Advisor and the Department Chairperson. In order to fulfill the double Concentration, the student will take all classes required in each of the selected Concentrations. Music courses fulfilling one Concentration may not be used to satisfy the requirements of the second Concentration.

Theory/Composition (INTC or VOTC)

MUSC 319	Analytic Techniques.....	3	S.H.
	or		
MUSC 322	Modal Counterpoint.....	(3)	
	or		
MUSC 323	Tonal Counterpoint.....	(3)	
MUSC 496	Theory Placement Practcm ...	1	
MUSC ____	Electives.....	6	

Music History/Literature (INMH or VOMH)

MUSC 412	Pre-Ren. & Renaiss Music	3	S.H.
	or		
MUSC 413	Music of the Baroque.....	(3)	
	or		
MUSC 414	Music of the Classical Era....	(3)	
	or		
MUSC 415	Music/Romantic Era.....	(3)	
	or		
MUSC 416	Music/20th Century.....	(3)	
MUSC 497	Musicaly Placement Prctcm ...	1	
MUSC ____	Electives.....	6	

World Music/Ethnomusicology (INWM or VOWM)

MUSC 304	Topics in World Music Cultures.....	3	S.H.
MUSC 407	Research and Methods in Ethnomusicology	1	
MUSC 454	World Music Ensemble I.....	1	
	or		
MUSC 455	World Music Ensemble II	(1)	
MUSC ____	Electives.....	5	

Instrumental Studies (INIS)

MUSC 310	Instrumental Pedagogy.....	3	S.H.
MUSC 450	Senior Project: Recital.....	1	
MUSC ____	Electives.....	6	

Vocal Studies (VOVS)

MUSC 341	Vocal Pedagogy	3	S.H.
MUSC 450	Senior Project: Recital.....	1	
MUSC ____	Electives.....	6	

Instrumental Conducting (INIC)

MUSC 330	Score Reading I.....	2	S.H.
MUSC 331	Score Reading II.....	2	
MUSC 332	Choral Conducting	2	
MUSC 433	Adv. Instrmntal Conducting ...	2	
MUSC ____	Electives.....	2	

Choral Conducting (INCC or VOCC)

MUSC 328	Choral Methods I.....	2	S.H.
MUSC 333	Instrumental Conducting.....	2	
MUSC 432	Adv. Choral Conducting	2	
MUSC 445	Choral Techniques Practicum..	1	
MUSC ____	Electives.....	3	

Music Minor Curriculum (MUSC)

21 Semester Hours (plus Foreign Language Requirement)

MUSC 121	Music Theory & Form I*.....	3	S.H.
MUSC 122	Music Theory & Form II**.....	3	
MUSC 133	Aural Skills I*.....	1	
MUSC 134	Aural Skills II**.....	1	
MUSC 316	Music Hist.:Antiquity-1600	3	
MUSC 317	Music History: 1600-1820.....	3	
MUSC 318	Music Hist.: 1820-Present.....	3	
MUSC 101	Studio Class (2 semesters)	0	
MUSC 180	Applied Emphasis Individual Instruction*.....	1	
MUSC 181	Applied Emphasis Individual Instruction**.....	1	

MUSC 454	World Music Ensembles I.....	1	
	or		
MUSC 455	World Music Ensembles II... (1)		
	or		
MUSC 490	Chamber Orchestra.....	(1)	
	or		
MUSC 491	Consort Singers.....	(1)	
	or		
MUSC 492	Chamber Music Ensembles. (1)		
	or		
MUSC 493	Women's Chorus	(1)	
	or		
MUSC 495	Concert Choir.....	(1)	

* must be taken concurrently
** must be taken concurrently

Applied Music

Individual Instructions

Music Major/Minor

Music majors are required to complete a minimum of four semesters, and Music minors two semesters, of individual instruction in the following emphasis areas:

- Piano, Guitar, Percussion, Strings, or Voice:
- MUSC 180, 181, 280, 281 (Major/4 semester hours)
- MUSC 180, 181 (Minor/2 semester hours)

Each semester hour of earned credit in private applied lessons requires the following:

- A. One 50-minute private lesson weekly (total 14)
- B. Enrollment in MUSC 101, Studio Class
- C. Minimum of one (1) Studio Class performance per semester

Only students who have been officially accepted through audition and declared music majors or minors by the Department of Music may enroll in private applied lessons (180, 181, 280, 281, 380, 381, 480, 481). No applied music fee is required.

Practice room facilities (free of charge) are available to all applied music students enrolled for credit.

Applied music courses are repeatable for credit. Majors who wish to continue credit enrollment beyond minimum requirements may enroll in the subsequent MUSC 380, 381, 480, and 481 offerings.

Music Non-Major/Non-Minor

Individual instruction is available in Piano, Guitar, Drum Set, Strings, and Voice:

Permission of professor required.

MUSC 182, 282, 382, 482..... 1 S.H. each

There is an applied music fee of \$420.00 per semester for fourteen 30-minute weekly lessons. Applied music courses are repeatable for credit.

Class instruction is available in Piano, Guitar, and Voice for students at the beginning level:

MUSC 175, 176, 177

Piano Class..... 1 S.H. each

MUSC 178 Voice Class..... 1 S.H.

MUSC 179 Guitar Class..... 1 S.H.

These classes meet once weekly, have a limited enrollment, and may only be repeated once for credit. There is a \$30 lab fee for the piano classes.

Ensembles

Music Major/Minor

Music majors are required to complete four semesters, and Music minors two semesters, of active participation in an ensemble appropriate to the area of individual instruction emphasis.

Music Non-Major/Non-Minor

Membership is open to all students and the University community on audition-after-enrollment basis.

S.H.

MUSC 454 World Music Ensembles I..... 1

MUSC 455 World Music Ensembles II..... 1

MUSC 490 Chamber Orchestra..... 1

MUSC 491 Consort Singers..... 1

MUSC 492 Chamber Music Ensemble(s)*... 1

MUSC 493 Women's Chorus..... 1

MUSC 494 Men's Chorus..... 1

MUSC 495 Concert Choir..... 1

* Includes guitar, string, and piano ensembles

These classes are repeatable for credit.

Music Model Four-Year Plan

Freshman Year

Fall Semester S.H.

MUSC 101 Studio Class..... 0

MUSC 121 Music Theory/Form I..... 3

MUSC 133 Aural Skills I..... 1

MUSC 180 Applied Music..... 1

MUSC ___ Ensemble..... 1

FREN 101 Elementary French I..... 3

or

GRMN 101 Elementary German I..... (3)

or

ITAL 101 Elementary Italian I..... (3)

ENGL 110 College Writing..... 3

___ ___ Core..... 3

15

Spring Semester S.H.

MUSC 101 Studio Class..... 0

MUSC 122 Music Theory/Form II..... 3

MUSC 134 Aural Skills II..... 1

MUSC 181 Applied Music..... 1

MUSC ___ Ensemble..... 1

FREN 102 Elementary French II..... 3

or

GRMN 102 Elementary German II..... (3)

or

ITAL 102 Elementary Italian II..... (3)

MATH 102 Quantitative Skills..... 3

MATH 103 Quantitative Skills Lab..... 0

___ ___ Core..... 3

15

Sophomore Year

Fall Semester S.H.

MUSC 101 Studio Class..... 0

MUSC 221 Music Theory/Form III..... 3

MUSC 235 Instrumentation..... 2

MUSC 280 Applied Music..... 1

MUSC ___ Ensemble..... 1

___ ___ Core..... 3

___ ___ Core..... 3

___ ___ Core..... 3

16

Spring Semester S.H.

MUSC 101 Studio Class..... 0

MUSC 222 Music Theory/Form IV..... 3

MUSC 281 Applied Music..... 1

MUSC 316 Music Hist.:Antiquity-1600.... 3

MUSC ___ Ensemble..... 1

___ ___ Core..... 3

___ ___ Core..... 3

14

Junior Year

Fall Semester S.H.

MUSC 317 Music History: 1600-1820..... 3

MUSC 303 World Music Cultures I..... 3

MUSC 332 Choral Conducting..... 2

or

MUSC 333 Instrumental Conducting..... (2)

___ ___ Core..... 3

___ ___ Core..... 3

___ ___ UD Elective..... 2

16

Spring Semester S.H.

MUSC 318 Music Hist.: 1820-Present..... 3

MUSC ___ UD Concentration..... 2

___ ___ Core..... 3

___ ___ Core..... 3

___ ___ UD Elective..... 3

14

Senior Year

Fall Semester S.H.

MUSC ___ UD Concentrations..... 4

___ ___ Core..... 3

___ ___ Core..... 3

___ ___ UD Elective Non-Music..... 3

___ ___ Elective..... 2

15

Spring Semester S.H.

MUSC ___ UD Elective..... 4

___ ___ Core..... 3

___ ___ Elective..... 3

___ ___ Elective..... 3

___ ___ Elective..... 2

15

The above 4-Year Plan is only a model. Some music course scheduling will vary due to the departmental rotation of classes.

Course Descriptions

MUSC 101 **Studio Class** *0 Semester Hours*

Recital class for music majors and minors enrolled in applied lessons, including composition lessons.

May be repeated for degree credit.

MUSC 102 **Enjoyment of Music** *3 Semester Hours*

An overview of the evolution of Western Art music from the era of Gregorian Chant to modern times. Focus is on style periods and the contributions of the great composers. Concert attendance required.

Non-majors and non-minors only.

MUSC 104 **Fundamentals of Music** *3 Semester Hours*

Practical study of the rudiments of music—notation, rhythm, keys, scales, and terminology, with the object of attaining and applying a basic musical literacy. Concert attendance required.

Non-majors and non-minors only.

MUSC 105 **The Vocal Experience** *3 Semester Hours*

Exploration of the basic techniques of singing with emphasis on the expressive elements inherent in simple vocal literature; study of fundamental musical elements—rhythm, melody, key structures, notation—leading to successful sight singing.

MUSC 106 **The Guitar Experience** *3 Semester Hours*

Exploration of the basic technique of performing on the guitar including 1) learning to read music, 2) chords and styles of accompaniment, and 3) the preparation of solo pieces.

MUSC 107 **The Piano Experience** *3 Semester Hours*

Exploration of the basic techniques of performing piano literature; study of fundamental musical elements—rhythm, melody, key structures, notation, and reading music.

Lab fee.

MUSC 121 **Music Theory and Form I** *3 Semester Hours*

Introduction to the fundamentals of functional tonal harmony, basic musical terminology and notation, figured bass, and diatonic harmonic progression and voice leading.

Corequisite: MUSC 133.

Lab fee.

MUSC 122 **Music Theory and Form II** *3 Semester Hours*

Continuation of MUSC 121, introducing cadences, nonchord tones, 7th chords, chromatic harmony and voice leading (secondary chords), and various types of modulation. Also includes an introduction to formal analysis through the study of period and other phrase structures.

Corequisite: MUSC 134.

Lab fee.

MUSC 131 **Sight Singing I** *1 Semester Hour*

Study of notation, keys, scales, rhythm; recognition of intervals; development of the ability to sight-read vocally from the score and to take melodic dictation.

MUSC 132 **Sight Singing II** *1 Semester Hour*

Continuation of MUSC 131.

Prerequisite: MUSC 131.

MUSC 133 **Aural Skills I** *1 Semester Hour*

Developing of the aural skills of sight singing, audiation, and pitch discrimination leading to the ability to take musical dictation from simple to intermediate levels involving melody, rhythm and meter, chords in root position, and cadential harmony. Includes Computer Assisted Instruction (CAI).

Corequisite: MUSC 121.

MUSC 134 **Aural Skills II** *1 Semester Hour*

Continuation of MUSC 133, further developing the ability to take musical dictation from intermediate to advanced levels involving tonal, modal, and atonal melody, rhythm and meter; all chord types including inversions and functional harmonic progression. Continuation of CAI.

Prerequisite: MUSC 133.

Corequisite: MUSC 122.

MUSC 135 **Functional Piano I** *1 Semester Hour*

Development of pragmatic keyboard reading skills.

Music majors/minors only.

Lab fee.

MUSC 136 **Functional Piano II** *1 Semester Hour*

Continuation of MUSC 135.

Prerequisite: MUSC 135 or consent of instructor.

Lab fee.

MUSC 175 **Beginning Piano Class** *1 Semester Hour*

Development of pragmatic keyboard reading skills.

Lab fee.

MUSC 176 **Intermediate Piano Class** *1 Semester Hour*

Application of fundamental keyboard reading skills through sight reading, ensemble work, harmonizing, and improvising. Development of interpretive skills through the use of repertoire from different eras.

Prerequisite: MUSC 175 or consent of instructor.

Lab fee.

MUSC 177**Advanced Piano Class***1 Semester Hour*

Application of interpretive skills using more complex repertoire. Fundamentals of tonal music theory are addressed along with sight reading and improvising. Individual projects may be assigned.

Prerequisite: MUSC 176 or consent of instructor.

Lab fee.

MUSC 178**Beginning Voice Class***1 Semester Hour*

Group instruction in singing. The basics of breathing, tone production, diction and articulation, song preparation, and performance.

MUSC 179**Beginning Guitar Class***1 Semester Hour*

The study of the classical guitar: learning to read music, learning to use the hands efficiently, gaining an understanding of the structures of music in order to develop an interpretive style.

MUSC 180**Guitar, Percussion, Piano, Strings, Voice***1 Semester Hour*

First semester of private applied lessons in the major/minor.

Corequisite: MUSC 101.

MUSC 181**Guitar, Percussion, Piano, Strings, Voice***1 Semester Hour*

Second semester of private applied lessons in the major/minor.

Prerequisite: MUSC 180.

Corequisite: MUSC 101.

MUSC 182**Guitar, Percussion, Piano, Strings, Voice***1 Semester Hour*

First year of private applied lessons for non-majors, non-minors (repeatable credit).

Applied music fee.

Permission of instructor required.

MUSC 221**Music Theory and Form III***3 Semester Hours*

Introduction to modal species counterpoint, fugal process, fundamentals of formal analysis, binary and ternary forms, and further chromatic harmony and voice leading, including borrowed chords, the Neapolitan and augmented 6th chords.

Prerequisite: MUSC 122.

MUSC 222**Music Theory and Form IV***3 Semester Hours*

Introduction to song forms, rondo and sonata forms, and further chromatic harmony, including chromatic mediant relationships and enharmonic modulation. Introduction to 20th century concerns including modality, atonality, Impressionism, Expressionism, polyrhythm and polytonality, serial techniques, minimalism, and improvisation and chance.

Prerequisite: MUSC 221.

MUSC 235**Instrumentation***2 Semester Hours*

Ranges, limits, use possibilities, technical parameters, and transpositions of instruments used for the making of music in performance.

Prerequisite: MUSC 122.

MUSC 280**Guitar, Percussion, Piano, Strings, Voice***1 Semester Hour*

Third semester of private applied lessons in the major.

Prerequisite: MUSC 181.

Corequisite: MUSC 101.

MUSC 281**Guitar, Percussion, Piano, Strings, Voice***1 Semester Hour*

Fourth semester of private applied lessons in the major.

Prerequisite: MUSC 280.

Corequisite: MUSC 101.

MUSC 282**Guitar, Percussion, Piano, Strings, Voice***1 Semester Hour*

Second year of private applied lessons for non-majors (repeatable credit).

Applied music fee.

Permission of instructor required.

MUSC 303**Introduction to World Music Cultures***3 Semester Hours*

An introductory-level survey of art, traditional, and regional popular music, chosen from the Near East, South Asia, Indonesia, and East Asia. Class lectures and discussion focus upon readings and guided listening. Some in-class performance.

MUSC 304**Topics in World Music Cultures***3 Semester Hours*

An intermediate-level survey of art, traditional, and regional popular music, chosen from Africa, the Americas, and Oceania. Class lectures and discussion emphasize coherences between music and culture. Some musical analysis.

Prerequisite: MUSC 303.

MUSC 309**History/Literature of the Guitar***3 Semester Hours*

The development of the guitar and related plucked instruments from the Renaissance to the present; a survey of notational systems, techniques, historical styles, and the representative works for the lute, vihuela, five-course guitar, and six-string guitar.

Prerequisite: MUSC 281.

MUSC 310**Instrumental Pedagogy***3 Semester Hours*

Research, concepts, and methodology common to the teaching of instruments.

Prerequisite: MUSC 222.

MUSC 316**Music History: Antiquity to 1600***3 Semester Hours*

A historical survey of Western music traditions from antiquity and early chants through the Renaissance (1600). Includes methodology and procedures which are fundamental to scholarly research and inquiry in musicology.

Prerequisite: MUSC 122.

MUSC 317**Music History: 1600-1820***3 Semester Hours*

A continuation of the historical survey of Western music traditions from the Baroque Era (1600) through the Classic Era (1820). Includes methodology and procedures which are fundamental to scholarly research and inquiry in musicology.

Prerequisite: MUSC 316.

MUSC 318**Music History: 1820 to Present***3 Semester Hours*

A continuation of the historical survey of Western music traditions from the beginnings of Romanticism through the milieu of twentieth-century music, concluding with current practices and trends. Includes methodology and procedures which are fundamental to scholarly research and inquiry in musicology.

Prerequisite: MUSC 317.

MUSC 319**Analytic Techniques***3 Semester Hours*

The study of concerto and variation forms, tonal pairing and other 19th century developments, and an introduction to linear-graphic analysis and set theory.

Prerequisite: MUSC 222.

MUSC 320**Notation and Copying***1 Semester Hour*

A survey of the fundamentals of traditional musical notation, with emphasis on the development of practical notational skills. Includes Computer Assisted Instruction (CAI).

Prerequisite: MUSC 222.

MUSC 322**Modal Counterpoint***3 Semester Hours*

Introduction to the style of sixteenth-century counterpoint, as exemplified by the vocal works of Palestrina. Topics covered include species counterpoint, the setting of Latin texts, and techniques of mass composition.

Prerequisite: MUSC 221.

MUSC 323**Tonal Counterpoint***3 Semester Hours*

Introduction to the style of eighteenth-century counterpoint, as exemplified by the instrumental works of J.S. Bach. Techniques and procedures covered include species counterpoint, canon, invention, and fugue.

Prerequisite: MUSC 221.

MUSC 325**Music for the Recordist***3 Semester Hours*

An in-depth investigation of the businesses of music as they apply to the recording and entertainment industry.

MUSC 328**Choral Methods I***2 Semester Hours*

Practical aspects of choral techniques ranging from the audition through the working rehearsal with emphasis on development of choral tone, phrasing, articulation, dynamics, blend, and balance, as well as selection of repertoire.

Prerequisites: MUSC 281 (voice), 332, and 491 or 495.

MUSC 330**Score Reading I***2 Semester Hours*

Score reading preparation of concert and transposed musical scores involving two through six parts including the use of multiple clefs.

Prerequisite: MUSC 333.

MUSC 331**Score Reading II***2 Semester Hours*

Score reading preparation of concert and transposed scores involving seven or more diverse instrumentations including the use of multiple clefs.

Prerequisite: MUSC 330.

MUSC 332**Choral Conducting***2 Semester Hours*

Basic conducting skills, technical and expressive uses of the conducting gesture, and methods of verbal and nonverbal communication appropriate to a choral ensemble.

MUSC 333**Instrumental Conducting***2 Semester Hours*

Basic conducting skills, technical and expressive uses of the conducting gesture, and methods of communication appropriate to an instrumental ensemble.

Prerequisite: MUSC 235.

MUSC 335**Accompanying I***1 Semester Hour*

The literature and performance practices applicable for solo and small genre accompaniment.

Consent of instructor required.

MUSC 336**Accompanying II***1 Semester Hour*

Continuation of 335.

Prerequisite: MUSC 335 or consent of instructor.

MUSC 340**Diction for Singers I***1 Semester Hour*

Development and refinement of enunciation and performing skills in English, Italian, and Latin. An extensive working knowledge of the International Phonetic Alphabet will be acquired.

Major or minor required.

MUSC 341**Vocal Pedagogy***3 Semester Hours*

Study of the physiology and acoustics of the voice and its application to singing and to the teaching of singing.

Major or minor required.

MUSC 342**Diction for Singers II***1 Semester Hour*

Continuation of MUSC 340; emphasis on German and French.

Prerequisite: MUSC 340.

MUSC 343**Opera Scenes/Workshop***1-2 Semester Hours*

Preparation of scenes from major operas in either staged or concert versions, and study of the complete works to aid singers in establishing context and characterization.

Audition after enrollment.

May be repeated for degree credit.

MUSC 344**Alexander Technique***0-1 Semester Hours*

Basic skills of coordinated movement appropriate to stage work for vocalists and instrumentalists. Exploration of the elements of poise, postural habits, and style based on principles developed by F.M. Alexander.

May be repeated for degree credit.

MUSC 361**Music of Africa***3 Semester Hours*

An in-depth investigation of differences found in Sub-Saharan and North African genres.

MUSC 365**History of Jazz***3 Semester Hours*

A survey of the origins and major style periods of jazz from the ante-bellum era to the present. Listening assignments emphasize the ways in which specific musical features reflect currents of history and culture.

MUSC 366**History of Rock***3 Semester Hours*

Evolution of rock and roll from its African-American origins to the present.

MUSC 367**History of Popular Music***3 Semester Hours*

Survey of the musical and cultural history of the diverse styles and artists associated with popular music. Exploration will range from rock to blues to hip hop to heavy metal to country. The course will consider the social, political, and cultural themes that influence and are influenced by music.

MUSC 380**Guitar, Percussion, Piano, Strings, Voice***1 Semester Hour*

Fifth semester of private applied lessons in the major.

Prerequisite: MUSC 281.

Corequisite: MUSC 101.

MUSC 381**Guitar, Percussion, Piano, Strings, Voice***1 Semester Hour*

Sixth semester of private applied lessons in the major.

Prerequisite: MUSC 380.

Corequisite: MUSC 101.

MUSC 382**Guitar, Percussion, Piano, Strings, Voice***1 Semester Hour*

Third year of private applied lessons for non-majors (repeatable credit).

Applied music fee.

Permission of instructor required.

MUSC 387**Music Composition I***1 Semester Hour*

The composition of original instrumental and vocal works for solo performers and small ensembles employing structures such as binary, ternary, and song forms.

Prerequisite: MUSC 222.

MUSC 388**Music Composition II***1 Semester Hour*

Continuation of 387.

Prerequisite: MUSC 387.

MUSC 401**Music in Native North America***3 Semester Hours*

A survey of traditional and contemporary music/dance within primary culture areas.

MUSC 402**Music of East, Central, and Southeast Asia***3 Semester Hours*

A historically-oriented survey of traditional, art, and popular genres within each region.

MUSC 403**Music of Indonesia***3 Semester Hours*

An exploration of performing arts in Java, Bali, and outer islands of the archipelago.

MUSC 404**Music of India***3 Semester Hours*

An exploration of performing arts in North and South India.

MUSC 405**Music in Contemporary Society***3 Semester Hours*

Using live performance as the springboard, the elements of music are examined from a cross-cultural perspective.

MUSC 407**Research and Methods in Ethnomusicology***1 Semester Hour*

A survey of the essential literature of ethnomusicology; introduction to field methods, transcription, and analysis.

Prerequisite: MUSC 303 or consent of instructor.

MUSC 412**Pre-Renaissance and Renaissance Music***3 Semester Hours*

The study of the major musical figures and their representative works from the chants of the early Christian church to the Baroque Era.

Prerequisites: MUSC 316, 317, and 318.

MUSC 413**Music of the Baroque***3 Semester Hours*

Composers, music, and practices from 1600 to 1750 with emphasis on historical development culminating in the works of G.F. Handel and J.S. Bach.

Prerequisites: MUSC 316, 317, and 318.

MUSC 414**Music of the Classical Era***3 Semester Hours*

Composers, music, and practices from 1750 to 1827 with emphasis on historical developments of musical trends through the works of Gluck, Haydn, Mozart, Beethoven, and Schubert.

Prerequisites: MUSC 316, 317, and 318.

MUSC 415**Music of the Romantic Age***3 Semester Hours*

Composers, music, and musical developments from the death of Beethoven through the end of the nineteenth century.

Prerequisites: MUSC 316, 317, and 318.

MUSC 416**Music of the Twentieth-Century Era***3 Semester Hours*

Composers, music, trends, and musical arts-related developments from the close of the nineteenth century through contemporary practices.

Prerequisites: MUSC 316, 317, and 318.

MUSC 425**Electronic Music***3 Semester Hours*

The history and investigation of electronic, electroacoustic, and computer generated sounds as music composition and production tools.

Prerequisite: MUSC 222.

MUSC 426**Arranging and Scoring***1 Semester Hour*

Principles, methods, formats, and techniques employed in arranging or scoring existing musical materials for instrumental or vocal genre in selected styles.

Prerequisite: MUSC 222.

MUSC 428**Choral Methods II***1 Semester Hour*

Continuation of MUSC 328.

Prerequisite: MUSC 328.

MUSC 432**Advanced Choral Conducting***2 Semester Hours*

Application of concepts and fundamentals experienced in MUSC 332, development and application of interpretive conducting skills through study of choral works representing the major style periods.

Prerequisite: MUSC 332.

MUSC 433**Advanced Instrumental Conducting***2 Semester Hours*

Application of concepts and fundamentals experienced in MUSC 333, development and application of interpretive conducting skills through major orchestral works.

Prerequisite: MUSC 333.

MUSC 435**Instrumental Conducting Practicum***2 Semester Hours*

Preparation and application of conducting skills with a departmental instrumental ensemble resulting in a recital performance appearance as a student conductor.

Prerequisite: MUSC 433.

MUSC 445**Choral Practicum***1 Semester Hour*

In-depth study of choral rehearsal practices resulting in a senior project or conducting recital.

Prerequisite: MUSC 432.

MUSC 450**Senior Project/Recital***1 Semester Hour*

Preparation and presentation of a solo performance in a student recital format.

Permission of Applied instructor; advisor; and Chairperson required.

MUSC 454**World Music Ensembles I***0-1 Semester Hours*

Practice and performance of West African drumming and Balinese gamelan including both traditional and new compositions.

Prerequisite: Audition after enrollment.

May be repeated for degree credit.

MUSC 455**World Music Ensembles II***0-1 Semester Hours*

Practice and performance of intermediate-level techniques in West African drumming and xylophone as well as Balinese gamelan and gender wayang.

Prerequisites: MUSC 454; permission of instructor required.

May be repeated for degree credit.

MUSC 457**Music Management I***3 Semester Hours*

Subjects include but are not limited to: the music business system, professional songwriting, music publishing, music copyright, music licensing, unions and guilds, agents, managers and attorneys, artist management, concert promotion, theatrical production, music merchandising, and arts administration.

MUSC 458**Music Management II***3 Semester Hours*

Subjects include but are not limited to: scope of the record industry, record markets, artists' recording contracts, record production, record promotion, distribution and merchandising, studios and engineers, environmental music, music in radio, music in telecommunications, music in advertising, film scoring, career options, and career development.

Prerequisite: MUSC 457.

MUSC 480**Guitar, Percussion, Piano, Strings, Voice***1 Semester Hour*

Seventh semester of private applied lessons in the major.

Prerequisite: MUSC 381.

Corequisite: MUSC 101.

MUSC 481**Guitar, Percussion, Piano, Strings, Voice***1 Semester Hour*

Eighth semester of private applied lessons in the major.

Prerequisite: MUSC 480.

Corequisite: MUSC 101.

MUSC 482**Guitar, Percussion, Piano, Strings, Voice***1 Semester Hour*

Fourth year of private applied lessons for non-majors (repeatable credit).

Applied music fee.

Permission of instructor required.

MUSC 487
Music Composition III

1 Semester Hour

The composition of original instrumental and vocal works for large ensembles employing extended structures such as sonata, rondo, variation, and concerto forms.

Prerequisite: MUSC 388.

MUSC 488
Music Composition IV

1 Semester Hour

Continuation of MUSC 487.

Prerequisite: MUSC 487.

MUSC 490
Chamber Orchestra

0-1 Semester Hours

Offers students and members of the community instruction in orchestral music through the study and performance of quality literature representing a variety of style periods and musical genre.

Audition after enrollment.

May be repeated for degree credit.

MUSC 491
Consort Singers

0-1 Semester Hours

Smaller, more advanced choral ensemble provides an opportunity for students to perform challenging choral literature from a wide range of composers and styles.

Should have previous choral experience.

Audition after enrollment.

May be repeated for degree credit.

MUSC 492
Chamber Music Ensembles

0-1 Semester Hours

To gain an understanding of and to develop the skills necessary for small ensemble playing (includes guitar, string, and piano ensembles).

Audition after enrollment; permission of instructor required (piano ensembles).

May be repeated for degree credit.

MUSC 493
Women's Chorus

0-1 Semester Hours

The ensemble explores and performs choral literature for treble voices.

Audition after enrollment.

May be repeated for degree credit.

MUSC 494
Men's Chorus

0-1 Semester Hours

The ensemble explores and performs choral literature for male voices.

Audition after enrollment.

May be repeated for degree credit.

MUSC 495
Concert Choir

0-1 Semester Hours

The large choral ensemble offers students and members of the community instruction in choral music with emphasis on vocal techniques as well as the study and performance of quality literature representing a variety of style periods and musical genres.

Audition after enrollment.

May be repeated for degree credit.

MUSC 496
Theory Placement Practicum

0-1 Semester Hours

Review of selected topics from Music Theory & Form I-IV and techniques of preparation for theory placement examinations required by music graduate schools.

MUSC 497
Musicology Placement Practicum

0-1 Semester Hours

Techniques of preparation for musicology placement examinations required for entrance into music graduate school programs.

MUSC 498
Special Studies*

1-3 Semester Hours

MUSC 499
Independent Studies*

1-3 Semester Hours

* MUSC 498 and 499 may not be designated to stand in lieu of course content addressed by another course in the music curriculum, except by permission of the Chairperson.

Theatre Arts— Department of Theatre Arts and Dance

Faculty

Co-chairperson: Diane Benedict

Professors: Charles E. Erven, Katharine B. Free,
Beth Henley (Presidential Professor),
Ron Marasco, Judith Royer, C.S.J.

Associate Professor: Diane Benedict

Assistant Professors: Grant S. Garinger, S.J.,
Katharine M. Noon, Dan Weingarten,
Kevin J. Wetmore, Jr.

Objectives

The Theatre Arts curriculum is planned to provide a broad quality education in the humanities and to develop in the student an appreciation of the whole self and the universality of the human experience. The Theatre Arts program promotes an environment that nurturers self-expression within all aspects of the discipline, ranging from acting and design to technical theatre and the history and theories surrounding these practices. Faculty and students collaborate to enhance creative involvement in and promote aesthetic and scholarly inquiry into the art of theatre and performance. Participation on all levels in the performing arts is central to this work. Through the production and study of both western and world theatrical traditions, the program contributes to the cultural vitality of our students, the university, and the surrounding community. The Theatre Arts program supports the mission and goals of the university with a commitment to educating the whole person and providing students with the tools to be an active participant in the service of faith and the promotion of justice, and is accredited by the National Association of Schools of Theatre. The program offers the Bachelor of Arts in Theatre degree, the requirements of which can serve as an excellent foundation for those students pursuing a career in theatre, film, and television, for those who wish to enrich their lives through non-career oriented study and performance, and for those pursuing MFA and PhD degrees in performance, design, history, and performance theory.

Student Learning Outcomes

Students majoring in Theatre Arts should be able to:

- Strengthen their skills in observation, concentration, and imagination
- Effectively apply learned acting techniques to performance and/or creative works of their own
- Interpret dramatic texts and critique theatrical performance using appropriate critical language and analytical frameworks
- To integrate effective use of body and voice in communication in a theatrical space
- Read technical drawings, and apply a basic understanding of scenery, scenic materials, construction procedures, and standard theatrical lighting practices to theatre production
- Identify the basic elements of stage direction; analyze a play script from the point of view of the director; articulate and defend a production concept; develop actor-coaching skills; and identify elements of direction that communicate story, theme, and concept
- Positively contribute to the field of theatre performance, history, and production.

Students majoring in Theatre Arts are presented with the opportunity to value:

- Theatre as a live, human, creative, and spiritual experience, which has the power to transform and educate as well as entertain an audience
- Non-Western theatrical styles and genres
- The impact design and production have on the theatrical experience, and the relationships and contributions of all collaborators and theatrical personnel and how they contribute to the creation of theatre production across a broad spectrum of styles and genres
- Individual expression through exploration, analysis, and creation of dramatic writing
- First-hand European theatre tradition; Stanislavski and Epic theatre performance techniques; the history, geography, and culture of Germany and Russia, through our semester study abroad program, Bonn-Moscow-Berlin.

Students majoring in Theatre Arts should know:

- Basic theories, techniques, and process of dramatic writing and structure, and various approaches to translating original dramatic material from the page to the stage/screen
- Basic world theatre history and dramatic literature, including exemplary works and genres
- Basic performance and design genres, styles, and techniques
- Basic strategies of career development and audition/interview methods.

Major Requirements (THEA)

Lower Division Requirements:

24 semester hours: THEA 111, 120, 220, 240, 245, 250, 260, and 6 semester hours of lower division Theatre coursework planned in consultation with departmental advisor.

A grade of C (2.0) or better must be earned in each course: THEA 111, 120, 220, 240, 245, 250, and 260.

Upper Division Requirements:

30 semester hours: 9 hours of Theatre history/literature/criticism courses from the THEA 330s, 340s, 430s of which 3 semester hours must be chosen from THEA 347, 348, 349, 430, or 435; THEA 370, THEA 450, THEA 490, and 12 semester hours of upper division Theatre electives.

A grade of C (2.0) or better must be earned in each course of the 9 hours of Theatre history, literature, and criticism, THEA 370, 450, and 490.

Minor Requirements (THEA)

18 semester hours divided into 6 semester hours of lower division work, 12 semester hours of upper division theatre offerings, and participation in departmentally-sponsored events.

Minor programs must be planned in consultation with a departmental advisor. A minimum grade of C (2.0) must be obtained in each course included in the minor program.

Theatre Arts Model Four-Year Plan

Freshman Year

<i>Fall Semester</i>		S.H.
THEA 111	Intro to Theatre Perf.....	3
THEA 120	Basic Stagecraft.....	3
THEA 260	Theatre & Events Promo.....	2
ENGL 110	College Writing.....	3
_____	Core.....	3
		14
<i>Spring Semester</i>		S.H.
THEA 220	Intro to Design.....	3
THEA 250	Theatre Practicum: Crew.....	1
MATH 102	Quantitative Skills.....	3
MATH 103	Quantitative Skills Lab.....	0
_____	Core.....	3
_____	Core.....	3
_____	Elective.....	3
		16

Sophomore Year

<i>Fall Semester</i>		S.H.
THEA 240	West. Theatre Hist & Lit I.....	3
THEA _____	Elective.....	3
_____	Core.....	3
_____	Core.....	3
_____	Elective.....	3
		15
<i>Spring Semester</i>		S.H.
THEA 245	West. Theatre Hist & Lit II.....	3
THEA _____	Elective.....	3
_____	Core.....	3
_____	Core.....	3
_____	Core.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
THEA 370	Directing for Theatre I.....	3
THEA 450	Theatre Practicum.....	3
THEA _____	Hist/Lit/Crit.....	3
THEA _____	Elective.....	3
_____	Core.....	3
		15

<i>Spring Semester</i>		S.H.
THEA _____	Hist/Lit/Crit.....	3
THEA _____	Elective.....	3
_____	Core.....	3
_____	Core.....	3
_____	Elective.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
THEA _____	Hist/Lit/Crit.....	3
THEA _____	Elective.....	3
_____	Core.....	3
_____	Core.....	3
_____	Elective.....	3
		15
<i>Spring Semester</i>		S.H.
THEA 490	Senior Project.....	3
THEA _____	Elective.....	3
_____	Core.....	3
_____	Elective.....	3
_____	Elective.....	3

This schedule is typical. The sequence and choice of courses must be decided in consultation with an advisor.

Course Descriptions

THEA 110

Beginning Acting

3 Semester Hours

An introduction to the interpretation of drama through the art of the actor.

Lab fee.

Non-majors and Theatre Arts minors only.

THEA 111

Introduction to Theatre Performance

3 Semester Hours

An introduction to the study of acting with a foundation in realism and physical actions. Emphasis is placed on a variety of critical and creative theories, and techniques to cultivate imagination, focus, embodied creativity, self-awareness, vocal and physical range, and script analysis. Suitable for beginners and students with some performance experience.

Lab fee.

Theatre Arts majors only.

THEA 112

Voice and Movement for Stage

3 Semester Hours

An introduction to develop and practice vocal and physical techniques designed to free the natural voice and body and to explore the relationship between the two as expressed in performance and basic communication.

Lab fee.

Theatre Arts majors/minors only.

Prerequisite: THEA 111 or 110-equivalent experience.

THEA 120

Basic Stagecraft

3 Semester Hours

An introduction to basic technical theatre organization and vocabulary, scenic materials, and construction processes. The course includes an overview of the relationship of scenography to production and reading/executing basic graphic documents. A lab provides practical application of techniques and methods covered in lectures.

Lab fee.

Corequisite: THEA 121.

THEA 121

Basic Stagecraft Lab

0 Semester Hours

An application of basic modern theatrical practices in a lab format through hands-on experience in a scene shop. Course work correlates with instruction in THEA 120.

Corequisite: THEA 120.

Credit/No Credit grading only.

THEA 210

Scene Study and Presentation

3 Semester Hours

A concentrated approach to Stanislavski-based scene analysis and presentation. Emphasis on further development and integration of acting skills in voice, movement, interpretation, script analysis, and character development for performance.

Theatre Arts majors/minors only.

Prerequisites: THEA 110, 111 or equivalent experience.

THEA 220**Introduction to Basic Scene, Lighting, and Costume Design***3 Semester Hours*

An introduction to the basic elements of production design and its interrelation to the idea of the play. Course will examine the script and explore the development of a concept and its application in the design disciplines. Conceptual and technical drawings are produced, emphasizing clear and concise communication.

Lab fee.

Lab included.

THEA 223**Lighting Design I***3 Semester Hours*

This course explores the use of light as a medium and art form in contemporary theatre and dance through theoretical and hands-on work and exposes the student to the collaborative contribution of light in the performing arts.

Lab fee.

Prerequisite: THEA 220 or consent of instructor.

THEA 224**Scene Design I***3 Semester Hours*

Combining the development of practical skills and imagination in the development of scenic design, this course explores the basics such as ground plan formation, research, textual analysis, color, basic rendering, drafting and model making techniques.

Lab fee.

Prerequisite: THEA 220 or consent of instructor.

THEA 225**Basic Stage Make-Up***2 Semester Hours*

An introduction to the art and application of basic stage make-up required of working actors and performers. Recommended for acting students and cast members.

Lab fee.

THEA 227**Costume Design I***3 Semester Hours*

This course explores costume design as developed from different genres of plays, styles, and/or periods. Emphasis is on the application of design elements, principles, research, process, fabric choice, and script analysis.

Lab fee.

Prerequisite: THEA 220 or consent of instructor.

THEA 240**Western Theatre History and Literature I***3 Semester Hours*

A study of the theatre (literature, playhouse, performance conventions) of the ancient Greek and Roman worlds, the Medieval world, the Renaissance, and the Elizabethan period. (Fall)

THEA 245**Western Theatre History and Literature II***3 Semester Hours*

A study of the theatre (literature, playhouse, performance conventions) from the 17th century to the 20th century. (Spring)

THEA 250**Theatre Practicum: Crew***1 Semester Hour*

This course provides mentored hands-on experience in technical theatre through participation in construction or running crew for Theatre Arts departmental productions.

May be repeated for up to 6 semester hours with a maximum of 2 semester hours in any given technical area.

Theatre Arts majors/minors only.

Prerequisite: THEA 120 or consent of instructor or Co-Chairperson.

THEA 251**Theatre Practicum: Performance***0-3 Semester Hours*

The application of actor training methods and techniques to departmental theatrical productions.

May be repeated for credit up to 9 semester hours.

Lab fee.

Audition required.

THEA 253**Playwrights Center Stage***0-3 Semester Hours*

An introduction to new play development, theory, and practice, designed for writers, actors, and technical/production managers. The course focuses on the development of new scripts through the interaction between actors and writers with the possibility of staged readings and/or workshop productions.

May be repeated for credit up to 6 semester hours.

Lab fee.

Consent of instructor or Co-Chairperson required.

THEA 260**Theatre and Events Promotion***2 Semester Hours*

Students are instructed and mentored as they assume roles in promotion and publicity in preparation for departmental performances and events.

May be repeated for credit up to 8 semester hours.

Theatre Arts majors/minors only.

THEA 266**Introduction to Camera Acting***3 Semester Hours*

An introduction to the basics of acting for the camera. Exercises and scenes will be taped. Students will also learn basic camcorder, microphone, and lighting usage.

Lab fee.

Prerequisite: THEA 111 or equivalent experience.

THEA 270**Stage Management***3 Semester Hours*

This course studies and practices the job duties and skills required of Production Stage Managers where all phases of production are examined from both theoretical and real world models including those with educational, community, regional, and Broadway theatres.

Lab fee.

Prerequisite: THEA 120 or consent of instructor.

THEA 298**Special Studies***1-3 Semester Hours*

THEA 299
Independent Studies

1-3 Semester Hours

THEA 300
Theatre in Los Angeles

3 Semester Hours

Theatre-going and appreciation designed for the potential audience member through first-hand meetings with theatre artists and attendance at Los Angeles productions.

Lab fee.

May be repeated up to 6 semester hours.

THEA 312
Voice Development

3 Semester Hours

A course designed to free the natural voice, to develop a full vocal range, and to practice techniques towards compelling and articulate vocal expression and communication.

THEA 314
Intermediate Acting for Non-Majors

3 Semester Hours

A continuation of THEA 110; students will further explore the elements of character development and scene analysis.

Non-majors and Theatre Arts minors only.

Prerequisite: THEA 110 or consent of instructor.

THEA 315
Alexander Technique

3 Semester Hours

A course open to all majors designed to improve the relationship and use of the body, voice, and breath. Through application of the Alexander Technique, interfering habitual blocks of tension and personality are transformed for greater command over the physical and emotional instrument. Movement ease and coordination as well as improved posture are achieved through informed choices.

THEA 320
Intermediate Scene Design

3 Semester Hours

This course examines the theory and practice of scene design and manipulation of stage space. Special emphasis is placed on the development of a point of view toward the production of the play as related to all aspects of theatrical design.

Lab fee.

Prerequisite: THEA 220, 224, or consent of instructor.

THEA 321
Intermediate Lighting Design

3 Semester Hours

This course examines the theory and practice of lighting design. The core of this course is a series of discovery projects using minimal resources, to explore the use of light in the theatre. Through this exploration, students will discover a variety of approaches to developing a successful lighting design.

Lab fee.

Prerequisite: THEA 220, 223, or consent of instructor.

THEA 322
Intermediate Costume Design and Construction

3 Semester Hours

This course examines the craft of designing, planning, and constructing costumes, including beginning pattern-drafting.

Lab fee.

Prerequisite: THEA 220, 227, or consent of instructor.

THEA 324
Intermediate Technical Theatre

3 Semester Hours

This course illustrates the array of accepted responsibilities that are needed to operate a scene shop efficiently. Construction techniques, drafting, problem solving, estimating, and scheduling are among a few topics covered.

Lab fee.

Prerequisite: THEA 120, 220, or consent of instructor.

THEA 331
Classical Spirit in Drama

3 Semester Hours

An exploration of the classical drama throughout major periods.

THEA 336
Romantic Spirit in Drama

3 Semester Hours

An exploration of the romantic drama throughout major periods.

THEA 341
Realistic Spirit in Drama

3 Semester Hours

An exploration of the realistic drama throughout major periods.

THEA 346
Avant-Garde Spirit in Drama

3 Semester Hours

An exploration of the avant-garde drama throughout major periods.

THEA 347
African Spirit in Drama

3 Semester Hours

An exploration of African theatre and theatre of the African diaspora in the United States, the Caribbean, and elsewhere.

THEA 348
Asian Spirit in Drama

3 Semester Hours

An exploration of the Asian drama throughout major periods.

THEA 349
Hispanic Spirit in Drama

3 Semester Hours

An exploration of theatre of the Spanish language in the Western Hemisphere and in Europe, as well as theatre of the Latin traditions in the United States.

THEA 361
Acting: Method and Technique

3 Semester Hours

A hands-on exploration of varied approaches toward actor training and the development of individual approaches toward working with a text in preparation for performance.

Lab fee.

Theatre Arts major/minors only.

Consent of instructor required.

Prerequisites: THEA 110 or 111, THEA 210.

THEA 366
Acting for the Camera

3 Semester Hours

This course builds on basic camera acting knowledge and experience through various filmed exercises and scenes.

Lab fee.

Theatre Arts major/minors only.

Consent of Co-Chairperson and instructor required.

Prerequisite: THEA 266.

THEA 370**Directing for the Theatre I***3 Semester Hours*

This course examines and practices basic elements of stage direction. Students will explore script analysis from a director's point of view, develop and practice effective communication with actors and designers, and learn to identify elements of direction that communicate story, theme, and concept.

Lab fee.

Theatre Arts majors/minors only.

Prerequisites: THEA 111, 120, and 220.

THEA 375**Directing for the Theatre II***3 Semester Hours*

Continuation of THEA 370, with emphasis on advanced theory and practicum.

Theatre Arts majors/minors only.

Consent of Co-Chairperson and instructor required.

Prerequisite: THEA 370.

THEA 398**Special Studies***1-3 Semester Hours***THEA 399****Independent Studies***1-3 Semester Hours***THEA 400****Playwriting***3 Semester Hours*

An introduction to the techniques of writing one-act plays for the theatre.

THEA 401**The Creative Process***3 Semester Hours*

This course is designed to guide development in a wide range of substantial creative writing projects including the exploration of music, literature, and art that correlate to a specific theatrical project, requiring research and interviews with professionals in the chosen field of study.

May be repeated once for degree credit.

Consent of Co-Chairperson or instructor required.

THEA 412**Movement for the Actor***3 Semester Hours*

The exploration of the acting process through the use of the body, and how an unblocked natural physical connection can expand range, versatility, and full range of expression.

Theatre Arts majors/minors only.

Consent of instructor required.

Prerequisites: THEA 111 and 112.

THEA 413**Devised Ensemble Theatre***3 Semester Hours*

An introduction and exploration of various contemporary ensemble-devising methods towards the creation of new works for the stage. Through research, writing, physical theatre, and workshop techniques, students will develop the tools to collectively conceive, develop, and present original theatrical work.

May be repeated once for degree credit.

Theatre Arts majors only.

Consent of instructor required.

Prerequisites: THEA 111 and 112.

THEA 422**Advanced Costume Design***3 Semester Hours*

Advanced study in theatre costume construction including pattern-making, advanced sewing techniques, and millinery.

Prerequisite: THEA 322 or consent of instructor.

THEA 425**Scene Painting***3 Semester Hours*

This course is a guide to the tools and techniques used in modern scene painting.

Consent of instructor required.

THEA 426**Advanced Scene and Lighting Design***3 Semester Hours*

This course is an advanced study of scene design and lighting design for the theatre with emphasis on their roles as creative members of a collaborative team.

Prerequisites: THEA 320 and 321.

THEA 430**Special Author/Genre Seminar***3 Semester Hours*

Study of Shakespeare or other topics in selected authors and/or dramatic genres.

May be repeated only when a different genre and/or author is studied.

THEA 435**Special Period Seminar***3 Semester Hours*

Study of 20th Century American Drama, American Drama through the 19th Century, Modern British Playwrights, 17th and 18th Century Comedy, or other topics in theatre history.

May be repeated only when a different topic and/or period is studied.

THEA 450**Theatre Practicum: Crew***3 Semester Hours*

Students are instructed and mentored as they assume positions of managerial or creative responsibility and/or leadership in mounting departmental productions.

May be repeated for credit up to 9 semester hours.

Theatre Arts majors/minors only.

Prerequisite: THEA 250.

THEA 451**Theatre Practicum: Performance***0-3 Semester Hours*

The application of further developed actor training methods and techniques in departmental theatrical productions.

May be repeated for credit up to 9 semester hours.

Lab fee.

Audition required.

THEA 453**Playwrights Center Stage***0-3 Semester Hours*

A theory and performance course in new play development methods. Practice and participation as writers, actors, and production managers/assistants or new play interns in staged readings and/or workshops.

May be repeated for degree credit up to 6 semester hours.

Consent of instructor required.

THEA 461**Acting: Special Genre***3 Semester Hours*

An exploration in advanced acting techniques for particular genres such as musical theatre, comedy of errors, Shakespeare, Chekhov.

May be repeated for credit up to 9 semester hours as long as course content is different.

Theatre Arts majors/minors only.

Consent of instructor required.

THEA 463**Acting: Auditions and Cold Reading***3 Semester Hours*

A course in the development and practice of cold-reading, audition, and interview techniques/ skills necessary to obtain professional work in the performing arts. Students will develop an effective and organized business approach toward their careers by learning how to market their talent, develop a professional portfolio, necessary for the audition and interview process.

Lab fee.

Theatre Arts majors/minors only.

Consent of instructor required.

THEA 467**Career Development***3 Semester Hours*

An overview of current trends in casting toward professional work in theatre, television, and film with visits from professional artists such as agents, managers, actors, casting directors, and the possibility of participation in a professional showcase.

Lab fee.

Theatre Arts majors/minors only.

Consent of Co-chairperson and instructor required.

THEA 490**Senior Thesis: Project***3 Semester Hours*

Preparation and presentation of performance or research thesis.

Theatre Arts majors only.

Consent of instructor required.

THEA 498**Special Studies***1-3 Semester Hours*

THEA 499**Independent Studies***1-3 Semester Hours*

Marital and Family Therapy

Faculty

Chairperson: Debra Linesch
 Professor: Debra Linesch
 Assistant Professor: Paige Asawa
 Lecturers: Rita Coufal, Erica Curtis,
 Gail Goldstein, Jeollen Lapidus, Philip Levin,
 Jane Schulman, Brian Ura
 Clinical Faculty: Kathleen Fogel-Richmond

Contact Information

Office Location: University Hall, Suite 2518
Telephone: (310) 338-4562
Fax: (310) 338-4518

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 all 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.

Student Learning Outcomes

Graduates of the Department of Marital and Family Therapy should know:

- A broad theoretical basis for the practice of art psychotherapy
- The complex societal culture in which they are engaging
- The legal and professional responsibilities of the licensed practicing psychotherapist.

Graduates of the Department of Marital and Family Therapy should be able to:

- Advance to professional engagement in the mental health community
- Describe individual and family dynamics according to the theory and concepts of the discipline of marriage and family therapy
- Delineate short-term and long-term psychotherapeutic goals and develop treatment plans
- Synthesize the art therapy modality with traditional theoretical approaches and use a variety of techniques and interventions to achieve systemic change
- Present case material in verbal and written form at a professional level
- Work with others from varied and diverse perspectives
- Engage in critical scholarly discourse in the field of art psychotherapy.

Graduates of the Department of Marital and Family Therapy are encouraged to value:

- An increasing commitment to change as part of the psychotherapeutic and artistic process
- The ongoing development of multicultural competencies
- Engagement with the community in the service of social justice.

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

Program Requirements

The Master of Arts degree will be granted upon satisfactory completion of a minimum of 58 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 for Students Entering in 2008

FIRST SEMESTER (Fall) S.H.

MFTH 600* Art Therapy Literature 2
MFTH 601* Art Explorations..... 2

MFTH 602 Fundamentals of Marriage/Family Systems 2

MFTH 603 Intro/Mental Health Svcs..... 1

MFTH 604 Child Psychotherapy: Theory and Practice..... 3

MFTH 615 Group Dynamics 2

MFTH 638 Psychopathology..... 2

MFTH 640 Psychological Tests 2

16

SECOND SEMESTER (Spring) S.H.

MFTH 606 Adol. Psychotherapy: Theory and Practice..... 2

MFTH 607 Adult Psychotherapy: Drug and Alcohol Treatment..... 3

MFTH 608 Theories of Marriage and Family Therapy 4

MFTH 612 Marriage & Family Psychotherapy: Issues and Apps..... 3

MFTH 617 Practicum/Supervision I..... 3

15

SUMMER SESSION I S.H.

MFTH 639 Psychopharmacology..... 2

MFTH 641 Aging/Long Term Care 1

3

THIRD SEMESTER (Fall) S.H.

MFTH 618 Practicum/Supervision II..... 4

MFTH 621 Cultural & Ethnic Issues in Marriage/Family Therapy..... 3

MFTH 630 Marriage/Family Psychotherapy: Clinical Studies..... 3

MFTH 691 Research Methodology 3

13

FOURTH SEMESTER (Spring) S.H.

MFTH 613 Assessment, Detection and Trtmt of Spousal Abuse..... 1

MFTH 614 Seminar: Professional Ethics/ Human Sexuality..... 3

MFTH 619 Practicum/Supervision III..... 4

MFTH 696 Research/Clinical Paper 3

11

Program Total 58

* Clinical art therapy specialized courses

For students entering in 2009, an additional 2 semester hour course, "Crisis Intervention/ Disaster Response" (MFTH 642) will be added, taking the program total to 60 semester hours to meet proposed requirements of California Board of Behavioral Science.

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. While obtaining a master's 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, 622, and 629.

Course Descriptions

MFTH 600*
Art Therapy Literature/Assessment
2 Semester Hours

Comparative study of art therapy and its history in relation to theory and application. Also included is an overview of current art therapy assessment protocols.

MFTH 601*
Art Explorations

3 Semester Hours

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

MFTH 602
Fundamentals of Marriage/Family Systems
2 Semester Hours

This course provides an introduction to systems theory as a foundation to therapeutic intervention in marital and family therapy. The groundwork provides the conceptual view for the exploration of theoretical perspectives in the family therapy literature. A variety of family structures including traditional and non-traditional forms are studied as well as their clinical implications for the marital and family therapist.

MFTH 603
Introduction to Mental Health Services

1 Semester Hour

Introduces the spectrum of agencies involved in mental health services and provides a comprehensive overview of resources and advocacy programs including both governmental and private sources.

MFTH 604
Child Psychotherapy: Theory and Practice

3 Semester Hours

Theories of Freud, Erikson, Piaget, and Lowenfeld are critically surveyed. Normal child development, psychopathology and psychotherapy theory, literature, and treatment approaches are coordinated. Verbal and nonverbal treatment approaches are coordinated.

MFTH 606
Adolescent Psychotherapy: Theory and Practice

2 Semester Hours

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 included focuses the discussion on verbal and nonverbal treatment interventions.

MFTH 607
Adult Psychotherapy/Drug and Alcohol Treatment

3 Semester Hours

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 semester hour (15 hours) of theories and applications of drug and alcohol treatment.

MFTH 608
Theories of Marriage and Family Therapy

4 Semester Hours

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

MFTH 612**Marriage and Family Psychotherapy: Issues and Applications**

3 Semester Hours

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

MFTH 613**Assessment, Detection, and Treatment of Spousal Abuse**

1 Semester Hour

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

MFTH 614**Seminar: Professional Ethics/Human Sexuality**

3 Semester Hours

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.

MFTH 615**Group Dynamics**

2 Semester Hours

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

MFTH 617**Practicum/Supervision I**

3 Semester Hours

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

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

MFTH 618**Practicum/Supervision II**

4 Semester Hours

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

MFTH 619**Practicum/Supervision III**

4 Semester Hours

See MFTH 618.

MFTH 620**Multiculturalism and Art Therapy in Mexico—Part I**

1 Semester Hour

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

MFTH 621**Cultural and Ethnic Issues in Marital and Family Therapy**

1-3 Semester Hours

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

Enrollment for 1 semester hour is contingent upon completion of MFTH 620 and 622; enrollment for 2 semester hours is contingent upon completion of MFTH 620.

MFTH 622**Multiculturalism and Art Therapy in Mexico—Part II: Artisans in Michoacán**

1 Semester Hour

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

MFTH 629**Family Art Therapy in Mexico**

1 Semester Hour

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

MFTH 630**Marital and Family Therapy: Clinical Studies**

2-3 Semester Hours

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.

Enrollment for 2 semester hours is contingent upon completion of MFTH 629.

MFTH 638**Psychopathology**

2 Semester Hours

Psychopathology as stated in DSM IV is reviewed and comprehensively explored. The process of assessment and diagnosis focuses on verbal and nonverbal communications.

MFTH 639**Psychopharmacology**

2 Semester Hours

Provides a comprehensive look at the neuroscience and pharmacological treatment of psychiatric disorders. Specifically explores the neurological functioning involved in the creative process and identifies the impact of medications on creativity.

MFTH 640**Psychological Tests**

2 Semester Hours

Review of formal and informal psychological tests used for assessment, including issues of reliability, validity, and item content. Projective drawings and structured clinical interviews are covered.

MFTH 641**Aging and Long Term Care**

1 Semester Hour

Explores the developmental phases of aging and looks at current trends and issues in long-term care. Includes a review of legal and community resources.

MFTH 642**Crisis Intervention/Disaster Response**

2 Semester Hours

This course provides an introduction to crisis intervention and disaster response theory as a foundation to therapeutic intervention in marital and family therapy. Assessment and treatment approaches are explored within the context of crisis and disaster field response. Case material supports the discussion of verbal and non-verbal treatment interventions.

MFTH 691**Research Methodology**

3 Semester Hours

An overview of research design, ethics, and philosophy from a variety of research paradigms and approaches. Critical study of the relevant literature and the development of an in-depth proposal for a research/clinical project or paper to be carried out in the following semester.

MFTH 696**Research/Clinical Paper**

3 Semester Hours

The student carries out a research project and writes a research report under the direction of a faculty member.

Consent of instructor required.

MFTH 698**Special Studies**

1-3 Semester Hours

Contact Department Chairperson for details.

MFTH 699**Independent Studies**

1-3 Semester Hours

Contact Department Chairperson for details.

Frank R. Seaver College of Science and Engineering

Administration

Dean: Richard G. Plumb
Associate Deans: James M. Landry, Jeff Sanny
Graduate Director: Stephanie E. August

College Mission Statement

The Frank R. Seaver College of Science and Engineering is dedicated to providing outstanding educational opportunities in science, engineering, and mathematics in a mentoring environment to an increasingly diverse student body. The College emphasizes development of the whole person through its focus on ethical behavior and service to society.

The Graduate Programs in the Frank R. Seaver 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.

College Goals

Particularly applicable to the College are these goals: (1) to develop in the student the understanding that education is a self-discipline, and to place a greater responsibility for learning on the individual, (2) to integrate ethics into the curriculum in order to develop personal and professional integrity, (3) to help the student to become cognizant of the changing needs of humankind while interpreting and implementing the ever-increasing body of knowledge, (4) to encourage the student to recognize the wide applicability of scientific, engineering, and mathematical methods and to become skillful in their use, (5) to prepare the student for a world of accelerating scientific and technological change, (6) to impress upon the student that education must be a continuous process throughout one's professional career, and (7) to enable the Loyola Marymount graduate, through theological and philosophical studies, to make absolute and genuinely intellectual decisions and commitments about truth as it exists in the world and about one's own nature as a human being.



Programs

The College offers degree programs in Applied Mathematics, Athletic Training, Biochemistry, Biology, Chemistry, Civil Engineering, Computer Science, Electrical Engineering, Engineering Physics, Environmental Science, Individualized Studies, Mathematics, Mechanical Engineering, Natural Science, Physics, and Systems Engineering. Frank R. Seaver College of Science and Engineering faculty also teach the math, science and technology component of the University core curriculum.

Courses numbered from 260-279 are designed specifically to meet the University core requirements in math, science and technology for students not majoring within the College. With the exception of MATH 101, other lower-division courses in the College may also satisfy University core requirements. Check with your Dean's office.

Application of General University Requirements

The University requirements for admission and graduation and all general rules and regulations of the University as set forth in this Bulletin are applicable to and binding upon all students enrolled in the Frank R. Seaver College of Science and Engineering.

Degrees Offered

Bachelor of Arts in: Biology and Mathematics

Bachelor of Science in Engineering in: Civil, Electrical, and Mechanical Engineering

Bachelor of Science in: Applied Mathematics, Athletic Training, Biochemistry, Biology, Chemistry, Computer Science, Engineering Physics, Environmental Science, Individualized Studies, Mathematics, Natural Science, and Physics

Master of Arts in Teaching in: Mathematics

Master of Science in Engineering in: Civil, Electrical, and Mechanical Engineering

Master of Science in: Computer Science, Environmental Science, and Systems Engineering

In addition, the Frank R. Seaver College of Science and Engineering offers **Certificate Programs** in Mechanical Engineering and Engineering and Productivity Management.

Teacher Preparation Programs in Biology, Chemistry, and Mathematics

The College offers subject matter preparation programs in mathematics and in science specifically designed to meet State of California subject matter requirements for a secondary teaching credential. Both the Bachelor of Arts degree in Mathematics (see the Mathematics section) and the Bachelor of Science degree in Natural Science following the secondary science emphasis in either Biology or Chemistry (see the Natural Science section) are designed to allow completion of the 2042 California Preliminary Single Subject (Secondary) credential in four years, although this may require some summer coursework. These programs are offered in conjunction with the School of Education. The College also offers courses in mathematics and science to support the multiple subject credential program for teaching elementary school (see the Liberal Studies section in the Liberal Arts part of the Bulletin).

All students interested in teaching mathematics or science at the secondary level should inform their departmental advisors as soon as possible and should also contact the School of Education to arrange a time to attend an Undergraduate Information Session.

The Center for Student Success in Science and Engineering

The Center for Student Success in Science and Engineering is designed to provide a wide range of services and special activities aimed at enhancing students' academic performance and career potential. The services provided include career workshops, counseling on summer jobs and research internships, counseling on graduate and health professional schools, Academic Excellence Workshops, support for science and engineering clubs, and community outreach to local high schools, including a science and engineering summer camp. For more information about the Center for Student Success in Science and Engineering, contact Barbara A. Christie, Ph.D., Director, at (310) 258-8647 or bchristie@lmu.edu.

Core Curriculum

Students in the Frank R. Seaver College of Science and Engineering will follow core curriculum A, B, or C below, depending on degree plan.

Note: Engineering and Engineering Physics students should follow Core Curriculum B.

A. Core Curriculum for the Bachelor of Science Degree

American Cultures

3 Semester Hours

Course Selection

First- and second-year students choose from any lower division course listed or cross-listed as AMCS. Third- and fourth-year students choose from any upper division course listed or cross-listed as AMCS. A single course will generally not fulfill two core requirements. The only exception is a course that satisfies another core requirement which is also cross-listed as AMCS.

College Writing

3 Semester Hours

Course Selection

ENGL 110 will fulfill the college writing requirement. ENGL 100 will not fulfill the college writing requirement but is required of certain students based on their performance in the essay administered in all ENGL 110 sections during the first week of classes. A minimum grade of C (2.0) is required in ENGL 110. All students who receive a grade of C- or lower must retake ENGL 110 as soon as possible.

Choose: ENGL 110.

Communication or Critical Thinking

3 Semester Hours

Course Selection

Communication:

Choose from CMST 100, 110, 130, or 140.

OR Critical Thinking:

Choose from CMST 206 or PHIL 220.

Critical/Creative Arts

3 Semester Hours

Course Selection

Choose from ANIM 120; ART 150, 250, 350; DANC 163; MUSC 105, 106; THEA 110, 400.

History

3 Semester Hours

Course Selection

This requirement is satisfied by taking one course from Western Civilization.

Western Civilization:

Choose from HIST 100 or 101.

Literature

3 Semester Hours

Course Selection

Choose from CLCV 200, 210, 220, 230; ENGL 130, 140, 150, 170; FNLT 180; THEA 240, 245, 331, 336, 341, 346, 347, 348, 349, or 430.

Prerequisite: Successful completion of college writing requirement.

Mathematics, Science and Technology

18 Semester Hours

Course Selection

This requirement is met by the curriculum of the major.

Philosophy

6 Semester Hours

Course Selection
Lower Division:

Choose PHIL 160. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempted from the lower division requirement.

Upper Division:

Choose one course from PHIL 320 through 330.

Social Sciences

6 Semester Hours

Student must select one of the following options:

1. Select two courses from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105.

Courses must be from different departments.

2. Select one course from: AFAM 115, APAM 117, CHST 116, or WNST 100; and one course from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105.

3. Select two courses from the same department. The first is selected from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105. The second course in the same department is selected from upper division courses that the student is qualified to take.

Theological Studies

6 Semester Hours

Course Selection
Lower Division:

Choose from the 100-level series of THST courses. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempted from the lower division requirement.

Upper Division:

Choose from the 300-level series of THST courses only.

Note: International/Global Studies

The current core curriculum includes many courses dealing with international and global studies. All students are required to complete History 100 or 101, which deal with European culture. In addition, it is recommended that students take additional core courses which include the study of European cultures such as: CLCV 200, 210, 220; FNLT 180; THEA 240, 245, 331, 336, 341; THST 320, 322, 331.

To further augment the understanding of world cultures, it is recommended that students also choose at least one core course that includes the study of Africa, Asia, the Pacific, or Latin/Indigenous America. These core courses include: GEOG 100; POLS 155; SOCL 105; THEA 348; THST 180, 381, 382, 383, 384, 385.

Recommendations

Students are encouraged to enrich their program of study with selected electives from the following areas. Consult the Bulletin for specific offerings.

Business

Students are encouraged to take a course in the issues of business. Consult the Bulletin listings.

Computer Skills

Students are expected to become proficient in computer skills. Courses or workshops may be taken to help students develop existing skills.

Foreign Language

Students are encouraged to study foreign languages to the intermediate level. LMU offers Chinese, Filipino, French, German, Greek (Modern and Classical), Italian, Japanese, Latin, and Spanish on a regular basis.

International/Global Studies

Students are encouraged to select elective courses that deal with international and/or global issues. Consult the Bulletin listings.

Study Abroad

A semester of international study abroad is also recommended. Consult the Study Abroad Office.

B. Core Curriculum for the Bachelor of Science in Engineering or the Bachelor of Science in Engineering Physics Degree

American Cultures

3 Semester Hours

Course Selection

First- and second-year students choose from any lower division course listed or cross-listed as AMCS. Third- and fourth-year students choose from any upper division course listed or cross-listed as AMCS. A single course will generally not fulfill two core requirements. The only exception is a course that satisfies another core requirement which is also cross-listed as AMCS.

College Writing

3 Semester Hours

Course Selection

ENGL 110 will fulfill the college writing requirement. ENGL 100 will not fulfill the college writing requirement but is required of certain students based on their performance in the essay administered in all ENGL 110 sections during the first week of classes. A minimum grade of C (2.0) is required in ENGL 110. All students who receive a grade of C- or lower must retake ENGL 110 as soon as possible.

Choose: ENGL 110.

Communication or Critical Thinking

3 Semester Hours

Course Selection

Communication:

Choose from CMST 100, 110, 130, or 140.

OR Critical Thinking:

Choose from CMST 206 or PHIL 220.

Critical/Creative Arts

3 Semester Hours

Course Selection

Choose from ANIM 120; ART 150, 250, 350; DANC 163; MUSC 105, 106; THEA 110, 400.

History

3 Semester Hours

Course Selection

This requirement is satisfied by taking one course from Western Civilization.

Western Civilization:

Choose from HIST 100 or 101.

Literature

3 Semester Hours

Course Selection

Choose from CLCV 200, 210, 220, 230; ENGL 130, 140, 150, 170; FNLT 180; THEA 240, 245, 331, 336, 341, 346, 347, 348, 349, or 430.

Prerequisite: Successful completion of college writing requirement.

Mathematics, Science and Technology

18 Semester Hours

Course Selection

This requirement is met by the curriculum of the major.

Philosophy

6 Semester Hours

Course Selection

Lower Division:

Choose PHIL 160. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempted from the lower division requirement.

Upper Division:

Choose one course from PHIL 320 through 330.

Social Sciences

6 Semester Hours

For students pursuing a Bachelor of Science in Engineering or Engineering Physics degree, this requirement is met by the major curricula.

Theological Studies

6 Semester Hours

Course Selection

Lower Division:

Choose from the 100-level series of THST courses. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempted from the lower division requirement.

Upper Division:

Choose from the 300-level series of THST courses only.

Note: International/Global Studies

The current core curriculum includes many courses dealing with international and global studies. All students are required to complete History 100 or 101, which deal with European culture. In addition, it is recommended that students take additional core courses which include the study of European cultures such as: CLCV 200, 210, 220; FNLT 180; THEA 240, 245, 331, 336, 341; THST 320, 322, 331.

To further augment the understanding of world cultures, it is recommended that students also choose at least one core course that includes the study of Africa, Asia, the Pacific, or Latin/Indigenous America. These core courses include: THST 180, 361, 382, 383, 384, 385.

Recommendations

Students are encouraged to enrich their program of study with selected electives from the following areas. Consult the Bulletin for specific offerings.

Business

Students are encouraged to take a course in the issues of business. Consult the Bulletin listings.

Computer Skills

Students are expected to become proficient in computer skills. Courses or workshops may be taken to help students develop existing skills.

Foreign Language

Students are encouraged to study foreign languages to the intermediate level. LMU offers Chinese, Filipino, French, German, Greek (Modern and Classical), Italian, Japanese, Latin, and Spanish on a regular basis.

International/Global Studies

Students are encouraged to select elective courses that deal with international and/or global issues. Consult the Bulletin listings.

Study Abroad

A semester of international study abroad is also recommended. Consult the Study Abroad Office.

C. Core Curriculum for the Bachelor of Arts Degree

American Cultures

3 Semester Hours

Course Selection

First- and second-year students choose from any lower division course listed or cross-listed as AMCS. Third- and fourth-year students choose from any upper division course listed or cross-listed as AMCS. A single course will generally not fulfill two core requirements. The only exception is a course that satisfies another core requirement which is also cross-listed as AMCS.

College Writing

3 Semester Hours

Course Selection

ENGL 110 will fulfill the college writing requirement. ENGL 100 will not fulfill the college writing requirement but is required of certain students based on their performance in the essay administered in all ENGL 110 sections during the first week of classes. A minimum grade of C (2.0) is required in ENGL 110. All students who receive a grade of C- or lower must retake ENGL 110 as soon as possible.

Choose: ENGL 110.

Communication or Critical Thinking

3 Semester Hours

Course Selection

Communication:

Choose from CMST 100, 110, 130, or 140.

OR Critical Thinking:

Choose from CMST 206 or PHIL 220.

Critical/Creative Arts

6 Semester Hours

Course Selection

This requirement is satisfied by taking one course from Critical Arts and one course from Creative Arts.

Critical Arts:

Choose from ANIM 100; ARHS 200, 201, 202, 321, 340, 345; DANC 281, 381; FTVS 210, 314, 315; MUSC 102, 104, 303, 365; THEA 240, 245, 331, 336, 341, 346, 347, 348, 349, or 430.

Creative Arts:

Choose from ANIM 120; ART 150, 151, 153, 278, 280, 350; DANC 163; ENGL 205, 311 (Prerequisite 201), 312 (Prerequisite 202); MUSC 105, 106, 107; PROD 200; SCWR 220; THEA 110, 400.

History

6 Semester Hours

Course Selection

This requirement is satisfied by taking one course from Western Civilization and one course from Contemporary Societies.

Western Civilization:

Choose from HIST 100 or 101.

Contemporary Societies:

Choose from HIST 152, 162, 172, 182, or 192.

Literature

3 Semester Hours

Course Selection

Choose from CLCV 200, 210, 220, 230; ENGL 130, 140, 150, 170; FNLT 180; THEA 240, 245, 331, 336, 341, 346, 347, 348, 349, or 430.

Prerequisite: Successful completion of college writing requirement.

Mathematics, Science and Technology

18 Semester Hours

Course Selection

This requirement is met by the curriculum of the major.

Philosophy

6 Semester Hours

Course Selection

Lower Division:

Choose PHIL 160. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempted from the lower division requirement.

Upper Division:

Choose one course from PHIL 320 through 330.

Social Sciences

6 Semester Hours

Student must select one of the following options:

1. Select two courses from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105.

Courses must be from different departments.

2. Select one course from: AFAM 115, APAM 117, CHST 116, or WNST 100; and one course from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105.

3. Select two courses from the same department. The first is selected from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105. The second course in the same department is selected from upper division courses that the student is qualified to take.

Theological Studies

6 Semester Hours

Course Selection

Lower Division:

Choose from the 100-level series of THST courses. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempted from the lower division requirement.

Upper Division:

Choose from the 300-level series of THST courses only.

Note: International/Global Studies

The current core curriculum includes many courses dealing with international and global studies. All students are required to complete History 100 or 101, which deal with European culture. In addition, it is recommended that students take additional core courses which include the study of European cultures such as: ARHS 200, 201, 202; CLCV 200, 210, 220; DANC 281; FTVS 314; FNLT 180; MUSC 102; THEA 240, 245, 331, 336, 341; THST 320, 322, 331.

To further augment the understanding of world cultures, it is recommended that students also choose at least one core course that includes the study of Africa, Asia, the Pacific, or Latin/Indigenous America. These core courses include: ARHS 321; DANC 381; GEOG 100; HIST 172, 182; MUSC 303, 365; POLS 158; SOCL 105; THEA 348; THST 180, 381, 382, 383, 384, 385.

Recommendations

Students are encouraged to enrich their program of study with selected electives from the following areas. Consult the Bulletin for specific offerings.

Business

Students are encouraged to take a course in the issues of business. Consult the Bulletin listings.

Computer Skills

Students are expected to become proficient in computer skills. Courses or workshops may be taken to help students develop existing skills.

Foreign Language

Students are encouraged to study foreign languages to the intermediate level. LMU offers Chinese, Filipino, French, German, Greek (Modern and Classical), Italian, Japanese, Latin, and Spanish on a regular basis.

International/Global Studies

Students are encouraged to select elective courses that deal with international and/or global issues. Consult the Bulletin listings.

Study Abroad

A semester of international study abroad is also recommended. Consult the Study Abroad Office.

Biology

Faculty

Chairperson: Roy S. Houston

Professors: Michael Danciger,

Philippa M. Drennan, Roy S. Houston,

Anthony P. Smulders, CFMM,

John P. Waggoner III

Associate Professors: Gary Kuleck,

M. Catharine McElwain, Martin Ramirez

Assistant Professors: Wendy J. Binder,

Victor Carmona, Kam D. Dahlquist,

Michelle R. Lum, Carl R. Urbinati

The mission of the Biology Department is to promote an appreciation for and understanding of the science of biology in our students. The particular objectives of the Biology Department are to: (1) provide students with a broad background in the biological sciences; (2) enable students to master the essential concepts of biology; (3) develop students' ability to think critically about scientific information and solve scientific problems; (4) enable students to articulate ideas and present information in both written and oral forms in a clear, organized fashion; (5) teach students the skills of both field and laboratory biology, and enable them to participate directly in the scientific discovery process; (6) facilitate students' independent exploration of career opportunities; and (7) participate in the University's effort to educate nonscience majors in the areas of science and technology.

The B.S. in Biology

The B.S. in Biology degree prepares students for a variety of careers following graduation. Substantial numbers of students go on to health professional schools to study medicine, dentistry, pharmacy, optometry, podiatric medicine, and veterinary medicine. Other students go on to various graduate programs in the basic biological sciences (e.g., physiology, genetics, molecular biology, immunology, microbiology, marine biology, ecology, etc.), college teaching, and positions in industry and in research and development.

The B.S. in Biology program provides for the opportunity to double major in Biology-Chemistry, Biology-Physics, Biology-Mathematics, Biology-Engineering, and Biology-Psychology. A special option is available in Marine Biology.

Major Requirements, Lower Division: for the B.S. in Biology

BIOL 101*, 102*, 111*, 112*, 201*, 202*; CHEM 110*, 111*, 112*, 113*, 220, 221, 222, 223; MATH 122*, 123 (MATH 131, 132 may be substituted for MATH 122, 123); PHYS 253, 254.

* A student must complete with a C (2.0) average the lower division requirements indicated by asterisks, including a C (2.0) average in BIOL 101, 102, 111, 112, 201, and 202, prior to becoming eligible to take any upper division biology course.

The B.A. in Biology

The B.A. in Biology degree is a general liberal arts and sciences program. The core curriculum for the B.A. in Biology is identical to that of the Bellarmine College of Liberal Arts except no additional core Mathematics, Science and Technology courses are required. The B.A. will allow for a double major with other liberal arts programs. Pre-professional students should select the program leading to the B.S. degree.

Major Requirements, Lower Division: for the B.A. in Biology

BIOL 101*, 102*, 111*, 112*, 201*, 202*; CHEM 110*, 111*, 112*, 113*, 220, 6 semester hours of mathematics to include MATH 122*, plus 3.0 additional semester hours in science to be approved by the Department Chairperson.

* A student must complete with a C (2.0) average the courses indicated with an asterisk, including a C (2.0) average in BIOL 101, 102, 111, 112, 201, 202, prior to becoming eligible to take any upper division biology course.

Major Requirements, Upper Division: (both B.S. and B.A. in Biology)

27 (B.S.) or 24 (B.A.) upper division semester hours in Biology, to be selected from the groups listed below, and to include at least 4 laboratory courses.

- One course in Cell/Organism Function, to be selected from BIOL 351, 353, 355, 356, 357, 371.
- One course in Molecular Biology, to be selected from BIOL 330, 437, 439, 443, 478, 479.
- One course in Organismal Diversity, to be selected from BIOL 312, 328, 329, 333, 334, 335, 338, 361, 421, 422.

- One course in Populations, to be selected from BIOL 315, 316, 318, 328, 329, 338, 422, 475, 477.

Note: BIOL 328, 329, or 422 can satisfy only (c) or (d).

- One 2 semester hour seminar or research course.
- 3 (B.S.) or 2 (B.A.) additional upper division biology courses.
- The above requirements must also include one plant biology course to be selected from BIOL 312, 315, 353, 371, 437, and one field biology course to be selected from BIOL 312, 318 plus 319, 328, 329, 333, 338, 380, 381, 421, 422, (BIOL 312 can satisfy only one of these two categories).

In addition to the 27 or 24 required semester hours, upper division biology courses may be taken as electives. Students preparing for specific graduate careers should discuss appropriate courses with their advisors.

To graduate as a biology major, a student must accumulate a C (2.0) average in all major requirements.

Minor Requirements

BIOL 101, 102, 111, 112, 201, and 202; CHEM 110 and 112; plus 7 semester hours in upper division BIOL courses. The upper division courses for the minor must be selected under the direction of the Chairperson of the Department.

An average grade of C (2.0) must be accumulated in all lower division requirements prior to taking upper division courses. An average grade of C (2.0) must also be accumulated in all upper division courses included in the minor.

B.S. Degree—Biology Curriculum

(124 S.H.)

Freshman Year

Fall Semester	S.H.
BIOL 101 Biology I.....	3
BIOL 111 Biology I Lab.....	2
CHEM 110 General Chemistry I.....	3
CHEM 111 General Chemistry I Lab.....	1
ENGL 110 College Writing.....	3
MATH 122 Mathematics*	3

<i>Spring Semester</i>		S.H.
BIOL 102	Biology II	3
BIOL 112	Biology II Lab.....	2
CHEM 112	General Chemistry II.....	3
CHEM 113	General Chemistry II Lab.....	1
MATH 123	Mathematics	3
___ ___	University Core.....	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
BIOL 201	Cell Function.....	3
CHEM 220	Organic Chemistry I.....	3
CHEM 221	Organic Chemistry Lab	1
___ ___	University Core.....	3
___ ___	University Core.....	3
___ ___	University Core.....	3
		16

<i>Spring Semester</i>		S.H.
BIOL 202	Genetics	3
CHEM 222	Organic Chemistry II.....	3
CHEM 223	Organic Chemistry II Lab.....	1
___ ___	University Core.....	3
___ ___	University Core.....	3
___ ___	University Core.....	3
		16

Junior Year

<i>Fall Semester</i>		S.H.
BIOL ___	Biology	4
PHYS 253	General Physics I*	4
___ ___	University Core.....	3
___ ___	University Core.....	3
___ ___	Elective.....	3
		17

<i>Spring Semester</i>		S.H.
BIOL ___	Biology	4
BIOL ___	Biology	3
PHYS 254	General Physics II	4
___ ___	University Core.....	3
		14

Senior Year

<i>Fall Semester</i>		S.H.
BIOL ___	Biology.....	3
BIOL ___	Biology.....	4
BIOL ___	Biology Seminar or Research	2
___ ___	Upper Division Elective	3
___ ___	University Core.....	3
		15

<i>Spring Semester</i>		S.H.
BIOL ___	Biology.....	3
BIOL ___	Biology.....	4
___ ___	Upper Division Elective	3
___ ___	Upper Division Elective	3
___ ___	Upper Division Elective	3
		16

*The course sequence in Mathematics depends on the results of the Mathematics Placement Exam.

Students who have completed MATH 123 or 132 may begin the physics sequence in the Fall semester of either the sophomore or junior year.

The sequence of the University Core courses should be discussed with the student's advisor.

B.A. Degree—Biology Curriculum

(120 S.H.)

Freshman Year

<i>Fall Semester</i>		S.H.
BIOL 101	Biology I.....	3
BIOL 111	Biology I Lab.....	2
CHEM 110	General Chemistry I.....	3
CHEM 111	General Chemistry I Lab.....	1
ENGL 110	College Writing.....	3
MATH ___	Mathematics*	3
		15

<i>Spring Semester</i>		S.H.
BIOL 102	Biology II	3
BIOL 112	Biology II Lab.....	2
CHEM 112	General Chemistry II.....	3
CHEM 113	General Chemistry II Lab.....	1
MATH 122	Calculus I.....	3
___ ___	University Core.....	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
BIOL 201	Cell Function.....	3
CHEM 220	Organic Chemistry I.....	3
___ ___	University Core.....	3
___ ___	University Core.....	3
___ ___	University Core.....	3
		15

<i>Spring Semester</i>		S.H.
BIOL 202	Genetics	3
___ ___	Science Elective.....	3
___ ___	University Core.....	3
___ ___	University Core.....	3
___ ___	Elective.....	3
		16

Junior Year

<i>Fall Semester</i>		S.H.
BIOL ___	Biology.....	4
___ ___	University Core.....	3
___ ___	University Core.....	3
___ ___	University Core.....	3
___ ___	Elective.....	2
		15

<i>Spring Semester</i>		S.H.
BIOL ___	Biology.....	4
BIOL ___	Biology.....	3
___ ___	University Core.....	3
___ ___	University Core.....	3
___ ___	Elective.....	2
		15

Senior Year

<i>Fall Semester</i>		S.H.
BIOL ___	Biology.....	4
BIOL ___	Biology Seminar.....	2
___ ___	University Core.....	3
___ ___	Upper Division Elective	3
___ ___	Upper Division Elective	3
		15

Spring Semester	S.H.	
BIOL ___	Biology.....	4
BIOL ___	Biology.....	3
___	Elective.....	3
___	Elective.....	3
___	Upper Division Elective.....	2

15

*The course sequence in Mathematics depends on the results of the Mathematics Placement Exam.

The sequence of the University Core courses should be discussed with the student's advisor.

Course Descriptions

BIOL 101 **General Biology I** 3 Semester Hours

Unifying principles of biology; introduction to cell structure and function, histology, genetics, control systems, organ systems, and taxonomy.

Frank R. Seaver College of Science and Engineering majors only.

Lecture, 3 hours.

BIOL 102 **General Biology II** 3 Semester Hours

The mechanism of evolution; major patterns of biotic evolution; principles of ecology.

Frank R. Seaver College of Science and Engineering majors only.

Lecture, 3 hours.

BIOL 111 **General Biology I Laboratory** 2 Semester Hours

A survey of the five kingdoms.

Frank R. Seaver College of Science and Engineering majors only.

Lecture, 1 hour; Laboratory, 4 hours.

Prerequisite: BIOL 101 or concurrent enrollment.

BIOL 112 **General Biology II Laboratory** 2 Semester Hours

An experimental approach to biology with emphasis on design, execution, and analysis to answer biological questions.

Frank R. Seaver College of Science and Engineering majors only.

Lecture, 1 hour; Laboratory, 4 hours.

Prerequisite: BIOL 101 or BIOL 102, or concurrent enrollment.

BIOL 114 **Biology for Engineers** 3 Semester Hours

This course addresses fundamental concepts and language of biology. Topics include cell biology, genetics, organ systems, ecosystems, organisms, and engineering applications.

Frank R. Seaver College of Science and Engineering majors only.

Lecture, 3 hours.

BIOL 194 **Introduction to Research** 0-4 Semester Hours

An introduction to scientific research methodology: information gathering, data analysis, laboratory research practice in a faculty laboratory.

BIOL 198 **Special Studies** 1-4 Semester Hours

BIOL 199 **Independent Studies** 1-4 Semester Hours

BIOL 201 **Cell Function** 3 Semester Hours

Cellular and sub-cellular structures and functions including: DNA and RNA structure and function, protein synthesis and structure, enzyme function, metabolic pathways, membrane function.

Prerequisites: BIOL 101, CHEM 112, or concurrent enrollment.

BIOL 202 **Genetics** 3 Semester Hours

A study of Mendelian and molecular genetics.

Prerequisite: BIOL 201.

BIOL 260 **Human Biology** 3 Semester Hours

The discussion of general biological principles with a human emphasis. Topics include: cells, heredity and reproduction, animal behavior, organ systems, drugs, disease, ecology, and evolution.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

BIOL 263 **Natural History of Southern California** 3 Semester Hours

Introduction to the geography, climate, plant communities, and common animals of Southern California; animals will be covered in regard to behavior, taxonomy, and ecology.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

BIOL 264 **The Marine Environment** 3 Semester Hours

An introduction to marine biology, including its history, different communities and the animals and plants that occur in marine ecosystems, and their economic importance.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

BIOL 266 **Sacred and Medicinal Plant Use** 3 Semester Hours

The sacred and medicinal use of plants and hallucinogenic fungi by traditional and modern cultures, including the biological basis for their use.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

BIOL 271 **Human Reproduction and Development** 3 Semester Hours

The biological aspects of human reproduction, including the basic reproductive system, genetics, fetal development, nutrition, pregnancy, birth, and neonatal development.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

BIOL 272
Human Drug Use

3 Semester Hours

The physiological, psychological, and social effects of the use of alcohol, tobacco, and other therapeutic and recreational drugs.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

BIOL 275
Human Genetics

3 Semester Hours

Basic Mendelian genetics and the application to individual risk assessments. Population genetics and the implications of artificial selection. Modern molecular genetics and medical applications.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

BIOL 276
Human Exercise

3 Semester Hours

Introduction to basic biological responses and adaptations of the body to exercise. Particular attention is given to physical fitness, health, and athletics; how biomedical research is conducted; and how the lay person can decipher research findings.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

BIOL 277
Plants and Society

3 Semester Hours

An introduction to the natural evolution of plant species and the associated cultural evolution of man's relationship to plants. A multidisciplinary approach to studying the relationship between plants and people. An exploration of plants as sources of food and medicine, commercial products, and the role of plants in preserving and restoring the environment.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

BIOL 278
Tropical Marine Ecology

3 Semester Hours

Field studies of the tropical marine habitats in Isla Roatán, Honduras. This includes the examination of the ecology and biology of coral reefs, mangroves, seagrass beds, and intertidal communities.

Summer only—Study Abroad Program.

Prerequisites: MATH 101 or higher, or placement into MATH 106 or higher. Open water SCUBA certification highly recommended.

BIOL 294
Independent Research

0-4 Semester Hours

Independent research in a faculty laboratory.

BIOL 295
Biology Internship

1-2 Semester Hours

Work experience involving research, industry-, or community-based projects. May be taken only once for credit.

CR/NC only.

BIOL 298
Special Studies

1-4 Semester Hours

BIOL 299
Independent Studies

1-4 Semester Hours

BIOL 312
Field Botany

4 Semester Hours

The identification, distribution, evolution, and ecological relationships of the native plants of Southern California.

Lecture, 3 hours; Laboratory, 4 hours; 4 weekend field trips.

Prerequisites: BIOL 102, 111; CHEM 110, 111; MATH 122 or 131.

BIOL 315
World Vegetation Ecology

3 Semester Hours

Characteristics and distribution of the major vegetation types of the world, emphasizing environmental conditions, plant adaptations, and ecosystem processes.

Prerequisites: BIOL 102, 111; CHEM 110, 112.

BIOL 316
Island Biology

3 Semester Hours

Island biogeography and evolution, dispersal, adaptive radiation, gigantism/dwarfism, flightlessness, reproductive biology, endemism, and relictualism.

Lecture, 3 hours.

Prerequisites: BIOL 101 and 102.

BIOL 318
Principles of Ecology

3 Semester Hours

Study of interactions between organisms and their physical environment, population ecology, biotic communities and ecosystems.

Lecture, 3 hours; 2 weekend field trips.

Prerequisites: BIOL 102, 111; CHEM 110, 112; MATH 122 or 131.

BIOL 319
Ecology Laboratory

1 Semester Hour

Laboratory and field investigation of ecological relationships.

Laboratory, 4 hours.

Prerequisite: BIOL 318 or concurrent enrollment.

BIOL 328
Tropical Marine Ecology

3 Semester Hours

Field studies of the tropical marine habitats on Isla Roatán, Honduras. This includes the examination of physical, chemical, and ecological aspects as applied to coral reefs, mangroves, seagrass beds, and intertidal communities.

Summer only—Study Abroad Program.

Prerequisites: BIOL 101, 102; CHEM 110, 112. Open water SCUBA certification highly recommended.

BIOL 329
Marine Ecology of Baja, California

3 Semester Hours

Field studies of subtropical, intertidal, and subtidal habitats along the coasts of Baja, California peninsula.

Emphasis on community structure.

Summer only. Entire course held at the LMU Baja, California Biological Station.

Prerequisites: BIOL 102, 111; CHEM 110, 112.

BIOL 330
Embryology and Development

4 Semester Hours

The development of chordates with emphasis on experimental embryology and underlying molecular mechanisms.

Lecture, 3 hours; Laboratory, 4 hours.

Prerequisites: BIOL 202; CHEM 222, 223.

BIOL 333**Biology of Mammals**

4 Semester Hours

Examination of physical, physiological, and ecological characteristics of mammals, including taxonomic relationships, feeding and reproductive strategies, and local and world distribution of mammalian orders and families.

Lecture, 3 hours; Laboratory, 4 hours; Weekend field trips.

For majors only.

Prerequisites: BIOL 102; CHEM 110, 112.

BIOL 334**Invertebrate Zoology**

4 Semester Hours

A study of the anatomy, physiology, behavior, and ecology of invertebrates and the evolutionary relationships within and among the invertebrate phyla.

Lecture, 3 hours; Laboratory, 4 hours.

Prerequisites: BIOL 101, 102, 111, 112; CHEM 110, 112.

BIOL 335**Comparative Anatomy**

4 Semester Hours

A comparative study of the vertebrate structures and their significance in terms of their evolution and function.

Lecture, 3 hours; Laboratory, 4 hours.

Prerequisites: BIOL 101, 102, 111, 112; CHEM 110, 112.

BIOL 338**Animal Behavior**

4 Semester Hours

Study of the evolutionary aspects of behavioral ecology including foraging strategies, social competition, communication, sexual selection, mating systems, cooperation, and social organization.

Lecture, 3 hours; Laboratory, 4 hours.

Prerequisite: BIOL 102.

BIOL 351**General Physiology**

3 Semester Hours

Introduction to physiological principles and concepts with emphasis on organ systems.

Prerequisite: BIOL 201.

BIOL 352**Physiology Laboratory**

1 Semester Hour

Laboratory experiments in physiology.

Laboratory, 4 hours; Data analysis, 1 hour.

Prerequisite: BIOL 351 or 356 or 357, or concurrent enrollment.

BIOL 353**Plant Physiology**

3 Semester Hours

Introduction to plant function, including photosynthesis, mineral nutrition, water relations, metabolism, and growth processes.

Prerequisites: BIOL 201; CHEM 220, 221; MATH 122 or 131.

BIOL 354**Plant Physiology Laboratory**

1 Semester Hour

Laboratory experiments in plant physiology.

Laboratory, 4 hours.

Prerequisite: BIOL 353 or concurrent enrollment.

BIOL 355**Physiology of Drugs**

3 Semester Hours

A study of the absorption, distribution, action, biotransformation, and elimination of drugs. An introduction to the pharmacology of certain drugs.

Prerequisites: BIOL 202; CHEM 222, 223.

BIOL 356**Cell Biology**

3 Semester Hours

A detailed study of subcellular organelles, including their origin, function, and regulation within the cell.

Prerequisites: BIOL 202; CHEM 222, 223.

BIOL 357**Comparative Animal Physiology**

3 Semester Hours

A study of the different strategies utilized by various organisms to deal with problems of oxygen supply, temperature, water, salt balance, etc. Emphasis is on the vertebrates.

Prerequisites: BIOL 102, 201; CHEM 110, 112.

BIOL 359**Cell Biology Lab**

1 Semester Hour

Laboratory experiments in cell biology.

Laboratory, 4 hours.

Prerequisites: BIOL 201 and CHEM 220.

BIOL 361**General Microbiology**

3 Semester Hours

Properties and ecology of viruses, bacteria, and protists; principles of genetics and physiology of bacteria; pathogenesis of bacteria and viruses; microbes as tools for molecular biology.

Prerequisites: BIOL 202; CHEM 220.

BIOL 362**General Microbiology Laboratory**

1 Semester Hour

Laboratory experiments in general microbiology.

Laboratory, 4 hours.

Prerequisite: BIOL 361 or concurrent enrollment.

BIOL 371**Plant Biochemistry**

3 Semester Hours

Primary and secondary biosynthesis of plants; photosynthesis; nutrient acquisition and transport; plant pathogen/predator defense mechanism. Integration of these processes into an overall biochemical strategy.

Prerequisites: BIOL 201; CHEM 110, 112.

BIOL 375**Advanced Genetics**

3 Semester Hours

Topics in genetics including both meiotic and mitotic recombination, quantitative genetics, gene structure, genetic control, and gene therapy.

Lecture, 3 hours.

Prerequisites: BIOL 202; CHEM 222, 223.

BIOL 376**Genetics Laboratory**

1 Semester Hour

Laboratory experiments in genetics.

Laboratory, 4 hours.

Prerequisites: BIOL 202; CHEM 110, 112.

BIOL 380**Tropical Marine Ecology Laboratory***1 Semester Hour*

Requires consent of instructor.

BIOL 381**Baja Marine Ecology Laboratory***1 Semester Hour*

Requires consent of instructor.

BIOL 394**Independent Research***0-4 Semester Hours*

Independent research in a faculty laboratory.

BIOL 395**Biology Internship***1-2 Semester Hours*

Work experience involving research, industry, or community-based projects. May be taken only once for credit.

CR/NC only.

BIOL 398**Special Studies***1-4 Semester Hours***BIOL 399****Independent Studies***1-4 Semester Hours***BIOL 422****Marine Biology***4 Semester Hours*

Study of the marine environment, including physical, chemical, and biological aspects as applied to littoral, deep sea, and pelagic organisms.

Lecture, 3 hours; Laboratory, 4 hours.

Prerequisites: BIOL 102, 112; CHEM 110, 112.

BIOL 433**Histology***3 Semester Hours*

The structure and function of human tissue types including basic histological techniques.

Prerequisites: BIOL 102, 112; CHEM 110, 112.

BIOL 437**Plant Development***3 Semester Hours*

Biochemical, molecular, and genetic approaches to the study of pattern and tissue formation, embryogenesis, germination, flowering, photosynthesis, and plant-microbe interaction.

Prerequisites: BIOL 202; CHEM 222, 223 or concurrent enrollment.

BIOL 438**Plant Development Laboratory***1 Semester Hour*

Laboratory experiments in plant developmental biology.

Laboratory, 4 hours.

Prerequisite: BIOL 437 or concurrent enrollment.

BIOL 439**Molecular Biology Applications***4 Semester Hours*

The application of the techniques employed in molecular biology to the study of inherited diseases, genetic engineering, infectious diseases, cancer, and gene therapy.

Lecture, 2 hours; Laboratory, 6 hours.

Prerequisites: BIOL 202 and CHEM 220.

BIOL 443**Molecular Biology***3 Semester Hours*

Study of properties, synthesis, and interactions of macromolecules; genetic engineering.

Prerequisites: BIOL 202 and CHEM 220.

BIOL 445**Endocrinology***3 Semester Hours*

The study of the production, functions, and interactions of hormones and other chemical messengers involved in the integration of the living organism.

Prerequisites: BIOL 202 and CHEM 220.

BIOL 449**Immunology***3 Semester Hours*

The study of the immune response mechanisms in the vertebrate organism, with special reference to humans.

Prerequisites: BIOL 202 and CHEM 220.

BIOL 461**Microbial Genetics***3 Semester Hours*

Mechanisms of inheritance and the regulation of gene expression in bacteria and viruses. Viral interactions with higher eukaryotes.

Prerequisites: BIOL 202; CHEM 222, 223 or concurrent enrollment.

BIOL 474**Principles of Evolution***3 Semester Hours*

Study of the pattern and process of evolution. Topics include the development of theories of evolutionary change; the mechanisms of evolutionary change at the population (micro) level; and evolution at the macro level, focusing on speciation, phylogenetic analysis, historical biogeography, and extinctions.

Lecture, 3 hours.

Prerequisites: BIOL 101, 102, 111, 201, 202.

BIOL 475**Evolution***4 Semester Hours*

Study of the pattern and process of evolution. Topics include the development of theories of evolutionary change; the mechanisms of evolutionary change at the population (micro) level; and evolution at the macro level, focusing on speciation, phylogenetic analysis, historical biogeography, and extinctions.

Lecture, 3 hours; Laboratory, 4 hours.

Prerequisites: BIOL 101, 102, 112, 201, 202.

BIOL 477**Conservation Genetics***4 Semester Hours*

Survey of the major topics in conservation genetics. Basic models of population genetics and topics relevant to conservation genetics, such as population structure, inbreeding, genetic load, genetic variation, reserve design, and the ethical, moral, and political aspects of species conservation.

Lecture, 3 hours; Laboratory, 4 hours.

Prerequisites: BIOL 101, 102, 202.

BIOL 478**Molecular Biology of the Genome***4 Semester Hours*

Advances in understanding cellular processes, gene expression, and the structure and function of macromolecules due to The Human Genome Project and associated new high-throughput technologies. Use of systems biology perspectives and bioinformatics tools to answer biological questions. May include: functional genomics, sequence alignment and phylogeny, comparative genomics, and biological pathways and networks.

Lecture, 2 hours; Laboratory, 6 hours.

Prerequisites: BIOL 202 and CHEM 220.

BIOL 479**Molecular Mechanisms of Disease***3 Semester Hours*

Analysis of the molecular mechanisms which underlie the pathology of genetic and infectious diseases. Particular attention paid to molecular mechanisms of disease treatment and experimental analysis in the field of human molecular genetics.

Prerequisites: BIOL 202 and CHEM 220.

BIOL 490**Biological Teaching***1-2 Semester Hours*

Guided teaching of undergraduate laboratories.

May be repeated for credit.

Requires consent of instructor.

BIOL 494**Independent Research***0-4 Semester Hours*

Independent research in a faculty laboratory.

BIOL 498**Special Studies***1-4 Semester Hours***BIOL 499****Independent Studies***1-4 Semester Hours*

All 500-level courses require consent of instructor.

BIOL 522**Marine Biology Research***2 Semester Hours*

An introduction to marine biology research techniques and basic marine ecosystems.

Requires consent of instructor.

BIOL 523**Scientific Diving***2 Semester Hours*

Introduction to scientific diving, including studies of benthic populations and communities using line and belt transects, plot sampling methods, and fish survey techniques. The design, data collection, and analysis will be from local submarine coastal habitats. The class will also cover fundamentals of dive physics and physiology, first aid, CPR, oxygen administration, and dive tables.

Requires consent of instructor and basic open water SCUBA certification.

BIOL 525**Subtidal Ecology Seminar***2 Semester Hours*

An introduction to the ecology of subtidal systems including coral reefs, kelp forests, hard and soft bottoms, deep sea and pelagic communities.

Requires consent of instructor.

BIOL 527**Benthic Ecology Research***2 Semester Hours*

An introduction to underwater research techniques and studies of soft and hard bottom communities.

Requires consent of instructor.

Prerequisite: Basic open water SCUBA certification.

BIOL 528**Invertebrate Conservation Research***2 Semester Hours*

Participation in research on topics in invertebrate conservation biology. Research may include ecological and/or genetic approaches and methodologies.

Requires consent of instructor.

BIOL 531**Developmental Genetics Research***2 Semester Hours*

Investigation through original literature and laboratory experience of the ways in which genes direct development.

Requires consent of instructor.

Prerequisites: BIOL 394, 494, or 594.

BIOL 532**Drosophila Genetics Research***2 Semester Hours*

An introduction to the use of drosophila as a research tool in classical and molecular genetics.

Requires consent of instructor.

Prerequisite: CHEM 220.

BIOL 536**Functional Morphology Research***1-2 Semester Hours*

Participation in original research investigating the functional aspects of morphology and development in carnivorous mammals.

Requires consent of instructor.

BIOL 546**Physiology of Drugs Seminar***2 Semester Hours*

An introduction into the pharmacology of certain drugs, their absorption, metabolism, use, misuse, abuse.

Requires consent of instructor.

BIOL 561**Bioinformatics and Genomics Research***2 Semester Hours*

Investigation of the systems-level properties of biological pathways and networks. Research may include bioinformatics and/or functional genomics techniques.

Requires consent of instructor.

BIOL 563**Molecular Genetics Research***2 Semester Hours*

Laboratory work in gene mapping and gene isolation.

Requires consent of instructor.

BIOL 564**Vision Genetics Research***2 Semester Hours*

Research on the influence of genetic background and modifier genes on the course of inherited and age-related retinal degenerations.

Requires consent of instructor.

BIOL 565**Plant Developmental Biology Research***2 Semester Hours*

Laboratory work in molecular and genetic analysis of plant development.

Requires consent of instructor.

BIOL 566**Plant Research***2 Semester Hours*

Participation in laboratory and/or field research on the ecophysiological response of plants to environmental extremes.

Requires consent of instructor.

BIOL 569**Ethnobotany Seminar***2 Semester Hours*

An introduction to the mutual relationships between plants and traditional peoples with an emphasis on phyto medicines and sustainability.

Requires consent of instructor.

BIOL 571

Conservation Biology Seminar

2 Semester Hours

A survey of topics relating to the conservation of animals and plants, including extinction, genetic aspects, demography, insularization, threats to biodiversity, economics and politics, religious and ethical perspectives, and practical applications.

Requires consent of instructor.

BIOL 585

Issues in Biotechnology Seminar

2 Semester Hours

An interdisciplinary seminar series bringing together faculty from different disciplines to present and discuss topics in biotechnology. Examples include sustainable agriculture, advances in medicine and biotechnology, legal and ethical considerations and biotechnology, the environment and biotechnology, the manipulation of biological machinery (proteins), the fusion of engineering and biotechnology (nanotechnology), the business of biotechnology.

Requires consent of instructor.

BIOL 586

Molecular Cell Biology Research

2 Semester Hours

Independent laboratory research examining questions pertaining to gene expression, including ribosome biogenesis and mRNA transport/localization, utilizing techniques of molecular and cell biology, biochemistry, and genetics.

Requires consent of instructor.

BIOL 587

Molecular Mechanisms in Development Seminar

2 Semester Hours

An exploration of current research utilizing molecular/genetic techniques to study developmental biology.

Requires consent of instructor.

BIOL 594

Independent Research

0-4 Semester Hours

Independent research in a faculty laboratory. Results must be presented formally.

BIOL 598

Special Studies

1-3 Semester Hours

Requires consent of instructor.

Chemistry and Biochemistry

Faculty

Chairperson: James A. Roe
 Professors: William F. Cain, S.J., S.W. Tina Choe,
 Rebecca D. Crawford, James M. Landry,
 James A. Roe
 Associate Professor: Thomas J. Reilly
 Assistant Professors: Lambert A. Doezema,
 Jeremy E.B. McCallum, David A. Moffet
 Clinical Faculty: Gary M. Landers

Chemistry and biochemistry are empirical sciences. In addition to intellectual mastery of the disciplines, the major programs also develop practical experimental skills. The LMU student obtains "hands on" experience, both in traditional synthetic and analytic bench chemistry, and with all the major contemporary methods and techniques, taking advantage of the department's complete instrumentation. This equipment includes preparative, separative, thermal analysis, and spectroscopic instruments. Besides ordinary laboratory apparatus, the student will have the opportunity to work with a high speed centrifuge, HPLC, GC, GC-MS, DSC, FT-IR, UV-Vis, flame and furnace AA, fluorometer, and FT-NMR.

Because of the complex and sensitive nature of the equipment and techniques of chemistry and biochemistry, continued participation in the programs is contingent on appropriate development of the ability to work maturely and responsibly in the laboratory.

Chemistry

Objectives

The Bachelor of Science degree program, approved by the Committee on Professional Training of the American Chemical Society, is designed to prepare the student not only for immediate entry into the profession of chemistry at the Bachelor's level but also for graduate study toward advanced degrees. It is also an excellent preparation for entry into medical, dental, and other health professional schools.

Major Requirements

Lower Division Requirements: Chemistry

CHEM 110, 111, 112, 113, 220, 221, 222, 223. A grade of at least C (2.0) is required in each of the above courses. CHEM 190; MATH 131 and 132; PHYS 101 and 201. With approval of the Chairperson, MATH 122 and 123; PHYS 253 and 254 may be substituted, as a complete package, for MATH 131 and 132; PHYS 101 and 201. Recommended elective: MATH 234.

An average of C (2.0) is required for the above MATH and PHYS courses.

Upper Division Requirements: Chemistry

34 upper division semester hours of chemistry, which will include CHEM 330, 340, 341, 342, 343, 360, 361, 370 or 376, 390, 391, 420, 421, 430, 431, 460, 461, 490, and 491, but not 495.

Except for CHEM 390 and 490, a grade of at least C (2.0) must be obtained in each course included in the upper division requirements of the major.

Strongly recommended for those intending graduate study: CHEM 399 or 499.

A maximum of 12 semester hours of Chemistry/Biochemistry Internship and/or Directed Research (CHEM 393, 399, 493, 499) may be included toward the 124-hour baccalaureate requirement.

Minor Requirements: Chemistry

CHEM 110, 111, 112, 113, 220, 221, 222, 223; plus a minimum of 7 upper division semester hours of CHEM courses including one upper division laboratory course. These must be selected under the direction of the Chairperson of the Department.

A grade of C (2.0) must be obtained in each course included in the minor.

No chemistry minor is available in conjunction with a biochemistry major. It is suggested that the student interested in in-depth study of both subjects should major in chemistry and minor in biochemistry.

Variations

Petitions for waivers of departmental requirements or prerequisites should be addressed to the Chairperson of the Department.

Chemistry Curriculum

(124 S.H.)

Freshman Year

<i>Fall Semester</i>		S.H.
CHEM 110	General Chemistry I.....	3
CHEM 111	General Chemistry I Lab.....	1
CHEM 190	World of Chem/Biochem.....	1
ENGL 110	College Writing.....	3
— —	University Core.....	3
— —	University Core.....	3
— —	University Core.....	3
		17

Spring Semester

<i>Spring Semester</i>		S.H.
CHEM 112	General Chemistry II.....	3
CHEM 113	General Chemistry II Lab.....	1
MATH 131	Calculus I.....	4
PHYS 101	Intro to Mechanics.....	4
— —	University Core.....	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
CHEM 220	Organic Chemistry I.....	3
CHEM 221	Organic Chemistry I Lab.....	1
MATH 132	Calculus II.....	4
PHYS 201	Intro Electric & Magnetism....	4
— —	University Core.....	3
		15

Spring Semester

<i>Spring Semester</i>		S.H.
CHEM 222	Organic Chemistry II.....	3
CHEM 223	Organic Chemistry II Lab.....	1
CHEM 360	Analytical Chemistry.....	4
CHEM 361	Analytical Chemistry Lab.....	0
— —	University Core.....	3
— —	University Core.....	3
— —	University Core.....	3
		17

Junior Year

<i>Fall Semester</i>	S.H.
CHEM 340 Physical Chemistry I.....	3
CHEM 341 Physical Chemistry I Lab.....	1
CHEM 390 Chemistry Seminar.....	1
CHEM 460 Instrumental Analysis.....	4
CHEM 461 Instrumental Analysis Lab.....	0
___ ___ University Core.....	3
___ ___ University Core.....	3
	15

<i>Spring Semester</i>	S.H.
CHEM 330 Inorganic Chemistry.....	3
CHEM 342 Physical Chemistry II.....	3
CHEM 343 Physical Chemistry II Lab.....	1
CHEM 391 Chemistry Seminar.....	1
___ ___ University Core.....	3
___ ___ Elective.....	3
___ ___ Upper Division Elective.....	3
	17

Senior Year

<i>Fall Semester</i>	S.H.
CHEM 370 Intro to Biochemistry.....	3
or	
CHEM 376 Biochemistry I.....	(3)
CHEM 430 Adv Inorganic Chemistry.....	3
CHEM 431 Adv Inorganic Chem Lab.....	1
CHEM 491 Chemistry Seminar.....	1
___ ___ Elective.....	3
___ ___ Upper Division Elective.....	3
	14

<i>Spring Semester</i>	S.H.
CHEM 420 Adv Organic Chemistry.....	3
CHEM 421 Adv Organic Chem Lab.....	1
CHEM 490 Chemistry Seminar.....	1
___ ___ Elective.....	3
___ ___ Elective.....	3
___ ___ Elective.....	3
	14

Biochemistry

Objectives

The Bachelor of Science in Biochemistry degree program is designed to prepare the student for a career in the intensively active biochemistry or chemical biology fields, seeking to understand the functions and intricate interactions of those molecules that give rise to the phenomenon of life. There are many opportunities either for immediate entry into the field or for further study at the graduate level. In addition, for qualified students, biochemistry is one of the best preparations for entry into health professional schools.

Major Requirements

Lower Division Requirements: Biochemistry

CHEM 110, 111, 112, 113, 220, 221, 222, and 223. A grade of at least C (2.0) is required in each of the above courses. BIOL 101, 111, 112, 201, and 202; CHEM 190; MATH 131 and 132; PHYS 101 and 201. With approval of the chairperson, MATH 122 and 123; PHYS 253 and 254 may be substituted, as a complete package, for MATH 131 and 132; PHYS 101 and 201.

An average of C (2.0) is required for the above BIOL, MATH, and PHYS courses.

Upper Division Requirements: Biochemistry

30 upper division semester hours of chemistry and biochemistry, which includes CHEM 340, 341, 346, 360, 361, 376, 377, 378, 379, 390, 391, 434, 480, or other advanced biochemical elective; 490 and 491, but not CHEM 495. Three upper division courses in biology which will include BIOL 356 and two others selected from BIOL 330, 351, 353, 361, 371, 437, 439, 443, 445, or 449. It is recommended that this selection include one laboratory course or one molecular biology course. An additional advanced biochemistry elective may be taken in place of one of the upper division biology courses.

Except for CHEM 390 and 490, a grade of at least C (2.0) must be obtained in each course included in the upper division requirements of the major.

Strongly recommended for those intending graduate study: CHEM 399 or 499.

A maximum number of 12 semester hours of Chemistry/Biochemistry Internship and/or Directed Research (CHEM 393, 399, 493, 499) may be included toward the 124-hour baccalaureate requirement.

Minor Requirements: Biochemistry

BIOL 101, 111, 201; CHEM 110, 111, 112, 113, 220, 221, 222, 223, and 370 or 376; and 4 additional upper division semester hours selected from CHEM 377, 378, 379, or 480 or other advanced biochemical elective including one upper division laboratory course. These must be selected under the direction of the Chairperson of the Department.

A grade of C (2.0) must be obtained in each course included in the minor.

Variations

Petitions for waivers of departmental requirements or prerequisites should be addressed to the Chairperson of the Department.

Biochemistry Curriculum

(124/125 S.H.)

Freshman Year

<i>Fall Semester</i>	S.H.
BIOL 101 General Biology I.....	3
BIOL 111 General Biology I Lab.....	2
CHEM 110 General Chemistry I.....	3
CHEM 111 General Chemistry I Lab.....	1
CHEM 190 World of Chem/Biochem.....	1
ENGL 110 College Writing.....	3
___ ___ University Core.....	3
	16

<i>Spring Semester</i>	S.H.
BIOL 112 General Biology II Lab.....	2
CHEM 112 General Chemistry II.....	3
CHEM 113 General Chemistry II Lab.....	1
MATH 131 Calculus I.....	4
PHYS 101 Intro to Mechanics.....	4
___ ___ University Core.....	3
	17

Sophomore Year

<i>Fall Semester</i>	S.H.
BIOL 201 Cell Function.....	3
CHEM 220 Organic Chemistry I.....	3
CHEM 221 Organic Chemistry I Lab.....	1
MATH 132 Calculus II.....	4
PHYS 201 Intro Electric & Magnetism....	4
	15

Spring Semester		S.H.
BIOL 202	Genetics	3
CHEM 222	Organic Chemistry II.....	3
CHEM 223	Organic Chemistry II Lab.....	1
CHEM 360	Analytical Chemistry	4
CHEM 361	Analytical Chemistry Lab	0
___	University Core.....	3
		14

Junior Year

Fall Semester		S.H.
CHEM 340	Physical Chemistry I.....	3
CHEM 341	Physical Chemistry I Lab.....	1
CHEM 376	Biochemistry I.....	3
CHEM 377	Biochemistry I Lab.....	1
CHEM 390	Chemistry Seminar	1
___	University Core.....	3
___	University Core.....	3
		15

Spring Semester		S.H.
CHEM 346	Physical Biochemistry.....	3
CHEM 378	Biochemistry II.....	3
CHEM 379	Biochemistry II Lab.....	1
CHEM 391	Chemistry Seminar	1
___	University Core.....	3
___	University Core.....	3
___	University Core.....	3
		17

Senior Year

Fall Semester		S.H.
BIOL 356	Cell Biology	3
BIOL ___	Upper Div Biology Elective....	3
or		
[CHEM 460	Instrumental Analysis.....	(4)
[CHEM 461	Instrumental Analysis Lab....	(0)
CHEM 491	Chemistry Seminar	1
___	Upper Division Elective.....	3
___	University Core.....	3
___	University Core.....	3

16 or 17

Spring Semester		S.H.
BIOL ___	Upper Div Biology Elective....	3
CHEM ___	Upper Div Biochem Elect.....	3
or		
[CHEM ___	Upper Div Biochem Elect....	(3)
[CHEM ___	Upper Div Biochem Elect....	(3)
CHEM 490	Chemistry Seminar	1
___	University Core.....	3
___	Elective.....	3
___	Elective.....	1
		14

Course Descriptions

CHEM 110

General Chemistry I

3 Semester Hours

Atomic theory; chemical nomenclature; chemical equations and reactions; stoichiometry; properties of gases, solids, and liquids; electronic structure of atoms and periodic properties of the elements; covalent bonding and molecular geometry; solutions.

Lecture, 3 hours.

CHEM 111

General Chemistry I Lab

1 Semester Hour

Basic chemical lab technique; conservation of mass; definite composition; molar masses; gravimetric and titrimetric analyses; redox chemistry.

Lecture and laboratory, 4 hours.

Prerequisite: CHEM 110, 114, or concurrent enrollment.

CHEM 112

General Chemistry II

3 Semester Hours

Chemical kinetics; thermodynamics; acids and bases; equilibria; electrochemistry, nuclear reactions; introduction to organic chemistry; selected additional topics.

Lecture, 3 hours.

Prerequisite: CHEM 110.

CHEM 113

General Chemistry II Lab

1 Semester Hour

Chemical kinetics; equilibrium; complex ions; solubility; visible spectrophotometry; inorganic synthesis; crystallization, inorganic qualitative analysis.

Lecture and laboratory, 4 hours.

Prerequisite: CHEM 112 or concurrent enrollment.

CHEM 114

General Chemistry for Engineers

3 Semester Hours

Atomic theory; stoichiometry; properties of gases, liquids, and solids; electronic structure and periodic table; covalent bonding; kinetics and equilibrium; acid-base, precipitation, and reduction-oxidation reactions; basic thermodynamics.

Lecture, 3 hours.

Engineering majors only.

CHEM 190

World of Chemistry and Biochemistry

1 Semester Hour

Introduction to the Chemistry and Biochemistry program, faculty, staff, and the facilities. Students will have the opportunity to learn about the various research programs in the department. Students will also be introduced to various chemistry and biochemistry careers.

Seminar, 2 hours.

CR/NC Grading only.

CHEM 198

Special Studies: Chemistry Topics

0-3 Semester Hours

CHEM 199

Independent Studies

0-3 Semester Hours

CHEM 220

Organic Chemistry I

3 Semester Hours

Introduction to the fundamental theories of organic chemistry; chemical properties, synthesis, and nomenclature of alkanes, alkenes, alkynes, cycloalkanes, aromatic hydrocarbons, and alkyl halides are covered.

Lecture, 3 hours.

Prerequisite: CHEM 112.

CHEM 221
Organic Chemistry I Lab
1 Semester Hour

Introduction to the fundamental theories of organic chemistry; spectroscopy; chemical properties, synthesis, and nomenclature of alkanes, alkenes, alkynes, cycloalkanes, aromatic hydrocarbons, and alkyl halides are covered.

Lecture and laboratory, 4 hours.

Prerequisite: CHEM 220 or concurrent enrollment.

CHEM 222
Organic Chemistry II
3 Semester Hours

Continuation of CHEM 220; students will be introduced to chemistry of alcohols, ethers, carbonyl compounds, amines, and carbohydrates.

Lecture, 3 hours.

Prerequisite: CHEM 220.

CHEM 223
Organic Chemistry II Lab
1 Semester Hour

Continuation of CHEM 221; additional laboratory experience in synthesis of organic compounds.

Lecture and laboratory, 4 hours.

Prerequisite: CHEM 222 or concurrent enrollment.

CHEM 261
The Science in Science Fiction
3 Semester Hours

The physics, chemistry, and biology found in science fiction literature, examined for accuracy and probability. Topics include the physics of space and space habitats, the chemistry and biology of life arising under nonearthlike conditions, and the ecology of imagined worlds. "Engineering" new worlds on the basis of sound scientific theory will be expected. Understanding of physical implications of simple algebraic expressions is required.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

CHEM 262
The Chemical Environment
3 Semester Hours

The important chemical processes of the world in which we live; air, water, agriculture, food additives, household chemicals, cosmetics, chemotherapy, sports, toxic waste management.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

CHEM 263
Consumer Chemistry
3 Semester Hours

The chemistry of everyday consumer products and how the products work will be examined. Product examples discussed will include foods, shampoo, selected drugs, clothing, and others.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

CHEM 278
Special Studies: Chemistry Topics
1-3 Semester Hours

For majors from outside the Frank R. Seaver College of Science and Engineering.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

CHEM 290
Chemistry Seminar
1 Semester Hour

Regular attendance by second year students at the Departmental Seminar Program.

May be taken twice.

CR/NC grading only.

CHEM 298
Special Studies: Chemistry Topics
1-3 Semester Hours

CHEM 299
Independent Studies
1-3 Semester Hours

CHEM 330
Inorganic Chemistry
3 Semester Hours

Study of preparations, properties, and reactions of main group and some transition metal elements and their compounds.

Lecture, 3 hours.

Prerequisites: CHEM 112 and 113.

CHEM 340
Physical Chemistry I
3 Semester Hours

Properties of gases, ideal and real, chemical thermodynamics, phase rule, solutions, chemical equilibria, colligative properties, activity concept, electrochemistry.

Lecture, 3 hours.

Prerequisites: CHEM 222, 223; MATH 123 or 132; PHYS 201 or 254.

CHEM 341
Physical Chemistry I Lab
1 Semester Hour

Physical measurements, calorimetry, physical equilibria, phase behavior, activity coefficients, chemical equilibria.

Lecture and laboratory, 4 hours.

Prerequisites: CHEM 340 or concurrent enrollment, CHEM 360.

CHEM 342
Physical Chemistry II
3 Semester Hours

Chemical kinetics, quantum mechanics, atomic and molecular spectroscopy, statistical mechanics.

Lecture, 3 hours.

Prerequisites: CHEM 340 and 341.

CHEM 343
Physical Chemistry II Lab
1 Semester Hour

Kinetics, colligative properties, atomic and molecular spectroscopy.

Lecture and laboratory, 4 hours.

Prerequisites: CHEM 342 or concurrent enrollment, CHEM 360.

CHEM 346
Physical Biochemistry
3 Semester Hours

Chemical and enzyme kinetics, solutions of macromolecules, chemical equilibria, transport processes, sedimentation, transport in electric fields, physical methods in biochemistry, scattering.

Lecture, 3 hours.

Prerequisites: CHEM 340 and 341.

CHEM 350**Geochemistry**

3 Semester Hours

Chemical composition and reactions of the atmosphere, hydrosphere, and lithosphere. Natural and anthropogenic variations in composition. Analytical methods.

Lecture, 3 hours.

Prerequisites: CHEM 112 and 113.

CHEM 360**Analytical Chemistry**

4 Semester Hours

Theory and practice of chemical analyses. Statistical analyses in chemistry. Introduction to spectroscopy.

Lecture, 2 hours.

Prerequisites: CHEM 112 and 113.

Corequisite: CHEM 361.

CHEM 361**Analytical Chemistry Lab**

0 Semester Hours

Calibration of glassware, analysis of selected unknown samples by volumetric and gravimetric methods, instrumental analysis using UV-visible spectroscopy.

Laboratory, 6 hours.

Corequisite: CHEM 360.

CHEM 370**Introduction to Biochemistry**

3 Semester Hours

Fundamentals of macromolecular structure, function, and central metabolic pathways as well as nucleic acid metabolism.

Chemistry and other non-biochemistry majors. This course is designed to meet the needs of students requiring a one-semester biochemistry course for health professions schools. Not available for credit with CHEM 376 or CHEM 378.

Lecture, 3 hours.

Prerequisites: CHEM 222 and 223.

CHEM 376**Biochemistry I**

3 Semester Hours

Macromolecular structure and function; enzymology; bioenergetics and kinetics; biotechnology; major metabolic pathways.

Lecture, 3 hours.

Prerequisites: CHEM 222 and 223.

CHEM 377**Biochemistry I Lab**

1 Semester Hour

Techniques of protein purification, enzyme assay, and kinetics.

Lecture and laboratory, 4 hours.

Prerequisite: CHEM 370 or 376 or concurrent enrollment.

CHEM 378**Biochemistry II**

3 Semester Hours

Metabolic regulation; macromolecular structure, function, and synthesis; membrane transport. DNA and RNA metabolism and control. Biochemistry of vitamins and other nutrients. Protein biosynthesis.

Lecture, 3 hours.

Prerequisite: CHEM 376.

CHEM 379**Biochemistry II Lab**

1 Semester Hour

Techniques in lipid and carbohydrate analysis; enzyme regulation; enzymes as diagnostic tools, restriction enzymes.

Lecture and laboratory, 4 hours.

Prerequisites: CHEM 377, 378 or concurrent enrollment.

CHEM 380**Forensic Chemistry**

3 Semester Hours

An introduction to the forensic sciences with an emphasis on chemistry. This course gives students an appreciation for the activities of a real forensic laboratory. Topics covered include basic analytical techniques, arson investigation, and fingerprint, drug, blood, and DNA analyses.

Lecture, 3 hours.

Prerequisites: CHEM 222, 223, and 360 or consent of instructor.

CHEM 390**Chemistry Seminar**

1 Semester Hour

Regular attendance at Departmental Seminar Program.

CR/NC grading only.

CHEM 391**Chemistry Seminar**

1 Semester Hour

Regular attendance at Departmental Seminar Program and presentation of a seminar.

CHEM 393**Chemistry/Biochemistry Internship**

1-3 Semester Hours

Research/Development work conducted in a professional chemical setting in a local government or industrial laboratory. Work includes both theory and laboratory practice on a project designed cooperatively by the laboratory's supervisory staff and LMU faculty. The project is jointly supervised by on-site staff and LMU faculty.

May be repeated for credit up to 6 semester hours.

CHEM 398**Special Studies: Chemistry Topics**

0-3 Semester Hours

CHEM 399**Independent Studies**

1-3 Semester Hours

CHEM 420**Advanced Organic Chemistry**

3 Semester Hours

Modern synthetic reactions, mechanisms and study of organic synthesis.

Lecture, 3 hours.

Prerequisites: CHEM 222, 223, 342, 343, 360, 460, 461.

CHEM 421**Advanced Organic Chemistry Lab**

1 Semester Hour

Laboratory techniques for multi-step synthesis of organic compounds and analysis using spectroscopy.

Lecture and Laboratory, 4 hours.

Prerequisites: CHEM 222, 223, 342, 343, 360, 460, 461; CHEM 420 or concurrent enrollment.

CHEM 430**Advanced Inorganic Chemistry**

3 Semester Hours

Chemical bonding treated from the viewpoints of valence bond, ligand field, and molecular orbital theories. Applied thermodynamics, kinetics, and acid-base concepts.

Lecture, 3 hours.

Prerequisites: CHEM 342 and 343.

CHEM 431**Advanced Inorganic Chemistry Lab***1 Semester Hour*

Inorganic synthesis using special methods such as furnace, dry box, high vacuum, and electric discharge. Resolution of stereoisomers, and determination of magnetic susceptibility.

Lecture and laboratory, 4 hours.

Prerequisites: CHEM 360; CHEM 430 or concurrent enrollment.

CHEM 434**Bioinorganic Chemistry***3 Semester Hours*

The study of the function and structure of metal ions in biology; the properties and spectroscopy of metal ions; metalloproteins; the interaction between metal ions and DNA or RNA; introduction of metal ions into biological systems as probes and as drugs.

Lecture, 3 hours.

Prerequisite: CHEM 370 or 376, or by consent of instructor.

CHEM 442**Physical Methods in Chemistry***3 Semester Hours*

Development of physical methods of analysis incorporating elements of group theory and molecular orbital theory. Molecular spectroscopy; nuclear magnetic, electron paramagnetic, and nuclear quadrupole resonance spectroscopy; magnetism; Mossbauer spectroscopy; and X-ray spectroscopy.

Lecture, 3 hours.

Prerequisites: CHEM 342 and 460.

CHEM 460**Instrumental Analysis***4 Semester Hours*

Theory of analytical methods including gas and liquid chromatography, atomic, molecular, nuclear magnetic resonance, and mass spectroscopy.

Lecture, 3 hours.

Prerequisites: CHEM 340 and 341 or concurrent enrollment and CHEM 360. Concurrent enrollment in CHEM 461.

CHEM 461**Instrumental Analysis Lab***0 Semester Hours*

Laboratory in selected methods of modern instrumental analysis, including gas and liquid chromatography, atomic absorption spectroscopy, Fourier-transform infrared spectroscopy, nuclear magnetic resonance spectroscopy, laboratory computers.

Laboratory, 4 hours.

Prerequisites: CHEM 360 and concurrent enrollment in CHEM 460.

CHEM 474**Food Chemistry***3 Semester Hours*

The chemistry involved in food preparation and development. Examples include flavorings, food additives, what happens when it is cooked, then eaten; nutritional aspects of foods, food supplements, preservation, food fads.

Prerequisite: CHEM 370 or 376.

CHEM 480**Medicinal Chemistry***3 Semester Hours*

Chemical principles involved in design and formulation of drugs; their absorption, distribution, and elimination; and their interaction at possible active sites. Mechanism of action of specific groups of drugs are discussed.

Lecture, 3 hours.

Prerequisite: CHEM 370 or 376 or consent of instructor.

CHEM 490**Chemistry Seminar***1 Semester Hour*

Regular attendance at Departmental Seminar Program.

CR/NC grading only.

CHEM 491**Chemistry Seminar***1 Semester Hour*

Regular attendance at Departmental Seminar Program and presentation of a seminar.

CHEM 493**Chemistry/Biochemistry Internship***1-3 Semester Hours*

Research/Development work conducted in a professional chemical setting in a local government or industrial laboratory. Work includes both theory and laboratory practice on a project designed cooperatively by the laboratory's supervisory staff and LMU faculty. The project is jointly supervised by on-site staff and LMU faculty.

May be repeated for credit up to 6 semester hours.

CHEM 495**Chemistry Teaching***0-1 Semester Hours*

Guided teaching of the undergraduate laboratories. Credit/No Credit grading only. May be repeated for additional credit.

Prerequisite: Approval of Department Chairperson.

May be repeated for credit up to 8 semester hours.

CHEM 497**Introduction to Chemistry/****Biochemistry Research***1 Semester Hour*

May be repeated for credit up to 8 semester hours.

CHEM 498**Special Studies: Chemistry Topics***1-3 Semester Hours***CHEM 499****Independent Studies: Directed****Research***1-3 Semester Hours*

May be repeated for credit up to 6 semester hours.

Civil Engineering and Environmental Science

Faculty

Chairperson: William J. Trott*

Professors: Michael E. Manoogian*,

Joseph C. Reichenberger*, William J. Trott*

Associate Professor: Jose A. Saez*

Assistant Professors: Rachel G. Adams,
Jeremy S. Pal

Adjunct Professors: Joseph Haworth*,
Donald Kowalewsky**

Lecturers: Donald Kendall*, R. Timothy Haug*,
Ranjit Sahu

* Registered Professional Civil Engineer

** Certified Engineering Geologist and
Registered Geologist

Description

The civil engineer applies scientific and economic principles to plan, design, and oversee a wide variety of public and private projects which improve the quality of life, protect the environment, and facilitate economic growth. These projects include roads and highways, railroads, mass transit systems, airports, bridges, buildings, structures, harbors, flood control and drainage works, water supply, treatment and distribution systems, wastewater treatment and reuse systems, irrigation systems, pipelines, and power plants.

The civil engineering curriculum emphasizes practicality and design, supported by a strong background in scientific and mathematical concepts. The program provides a broad background in all aspects of civil engineering, providing our graduates with the flexibility to practice in any of the specialties or to pursue an advanced degree. The program provides an opportunity to get hands-on experience with classes in surveying as well as laboratories in fluid mechanics, hydraulics, soil mechanics, mechanics of materials, structures, steel, and reinforced concrete design. Engineering design experiences are integrated throughout the curriculum beginning with the freshman engineering courses and extending through the last semester of the senior year. Design courses provide working experience with computer software used in the profession. Group and team projects prepare the student for real world engineering experiences.

The civil engineering student can select courses and electives that emphasize environmental engineering as described below.

Accreditation

The Civil Engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone: (410) 347-7700.

Mission

The mission of the Department of Civil Engineering and Environmental Science is to provide opportunities for students to develop the skills and knowledge necessary to become productive professionals through a rigorous, student-centered curriculum that balances theory and practice, serving the needs of society by emphasizing sustainability and environmental justice and meets the challenges of an ever-changing, complex world through a dynamic engineering program combined with a comprehensive liberal arts core.

For graduate students, the Department 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.

Objectives

The Civil Engineering program has established the following program educational objectives that are consistent with the mission of the University and that describe the expected accomplishments of graduates during the first several years following graduation. Civil Engineering program graduates will:

- 1) Be productive in the civil engineering profession or other professional fields;
- 2) Further develop their professional and technical skills through graduate studies and continuing education;
- 3) Be involved with civil engineering professional organizations;
- 4) Uphold the code of ethics of the profession and be cognizant of social justice issues in the practice of civil engineering; and
- 5) Exhibit leadership in the practice of civil engineering.

To accomplish these program educational objectives, analysis and design courses in the fields of environmental, geotechnical, hydraulic, structural, and water resources engineering are offered in addition to preparatory courses in oral and written communications, mathematics, sciences, and basic mechanics. A broad base of theory and design is provided along with discussion of current issues and practices of the profession. Through class assignments, students will become proficient in the use of computers and pertinent software, spreadsheets, presentations, drawing, and geographical information system (GIS) programs. Integrated with these courses is the University core curriculum.

Design in Civil Engineering

The civil engineering student participates in design projects throughout the curriculum both as an individual and as a member of a design team. The design experience varies in complexity as the student progresses through the program ending with the senior capstone design experience. Engineering design is the process of devising a system, component, or process to meet a specified need in an optimal manner. While the resulting design must stay within the appropriate specifications and constraints, consideration must also be given to economic, social, and environmental impacts and constructability. Accomplishing these varied goals requires creativity and involves considerable decision making. Many design projects are performed while part of a project team.

Graduate Program

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.

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)

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**
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

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

*Required—Science Majors
 **Required—Engineering Majors

2. Achieve a grade of "B" or better in all 500 level courses.
3. Successfully complete the Comprehensive Examination (CIVL 600).
4. Elective courses in other departments may be taken with the consent of the Program Director.
5. Thesis Option. With the consent of the Department, the student may elect a thesis. The thesis may satisfy up to 8 semester hours of the elective requirements. The student may enroll for a maximum of 4 semester hours 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.

Undergraduate Program Civil Engineering Curriculum

(132 S.H.)

Major Requirements

Lower Division Requirements:

BIOL 114; CHEM 111, 114; CIVL 200, 210, 230; ELEC 210; ENGR 100, 160, 200; MATH 131, 132, 234, 245; MECH 251; PHYS 101, 201.

Upper Division Requirements:

CIVL 302, 305, 310, 315, 340, 395, 400, 406, 410, 411, 415, 460; ELEC 313; ENGR 300, 400; ENVS 300, 320; Civil Engineering electives (5 semester hours).

Freshman Year

<i>Fall Semester</i>		S.H.
CHEM 111	General Chemistry I Lab.....	1
CHEM 114	Gen Chem for Engineers.....	3
ENGL 110	College Writing.....	3
ENGR 100	Intro to Engineering.....	3
MATH 131	Calculus I.....	4
— —	University Core.....	3
		—
		17

<i>Spring Semester</i>		S.H.
BIOL 114	Gen Biology for Engineers.....	3
ENGR 160	Algorithms & Applications.....	3
MATH 132	Calculus II.....	4
PHYS 101	Intro to Mechanics.....	4
— —	University Core.....	3
		—
		17

Sophomore Year

<i>Fall Semester</i>		S.H.
ELEC 210	Electric Circuit Analysis.....	3
ENGR 200	Statics.....	3
MATH 234	Calculus III.....	4
PHYS 201	Intro to Elec & Mag.....	4
— —	University Core.....	3
		—
		17

<i>Spring Semester</i>		S.H.
CIVL 200	Mechanics of Materials.....	3
CIVL 210	Surveying and Mapping.....	3
CIVL 230	Particle Dynamics.....	2
MATH 245	Differential Equations.....	3
MECH 251	Thermodynamics.....	3
— —	University Core.....	3
		—
		17

Junior Year

<i>Fall Semester</i>		S.H.
CIVL 305	Structural Theory.....	3
CIVL 310	Fluid Mechanics I.....	3
ENVS 300	Engineering Geology.....	3
ENVS 320	Intro Environmental Engr.....	3
—	University Core.....	3
		15

<i>Spring Semester</i>		S.H.
CIVL 302	Seismic Design Structures.....	3
CIVL 315	Fluid Mechanics II.....	3
CIVL 340	Analytical Methods I.....	3
CIVL 395	Engr Econ & Dec Theory.....	3
ENGR 300	Fund. Engineering Exam.....	0
—	University Core.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
CIVL 400	Water & Wastewtr Trtmnt.....	3
CIVL 406	Wtr Resrcs Plnng & Dsgn.....	3
CIVL 410	Soil Mechanics.....	4
CIVL 415	Reinforced Concrete Dsgn.....	4
—	University Core.....	3
		17

<i>Spring Semester</i>		S.H.
CIVL 460	Civil Engineering Design.....	4
CIVL 411	Dsgn Foundtns/Earth Struc.....	2
CIVL —	Civil Engineering Electives.....	5
ENGR 400	Senior Seminar.....	0
—	University Core.....	3
—	University Core.....	3
		17

The proper sequence of the University Core courses should be discussed with the student's advisor.

Environmental Engineering Emphasis within the Civil Engineering Major

(132 S.H.)

The civil engineering student may choose to take courses and electives emphasizing environmental engineering. Opportunities exist to take classes in aquatic chemistry; microbiology; air pollution control; and solid, hazardous, and industrial waste management.

Major Requirements

Lower Division Requirements:

BIOL 114; CHEM 111, 114; CIVL 200, 210, 230; ELEC 210; ENGR 100, 160, 200; MATH 131, 132, 234, 245; MECH 251; PHYS 101, 201.

Upper Division Requirements:

CIVL 302, 310, 315, 340, 395, 400, 406, 410, 411, 460; ENGR 300, 400; ELEC 313; ENVS 300, 320, 420, 510; Civil Engineering or Environmental Science Electives (8 semester hours).

Freshman Year

<i>Fall Semester</i>		S.H.
CHEM 110	General Chemistry I Lab.....	1
CHEM 114	Gen Chem for Engineers.....	3
ENGL 110	College Writing.....	3
ENGR 100	Intro to Engineering.....	3
MATH 131	Calculus I.....	4
—	University Core.....	3
		17

<i>Spring Semester</i>		S.H.
BIOL 114	Gen Biology for Engineers.....	3
ENGR 160	Algorithms & Applications.....	3
MATH 132	Calculus II.....	4
PHYS 101	Intro to Mechanics.....	4
—	University Core.....	3
		17

Sophomore Year

<i>Fall Semester</i>		S.H.
ELEC 210	Electric Circuit Analysis.....	3
ENGR 200	Statics.....	3
MATH 234	Calculus III.....	4
PHYS 201	Intro to Elec & Mag.....	4
—	University Core.....	3
		17

<i>Spring Semester</i>		S.H.
CIVL 200	Mechanics of Materials.....	3
CIVL 210	Surveying and Mapping.....	3
CIVL 230	Particle Dynamics.....	2
MATH 245	Differential Equations.....	3
MECH 251	Thermodynamics.....	3
—	University Core.....	3
		17

Junior Year

<i>Fall Semester</i>		S.H.
CIVL 310	Fluid Mechanics I.....	3
ENVS 300	Engineering Geology.....	3
ENVS 320	Intro Environmental Engr.....	3
—	University Core.....	3
—	University Core.....	3
		15

<i>Spring Semester</i>		S.H.
CIVL 302	Seismic Design Structures.....	3
CIVL 315	Fluid Mechanics II.....	3
CIVL 340	Analytical Methods I.....	3
CIVL 395	Engr Econ & Dec Theory.....	3
ENGR 300	Fund. Engineering Exam.....	0
—	University Core.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
CIVL 400	Water & Wastewtr Trtmnt.....	3
CIVL 406	Wtr Resrcs Plnng & Dsgn.....	3
CIVL 410	Soil Mechanics.....	4
ENVS 420	Environmental Systems Lab...2	
ENVS 510	Chem for Envir Engineers.....	2
—	University Core.....	3
		17

Spring Semester	S.H.	
CIVL 460	Civil Engineering Design.....	4
CIVL 411	Dsgn Foundtns/Earth Struc....	2
_____	CIVL and ENVS Electives	8
ENGR 400	Senior Seminar.....	0
_____	University Core.....	3
		17

The proper sequence of the University Core courses should be discussed with the student's advisor.

Course Descriptions

Civil Engineering

**CIVL 200
Mechanics of Materials**
3 Semester Hours

Development of relationships between loads applied to an elastic body to stresses and deformations produced in the body, the relation between stresses and strains, approaches for finding necessary dimensions of a member with respect to material capabilities and design constraints.

Lecture, 3 hours.

Prerequisite: ENGR 200.

**CIVL 210
Surveying and Mapping**
3 Semester Hours

Study of basic surveying and related computations for topographic surveys, horizontal and vertical curves, and the design of highways. The course will include computer aided design and geographic information systems (applications of AutoCAD to civil engineering design and fundamentals of GIS using ArcView).

Lecture, 2 hours; Laboratory, 4 hours.

Prerequisite: Sophomore standing.

**CIVL 230
Particle Dynamics**
2 Semester Hours

Kinetics and kinematics of particles. Application of Newton's laws, principles of work and energy, impulse and momentum.

Lecture, 2 hours.

Prerequisite: ENGR 200.

**CIVL 302
Seismic Design of Structures**
3 Semester Hours

Free and forced vibration of discrete single and multiple degree of freedom systems, continuous systems, design for earthquake loading, application of the International Building Code to the seismic design of structures.

Lecture, 3 hours.

Prerequisite: CIVL 200.

**CIVL 305
Structural Theory**
3 Semester Hours

Introduction to the International Building Code. Analysis of determinate and indeterminate deformable structures using classical methods and an introduction to computer methods of analysis.

Lecture, 3 hours.

Prerequisite: CIVL 200.

**CIVL 310
Fluid Mechanics I**
3 Semester Hours

Properties of fluids, fluid statics, kinematics, energy, hydrodynamics, momentum and dynamic forces, steady flow of compressible and incompressible fluids.

Lecture, 3 hours.

**CIVL 315
Fluid Mechanics II**
3 Semester Hours

A continuation of CIVL 310. Similarity and dimensional analysis, laboratory experiments with fluid flow phenomena, fluid measurements, pipe and open channel flow, forces on immersed bodies.

Lecture, 2 hours; Laboratory, 3 hours.

Prerequisite: CIVL 310.

**CIVL 340
Analytical Methods in Civil Engineering I**
3 Semester Hours

Introduction to probability and statistics with an emphasis on techniques and applications useful in engineering.

Lecture, 3 hours.

Prerequisite: MATH 234.

**CIVL 395
Engineering Economics and Decision Theory**
3 Semester Hours

The economic evaluation of engineering alternatives. Topics include: time value of money relationships, nominal and effective interest rates, present worth method, annual worth method, rate of return and incremental analysis, depreciation and income taxes, replacement analysis and benefit/cost analysis.

Lecture, 3 hours.

**CIVL 400
Fundamentals of Water and Waste-Water Treatment**
3 Semester Hours

Basic concepts of water quality management. Review of the chemical and biological basis for water and wastewater treatment and disposal.

Lecture, 3 hours.

Prerequisites: CIVL 310 and ENVS 320.

**CIVL 406
Water Resources Planning and Design**
3 Semester Hours

Flood control hydrology including rainfall, unit hydrographs, flood frequency analysis, and flood routing. Development of surface and groundwater supplies, reservoir yield and operation, determination of water requirements, analysis of water supply and distribution systems, including reservoirs and pump stations.

Lecture, 3 hours.

Prerequisite: CIVL 315.

**CIVL 410
Soil Mechanics**
4 Semester Hours

Physical and mechanical properties of soil, consolidation, settlement of structures, shear strength, analysis of earth pressures, bearing capacity, slope stability, flow through porous media, and open ended design problems.

Lecture, 3 hours; Laboratory, 3 hours.

Prerequisites: CIVL 200 and 310 and ENVS 300.

CIVL 411**Design of Foundations and Earth Structures**

2 Semester Hours

Design methods for foundations and earth structures. Design of footings and piles including stability and settlement, slopes, and retaining structures.

Lecture, 2 hours.

Prerequisite: CIVL 410.

CIVL 415**Reinforced Concrete Design**

4 Semester Hours

Theory and design of reinforced concrete columns, beams, retaining walls, footings, and slabs. Application to design projects.

Lecture, 3 hours; Laboratory, 3 hours.

Prerequisite: CIVL 200.

CIVL 450**Analytical Methods in Civil Engineering II**

3 Semester Hours

Specific application of mathematical techniques to a variety of civil engineering problems, with an emphasis on the mathematical formulation and subsequent computer solution of practical problems utilizing ordinary and partial differential equations; linear regression analysis; optimization techniques.

Lecture, 3 hours.

Prerequisites: CIVL 310, 340; MATH 245.

CIVL 460**Civil Engineering Design**

4 Semester Hours

An integrated senior design experience which utilizes knowledge from the civil engineering curriculum. In addition to the technical aspects, the designs consider costs, economics, and environmental factors. Class lectures include discussion of the design process, environmental impact, engineering and professional ethics, the engineering profession, professional practice issues, the role of the engineer in the construction process, and procurement of engineering work. Student presentations are required.

Lecture, 2 hours; Design Laboratory, 4 hours.

Prerequisites: Senior standing and CIVL 210, 395, 400, 406, 410.

Corequisite: ENGR 400.

CIVL 493**Civil Engineer Design Internship**

2-4 Semester Hours

Students work in teams to perform specific design projects for local public agencies and engineering consulting firms in the area of storm water and municipal waste water.

Requires consent of instructor.

CIVL 498**Special Studies**

1-4 Semester Hours

CIVL 499**Independent Studies**

1-4 Semester Hours

CIVL 504**Applied Fluid Mechanics**

2 Semester Hours

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.

Open to science majors interested in a Master's degree in Environmental Science.

Lecture, 2 hours.

Requires consent of instructor.

CIVL 510**Open Channel Hydraulics**

2 Semester Hours

Study of steady uniform and non-uniform flow in open channels; design of channels, transitions, confluences, culverts, and other hydraulic structures.

Lecture, 2 hours.

Prerequisite: CIVL 315.

Graduate Prerequisite: CIVL 504 or equivalent.

CIVL 511**Hydraulic Analysis and Design**

2 Semester Hours

Design and analysis of hydraulic structures and pump stations; rainfall-runoff models; determination of reservoir storage; unsteady flow and water hammer; flood routing techniques; sediment transport.

Lecture, 2 hours.

Graduate Prerequisite: CIVL 504 or equivalent.

CIVL 512**Air Pollution Analysis**

2 Semester Hours

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.

Lecture, 2 hours.

CIVL 514**Groundwater Hydrology**

2 Semester Hours

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 non-equilibrium hydraulics of wells; computer applications.

Lecture, 2 hours.

Prerequisite: CIVL 315.

Graduate Prerequisite: CIVL 504 or equivalent.

CIVL 515**Industrial Waste Management**

2 Semester Hours

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.

Lecture, 2 hours.

Prerequisites: CIVL 400 and ENVS 510.

CIVL 548**Hazardous Substances Management**

2 Semester Hours

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.

Lecture, 2 hours.

CIVL 549**Hazardous Waste Remediation***2 Semester Hours*

This course provides an overview of the regulatory framework, site assessment and sampling techniques, and remediation technologies for hazardous waste sites. Emphasis is placed on cost-effective remediation technologies, regulatory agency coordination, and new emerging technologies for hazardous waste site clean-up projects.

Lecture, 2 hours.

CIVL 550**Fundamentals of Environmental Health Risk Assessment***2 Semester Hours*

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.

Lecture, 2 hours.

CIVL 595**Structural Steel Design***3 Semester Hours*

Theory and design of steel structures, component members, and connections using codes and specifications. Design projects.

Lecture, 3 hours.

Prerequisite: CIVL 200.

CIVL 598**Special Studies***1-4 Semester Hours***CIVL 599****Independent Studies***1-4 Semester Hours***CIVL 600****Comprehensive Examination***0 Semester Hours*

Students must register for this class but only after they have completed all of their course requirements (30 semester hours) 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**Engineering Communications***2 Semester Hours*

Written and verbal communication in the engineering profession.

Prerequisite: Students for whom English is a second language may not enroll in this class until their second year at LMU.

CIVL 610**Water Treatment Systems Design***2 Semester Hours*

Integration of unit processes and operations and functional engineering design of water treatment systems.

Prerequisite: CIVL 640.

CIVL 611**Wastewater Treatment Systems Design***2 Semester Hours*

Integration of unit processes and unit operations and functional engineering design of municipal wastewater treatment and water reclamation systems.

Corequisite: CIVL 641.

Prerequisites: CIVL 640 and ENVS 610.

CIVL 612**Air Pollution Analysis***2 Semester Hours*

Detailed analysis of emission sources, emission calculation methods, and air pollution controls. The dispersion of air pollutants in the atmosphere (fates and lifetimes, dispersion modeling methods). In-depth techniques of conducting risk assessments due to exposure to air pollutants.

CIVL 614**Industrial Waste Management***2 Semester Hours*

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 and 631.

CIVL 615**Theory and Design of Waste Outfall Systems***2 Semester Hours*

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.

Prerequisites: CIVL 504 or equivalent; ENVS 610 and 631.

CIVL 620**Computers and Environmental Analysis***2 Semester Hours*

Applications of digital simulations in the analysis of problems in the environment, water quality modeling, numerical methods, statistical analysis, and use of a large scale application program.

CIVL 634**Groundwater Management***2 Semester Hours*

Management of groundwater basins for optimum yield, quality, and environmental considerations; artificial recharge; methods of exploration; groundwater models; water rights; and conjunctive use of surface and groundwater.

CIVL 635**Contaminant Transport in Groundwater***2 Semester Hours*

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: CIVL 514; ENVS 610 and 631.

CIVL 640**Physical and Chemical Treatment Processes***2 Semester Hours*

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.

Prerequisites: CIVL 504 or equivalent; ENVS 631 and 633.

CIVL 641**Biological Treatment Processes***2 Semester Hours*

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.

Prerequisites: CIVL 504 or equivalent; ENVS 631, 633, and 644.

CIVL 648**Hazardous Substances Management***2 Semester Hours*

The study of regulation and management strategies for environmental programs (hazardous substances) including hazardous waste, asbestos, underground tanks, air pollution, and the California Environmental Quality Act.

CIVL 649**Contaminated Site Remediation***2 Semester Hours*

An overview of the regulatory framework, site assessment and sampling techniques, and remediation technologies for contaminated sites. Emphasis is placed on cost-effective remediation technologies, regulatory agency coordination, and new and emerging technologies for site clean-up projects.

CIVL 650**Fundamentals of Environmental Health Risk Assessment***2 Semester Hours*

The fundamental technical aspects and non-technical policy aspects of environmental health risk assessments. Basics of environmental chemistry; partitioning, fate and transport of pollutants in the atmosphere and water; human exposure scenarios, fundamentals of toxicology and epidemiology.

CIVL 654**Surface Water Hydrology***2 Semester Hours*

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.

CIVL 656**Water Resources Systems Modeling***2 Semester Hours*

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.

Permission of instructor required.

CIVL 665**Economics of Water Resources***2 Semester Hours*

Fundamentals of microeconomics; analysis of demand; production; theory of costs; welfare economics; benefit-cost analysis; applications in water resources management and environmental engineering.

CIVL 670**Contracts and Specifications***2 Semester Hours*

Discussion of the design and construction process, contract documents and specifications, contract changes, claims and disputes, property issues, selection of the design professional and professional service contracts.

CIVL 695**Master Thesis***4 Semester Hours***CIVL 698****Special Studies***1-4 Semester Hours***CIVL 699****Independent Studies***1-4 Semester Hours***Environmental Science****ENVS 300****Engineering Geology***3 Semester Hours*

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

Lecture, 3 hours.

ENVS 320**Introduction to Environmental Engineering***3 Semester Hours*

Introduction to elements of water treatment, water pollution control, solid and hazardous waste disposal, and air pollution control. The interrelationships of the movement of pollutants between the land, air, and water media are discussed.

Lecture, 3 hours.

Prerequisites: CHEM 110 and MATH 123 or 132.

ENVS 420**Environmental Systems Laboratory***2 Semester Hours*

Chemical and microbiological tests and demonstrations for environmental systems.

Laboratory, 3 hours.

ENVS 498**Special Studies***1-4 Semester Hours***ENVS 499****Independent Studies***1-4 Semester Hours***ENVS 500****Geology***2 Semester Hours*

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

ENVS 510**Chemistry for Environmental Engineers and Scientists***2 Semester Hours*

Review of inorganic chemistry with emphasis on gas laws, chemical equilibrium, oxidation-reduction, thermodynamics and chemical kinetics. An introduction to organic chemistry is presented.

Lecture, 2 hours.

Prerequisite: CHEM 110.

ENVS 513**Solid Wastes Engineering***2 Semester Hours*

An application of current technology in the control, disposal, and recovery of value from solid wastes.

Lecture, 2 hours.

ENVS 515**Environmental Impact Reports***2 Semester Hours*

An engineering perspective of managing projects through the California Environmental Quality Act (CEQA) process.

Lecture, 2 hours.

ENVS 518**Applied Oceanography***2 Semester Hours*

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.

Lecture, 2 hours.

ENVS 525**Inland Waters***2 Semester Hours*

The structure 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.

Lecture, 2 hours.

Prerequisites: ENVS 510 and 544.

ENVS 533**Aquatic Chemistry***2 Semester Hours*

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.

Lecture, 2 hours.

Prerequisite: ENVS 510.

ENVS 544**Applied Microbiology***2 Semester Hours*

Emphasis on physical and biochemical aspects of bacterial metabolism and behavior as applied to environmental engineering; kinetics and energetics of microbial growth.

Lecture, 2 hours.

Prerequisites: CIVL 400 and ENVS 510.

ENVS 598**Special Studies***1-4 Semester Hours***ENVS 599****Independent Studies***1-4 Semester Hours***ENVS 610****Chemistry for Environmental Engineers and Scientists***2 Semester Hours*

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.

ENVS 613**Solid Wastes Engineering***2 Semester Hours*

Application of current technology to municipal solid waste collection, separation and recovery, haul and transport, and municipal landfill design including gas collection and handling.

ENVS 615**Environmental Impact Reports***2 Semester Hours*

An engineering perspective of managing water and wastewater projects through the California Environmental Quality Act (CEQA) process.

ENVS 618**Applied Oceanography***2 Semester Hours*

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.

Adequate mathematics/science background required.

ENVS 625**Inland Waters***2 Semester Hours*

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 and 644.

ENVS 631**Principles of Water Quality Management***2 Semester Hours*

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.

Prerequisites: Introductory calculus, basic physics and chemistry.

ENVS 633**Aquatic Chemistry***2 Semester Hours*

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.

ENVS 635**Chemical Fate and Transport***2 Semester Hours*

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.

ENVS 644**Applied Microbiology***2 Semester Hours*

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 and 631.

ENVS 645**Environmental Engineering and Science Laboratory***2 Semester Hours*

The application of standard tests to determine the chemical and biological quality characteristics in aquatic systems.

Prerequisites: ENVS 631, 633, and 644.

ENVS 650**Watershed Management***2 Semester Hours*

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.

ENVS 699**Independent Studies***1-4 Semester Hours*

Electrical Engineering and Computer Science

Faculty

Chairperson: Nazmul Ula

Director, Computer Science: Raymond J. Toal

Professors: Philip M. Dorin, John A. Page,
Richard G. Plumb, Raymond J. Toal,
Nazmul Ula

Associate Professors: Stephanie E. August,
Barbara E. Marino

Assistant Professors: John David N. Dionisio,
Lei Huang

Lecturers: Cliff d'Autremont, David Hammers,
Anil Kantak, Kirk Kohlen, Peter Pawlowski

Note: The undergraduate computer science program is described immediately following the electrical engineering course descriptions.

Graduate Program

Contact Information

Graduate Director: Stephanie E. August

Office Location: Doolan Hall, Room 108

Telephone: (310) 338-5973

Fax: (310) 338-2782

Mission Statement

The Master of Science programs in Electrical Engineering and Computer Science are designed to provide theoretical knowledge as well as practical applications in the areas of communication systems, software systems theory and engineering, and computer systems engineering. Through these programs, working engineers and computer scientists are given an opportunity to continue their education on a part-time basis.

Admission Requirements

Students seeking admission should have completed an undergraduate program in electrical engineering, computer science, or a closely related field. To be considered for admission, students must submit an application, \$50 application fee, a statement of intent, and transcripts. Letters of recommendation and the Graduate Record Exam (G.R.E.) are optional. However, the G.R.E. Subject Test in Computer Science is strongly recommended for all applicants to the Master of Science in Computer Science who do not hold an undergraduate degree in Computer Science. Additional coursework may be recommended or required as a condition of admission.

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. Students must achieve a grade of B (3.0) or better in all 500-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 Undergraduate Program

Program Description

The electrical engineering curriculum consists of classroom and laboratory experiences related to the following topics: engineering design, electrical and electronic circuits and models, control systems, communication systems, design of analog and digital systems, and organization and design of microprocessor-based computer systems.

The electrical engineering curriculum leads to the B.S.E. degree in Electrical Engineering. Department criteria for graduation include completion of all courses in one of the two emphases, electrical engineering or computer engineering, with a minimum grade point average of C (2.0) in the Upper Division Requirements.

A minor field program in electrical engineering is also supported. Course work includes 18 semester hours to be determined in consultation with the Department Chairperson. All minor field programs require the approval of the student's major field faculty advisor and the Department Chairperson in the student's major field.

Accreditation

The electrical engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone: (410) 347-7700.

Objectives

The electrical engineering program has established the following program educational objectives that are consistent with the mission of the University and the Frank R. Seaver College of Science and Engineering. The objectives describe the expected accomplishments of graduates during the first several years following graduation. The electrical engineering program graduates will:

- 1) Perform effectively as practicing engineers and/or successfully undertake graduate study in electrical engineering or related fields;
- 2) Meet the challenges of the future through continuing professional growth; and
- 3) Exhibit concern for service and justice through leadership within their profession, as well as the community as a whole.

These program educational objectives are met by providing a curriculum which has both breadth and depth. Engineering science and design, mathematics and basic sciences are significant components of the electrical engineering program. In addition to these traditional technical courses, and in keeping with the Jesuit tradition of educating the whole person, the curriculum includes core requirements in the humanities, communications, and the fine arts.

Opportunities for involvement in professional societies, student design competitions, and University co-curricular activities are plentiful and help to accomplish these objectives.

Design in Electrical Engineering

Design is interwoven throughout the electrical engineering curriculum, culminating in a formal senior design project course. Freshman and sophomore engineering courses provide an introduction to design. The two junior and first semester senior laboratory courses extend this design experience to the integration of material from the upper division electrical engineering courses. Finally, the senior design project experience builds on the analytical and theoretical background developed throughout the curriculum as well as topics covered in the University's core curriculum.

Electrical Engineering Curriculum

(128 S.H.)

Major Requirements

Lower Division Requirements:

BIOL 114; CHEM 111, 114; ELEC 210, 220, 281; ENGR 100, 160, 200; MATH 131, 132, 234, 245, 250; PHYS 101, 201.

Upper Division Requirements:

ELEC 301, 302, 353, 354, 361, 371, 383, 400, 401, 402, 423, 424 and two courses selected from other offerings in Electrical Engineering; ENGR 400; MATH 355.

Electives

One course selected from other offerings in the Frank R. Seaver College of Science and Engineering with advisor approval.

Freshman Year

Fall Semester		S.H.
ENGR 100	Intro to Engineering.....	3
CHEM 111	General Chemistry I Lab.....	1
CHEM 114	Gen Chem for Engineers.....	3
ENGL 110	College Writing.....	3
MATH 131	Calculus I.....	4
_____	University Core.....	3
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		17

Spring Semester		S.H.
ENGR 160	Algorithms & Applications.....	3
BIOL 114	Gen Biology for Engineers.....	3
MATH 132	Calculus II.....	4
PHYS 101	Intro to Mechanics.....	4
_____	University Core.....	3
_____	University Core.....	3
		<hr/>
		17

Sophomore Year

Fall Semester		S.H.
ELEC 210	Electric Circuit Analysis.....	3
ENGR 200	Statics.....	3
MATH 234	Calculus III.....	4
PHYS 201	Intro to Elec & Mag.....	4
_____	University Core.....	3
		<hr/>
		17

Spring Semester		S.H.
ELEC 220	Electric Circuit Applications ..	3
ELEC 281	Logic Design.....	3
MATH 245	Differential Equations.....	3
MATH 250	Linear Algebra.....	3
_____	University Core.....	3
		<hr/>
		15

Junior Year

Fall Semester		S.H.
ELEC 301	Junior Lab I.....	3
ELEC 353	Electronics I.....	3
ELEC 383	Intro to Microprocessors.....	3
_____	University Core.....	3
_____	University Core.....	3
		<hr/>
		15

Spring Semester		S.H.
ELEC 302	Junior Lab II.....	3
ELEC 354	Electronics II.....	3
ELEC 371	Linear Systems.....	3
MATH 355	Methods of Applied Math.....	3
_____	University Core.....	3
		<hr/>
		15

Senior Year

<i>Fall Semester</i>	S.H.	
ELEC 361 Electromagnetics	3	
ELEC 400 Design Methodology	2	
ELEC 401 Senior Lab I.....	3	
ELEC 423 Communications I.....	3	
ELEC ___ Elective.....	3	
___ ___ University Core.....	3	
	17	

<i>Spring Semester</i>	S.H.	
ELEC 402 Senior Project.....	3	
ELEC 424 Communications II.....	3	
ELEC ___ Elective.....	3	
ENGR 400 Senior Seminar.....	0	
___ ___ Elective.....	3	
___ ___ University Core.....	3	
	15	

The proper sequence of all courses should be discussed with the student's advisor.

**Computer Engineering
Emphasis within the
Electrical Engineering
Major**

(128 S.H.)

Major Requirements

Lower Division Requirements:

BIOL 114; CHEM 110, 111; CMSI 185, 186, 281, 284; ELEC 210, 220, 281; ENGR 100, 160, 200; MATH 131, 132, 234, 245; PHYS 101, 201.

Upper Division Requirements:

ELEC 301, 302, 353, 354, 371, 383, 400, 401, 402, 423, 424, 584; ENGR 400; MATH 355.

Electives

One course selected from other offerings in the Frank R. Seaver College of Science and Engineering with advisor approval.

Freshman Year

<i>Fall Semester</i>	S.H.	
CHEM 111 General Chemistry I Lab.....	1	
CHEM 114 Gen Chem for Engineers.....	3	
ENGL 110 College Writing.....	3	
ENGR 100 Intro to Engineering.....	3	
MATH 131 Calculus I.....	4	
___ ___ University Core.....	3	
	17	

<i>Spring Semester</i>	S.H.	
BIOL 114 Gen Biology for Engineers.....	3	
ENGR 160 Algorithms & Applications.....	3	
MATH 132 Calculus II.....	4	
PHYS 101 Intro to Mechanics.....	4	
___ ___ University Core.....	3	
	17	

Sophomore Year

<i>Fall Semester</i>	S.H.	
CMSI 185 Computer Programming	3	
ELEC 210 Electric Circuit Analysis	3	
MATH 234 Calculus III	4	
PHYS 201 Intro to Elec & Mag.....	4	
___ ___ University Core.....	3	
	17	

<i>Spring Semester</i>	S.H.	
CMSI 186 Programming Laboratory	3	
ELEC 220 Electric Circuit Applications ..	3	
ELEC 281 Logic Design.....	3	
MATH 245 Differential Equations.....	3	
___ ___ University Core.....	3	
	15	

Junior Year

<i>Fall Semester</i>	S.H.	
CMSI 281 Data Structures/Algorithms...3		
ELEC 301 Junior Lab I.....	3	
ELEC 353 Electronics I.....	3	
ELEC 383 Intro to Microprocessors.....	3	
___ ___ University Core.....	3	
	15	

<i>Spring Semester</i>	S.H.	
CMSI 284 Computer Systems Org	3	
ELEC 302 Junior Lab II	3	
ELEC 354 Electronics II.....	3	
ELEC 371 Linear Systems.....	3	
___ ___ University Core.....	3	
	15	

Senior Year

<i>Fall Semester</i>	S.H.	
ELEC 400 Design Methodology	2	
ELEC 401 Senior Lab I.....	3	
ELEC 423 Communications I.....	3	
ELEC 584 Intro to Microprocessors II...3		
___ ___ University Core.....	3	
___ ___ University Core.....	3	
	17	

<i>Spring Semester</i>	S.H.	
ELEC 402 Senior Project.....	3	
ELEC 424 Communications II.....	3	
ENGR 400 Senior Seminar.....	0	
MATH 355 Methods of Applied Math.....	3	
___ ___ Elective.....	3	
___ ___ University Core.....	3	
	15	

The proper sequence of all courses should be discussed with the student's advisor.

Course Descriptions

Electrical Engineering

**ELEC 210
Electric Circuit Analysis**
3 Semester Hours

Introduction to the principles of electric circuit analysis, DC, AC and magnetic circuits, transient and steady-state response of electric circuits; electric power; rotating machines; amplifier circuits.

Lecture, 3 hours; Laboratory, 2 hours.

Prerequisites: ENGR 160 and MATH 131.

ELEC 220**Electric Circuit Applications**

3 Semester Hours

Laplace transform applications, network functions, frequency response, analog filters, two-port networks, three phase power.

Lecture, 3 hours; Laboratory, 2 hours.

Prerequisites: ELEC 210; MATH 131 or concurrent enrollment.

ELEC 260**Introduction to Electricity and Applications**

3 Semester Hours

Presentation of a brief history of electricity and electrical devices. Introduction to basic concepts of circuit and system analysis, electronic instruments, devices, and modern electric equipment. Demonstrations of concepts and devices are included.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

ELEC 281**Logic Design**

3 Semester Hours

Introduction to computer systems, number systems. Boolean algebra, combinational and sequential logic design, minimization and analysis techniques. Concepts of programmable logic devices.

Lecture, 3 hours.

ELEC 301**Junior Lab I**

3 Semester Hours

Introduction to the use of contemporary lab equipment and techniques of measurement and experimentation; introduction to technical report writing; class is used to provide a laboratory experience related to junior level courses.

Laboratory, 3 hours; Lecture, 1 hour.

Prerequisites: ELEC 220, 281, and concurrent enrollment in ELEC 333 and 353 or permission of the instructor.

ELEC 302**Junior Lab II**

3 Semester Hours

Continuation of ELEC 301 with emphasis on design; introduction to use of CAD tools and FPGA-based system design.

Laboratory, 4 hours.

Prerequisites: ELEC 301 and 383; concurrent enrollment in ELEC 354.

ELEC 353**Electronics I**

3 Semester Hours

Fundamentals of semiconductor devices and the physics of their operation. Applications of semiconductor devices in electronic circuits and device modeling. Introduction to CAD tools. Design of single stage amplifiers.

Lecture, 3 hours.

Prerequisite: ELEC 220.

ELEC 354**Electronics II**

3 Semester Hours

Introduction to engineering design methods utilized in the synthesis of contemporary analog electronic circuits including extensive use of CAD tools. Topics include multitransistor circuits, large signal limitations, feedback techniques, amplifier frequency response, stability and oscillation.

Lecture, 3 hours.

Prerequisite: ELEC 353.

ELEC 361**Electromagnetics**

3 Semester Hours

Introduction to Maxwell's equations, wave propagation, transmission line theory, and the solution of static and time varying field problems.

Lecture, 3 hours.

Prerequisites: MATH 355 and PHYS 201.

ELEC 371**Linear Systems**

3 Semester Hours

Time and frequency domain analysis of continuous and discrete linear systems including simulation diagrams, state variable analysis, Fourier and Z transforms.

Lecture, 3 hours.

Prerequisite: ELEC 220.

ELEC 383**Introduction to Microprocessors**

3 Semester Hours

Basic concepts in design and organization of microprocessors and microcomputers. Assembly language programming design for incorporating peripheral devices in solving application designs.

Lecture, 3 hours.

Prerequisite: ELEC 281.

ELEC 385**Computer Systems Design**

3 Semester Hours

Formal description of digital systems. Design of functional subsystems. Organization and design of general purpose digital computers and of special purpose digital systems.

Lecture, 3 hours.

Prerequisites: CMSI 284 and ELEC 281.

ELEC 398**Special Studies**

1-4 Semester Hours

ELEC 399**Independent Studies**

1-4 Semester Hours

ELEC 400**Design Methodology**

2 Semester Hours

An introduction to systems engineering, including a study of design methodology and development of professional project-oriented skills such as communication, team management, creative problem solving, interpersonal management, and leadership skills.

Lecture, 2 hours.

Corequisite: ELEC 401.

ELEC 401**Senior Lab I**

3 Semester Hours

Course is intended to provide a laboratory experience related to other senior level courses; emphasis is on design, technical report writing, and oral presentation.

Laboratory, 4 hours.

Prerequisites: ELEC 302, 354, and 383.

Corequisite: ELEC 400.

ELEC 402**Senior Project**

3 Semester Hours

A study of design methodology and development of professional project-oriented skills including communication, team management, creative problem solving, interpersonal management, and leadership skills. Team project activities are used to apply project-oriented skills to solution of design problems. Periodic design reports and design reviews are presented to and critiqued by the faculty and the design team.

Lecture, 1 hour; Laboratory, 3 hours.

Prerequisites: ELEC 400 and 401.

Corequisite: ENGR 400.

**ELEC 423
Communications I**

3 Semester Hours

Introduction to signals, spectra, Fourier Transforms, AM, FM, and digital communication systems.

Lecture, 3 hours.

Prerequisite: ELEC 371.

**ELEC 424
Communications II**

3 Semester Hours

Probability and random processes, correlation and power spectral density, noise and signal detection, analysis of communication links will be discussed.

Lecture, 3 hours.

Prerequisite: ELEC 423.

**ELEC 453
Digital Integrated Electronics**

3 Semester Hours

Extensive coverage of digital integrated circuit design, including TTL, NMOS, CMOS and BiCMOS digital logic circuits, Read Only Memory (ROM), and Random Access Memory (RAM).

Lecture, 3 hours.

Prerequisites: ELEC 281 and 354.

**ELEC 462
Microwave and Optical
Communications**

3 Semester Hours

Applications of electromagnetic theory. Topics include transmission lines, waveguides, impedance transformations and matching, passive devices, scatter parameters and their applications in circuits, antennas and wave propagation, fiber optics, and other communication links.

Lecture, 2 hours; Laboratory, 3 hours.

Prerequisite: ELEC 361.

**ELEC 472
Control Systems**

3 Semester Hours

Analysis and design of feedback systems using root locus, Bode, Nyquist, and state variable techniques; introduction to discrete feedback control system analysis.

Lecture, 3 hours.

Prerequisite: ELEC 371.

**ELEC 481
Introduction to Computer Networks**

3 Semester Hours

This course provides a basic introduction to computer networking. The topics covered include: types and uses of computer networks, data transmission, protocols and protocol layering, packets, message transactions, layered architecture, and a client-server introduction.

Lecture, 3 hours.

Prerequisites: Senior standing and permission of instructor.

**ELEC 498
Special Studies**

1-4 Semester Hours

**ELEC 499
Independent Studies**

1-4 Semester Hours

**ELEC 521
Introduction to Communication
Systems**

3 Semester Hours

The concepts of signal formulation, modulation, transmission and reception, and demodulation of signals in noise will be discussed.

Prerequisites: ELEC 423 and 532, or equivalents.

**ELEC 525
Digital Signal Processing**

3 Semester Hours

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.

Prerequisite: ELEC 371.

**ELEC 532
Probability and Random Processes**

3 Semester Hours

Studies of probability, random variables, and stochastic processes, correlation, power spectral density, and linear mean-square estimation with emphasis on their application to electrical engineering are included.

Senior or graduate standing required.

**ELEC 552
Semiconductor Device Physics**

3 Semester Hours

In-depth coverage of semiconductor 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.

**ELEC 561
IC Fabrication Processes**

3 Semester Hours

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 UNIX workstations for modeling and simulation.

Prerequisite: ELEC 353 or equivalent.

**ELEC 562
Digital System Design with VHDL**

3 Semester Hours

Computer aided design of digital VLSI (Very Large Scale Integrated) systems using Very High Speed Integrated Circuits (VHSIC) Hardware Description Language (VHDL).

Prerequisites: ELEC 281 and 383, or equivalents.

**ELEC 563
ASIC Design**

3 Semester Hours

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 and 562, or permission of instructor.

**ELEC 567
Introduction to Digital VLSI Design**

3 Semester Hours

Custom and semi-custom design of VLSI circuits using standard cells, design methodologies of advanced complementary 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.

Prerequisite: ELEC 383 or permission of instructor.

ELEC 583**Finite State Machines**

3 Semester Hours

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

Prerequisite: ELEC 281 or equivalent.

ELEC 584**Introduction to Microprocessors II**

3 Semester Hours

Design and applications of 32-bit microprocessors. Topics include: basic concepts, software, architecture, programming, interfacing, and system design.

Prerequisite: ELEC 383 or equivalent.

ELEC 585**Computer Organization and Architecture**

3 Semester Hours

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.

ELEC 598**Special Studies**

1-4 Semester Hours

ELEC 599**Independent Studies**

1-4 Semester Hours

ELEC 601**Graduate Seminar**

3 Semester Hours

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.)

ELEC 621**Information Theory and Coding**

3 Semester Hours

The concepts of information measures and channel capacity are introduced. The applications of Shannon theory to evaluate the effectiveness of practical communication links is developed. Error correction coding and its application in reliable communications are emphasized in this class.

Prerequisite: ELEC 532.

ELEC 624**Digital Communication Theory**

3 Semester Hours

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 532.

ELEC 626**Satellite Communication Systems**

3 Semester Hours

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 532.

ELEC 627**Phase-Lock Techniques for Communication and Control**

3 Semester Hours

Phase-lock loop concepts, stability, noise response, acquisition, frequency response and topics of applications in coherent communications such as PLL costas loop, byte synchronization will be discussed.

Prerequisite: ELEC 532.

ELEC 628**Spread Spectrum Systems**

3 Semester Hours

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.

ELEC 521, 532, and 624 are recommended.

ELEC 631**Numerical Methods in Engineering**

3 Semester Hours

A course in numerical techniques of computing. Numerical techniques; errors in computing; generation of functions; roots of polynomials, integration techniques; solution of simultaneous linear equations; ordinary differential equations; partial differential equations. (Note: Same as MECH 604.)

ELEC 632**Optimization Techniques in Signal Processing**

3 Semester Hours

An introduction to the theory, analysis, and design of optimum signal processing systems in both discrete and continuous time. Topics include spectral factorization, least-mean-square theory and estimation algorithms, linear signal estimation, Wiener and Kalman filtering, linear prediction, spectral estimation, and matched filtering. Access to computer with MATLAB, Fortran, Pascal, or other high level language compiler for assignments is required.

Prerequisite: ELEC 532.

ELEC 637**Optical Communication Systems**

3 Semester Hours

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

Prerequisites: ELEC 521 and 532.

ELEC 651**Communication Electronics**

3 Semester Hours

Theory and design aspects of analog electronic circuits as applied to the generation, amplification, detection, transmission, and modulation of electrical signals will be discussed.

Prerequisite: Undergraduate electronics course.

ELEC 662**Analog VLSI Design**

3 Semester Hours

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.

Prerequisites: ELEC 354 and 383 or equivalent.

ELEC 663**Digital VLSI Design**

3 Semester Hours

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.

Prerequisites: ELEC 354 and 383 or equivalent.

ELEC 670**Radar Engineering**

3 Semester Hours

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.

ELEC 682**Arithmetic Processors**

3 Semester Hours

Concepts of number systems, digital numbers algorithms; logic and organization of digital arithmetic processors; conventional arithmetic; algorithm acceleration; floating-point and significance arithmetics; redundant, signed-digit, residue number systems; error detection in digital arithmetic.

Prerequisite: ELEC 585 or equivalent.

ELEC 685**Diagnostic Design and Fault-Tolerant Computers**

3 Semester Hours

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 585.

ELEC 686**Microprocessor Applications**

3 Semester Hours

Applications of microprocessors and microprocessor control in the design of digital and hybrid systems, including digital computer systems.

Prerequisite: ELEC 584 or equivalent.

ELEC 687**Computer Networks**

3 Semester Hours

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

ELEC 688**Advanced Computer Architecture**

3 Semester Hours

Design and implementation of reduced instruction set computer architectures. Topics include pipelining, parameter passing, register windows compiling techniques, and comparison with CISC architectures.

Prerequisite: ELEC 585.

ELEC 689**Advanced Topics in Computer Design**

3 Semester Hours

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

ELEC 698**Special Studies**

1-3 Semester Hours

ELEC 699**Independent Studies**

1-3 Semester Hours

Computer Science**Undergraduate Program Description**

The computer science curriculum consists of classroom and laboratory experiences related to the following topics: algorithms and data structures, theory and design of computer programming languages and systems, operating systems, compilers, interaction design, computer graphics, distributed systems, database systems, artificial intelligence, networks, and organization and design of microprocessor-based computer systems. The curriculum embraces the values, best practices, and philosophy of the open source culture.

The B.S. degree is awarded upon successful completion of the computer science curriculum. Department criteria for graduation include completion of all courses in the curriculum with a minimum grade point average of C (2.0) in the Upper Division Requirements listed below.

A minor field program in computer science is also offered, which emphasizes traditional topics such as programming and data structures. The course requirements are CMSI 185, 186, 281, 284, and two upper division CMSI electives.

Objectives

The program educational objectives for graduates are: 1) preparation for professional practice; 2) preparation for advanced study; 3) promotion of the ideas of life-long learning; 4) development of self-fulfillment through professional activity; and 5) development of ethical values and personal responsibility.

The program educational objectives are met by providing a curriculum which follows contemporary guidelines for computer science. Mathematics and digital hardware courses are important components of the curriculum. In addition to these traditional technical courses, and in keeping with the Jesuit tradition of educating the whole person, the curriculum includes core requirements in the humanities, communications, social sciences, and the fine arts.

Opportunities for involvement in professional societies, student design competitions, public open source projects, and University co-curricular activities are plentiful and help to accomplish these objectives.

Computer Science Curriculum (Undergraduate)

(124 S.H.)

Major Requirements

Lower Division Requirements:

CMSI 185, 186, 281, 282, 284; ELEC 281; MATH 131, 132, 248.

Upper Division Requirements:

CMSI 370, 371, 385, 386, 387, 401, 402, 486, 488; ELEC 385; MATH 360, 366.

Electives

Eighteen (18) semester hours designated as electives are to be selected as follows:

- (a) At least six semester hours to be selected from:
 - 300 and 400-Level CMSI courses and/or MATH 321, 331, 357, 471, or 500-level MATH courses.
- (b) At least twelve semester hours of science electives, including a two-semester sequence of laboratory science.

Freshman Year

<i>Fall Semester</i>		S.H.
CMSI 185	Computer Programming	3
ENGL 110	College Writing.....	3
MATH 131	Calculus I.....	4
___	Science Elective.....	4
___	University Core.....	3

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<i>Spring Semester</i>		S.H.
CMSI 186	Programming Laboratory	3
MATH 132	Calculus II.....	4
___	Science Elective.....	4
___	University Core.....	3
___	University Core.....	3

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Sophomore Year

<i>Fall Semester</i>		S.H.
CMSI 281	Data Structures/Algorithms I	3
MATH 248	Intro to Methods of Proof	3
___	Science Elective.....	4
___	Free Elective	3
___	University Core.....	3

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<i>Spring Semester</i>		S.H.
CMSI 282	Data Structs/Algorithms II	3
CMSI 284	Computer Systems Org	3
ELEC 281	Logic Design	3
MATH 366	Discrete Methods	3
___	University Core.....	3

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Junior Year

<i>Fall Semester</i>		S.H.
CMSI 370	Interaction Design.....	3
CMSI 385	Intro Thry of Computation....	3
CMSI 386	Programming Languages	3
___	CMSI/MATH Elective.....	3
___	University Core.....	3

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<i>Spring Semester</i>		S.H.
CMSI 371	Computer Graphics.....	3
CMSI 387	Operating Systems.....	3
CMSI 488	Compiler Construction	4
ELEC 385	Computer Systems Design	3
___	University Core.....	3

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Senior Year

<i>Fall Semester</i>		S.H.
CMSI 401	Software Engineering Lab	3
CMSI 486	Intro to Database Systems.....	3
MATH 360	Probability and Statistics.....	3
___	University Core.....	3
___	University Core.....	3

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<i>Spring Semester</i>		S.H.
CMSI 402	Senior Project Lab	4
___	CMSI/MATH Elective.....	3
___	University Core.....	3
___	University Core.....	3

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The proper sequence of the University core courses should be discussed with the student's advisor.

Course Descriptions**Computer Science****CMSI 182**

Introduction to Computer Science
3 Semester Hours

Great ideas in computer science, including some programming using a contemporary programming language.

Lecture, 3 hours.

CMSI 185

Computer Programming
3 Semester Hours

Introduction to algorithms and computer programming using Java.

Lecture, 3 hours.

CMSI 186

Programming Laboratory
3 Semester Hours

Workshop in Java programming, treating one medium-sized application every two weeks in a laboratory setting. Typical projects: discrete simulation, randomized estimation, maze solving, dynamic programming, large-number arithmetic, numerical methods, GUIs.

For majors and minors only.

Prerequisite: A grade of C (2.0) or better in CMSI 185.

CMSI 261

Epistemological Foundations of Computer Science

3 Semester Hours

A study of the philosophical and epistemological roots of computer science. Topics include: language, thought, cognition, logic, computation, the Church-Turing thesis, computer programming, and artificial intelligence.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

CMSI 264

Cryptography through the Ages
3 Semester Hours

Descriptions of mathematical systems that have been used for enciphering and deciphering information, and a study of the context in which these systems arose.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

CMSI 281

Data Structures and Algorithms I
3 Semester Hours

Introduction to data types, information structures, and algorithms. Topics include: collection classes and interfaces for sets, lists, stacks, queues, and dictionaries; implementation techniques such as arrays, linked lists, and efficient tree structures; introduction to computational complexity; elementary sorting; hashing.

Lecture, 3 hours.

Prerequisite: A grade of C (2.0) or better in CMSI 185.

CMSI 282**Data Structures and Algorithms II**

3 Semester Hours

Algorithm paradigms, with an emphasis on combinatorial search. Topics include: generating combinatorial objects; greedy methods; dynamic programming; randomized algorithms; modern heuristics such as genetic programs and simulated annealing; advanced sorts and order statistics; cake-cutting and fair division; graph algorithms; computational geometry.

Lecture, 3 hours.

Prerequisite: CMSI 281.

CMSI 284**Computer Systems Organization**

3 Semester Hours

Basic principles of computer systems. Topics include: data representations, instructions and instruction formats, assemblers and assembly languages, linking and loading, process execution, interrupt and device-handling, file management, and mixed-language programming.

Lecture, 3 hours.

CMSI 298**Special Studies**

1-3 Semester Hours

CMSI 299**Independent Studies**

1-3 Semester Hours

CMSI 355**Networks**

3 Semester Hours

A detailed study of the design and use of internetworking technologies in modern digital communication systems. Topics include: routing and control protocols, signalling, multicasting, OSI model, sockets, IPv4, IPv6, UDP, TCP, ARP, ICMP, IGMP, Mobile IP, DNS, SMTP, FTP, VoIP, and HTTP.

Lecture, 3 hours.

Prerequisite: CMSI 284.

CMSI 365**Enterprise Production Practicum**

1-3 Semester Hours

The design, construction, and management of an online information system. Experience will be gained producing an in-use online system with emphasis on stability and usability for the target audience.

Consent of instructor required.

This course may be repeated for up to 3 semester hours of credit.

CMSI 370**Interaction Design**

3 Semester Hours

Introduction to interaction design and human-computer interaction, with equal emphasis on 1) learning how to design and evaluate interaction architectures and 2) 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; and current frameworks such as Swing, GLUT, and Cocoa.

Lecture, 3 hours.

Prerequisite: CMSI 281.

CMSI 371**Computer Graphics**

3 Semester Hours

Introduction to interactive computer graphics, emphasizing raster-scan techniques. Topics include the design and use of graphics packages and standards such as OpenGL and Java2D, graphics engines, animation, three dimensional modeling, computational geometry, shading, and ray tracing.

Lecture, 3 hours.

Prerequisite: CMSI 281.

CMSI 385**Introduction to the Theory of Computation**

3 Semester Hours

Introduction to the formal theory of computation. Topics include: finite automata and regular sets; context-free grammars and pushdown automata; Turing machines and computability; intractability.

Lecture, 3 hours.

Prerequisites: CMSI 281 and MATH 248.

CMSI 386**Programming Languages**

3 Semester Hours

A comparative study of the rationale, concepts, design, and features of several major programming languages. Topics include the role of bindings, control flow, types, subroutines, modules, objects, and concurrency. Major attention is given to C, Java, ML, Perl, and JavaScript.

Lecture, 3 hours.

Prerequisite: CMSI 284.

CMSI 387**Operating Systems**

3 Semester Hours

Concepts in the design of operating systems, including: processes, mutual exclusion, synchronization and message-passing, memory management, multiprogramming, paged allocation and paging policies, resource and I/O management, file systems, and security.

Lecture, 3 hours.

Prerequisite: CMSI 284.

CMSI 398**Special Studies**

1-4 Semester Hours

CMSI 399**Independent Studies**

1-4 Semester Hours

CMSI 401**Software Engineering Lab**

3 Semester Hours

Specification, design, and implementation of large programs in a group setting, including the software development life-cycle and use of the Unified Modeling Language (UML) for specifying, visualizing, and documenting models.

Lecture and Laboratory, 3 hours.

Consent of instructor required.

CMSI 402**Senior Project Lab**

4 Semester Hours

Analysis, design, implementation, and presentation of a large-scale, individual project, demonstrating mastery of the computer science curriculum.

Lecture and Laboratory, 4 hours.

Consent of instructor required.

CMSI 475**Computational Complexity**

3 Semester Hours

Introduction to the study of computational complexity, including efficient algorithms for matrix multiplication and fast Fourier transforms, the classes P and NP, approximation algorithms, randomized algorithms and RP, parallel algorithms and NC.

Lecture, 3 hours.

Prerequisites: CMSI 282 and 385.

CMSI 485**Artificial Intelligence**

3 Semester Hours

Introduction to the theory and applications of artificial intelligence. Topics include heuristic search theory, knowledge representation and symbolic reasoning, natural language understanding, and machine learning.

Lecture, 3 hours.

Prerequisites: CMSI 385 and 386.

CMSI 486**Introduction to Database Systems**

3 Semester Hours

Theory and design of database systems, with emphasis on relational and object-oriented models. Topics include semantic data modeling, database languages, data integrity, physical database design, normalization, indexing, query processing, transaction management, concurrency control, and object-relational mapping.

Lecture, 3 hours.

Prerequisites: CMSI 386 and 387.

CMSI 488**Compiler Construction**

4 Semester Hours

Introduction to the theory and design of translators for high-level computer programming languages. Topics include programming language specification, scanner construction, parser construction, intermediate representations, code generation, and optimization. Coursework includes implementation of a compiler.

Lecture, 3 hours.

Prerequisites: CMSI 385 and 386.

CMSI 498**Special Studies**

1-4 Semester Hours

CMSI 499**Independent Studies**

1-4 Semester Hours

CMSI 583**Theory of Computation**

3 Semester Hours

Finite automata, regular sets; context-free grammars, pushdown automata; context-free languages; Turing machines, decidable and undecidable problems; complexity, intractability, and NP-completeness.

Lecture, 3 hours.

Prerequisite: CMSI 281.

CMSI 585**Programming Languages**

3 Semester Hours

Introduction to the principles of programming language design and implementation via a comparative study of several major languages. Topics include syntactic and semantic specification, bindings, control flow, types, subroutines, modules, objects, and concurrency. Major attention is given to C/C++, Java, ML, Perl, and JavaScript.

Prerequisites: CMSI 284 and 386.

CMSI 587**Operating Systems**

3 Semester Hours

Topics in the design of operating systems with emphasis on large-scale multiprocessing, multiprogramming, and distributed environments. Topics include process scheduling, interprocess communication, I/O management, virtual memory management, file systems, and network, distributed, and real-time operating systems.

Prerequisite: CMSI 284.

CMSI 588**Compiler Construction**

3 Semester Hours

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, code generation, syntax-directed translation, error analysis and recovery, and optimization and data-flow analysis.

Lecture, 3 hours.

Prerequisites: CMSI 583 and 585.

CMSI 598**Special Studies**

1-4 Semester Hours

CMSI 599**Independent Studies**

1-4 Semester Hours

CMSI 601**Graduate Seminar**

3 Semester Hours

Project-based seminar in which students will be required to select, research, write about, and discuss some aspect of a broad area of current interest to computer scientists and electrical engineers (e.g., computer networks, digital communication).

Prerequisites: Successful completion of coursework and the endorsement of the faculty advisor. (The seminar can be taken during the final semester of coursework subject to the approval of the faculty advisor.)

CMSI 641**Software Engineering**

3 Semester Hours

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 587.

CMSI 655**Internet Technologies**

3 Semester Hours

Study of the basic architecture, protocols and services of the global Internet. Topics include: internetworking principles, the TCP/IP protocol suite, socket-level programming, DNS, MIME, HTTP, FTP, and POP; XML technologies; web programming with XHTML, CSS, JavaScript and web server extensions; the design of database-backed systems, middleware, scalability and security.

Prerequisite: CMSI 585.

CMSI 670**Interaction Design**

3 Semester Hours

Interaction design and human-computer interaction, with equal emphasis on learning how to design and evaluate interaction architectures and learning how to survey and analyze current literature on the subject to implement such architectures. Topics include: interaction guidelines, principles, and theories; usability engineering; the model-view-controller (MVC) paradigm; and current research in the field.

CMSI 671**Computer Graphics***3 Semester Hours*

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

Prerequisite: CMSI 281.

CMSI 673**Distributed and Concurrent Programming***3 Semester Hours*

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.

CMSI 674**Topics in Operating Systems***3 Semester Hours*

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

Prerequisite: CMSI 587.

CMSI 675**Declarative Programming Languages***3 Semester Hours*

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.

CMSI 677**Artificial Intelligence***3 Semester Hours*

Study of artificial intelligence. Topics include: problem solving methods; heuristic search and game playing; knowledge representation, frames, inheritance and common-sense reasoning; neural nets and genetic algorithms; and machine learning.

Prerequisites: CMSI 385 and 386.

CMSI 682**Knowledge-Based Systems***3 Semester Hours*

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.

CMSI 685**Natural Language Processing***3 Semester Hours*

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.

Consent of instructor required.

CMSI 686**Database Systems***3 Semester Hours*

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 387 or 587.

CMSI 687**Topics in Theoretical Computer Science***3 Semester Hours*

Topics from: Computational complexity; theory of formal languages; program schemes, recursion schemes; discrete developmental systems.

This course may be repeated for credit.

Consent of instructor required.

Prerequisite: CMSI 583.

CMSI 688**Object Technologies***3 Semester Hours*

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.

Prerequisite: CMSI 585 or equivalent.

CMSI 689**Computer Networks***3 Semester Hours*

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

(See ELEC 687)

CMSI 698**Special Studies***1-3 Semester Hours***CMSI 699****Independent Studies***1-3 Semester Hours*

General Engineering

A General Engineering curriculum is offered during the first three semesters in which all requirements are nearly identical regardless of major. This provides maximum flexibility since students can switch to any major at any time during their first three semesters without losing any time or credit. During this period, students can be classified as "Undecided Engineering" or can opt for one of the engineering majors—civil, electrical, or mechanical engineering. The principles and concepts that students learn during the General Engineering curriculum provide the foundation necessary for more advanced study in all engineering disciplines.

The freshman engineering faculty advisor advises all engineering students during the first three semesters. Students must consult each semester with the freshman advisor and register for the appropriate courses listed under the General Engineering curriculum. Any variation from the recommended paradigm must be approved by the freshman advisor.

Unless unusual circumstances suggest otherwise, a commitment to a particular major should be made before the second semester of the sophomore year. Students will then be assigned to a faculty advisor within their major. The Office of the Registrar must be informed whenever a student changes or declares a major.

General Engineering Curriculum

Freshman Year

<i>Fall Semester</i>		S.H.
ENGR 100	Intro to Engineering.....	3
CHEM 111	General Chemistry I Lab.....	1
CHEM 114	Gen Chem for Engineers.....	3
ENGL 110	College Writing.....	3
MATH 131	Calculus I.....	4
_____	University Core.....	3
		17
<i>Spring Semester</i>		S.H.
ENGR 160	Algorithms & Applications.....	3
BIOL 114	Gen Biology for Engineers.....	3
MATH 132	Calculus II.....	4
PHYS 101	Intro to Mechanics.....	4
_____	University Core.....	3
		17

Sophomore Year

<i>Fall Semester</i>		S.H.
ENGR 200	Statics.....	3
ENGR 210	Electric Circuit Analysis.....	3
MATH 234	Calculus III.....	4
PHYS 201	Intro to Elec & Mag.....	4
_____	University Core.....	3
		17

Course Descriptions

ENGR 100 Introduction to Engineering Analysis, Problem Solving, and Design 3 Semester Hours

This course is designed to introduce basic concepts relevant to engineering and to promote interest in the profession. The course seeks to establish a solid foundation of technical, creative, team work, and communication skills for engineers through effective problem solving, analysis, and design techniques. Practical computer applications are integrated as tools to solve engineering problems through the use of spreadsheets and other software. The course introduces the use of manual and computer graphics in engineering design. Students are also exposed to the different engineering disciplines through a variety of speakers active in the profession.

Lecture, 3 hours.

Corequisite: MATH 120.

ENGR 160 Algorithms and Applications 3 Semester Hours

The development of algorithms for the computer solution of engineering problems and the implementation of the algorithms using MATLAB.

Lecture, 3 hours.

ENGR 200 Statics 3 Semester Hours

Resultants of force systems, free-body diagrams, equations of equilibrium and their applications, analysis of trusses, centroids and moments of inertia, shear and moment diagrams.

Lecture, 3 hours.

Prerequisites: MATH 132 or concurrent enrollment, PHYS 101.

ENGR 278 The Science of the Automobile 3 Semester Hours

An introduction to today's automotive technology, and the science that supports it, using a systems approach to automotive design. Automotive design, function, and features are discussed, along with the manufacturing processes involved in automotive construction and the effect of globalization on the automotive industry.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

ENGR 300 Fundamentals of Engineering (FE) Examination 0 Semester Hours

A review of topics in mathematics, science, and engineering in preparation for the Fundamentals of Engineering (FE) Examination. Students must register for and take the Fundamentals of Engineering (FE) Examination.

Junior standing required.

ENGR 400 Senior Seminar 0 Semester Hours

Presentations emphasizing ethics; economics; societal, political, and global issues; lifelong learning; and contemporary engineering issues.

Lecture, 1 hour.

Senior standing required.

Mathematics

Faculty

Chairperson: Curtis D. Bennett

Professors: Lev Abolnikov, Curtis D. Bennett,

Michael Berg, Jacqueline M. Dewar,
Ben F. Fitzpatrick, Michael D. Grady,
Suzanne Larson, Herbert A. Medina,
Patrick D. Shanahan, David M. Smith,
Connie J. Weeks, Warren S. Wright

Associate Professors: Lily S. Khadjavi,

Blake Mellor, Edward C. Mosteig,
Thomas Zachariah

Assistant Professors: Erika T. Camacho,

Alissa S. Crans, Robert James Rovetti

Clinical Faculty: Chien-Ling Tseng

Graduate Program

Contact Information

Graduate Director: Michael Grady

Office Location: University Hall 2767

Telephone: (310) 338-5107

Fax: (310) 338-3768

E-mail: mgrady@lmu.edu

Mission Statement

The Master of Arts in Teaching Mathematics program provides an opportunity for secondary school teachers to broaden their background in mathematical science and to correlate this knowledge with current education practice.

Admission Requirements

Students seeking admission to the Master of Arts in Teaching Mathematics 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.

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, MATH 695 (MAT Final Project). It is recommended that the student register for MATH 695 in the semester in which she or he intends to complete the project.

Undergraduate Program

Objectives

Mathematics, as an intellectual activity, is both an art and a powerful tool for problem solving and for understanding the physical universe. A mathematics major explores the different facets of the discipline through a broad spectrum of courses in applied, computational, and pure mathematics. In addition to exploring mathematics, a student majoring in mathematics takes classes from other fields (e.g., science and education) that help her/him prepare for her/his chosen career. The Department's programs allow a student to focus on different aspects of the discipline and lead to one of three undergraduate degrees:

- Bachelor of Arts with a major in Mathematics
- Bachelor of Science with a major in Mathematics
- Bachelor of Science with a major in Applied Mathematics

The Department offers minors in Pure Mathematics, Applied Mathematics, and Secondary Education Mathematics. These minors are designed for students majoring in another field (e.g., engineering, physics, business, economics, computer science, or liberal studies) who wish to develop an undergraduate background in mathematics that goes beyond the requirements of their degree program.

In addition to its major and minor degree programs, the Mathematics Department serves every department in LMU's four Colleges, the School of Film and Television, and the School of Education through the core curriculum and by providing students in other majors courses designed to serve the mathematical needs of their fields of study.

Mathematics Placement Examination

The purpose of this examination is to determine the level of preparation of the student and to place her/him in the appropriate mathematics course. Any student with three years of high school mathematics including two years of algebra and one year of geometry should be adequately prepared to take this examination. However, students may wish to review these areas.

All first-year students with majors in the Frank R. Seaver College of Science and Engineering or the College of Business Administration, or who are Economics majors or Liberal Studies majors, must take the mathematics placement examination. Psychology majors are required to take MATH 104. All other majors are required to take MATH 102 or higher (see the section on Proficiency in Mathematics).

All students transferring into the Frank R. Seaver College of Science and Engineering or the College of Business Administration, or who are Economics majors or Liberal Studies majors, must take the mathematics placement examination unless they have transferred a college algebra or higher level college mathematics class approved by the Mathematics Department before entering LMU.

Any student, no matter her/his major, who plans to take MATH 106, 111, 112, 120, 122, or 131 and who has not transferred a college algebra or higher level college mathematics class is required first to take the mathematics placement examination. The mathematics placement examination may only be taken one time.

General Major Requirements

Students must complete the corresponding Bachelor of Arts or Bachelor of Science University Core requirements as defined by the Frank R. Seaver College of Science and Engineering; students will choose the proper sequence of University Core courses in consultation with their advisor.

Mathematics majors and minors are not permitted to enroll in a mathematics course without a minimum grade of C (2.0) in that course's prerequisite. A minimum grade of C (2.0) is required in each course in the lower division major requirements. A minimum cumulative grade point average of C (2.0) is required in the upper division major requirements for graduation.

Lower Division Major Requirements

MATH 131, 132, 190, 191, 234, 245, 248, 250, 282; one science course chosen from PHYS 101, 201; or CMSI 185, 281. The Bachelor of Science in Mathematics and the Bachelor of Science in Applied Mathematics degrees require an additional science course chosen from the PHYS and CMSI courses listed above; a second CMSI or PHYS course may also be counted towards the Bachelor of Arts degree in Mathematics (please see upper division requirements below).

Bachelor of Arts with a Major in Mathematics

This major is designed for students who are interested in pursuing a career in teaching mathematics at the secondary (i.e., high school) level. With the help of her/his advisor, the student may design a schedule carefully so that s/he can complete the 2042 California Preliminary Single Subject (Secondary) Teaching Credential during her/his four years at LMU. Furthermore, a program may be designed that allows a student to complete the mathematics degree, credential, and a Master of Arts in Teaching Mathematics at LMU in five years including two summer sessions.

Upper Division Requirements (11 courses):

MATH 321, 331, 357, 360, 490, 493 or 497, 550, and one additional 3 semester hour upper division MATH elective (excluding MATH 301, 302, 308, and 309) chosen in consultation with her/his advisor; EDUC 488; and two 3 semester hour EDUC courses chosen from the list of requirements for the preliminary single subject secondary credential or one such EDUC course and one course from BIOL 101, 102, 201, 202; CHEM 110, 112, 220; CMSI 185, 281, 282; or PHYS 101, 201.

Bachelor of Science with a Major in Mathematics

This degree program is designed for students who want a broad foundation in pure mathematics. It is especially suited for students who expect to pursue a graduate degree in mathematics.

Upper Division Requirements (10 courses):

MATH 321, 322, 331, 332 or 350, 357, 360, 471 or 473, 491 or 497, and two additional 3 semester hour upper division MATH electives (excluding MATH 301, 302, 308, and 309) chosen in consultation with her/his advisor.

Bachelor of Science with a Major in Applied Mathematics

This degree program is designed for students who want a broad foundation in applied and computational mathematics. It is especially suited for students who intend to work in a mathematics-related field in industry or who wish to pursue a graduate degree in applied mathematics or science.

Upper Division Requirements (10 courses):

MATH 321, 322 or 357, 331 or 350, 355, 360, 495 or 497, 560, one of 561, 562, or 582; and two additional 3 semester hour courses chosen in consultation with his/her advisor from the following list: upper division mathematics classes numbered MATH 321 or higher; CIVL 310, 315; CMSI 282, 371, 385, 583; ELEC 232, 333, 361; PHYS 212, 301, 302, 321, 322.

Biomathematics

Under the direction of an advisor, the student selects courses from the fields of biology, chemistry, computer science, and mathematics and obtains a Bachelor of Science degree through the Individualized Studies Program.

Any deviation from the above programs requires formal approval of the student's advisor and the Department Chairperson.

Minor in Applied Mathematics Requirements

At least 24 semester hours including MATH 131, 132, 234, 245; MATH 355, 360 or 366; MATH 321 (MATH 248 is a prerequisite for MATH 321, so the MATH 321 option requires 27 semester hours), 357, 560, or 562; and MATH 250 or one additional 3 semester-hour upper division MATH course chosen in consultation with the applied mathematics minor advisor. A cumulative grade point average of C (2.0) or better is required in the courses included in the minor.

Minor in Pure Mathematics Requirements

At least 24 semester hours including MATH 131, 132, 234, 248; MATH 331, 350, or 366; MATH 321, 357, 471, or 550; and MATH 250 or one additional 3 semester-hour upper division MATH course chosen in consultation with the pure mathematics minor advisor. A minimum cumulative grade point average of C (2.0) is required in the courses included in the minor.

Minor in Secondary Education Mathematics Requirements

At least 24 semester hours including MATH 131, 132, 234, 248, 360, 490, and 550. A cumulative grade point average of C (2.0) or better is required in the courses included in the minor.

Bachelor of Arts in Mathematics Curriculum

(124/126 S.H.)

Freshman Year

Fall Semester	S.H.
MATH 131	Calculus I..... 4
MATH 190	Workshop in Math I..... 2
ENGL 110	College Writing..... 3
___	University Core*..... 3
___	University Core*..... 3

	15

Spring Semester

Spring Semester	S.H.
MATH 132	Calculus II..... 4
MATH 191	Workshop in Math II..... 2
___	Science Requirement..... 3/4
___	University Core*..... 3
___	University Core*..... 3

	15/16

Sophomore Year

Fall Semester	S.H.
MATH 234	Calculus III..... 4
MATH 248	Intro to Methods of Proof..... 3
___	University Core*..... 3
___	University Core*..... 3
___	University Core*..... 3

	16

Upon successful completion of MATH 248, the student must make an appointment with her/his advisor to discuss which of the three major programs the student wishes to pursue. The student should then contact the Chairperson of the Mathematics Department to have an upper division advisor appropriate to that major assigned.

<i>Spring Semester</i>		S.H.
EDUC 4xx	Education Requirement.....	3
MATH 245	Ord Differential Equations.....	3
MATH 250	Linear Algebra.....	3
MATH 282	Elem Numerical Methods.....	3
MATH 293**	Field Experience**.....	0
_____	University Core*.....	3
_____	University Core*.....	3
		18

Junior Year

<i>Fall Semester</i>		S.H.
EDUC 4yy	Educ. Req. (or 2nd Sci.).....	3/4
MATH 321	Real Variables I.....	3
MATH 360	Intro to Probability & Stats....	3
_____	University Core*.....	3
_____	University Core*.....	3
		15/16

<i>Spring Semester</i>		S.H.
MATH 331	Elements of Group Theory....	3
MATH 3xx	Mathematics Elective.....	3
MATH 490	History of Mathematics.....	3
_____	University Core*.....	3
_____	University Core*.....	3
_____	Elective.....	3
		18

Senior Year

<i>Fall Semester</i>		S.H.
EDUC 488	Trends in Tching Sec Math.....	3
MATH 357	Complex Variables.....	3
MATH 493	Seminar for Educators.....	3
<i>or</i>		
MATH 497	Thesis.....	(3)
MATH 550	Geometry.....	3
_____	Elective.....	3
		15

<i>Spring Semester</i>		S.H.
_____	Elective.....	3
_____	Elective***.....	3
_____	Elective***.....	3
_____	Elective***.....	3
		12

* HIST 162 satisfies both the U.S. Constitution requirement for the preliminary teaching credential and 3 semester hours of the history core requirement. POLS 135 satisfies both the U.S. Constitution requirement for the preliminary teaching credential and 3 semester hours of the social science core requirement.

** This course is required for the student who wishes to get a secondary teaching credential.

*** For the student who is working on the teaching credential, these units can be used for secondary directed teaching (EDUC 412).

Bachelor of Science in Applied Mathematics Curriculum

(124/126 S.H.)

Freshman Year

<i>Fall Semester</i>		S.H.
MATH 131	Calculus I.....	4
MATH 190	Workshop in Math I.....	2
ENGL 110	College Writing.....	3
_____	University Core.....	3
_____	University Core.....	3
		15

<i>Spring Semester</i>		S.H.
MATH 132	Calculus II.....	4
MATH 191	Workshop in Math II.....	2
_____	Science Requirement.....	3/4
_____	University Core.....	3
_____	University Core.....	3
		15/16

Sophomore Year

<i>Fall Semester</i>		S.H.
MATH 234	Calculus III.....	4
MATH 248	Intro to Methods of Proof....	3
_____	Science Requirement.....	3/4
_____	University Core.....	3
_____	University Core.....	3
		16/17

Upon successful completion of MATH 248, the student must make an appointment with her/his advisor to discuss which of the three major programs the student wishes to pursue. The student should then contact the Chairperson of the Mathematics Department to have an upper division advisor appropriate to that major assigned.

<i>Spring Semester</i>		S.H.
MATH 245	Ord Differential Equations.....	3
MATH 250	Linear Algebra.....	3
MATH 282	Elem Numerical Methods.....	3
_____	University Core.....	3
_____	University Core.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
MATH 321	Real Variables I.....	3
MATH 350*	Adv Linear Algebra*.....	3
<i>or</i>		
_____	University Core.....	(3)
MATH 360	Intro to Probability & Stats....	3
_____	University Core.....	3
_____	University Core.....	3
		15

<i>Spring Semester</i>		S.H.
MATH 322**	Real Variables II**.....	3
<i>or</i>		
_____	Elective.....	(3)
MATH 560	Topics in Probability & Stats ..	3
MATH 56x	Numerical Methods Class.....	3
_____	Elective.....	3
<i>or</i>		
_____	University Core.....	(3)
_____	Elective.....	3
_____	Elective.....	3
		18

Senior Year

Fall Semester S.H.

MATH 357**	Complex Variables**.....	3
or		
_____	Elective.....	(3)
MATH 495	Mathematical Modeling.....	3
MATH 3xx	Mathematics Elective.....	3
or		
_____	3xx Science Elective.....	(3)
or		
_____	3xx Engineering Elective.....	(3)
_____	Elective.....	3
_____	Elective.....	3

Spring Semester S.H.

MATH 331*	Elements of Group Theory*..	3
or		
_____	Elective.....	(3)
MATH 355	Methods of Applied Math.....	3
MATH 3xx	Mathematics Elective.....	3
or		
_____	3xx Science Elective.....	(3)
or		
_____	3xx Engineering Elective.....	(3)
_____	Elective.....	3
_____	Elective.....	3

* Either MATH 331 or MATH 350 is required (but not both) for the Bachelor of Science in Applied Mathematics.

** Either MATH 322 or MATH 357 is required (but not both) for the Bachelor of Science in Applied Mathematics.

Bachelor of Science in Mathematics Curriculum

(124/126 S.H.)

Freshman Year

Fall Semester S.H.

MATH 131	Calculus I.....	4
MATH 190	Workshop in Math I.....	2
ENGL 110	College Writing.....	3
_____	University Core.....	3
_____	University Core.....	3

15

Spring Semester S.H.

MATH 132	Calculus II.....	4
MATH 191	Workshop in Math II.....	2
_____	Science Requirement.....	3/4
_____	University Core.....	3
_____	University Core.....	3

15/16

Sophomore Year

Fall Semester S.H.

MATH 234	Calculus III.....	4
MATH 248	Intro to Methods of Proof.....	3
_____	Science Requirement.....	3/4
_____	University Core.....	3
_____	University Core.....	3

16/17

Upon successful completion of MATH 248, the student must make an appointment with her/his advisor to discuss which of the three major programs the student wishes to pursue. The student should then contact the Chairperson of the Mathematics Department to have an upper division advisor appropriate to that major assigned.

Spring Semester S.H.

MATH 245	Ord Differential Equations.....	3
MATH 250	Linear Algebra.....	3
MATH 282	Elem Numerical Methods.....	3
_____	University Core.....	3
_____	University Core.....	3

15

Junior Year

Fall Semester S.H.

MATH 321	Real Variables I.....	3
MATH 360	Intro to Probability & Stats.....	3
_____	University Core.....	3
_____	University Core.....	3
_____	University Core.....	3

15

Spring Semester S.H.

MATH 322	Real Variables II.....	3
MATH 331	Elements of Group Theory.....	3
MATH 3xx	Mathematics Elective.....	3
_____	Elective.....	3
_____	Elective.....	3
_____	Elective.....	3

18

Senior Year

Fall Semester S.H.

MATH 332*	Elements of Ring Theory*.....	3
or		
MATH 350*	Advanced Linear Algebra*... (3)	
MATH 357	Complex Variables.....	3
MATH 471**	Topology**.....	3
or		
MATH 473**	Differential Geometry**..... (3)	
_____	Elective.....	3
_____	Elective.....	3

15

Spring Semester S.H.

MATH 3yy	Mathematics Elective.....	3
MATH 491***	Seminar***.....	3
or		
MATH 497***	Thesis***..... (3)	
_____	Elective.....	3
_____	Elective.....	3
_____	Elective.....	3

15

* Either MATH 332 or MATH 350 is required (but not both) for the Bachelor of Science in Mathematics.

** Either MATH 471 or MATH 473 is required (but not both) for the Bachelor of Science in Mathematics.

*** Either MATH 491 or MATH 497 is required (but not both) for the Bachelor of Science in Mathematics.

Course Descriptions

MATH 101 Algebra

3 Semester Hours

Polynomials, rational expressions, exponents, radicals, equations in one and two variables, the quadratic formula, functions and graphs.

MATH 102

Quantitative Skills for the Modern World

3 Semester Hours

Quantitative and analytic skills used to understand personal and social issues faced in everyday life. Topics include problem solving, computer spreadsheets, probability and statistics, and the mathematics of finance.

Corequisite: MATH 103.

MATH 103

Quantitative Skills for the Modern World Lab

0 Semester Hours

Concurrent laboratory for MATH 102.

Corequisite: MATH 102.

MATH 104

Elementary Statistics

3 Semester Hours

Introduction to methods of inferential statistics, histograms, elementary probability, and random variables and distributions.

MATH 106

Mathematics for Elementary Teachers I

3 Semester Hours

Foundations of arithmetic from an advanced standpoint: sets, numeration systems, the structure of number systems, and problem solving strategies.

For Liberal Studies majors only, or by consent of the instructor.

Prerequisite: MATH 101 with a minimum grade of C (2.0) or Mathematics Placement Examination.

MATH 107

Mathematics for Elementary Teachers II

3 Semester Hours

Geometry, metric system, and introduction to probability and statistics.

For Liberal Studies majors only, or by consent of the instructor.

Prerequisite: MATH 106.

MATH 111

Mathematical Analysis for Business I

3 Semester Hours

Systems of equations and inequalities, exponential and logarithmic functions, math of finance, linear programming.

Prerequisite: MATH 101 or Mathematics Placement Examination.

MATH 112

Mathematical Analysis for Business II

3 Semester Hours

Introduction to the differential and integral calculus of elementary functions. Applications of the methods of calculus to business and economics problems.

A laboratory fee may be required.

Prerequisite: MATH 111 or 120 or Mathematics Placement Examination.

MATH 120

Precalculus Mathematics

3 Semester Hours

Functions; polynomial, rational, trigonometric, exponential and logarithmic functions.

Prerequisite: MATH 101 or Mathematics Placement Examination.

MATH 122

Calculus for the Life Sciences I

3 Semester Hours

An introduction to calculus. Derivatives and integrals of the elementary functions, and applications.

Prerequisite: MATH 120 or Mathematics Placement Examination.

MATH 123

Calculus for the Life Sciences II

3 Semester Hours

Integration methods with applications, differential equations and modeling, and introduction to multivariate calculus.

Prerequisite: MATH 122 or equivalent.

MATH 131

Calculus I

4 Semester Hours

Limits, continuity, derivatives of algebraic and transcendental functions, applications of the derivative, antiderivatives, introduction to the definite integral, Fundamental Theorem of Calculus.

Prerequisite: MATH 120 or Mathematics Placement Examination.

MATH 132

Calculus II

4 Semester Hours

Techniques of integration, numerical methods of integration with error analysis, applications of the integral, improper integrals, infinite series, an introduction to parametric equations and polar coordinates.

Prerequisite: MATH 131 or equivalent.

MATH 190

Workshop in Mathematics I

2 Semester Hours

Study skills, analytical and problem solving skills, technical writing, recent fields of study, and advances in mathematics, mathematical career opportunities.

MATH 191

Workshop in Mathematics II

2 Semester Hours

A continuation of MATH 190.

MATH 198

Special Studies

1-4 Semester Hours

MATH 199

Independent Studies

1-4 Semester Hours

MATH 234

Calculus III

4 Semester Hours

Partial derivatives, multiple integrals, three-dimensional space, vectors in two- and three-dimensional space, line integrals, Green's theorem.

Prerequisite: MATH 132 or equivalent.

MATH 245

Ordinary Differential Equations

3 Semester Hours

Differential equations as mathematical models; analytical, qualitative, and numerical approaches to differential equations and systems of differential equations; and Laplace transform techniques.

Prerequisite: MATH 132 or equivalent.

MATH 248

Introduction to Methods of Proof

3 Semester Hours

Number theory, sets, functions, equivalence relations, cardinality, methods of proof, induction, contradiction, contraposition. Student portfolios will be collected.

Prerequisite: MATH 132 or equivalent.

MATH 250
Linear Algebra

3 Semester Hours

Systems of linear equations, Gauss and Gauss-Jordan elimination, matrices and matrix algebra, determinants. Linear transformations of Euclidean space. General vector spaces, linear independence, inner product spaces, orthogonality. Eigenvalues and eigenvectors, diagonalization. General linear transformations.

Prerequisite: MATH 234 or 248 or consent of instructor.

MATH 261
Mathematics: Contributions by Women

3 Semester Hours

A study of the lives and work of women mathematicians from the 4th through the 21st centuries. Topics include prime numbers, conic sections, cycloid curve, functions, sequences, series, polyhedra, and group theory.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

MATH 264
Cryptography through the Ages

3 Semester Hours

A study of mathematical systems used for enciphering and deciphering information and the context in which these systems arose.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

MATH 282
Elementary Numerical Methods

3 Semester Hours

Computer solutions of applied mathematical problems using a procedural programming language and a computer algebra system. Nonlinear equations, differentiation, integration.

Prerequisite: MATH 131 or equivalent.

MATH 285
Discrete Mathematics for Engineering

3 Semester Hours

An introduction to basic counting; permutations; combinations; probability; the binomial distribution; set theory; generating functions; recurrence relations; with C programming.

Prerequisite: MATH 132 or equivalent.

MATH 288
Introduction to Biomathematics

3 Semester Hours

Introduction to mathematical and statistical concepts closely related to research problems in biology. Topics include statistical analysis of biological measurements, dynamic modeling of biological systems, and fitting models to observed data.

Prerequisites: BIOL 101 and MATH 123 or MATH 132.

MATH 293
Mathematics Teaching Field Experience

0 Semester Hours

Planned observation, instruction or tutoring experiences appropriate for future secondary or middle school mathematics teachers; related professional reading and reflections.

MATH 298
Special Studies

1-4 Semester Hours

MATH 299
Independent Studies

1-4 Semester Hours

MATH 301
Mathematical Ideas for Future Teachers I

3 Semester Hours

A selection of topics from number theory, algebra, game theory, probability, and statistics of interest to future teachers. The emphasis is on deepening students' understanding of the methods and philosophy of mathematics. Students will actively engage in exploring mathematics through student investigations and presentations.

Prerequisites: MATH 107 and MATH 111 or 112 or 120 or 122 or 131.

MATH 302
Mathematical Ideas for Future Teachers II

3 Semester Hours

A selection of topics from geometry and topology of interest to future teachers. The emphasis is on deepening students' understanding of the methods and philosophy of mathematics. Students will actively engage in exploring mathematics through student investigations and presentations.

Prerequisites: MATH 107 and MATH 111 or 112 or 120 or 122 or 131.

MATH 308
Mathematics for Elementary Teachers Workshop I

1 Semester Hour

Hands-on use of math manipulatives related to the elementary school concepts of sets, systems of numeration, whole numbers, integers, fractions, and decimals.

Prerequisite: MATH 106 or concurrent enrollment or consent of instructor.

MATH 309
Mathematics for Elementary Teachers Workshop II

1 Semester Hour

Hands-on use of math manipulatives related to geometry, probability, and statistics appropriate to the elementary school mathematics curriculum.

Prerequisite: MATH 107 or concurrent enrollment or consent of instructor.

MATH 321
Real Variables I

3 Semester Hours

The real number system, least upper bound, sequences, Cauchy sequences, functions, limits of functions, continuity, derivatives, and Riemann integration.

Prerequisite: MATH 248.

MATH 322
Real Variables II

3 Semester Hours

Infinite series, uniform convergence, power series, and improper integrals.

Prerequisite: MATH 321.

MATH 331
Elements of Group Theory

3 Semester Hours

Group theory, binary operations, subgroups, cyclic groups, factor groups, isomorphism, homomorphism, and Cayley's theorem.

Prerequisite: MATH 248.

MATH 332
Elements of the Theory of Rings and Fields

3 Semester Hours

Rings, integral domains, fields, ideals, factor rings, polynomial rings, and unique factorization domains.

Prerequisite: MATH 331.

MATH 350**Advanced Linear Algebra***3 Semester Hours*

Vector spaces over an arbitrary field, dual spaces, Cayley- Hamilton theorem, invariant subspaces, canonical forms for matrices, inner product spaces over \mathbb{C} , the spectral theorem.

Prerequisites: MATH 248 and 250.

MATH 355**Methods of Applied Mathematics***3 Semester Hours*

Series solutions and special functions, orthogonal functions and Fourier series, linear partial differential equations and boundary-value problems.

Prerequisites: MATH 234 and 245.

MATH 357**Complex Variables***3 Semester Hours*

Complex variables, analytic functions, Laurent expansions and residues, evaluation of real integrals by residues, integral transforms.

Prerequisite: MATH 234.

MATH 360**Introduction to Probability and Statistics***3 Semester Hours*

Descriptive statistics, probability, discrete and continuous random variables, limit theorems, sampling distributions, estimations of parameters, nonparametric methods, hypothesis testing, linear regression.

Prerequisite: MATH 123 or 132.

MATH 366**Discrete Methods***3 Semester Hours*

An introduction to graph theory; trees; coloring; Eulerian circuits. Combinatorics; permutations and combinations; recurrence relations.

Prerequisite: MATH 248.

MATH 393**Mathematics Internship***1-3 Semester Hours*

Internship conducted in an industrial, business, government, or educational setting involving applied mathematical work or teaching. This will involve a research project (or paper) coordinated jointly with an onsite supervisor and a Department faculty member.

Enrollment is subject to available opportunities and approval of the Department Chairperson.

MATH 397**Putnam Competition Preparation***0-1 Semester Hours*

A study of problem-solving techniques and skills to prepare students to participate in the William Lowell Putnam Mathematical Competition, a prestigious national exam. The course may be repeated for credit. Grading is Credit/No Credit. The course may not be used to satisfy any of the requirements of the mathematics major or minor.

Consent of instructor required.

MATH 398**Special Studies***1-4 Semester Hours***MATH 399****Independent Studies***1-4 Semester Hours***MATH 471****Topology***3 Semester Hours*

An introduction to metric and topological spaces; continuity and homeomorphism; separation properties; connectivity and compactness; examples and applications.

Prerequisite: MATH 321.

MATH 473**Differential Geometry***3 Semester Hours*

Curves, parameterizations, and arc length; surfaces, differentiable functions, and the first fundamental form (area); the Gauss map; isometries, Gauss' Theorema Egregium, geodesics, and the Gauss-Bonnet theorem.

Prerequisites: MATH 234 and 250.

MATH 490**History of Mathematics***3 Semester Hours*

The development of mathematics from historical and cultural viewpoints, including both European and non-European roots of mathematics as well as contributions by women.

Prerequisite: MATH 248.

MATH 491**Senior Mathematics Seminar***3 Semester Hours*

Topics in mathematics chosen by the instructor. Written and oral presentations are required.

MATH 493**Senior Seminar for Future Mathematics Educators***3 Semester Hours*

Topics in high school mathematics are examined from an advanced standpoint by developing and exploring extensions and generalizations of typical high school problems, by making explicit connections between these problems and upper division mathematics courses, and by providing historical context. Current issues in secondary mathematics education will be investigated. Written and oral presentations are required.

Senior standing or consent of instructor required.

MATH 495**Mathematical Modeling***3 Semester Hours*

Introduction to various modeling techniques, design and implementation of algorithms, organization and presentation of results, introduction to problem solving using computer algebra systems. Written and oral presentations are required.

Senior standing or consent of instructor required.

MATH 497**Senior Thesis***3 Semester Hours*

This course is intended to provide the student with an opportunity to complete a substantive research project under the guidance of a faculty member. The student will prepare a written report and an oral presentation on the project at the end of the semester.

Senior standing and the consent of both the Chairperson and a faculty thesis advisor required.

MATH 498**Special Studies***1-3 Semester Hours***MATH 499****Independent Studies***1-3 Semester Hours*

MATH 511**Mathematics and Gender Issues***3 Semester Hours*

Historical and current gender issues in mathematics examined through 1) the lives and mathematical work of women mathematicians from the 4th to the 21st centuries and 2) 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.

Prerequisites: MATH 107 and 111 or 112 or 120 or 122 or 131 or consent of instructor.

MATH 550**Fundamental Concepts of Geometry***3 Semester Hours*

Euclidean and non-Euclidean planar geometries, axiomatic systems, synthetic and analytic representations, relationships with algebra, and selected topics and applications.

Prerequisites: MATH 248 and 250.

MATH 560**Advanced Topics in Probability and/or Statistics***3 Semester Hours*

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 234 and 360.

MATH 561**Computational Methods in Linear Algebra***3 Semester Hours*

Numerical solutions of linear systems of equations, Gauss elimination and iterative methods, eigenvalues and eigenvectors.

Prerequisites: CMSI 185 or ENGR 240 or MATH 282, and MATH 250 or consent of instructor.

MATH 562**Numerical Analysis***3 Semester Hours*

Numerical solutions of nonlinear equations, interpolation, numerical differentiation, integration, and solutions of differential equations.

Prerequisites: CMSI 185 or ENGR 240 or MATH 282, and MATH 245 or consent of instructor.

MATH 568**Mathematical Methods of Operations Research***3 Semester Hours*

Linear and dynamic programming, network analysis, inventory control.

Prerequisite: MATH 360.

MATH 575**Introduction to Orbit Determination***3 Semester Hours*

A brief introduction to Banach and Hilbert spaces, the Projection Theorem, linear minimum variance estimates, the Kalman filter, variational equations and orbit determination examples. The final exam is a computer problem that involves tracking a spacecraft orbiting an asteroid by means of Doppler measurements.

Prerequisites: MATH 245, 250, and consent of instructor.

MATH 582**Analysis of Algorithms***3 Semester Hours*

Design, comparison, and analysis of mathematical algorithms, including implementation and testing using Fortran.

Prerequisite: CMSI 185 or ENGR 240 or MATH 282 or consent of instructor.

MATH 590**History of Mathematics for Secondary Teachers***3 Semester Hours*

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.

Prerequisite: MATH 248.

MATH 598**Special Studies***1-3 Semester Hours***MATH 599****Independent Studies***1-3 Semester Hours***MATH 695****MAT Final Project***0 Semester Hours*

The student will prepare and submit a proposal for a substantive project to the MAT Director, who will submit it to the Education Liaison Committee, complete the proposal as approved by the Education Liaison Committee under the guidance of a faculty member, prepare a written report, and give an oral presentation on the project.

Mechanical Engineering

Faculty

Chairperson: Nader Saniei

Professors: Omar S. Es-Said, Mel I. Mendelson,
Rafiqul I. Noorani, Bohdan W. Oppenheim,
Nader Saniei

Assistant Professor: Matthew T. Siniawski

Lecturers: Herand Bedrossian, Sam Dimaggio,
Dan Erlick, Eric Hall, Greg V. Meholic,
John Ogren, Michael Papadopoulos,
Allan G. Piersol, Peter B. Pollack, Brian Sako,
Dorota Shortell

Graduate Program

Contact Information

Graduate Director: Bohdan W. Oppenheim

Office Location: Pereira Hall, Room 204

Telephone: (310) 338-2825

Fax: (310) 338-6028

E-mail: boppenheim@lmu.edu

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).

IAC Scholarships

The Frank R. Seaver College of Science and 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. The Center's website is <http://www.lmu.edu/iac>. 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.

Lean Aerospace Initiative

Lean Aerospace Initiative (LAI) is a consortium of aerospace firms and federal agencies, based at MIT, with the mission to develop Lean methods for Product Development, 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. The LAI's website is <http://www.lmu.edu/lai-en>. Please direct inquiries to: Dr. Bohdan W. Oppenheim, Professor and Graduate Director of Mechanical Engineering, Pereira Hall of Engineering, Room 204. Telephone: (310) 338-2825, e-mail: boppenheim@lmu.edu.

Admission Requirements

Submit a completed application form and \$50 application fee. Students seeking admission into the M.S. program should have completed an undergraduate curriculum in Mechanical Engineering or a related field from an ABET-accredited university. Students seeking admission into the Certificate in Lean and Quality program should have completed an undergraduate curriculum in any engineering discipline from an ABET-accredited university. If, in the judgement of the Program Director, a particular applicant does not have the required background, a series of 'catch-up' courses will be suggested. Upon the successful completion of these courses the applicant would then be admitted into the graduate program. Detailed information about the admission requirements for foreign students is available from the Graduate Admissions Office.

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.

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 semester hours to 18 semester hours. An undergraduate student who takes only 12 semester hours 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 the 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"), the grade in a particular 600-level course must be at least 2.0 ("C"), and the grade-point average for all three courses must be at least 2.7 ("B-"). The certificate will be granted upon the completion of the three courses.

A student completing any certificate program is free to apply for admission to another certificate program in the M.S.E. program in Mechanical Engineering, or in any other engineering program at LMU if the requirements have been satisfied.

Certificate in Mechanical Design

MECH 525 Advanced Mechanics of Materials
MECH 671 The Elements of Design
MECH 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

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.

Undergraduate Program

Description

Mechanical Engineering is very broad in scope and is pertinent to a variety of engineering activities and products including vehicles for ground, sea, air, and space transportation, power plants, machines, manufacturing systems, structures, and process plants. The Mechanical Engineering program provides a solid foundation for work in all of these fields. Engineering design is a major emphasis of the curriculum and is supported by modern, well-equipped laboratories. Laboratories include the computer-aided design, engineering and manufacturing laboratory, the materials processing and structures laboratory, the thermal/fluids laboratory, the Engineering Design Center, and the video/multimedia laboratory. The curriculum covers contemporary technology as well as the fundamentals for future technologies. It is designed to prepare students for graduate school as well as for employment in industry.

Students can participate in national and regional design competitions and in the work of the U.S. Department of Energy Industrial Assessment Center located on the LMU campus. THE DOE/IAC affords LMU engineering students the opportunity to gain income, academic credit, and professional experience as they perform on-site energy, pollution, and productivity audits for small- and medium-sized manufacturing firms.

Accreditation

The Mechanical Engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone: (410) 347-7700.

Mission

The mission of the Mechanical Engineering Department is to provide a high quality, practice-oriented, design-focused curriculum that prepares students for both graduate studies and leadership roles in industry.

Objectives

The Mechanical Engineering program has established the following program educational objectives that are consistent with the University's mission and the department's program outcomes. During the first 3-5 years after graduation, Mechanical Engineering graduates will:

1. Advance in their professional careers and pursue graduate studies and continuous learning in areas relevant to their long-term goals;
2. Demonstrate leadership in professional activities such as research, experimental studies, and industrial projects;
3. Be capable of working effectively in cross-functional teams, communicating effectively, and participating in the practice of mechanical engineering design; and
4. Contribute to professional societies and demonstrate ethical conduct.

These program educational objectives are accomplished through the major requirements, the core curriculum, design competitions, internships, professional society involvement, and extracurricular activities.

Design in Mechanical Engineering

Engineering design is the key task of the engineer. It is the process of creatively conceiving a system, component, or process to meet a specified societal need in an optimal manner. While the resulting design must satisfy the appropriate specifications and constraints, consideration must also be given to economics, social impact, marketability, manufacturability, product support, environmental impact, safety, and final disposition. The Mechanical Engineering faculty have adopted a methodology of design which guides the student through the design process. The steps of this methodology are studied and practiced in the Mechanical Engineering curriculum. The course descriptions which follow reflect how the design methodology is integrated throughout the curriculum.

Mechanical Engineering Curriculum

(132 S.H.)

Major Requirements

Lower Division Requirements:

- BIOL 114; CHEM 111, 114; CIVL 200; ELEC 210; ENGR 100, 160, 200; MATH 131, 132, 234, 245; MECH 231, 240, 251; PHYS 101, 201.

Upper Division Requirements:

- CIVL 310, 395; ELEC 311; ENGR 300, 400; MATH 355; MECH 300, 312, 315, 334, 340, 341, 342, 345, 353, 441, 483, 484, 488, 536, 550; Mechanical Engineering Elective (3 semester hours of 400- or 500-level MECH course work).

Freshman Year

Fall Semester	S.H.
CHEM 111 General Chemistry I Lab.....	1
CHEM 114 Gen Chem for Engineers.....	3
ENGL 110 College Writing.....	3
ENGR 100 Intro to Engineering.....	3
MATH 131 Calculus I.....	4
— — University Core.....	3

<i>Spring Semester</i>		S.H.
BIOL 114	Gen Biology for Engineers.....	3
ENGR 160	Algorithms & Applications.....	3
MATH 132	Calculus II.....	4
PHYS 101	Intro to Mechanics.....	4
— —	University Core.....	3
		17

Sophomore Year

<i>Fall Semester</i>		S.H.
ELEC 210	Electric Circuit Analysis.....	3
ENGR 200	Statics.....	3
MATH 234	Calculus III.....	4
PHYS 201	Intro to Elec & Mag.....	4
— —	University Core.....	3
		17

<i>Spring Semester</i>		S.H.
CIVL 200	Mechanics of Materials.....	3
MATH 245	Differential Equations.....	3
MECH 231	Dynamics I.....	3
MECH 240	Engineering Systems I.....	2
MECH 251	Thermodynamics.....	3
— —	University Core.....	3
		17

Junior Year

<i>Fall Semester</i>		S.H.
CIVL 310	Fluid Mechanics.....	3
MECH 312	Materials Science.....	3
MECH 334	Dynamics II.....	3
MECH 341	Mechanical Eng Lab I.....	2
— —	University Core.....	3
— —	University Core.....	3
		17

<i>Spring Semester</i>		S.H.
CIVL 395	Eng Econ & Dec Theory.....	3
ENGR 300	Fund. Engineering Exam.....	0
MECH 300	Professional Seminar.....	1
MECH 315	Metal & Mat Eng.....	3
MECH 340	Engineering Systems II.....	3
MECH 342	Mechanical Eng Lab II.....	2
MECH 345	Intro to Prob & Statistics.....	1
MECH 353	Heat Transfer.....	3
		16

Senior Year

<i>Fall Semester</i>		S.H.
MECH 441	Mechanical Eng Lab III.....	2
MECH 483	Elements of Design.....	3
MECH 488	Thermal Systems Eng.....	3
MECH 536	Shock & Vibration Eng.....	3
MECH 550	CAM.....	2
— —	University Core.....	3
		16

<i>Spring Semester</i>		S.H.
ENGR 400	Senior Seminar.....	0
MATH 355	Methods of Applied Math.....	3
MECH 484	Mechanical Eng Design.....	3
MECH —	Mechanical Eng Elective.....	3
— —	University Core.....	3
— —	University Core.....	3
		15

The proper sequence of the University Core courses should be discussed with the student's advisor.

Course Descriptions

MECH 231 Dynamics I

3 Semester Hours

Kinematics and kinetics of particles and rigid bodies, Newton's Laws, application of principles of work and energy, impulse and momentum, and vector approach.

Lecture, 3 hours.

Prerequisites: ENGR 200 and MATH 234.

MECH 240 Engineering Systems I

2 Semester Hours

Introduction to computer-aided design techniques and applications to design and manufacturing problems. Topics include: computer graphics for geometric design, design of curves and shapes, numerical methods for CAD and optimization. Practice and use of solid modeling software package.

Lecture and Lab, 2 hours.

MECH 251 Thermodynamics

3 Semester Hours

The fundamental concepts of classical thermodynamics including properties, work and heat; first and second laws; entropy; irreversible processes; and thermodynamic analysis of power cycles and refrigeration cycles.

Lecture, 3 hours.

Sophomore standing in engineering required.

MECH 260 Nanotechnology

3 Semester Hours

An introduction to the nanotechnology language, relationship between the macroscopic-microscopic-nanoscale worlds, and exploring the social and ethical implications. Applications will be covered in biology, medicine, computers, and electronics.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

MECH 261 Biotechnology

3 Semester Hours

An introduction to the integration of nanotechnology and molecular biology to solve industrial, economic, and medical problems. Such topics will include biological processes, DNA sequencing, recombinant DNA, genes, RNA, proteins, engineering bacteria, cloning, diagnostics, and drug delivery. The social and ethical implications will be covered.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

MECH 262 Information Technology

3 Semester Hours

An introduction to communication systems and data processing. Such topics will include the electromagnetic spectrum, analog/digital transmission, Internet, computers, telephones, cell phones, radio, television, micro/nano-electronics, the history of modern information technology, and the social/ethical consequences.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

MECH 270**Materials**

3 Semester Hours

Introduction to the chemistry and physics of different materials. Types of materials (metals, ceramics, polymers, and composites) and the relation between their structure and properties. Selection of materials in different applications.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

MECH 275**Energy and the Environment**

3 Semester Hours

The basic concepts of temperature, heat, and energy conversion; various methods of energy conversion including stationary electric power plants, nuclear energy, solar heating and cooling, wind energy, geothermal energy, and ocean thermal energy; the effects of energy conversion on the environment.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

MECH 298**Special Studies**

1-3 Semester Hours

MECH 299**Independent Studies**

1-3 Semester Hours

MECH 300**Professional Seminar**

1 Semester Hour

Preparation for professional work and graduate studies. Resume and cover letter. Mock interviews. Career options: small, medium, and large firms; consulting; government service. US and foreign graduate schools, patent, trademark, and copyright law. Professional societies.

Lecture, 1 hour.

MECH 312**Materials Science**

3 Semester Hours

A study of metallic, polymeric, and ceramic materials, emphasizing dependence of mechanical and electrical properties on solid-state bonding forces and microstructure. Introductory design considerations.

Lecture, 3 hours.

Prerequisites: CHEM 111 and 114.

Corequisite: MECH 341.

MECH 315**Metallurgical and Materials Engineering**

3 Semester Hours

A concise introduction to the relationship of the microstructures and processing of metallic, ceramic, polymer, and composite materials and their relation to the properties required in engineering design.

Lecture, 3 hours.

Prerequisites: CIVL 200 and MECH 312.

Corequisite: MECH 342.

MECH 334**Dynamics II**

3 Semester Hours

Rigid body dynamics, rotating frame. Graphical methods for kinematics. Kinematics and elements of dynamics of planar linkages and gears. Synthesis of simple mechanisms. Degrees of freedom and mobility analysis. Computer simulations.

Lecture, 3 hours.

Prerequisite: MECH 231.

MECH 340**Engineering Systems II**

3 Semester Hours

Process dynamics, instrumentation, and feedback applied to automatic process control.

Lecture, 3 hours.

Prerequisite: MATH 245.

MECH 341**Mechanical Engineering Lab I**

2 Semester Hours

Students, working in teams, implement experimental projects in the disciplines of material science, mechanics of materials, fluid mechanics, and thermodynamics. Lab safety, instrumentation, test planning, data analysis, and report writing are emphasized.

Lecture/Laboratory, 3 hours.

Junior standing required.

Prerequisite: MECH 251.

MECH 342**Mechanical Engineering Lab II**

2 Semester Hours

A continuation of MECH 341 with projects in the disciplines of metallurgy and heat transfer. Lab safety, statistical data analysis, and report writing are emphasized.

Lecture/Laboratory, 3 hours.

Prerequisite: MECH 341.

Corequisites: MECH 315 and 353.

MECH 345**Introduction to Probability and Statistics**

1 Semester Hour

An introductory course into probability and statistics: conditional probability, independence, random variables, distributions, densities, sampling, statistical confidence.

Lecture, 1 hour.

Junior standing in Mechanical Engineering required.

MECH 353**Heat Transfer**

3 Semester Hours

The fundamentals of conduction, convection, and radiation heat transfer. Thermal analysis and design of components and devices. Numerical analysis of heat conduction problem.

Lecture, 3 hours.

Prerequisites: MECH 251 or PHYS 202 and CMSI 185 or ENGR 240.

MECH 398**Special Studies**

1-3 Semester Hours

MECH 399**Independent Studies**

1-3 Semester Hours

MECH 441**Mechanical Engineering Lab III**

2 Semester Hours

Laboratory applications of vibrations and data acquisition; elasticity, buckling, material testing; computer-aided manufacturing such as NC machining, rapid prototyping, and robotics; tribology; alternative energy technologies such as solar panels and fuel cells.

Lecture/Laboratory, 3 hours.

Corequisite: MECH 483.

MECH 483**Elements of Design**

3 Semester Hours

Students will gain practical experience in the design of mechanical systems and machinery components. The course will stress the use of various failure theories, common design practices, creative problem-solving and teamwork skills for the design of a hands-on engineering project.

Lecture, 3 hours.

Prerequisite: CIVL 200.

MECH 484**Mechanical Engineering Design**

3 Semester Hours

Students will enhance their practical design experience through the continuation of a hands-on engineering project. Design iteration, optimization and design for manufacturing will be stressed.

Prerequisite: MECH 483.

Corequisite: ENGR 400.

MECH 488**Thermal Systems Engineering**

3 Semester Hours

Selected topics from thermodynamics, fluid mechanics, and heat transfer to include: review of fundamental concepts; boundary layer theory; isentropic flow through nozzles; shock waves; exergy analysis; gas mixtures; heat exchangers and design.

Lecture, 3 hours.

Prerequisites: CIVL 310 and MECH 353.

MECH 491**Industrial Assessment Center Practicum**

3 Semester Hours

Active participation in the U.S. Department of Energy Industrial Assessment Center, which performs about 25 assessments of small- and medium-size manufacturing plants per year, seeking opportunities in energy conservation, productivity improvements, and pollution minimization. Hands-on experience in plant equipment, technologies, layout, management, and labor issues. U.S. Department of Energy Certificate upon completion.

MECH 493**Mechanical Engineering Internship**

1-3 Semester Hours

Engineering analysis, testing, design, and/or production work conducted by the student in an industrial setting. The work will be supervised jointly by an engineer with the industrial firm and by an LMU Mechanical Engineering faculty member. The project must be approved by the Departmental faculty. Senior standing is required.

MECH 496**ASME Student Design Contest**

1-3 Semester Hours

Participation in a multidisciplinary team competition, namely the ASME Student Design Contest or others approved by the Department. The main steps involved in producing the completed design include problem formulation, abstraction and synthesis, analysis, building a prototype design, testing and building the final design.

MECH 498**Special Studies**

1-3 Semester Hours

MECH 499**Independent Studies**

1-3 Semester Hours

MECH 500**Quality**

3 Semester Hours

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.

Lecture, 3 hours.

MECH 516**Materials Selection in Design**

3 Semester Hours

Application of principles of materials engineering to selection of materials for optimized engineering design, case studies in failure analysis.

Lecture, 3 hours.

Senior standing in Mechanical Engineering required.

MECH 525**Advanced Mechanics of Materials**

3 Semester Hours

General case of bending, combined bending and axial loads, curved bars, energy methods, buckling and elastic stability. Inelastic and plastic deformations.

Lecture, 3 hours.

Senior standing in Mechanical Engineering required.

MECH 527**Finite Elements Methods**

3 Semester Hours

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.

Lecture, 3 hours.

Senior standing in Mechanical Engineering required.

MECH 530**Fracture Mechanics**

3 Semester Hours

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

MECH 536**Shock and Vibration Engineering**

3 Semester Hours

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.

Lecture, 3 hours.

Senior standing in Mechanical Engineering required.

Prerequisites: CIVL 200 and MATH 245.

MECH 540**Structural Dynamics**

3 Semester Hours

Beam vibration; boundary conditions; modes; approximate and exact solutions; general matrix formulations and interrelationships; decoupling by transformation to modal coordinates; free and forced response; experimental approaches; modal truncation; mode acceleration method; component mode synthesis; formulation of large-order system responses (time and frequency domain); load transform matrices; introduction to finite elements.

MECH 550**Computer-Aided Manufacturing**

2 Semester Hours

A comprehensive study of manufacturing with a focus on automation, flexible automation, group technology, process planning, and design for manufacturability. Principles and applications of computer numerical control (CNC) and NC programming, rapid prototyping, robotics, and quality engineering are introduced through lecture and laboratory work.

Lecture, 2 hours.

Prerequisite: CIVL 200.

MECH 552**Systems Engineering**

3 Semester Hours

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.

(See SELP 552.)

MECH 558**Propulsion**

3 Semester Hours

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.

Lecture, 3 hours.

MECH 560**Turbomachinery**

3 Semester Hours

Compressor, pump, fan selection and applied theory.

Lecture, 3 hours.

Senior standing in Mechanical Engineering required.

MECH 570**Energy Systems and Tribology**

3 Semester Hours

Introduction to modern energy systems. Energy savings through tribology, including surface design, friction and wear reduction, and proper lubrication.

MECH 571**Design of Fluid-Thermal Systems**

3 Semester Hours

The disciplines of thermodynamics, fluid mechanics, and heat transfer are reviewed and their principles applied to the design, selection, and analysis of pumps, pipes, heat exchangers, and power plants. Other topics include availability analysis, optimization, and design projects.

Lecture, 3 hours.

Senior/Graduate standing required.

MECH 594**Project Management**

3 Semester Hours

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.

(See SELP 594.)

MECH 595**Senior Research**

1-3 Semester Hours

Research project consisting of experimental and/or theoretical studies under the direction of a faculty advisor.

Senior standing and approval of Department Chairperson required.

MECH 598**Special Studies**

1-3 Semester Hours

MECH 599**Independent Studies**

1-3 Semester Hours

MECH 604**Engineering Mathematics**

3 Semester Hours

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.

MECH 618**Electronic Properties of Materials**

3 Semester Hours

Theory, properties and device applications of materials from the point of view of their dielectric, electrical, optical, and magnetic behavior.

MECH 619**Composites**

3 Semester Hours

Forms and properties of resins, fibers and composites; material and structural design and analysis; manufacturing, machining and assembly; quality assurance and testing; metal and ceramic based materials; information resources.

MECH 620**Fatigue**

3 Semester Hours

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

MECH 626**Elasticity**

3 Semester Hours

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.

MECH 638**Random Vibrations**

3 Semester Hours

Classification and description of random data (stationarity, ergodicity, cross-correlation, cross spectra); stationary random process theory (one or two variables, Gaussian distribution, correlation, spectral density); linear input-output relations (single and multiple inputs, ordinary, multiple and partial coherence); statistical error in random data analysis; bias; digital signal processing (FFT, spectra, coherence, aliasing, windowing, averaging); nonstationary data; specifications for testing for structural and equipment survival.

MECH 660**Lean Methods**

3 Semester Hours

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.

MECH 662**Advanced Thermodynamics**

3 Semester Hours

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

MECH 663**Convective Heat Transfer**

3 Semester Hours

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

MECH 671**The Elements of Design**

3 Semester Hours

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.

MECH 673**New Product Design and Development**

3 Semester Hours

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.

MECH 686**Independent Project or Thesis**

3-6 Semester Hours

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

MECH 691**Industrial Assessment Center Practicum**

3 Semester Hours

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.

MECH 698

Special Studies

1-3 Semester Hours

MECH 699

Independent Studies

1-3 Semester Hours

Natural Science

Bachelor of Science in Natural Science

General Science Emphasis

Pre-Physical/Occupational Therapy Emphasis

Secondary Science Education Emphases

Bachelor of Science in Athletic Training

Bachelor of Science in Environmental Science

Faculty

Chairperson: John H. Dorsey

Professor: James M. Landry

Associate Professors: John H. Dorsey,

Carolyn M. Viviano

Assistant Professors: Hawley C. Almstedt,

David A. Ramirez, Sarah L. Strand

The Natural Science Department offers programs of study applying basic scientific knowledge to either multidisciplinary fields of study or specialties not easily accommodated through the traditional science disciplines. The Department offers three majors: the Natural Science major, with emphases in General Science, Pre-Physical/Occupational Therapy, and Secondary Science Education; the Athletic Training major; and the Environmental Science major. All students in the Department of Natural Science are required to complete an Independent Studies course. This can be accomplished by carrying out a research project under the guidance of a faculty member or through an internship in the area of interest.

Bachelor of Science in Natural Science

The Natural Science major fills a need within the University for a more flexible general undergraduate degree program with an emphasis on natural sciences. In addition, specialized programs within Natural Science provide prerequisite training for graduate programs in physical and occupational therapies (and other allied health professions) and content preparation for a high school teaching credential.

General Science Emphasis

Objectives

The Natural Science major, General Science emphasis, is designed to serve those students interested in a broad education combining general science, engineering science, and liberal arts.

The program prepares students interested in the areas of law, business, elementary education, studio and graphic arts, journalism, and other professions for work where a science background could be an asset.

Major Requirements

66 semester hours are to be taken from course offerings in the Departments of Biology, Chemistry, Mathematics, Natural Science, Physics, and Engineering.

Lower Division Requirements:

NTLS 190 and one additional course must be taken in Natural Science. At least two courses numbered 100-259 must be taken from the Departments of Biology, Chemistry, Mathematics, and Physics. MATH 122 or 131 must be included. In order to be eligible to take an upper division science course, a student must have a C (2.0) average in the lower division science courses.

Upper Division Requirements:

27 semester hours must be taken in upper division offerings in the Departments of Biology, Chemistry, Natural Science, or Physics. This includes an upper division NTLS course with lab and two additional upper division laboratory courses. Up to 6 semester hours of internship courses, undergraduate research courses, and natural science teaching courses can be counted toward the upper division science requirement.

This requirement includes completion of 3 semester hours of Independent Studies at the senior level to enhance development of the student's science program.

A student must have a C (2.0) average in upper division science courses.

Minor Requirements

18 semester hours consisting of four courses at the lower division level (excluding NTLS 190) and two courses at the upper division level. In addition, one laboratory course is required.

This minor is not available to students within the Frank R. Seaver College of Science and Engineering.

B.S. Degree in Natural Science

General Science Emphasis (124 S.H.)

Freshman Year

<i>Fall Semester</i>		S.H.
NTLS 190	Exploring the Nat Sciences....	1
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab.....	2
CHEM 110	General Chemistry I.....	3
CHEM 111	General Chemistry I Lab.....	1
ENGL 110	College Writing.....	3
MATH 120	Pre-Calculus	3
		—
		16

<i>Spring Semester</i>		S.H.
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab.....	2
CHEM 112	General Chemistry II.....	3
CHEM 113	General Chemistry II Lab.....	1
MATH 122	Calculus/Life Sciences I.....	3
— —	University Core.....	3
		—
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
NTLS —	Lower Division	3
— —	Science Elective with Lab	4
— —	University Core.....	3
— —	University Core.....	3
— —	University Core.....	3
		—
		16

<i>Spring Semester</i>		S.H.
— —	Science Elective.....	3
— —	Elective.....	3
— —	University Core.....	3
— —	University Core.....	3
— —	University Core.....	3
		—
		15

Junior Year

<i>Fall Semester</i>		S.H.
NTLS	___ Upper Division with Lab	4
PHYS	253 General Physics I	4
___	___ University Core	3
___	___ Elective	3
		14

<i>Spring Semester</i>		S.H.
PHYS	254 General Physics II	4
___	___ Upper Division Science	3
___	___ Upper Division Elective	3
___	___ Upper Division Elective	3
___	___ University Core	3
		16

Senior Year

<i>Fall Semester</i>		S.H.
___	___ UD Science with Lab	4
___	___ Upper Division Science	3
___	___ Upper Division Science	3
___	___ Upper Division Elective	3
___	___ University Core	3
		16

<i>Spring Semester</i>		S.H.
___	___ Independent Study	3
___	___ UD Science with Lab	4
___	___ Upper Division Science	3
___	___ Upper Division Elective	3
___	___ University Core	3
		16

The proper sequence of the University Core courses should be discussed with the student's advisor. The course sequence in Mathematics depends on the results of the mathematics placement examination.

**Pre-Physical/
Occupational Therapy
Emphasis**

Objectives

This emphasis provides the student with the required courses in science, mathematics, psychology, and liberal arts needed to apply to either physical therapy or occupational therapy graduate programs. In addition, students are required to do internship work in a physical therapy or occupational therapy setting. This internship experience helps satisfy the volunteer hours required by the physical therapy or occupational therapy graduate programs.

Major Requirements

Lower Division Requirements:

BIOL 101, 102, 111, 112; CHEM 110, 111, 112, 113; MATH 104, 122; NTLS 151, 152, 153, 154, 190, 255; PHYS 253, 254; PSYC 100.

In order to be eligible to take an upper division science course, a student must have a C (2.0) average in the lower division science courses.

Upper Division Requirements:

27 semester hours must be taken in upper division offerings in the Departments of Biology, Chemistry, Natural Science, or Physics and must include: NTLS 355, 356, 480, 485, and 495. Two additional upper division laboratory courses must be taken. Up to 6 semester hours of internship courses, undergraduate research courses, and natural science teaching courses can be counted toward the upper division science requirement.

A student must have a C (2.0) average in upper division science courses.

The following upper division psychology courses are required: PSYC 332 and 352.

**B.S. Degree in Natural
Science**

Pre-Physical/Occupational Therapy Emphasis (124 S.H.)

Freshman Year

<i>Fall Semester</i>		S.H.
NTLS	190 Exploring the Nat Sciences....	1
BIOL	101 General Biology I	3
BIOL	111 General Biology I Lab	2
CHEM	110 General Chemistry I	3
CHEM	111 General Chemistry I Lab	1
ENGL	110 College Writing	3
MATH	120 Pre-Calculus	3
		16

<i>Spring Semester</i>		S.H.
BIOL	102 General Biology II	3
BIOL	112 General Biology II Lab	2
CHEM	112 General Chemistry II	3
CHEM	113 General Chemistry II Lab	1
MATH	122 Calculus/Life Sciences I	3
___	___ University Core	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
NTLS	151 Human Anat & Physlgy I	3
NTLS	152 Human Anat & Phys I Lab	1
NTLS	255 Nutrition	3
PSYC	100 General Psychology	3
___	___ University Core	3
___	___ University Core	3
		16

<i>Spring Semester</i>		S.H.
NTLS	153 Human Anat & Physlgy II	3
NTLS	154 Human Anat & Phys II Lab	1
MATH	104 Elementary Statistics	3
___	___ Elective	3
___	___ University Core	3
___	___ University Core	3
		16

Junior Year

<i>Fall Semester</i>		S.H.
___	___	UD Science..... 3
PHYS	253	General Physics I..... 4
PSYC	332	Psychological Disorders..... 3
___	___	University Core..... 3
___	___	University Core..... 3
		16

<i>Spring Semester</i>		S.H.
NTLS	355	Exercise Physiology..... 3
NTLS	356	Exercise Physiology Lab..... 1
PHYS	254	General Physics II..... 4
PSYC	352	Developmental Psychology.... 3
___	___	University Core..... 3
		14

Senior Year

<i>Fall Semester</i>		S.H.
NTLS	480	Kinesiology..... 3
___	___	UD Science with Lab..... 4
___	___	Upper Division Science..... 3
___	___	Upper Division Elective..... 3
___	___	University Core..... 3
		16

<i>Spring Semester</i>		S.H.
NTLS	485	Biomechanics..... 3
NTLS	495	Allied Health Internship..... 3
___	___	UD Science with Lab..... 4
___	___	Upper Division Elective..... 3
___	___	Elective..... 2
		15

The proper sequence of the University Core courses should be discussed with the student's advisor. The course sequence in Mathematics depends on the results of the Mathematics Placement Examination.

Secondary Science Education Emphases**Objectives**

These programs of study provide a good grounding in basic scientific and mathematical principles appropriate for those interested in pursuing teaching careers at the secondary level. The programs consist of: a breadth of knowledge requirement specifying courses in Biology, Chemistry, Geosciences, and Physics, a concentration requirement which allows for in-depth study in Biology or Chemistry, and an education requirement. Our subject matter preparation programs have been approved by the California Commission on Teacher Credentialing.

B.S. Degree in Natural Science

Secondary Science Education in Biology Emphasis (124 S.H.)

Freshman Year

<i>Fall Semester</i>		S.H.
NTLS	190	Exploring the Nat Sciences.... 1
BIOL	101	General Biology I..... 3
BIOL	111	General Biology I Lab..... 2
CHEM	110	General Chemistry I..... 3
CHEM	111	General Chemistry I Lab..... 1
ENGL	110	College Writing..... 3
MATH	122	Calculus/Life Sciences I*..... 3
		16

<i>Spring Semester</i>		S.H.
BIOL	102	General Biology II..... 3
BIOL	112	General Biology II Lab..... 2
CHEM	112	General Chemistry II..... 3
CHEM	113	General Chemistry II Lab..... 1
MATH	104	Elementary Statistics..... 3
<i>or</i>		
MATH	123	Calculus/Life Sciences II..... (3)
___	___	University Core..... 3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
NTLS	250	Blue Planet: Intro Earth Sci.... 3
BIOL	201	Cell Function..... 3
CHEM	220	Organic Chemistry I..... 3
CHEM	221	Organic Chemistry I Lab..... 1
___	___	HIST 161 or POLS 135***..... 3
___	___	University Core..... 3
		16

<i>Spring Semester</i>		S.H.
BIOL	202	Genetics..... 3
EDUC	400	Sociocultural Analysis Educ.... 3
EDUC	414	Theories in 2nd Lang Acq..... 3
___	___	University Core..... 3
___	___	Elective..... 3
		15

Junior Year

<i>Fall Semester</i>		S.H.
NTLS	370	Workshop Biology I..... 3
NTLS	371	Workshop Biology I Lab..... 0
BIOL	318	Ecology..... 3
BIOL	319	Ecology Lab..... 1
PHYS	253	General Physics I..... 4
___	___	University Core..... 3
		14

<i>Spring Semester</i>		S.H.
NTLS	372	Workshop Biology II..... 3
NTLS	373	Workshop Biology II Lab..... 0
EDUC	401	Educ Pyc for Adol Years..... 3
PHYS	254	General Physics II..... 4
___	___	University Core..... 3
___	___	University Core..... 3
		16

Senior Year

<i>Fall Semester</i>		S.H.
NTLS	301	Environmental Science..... 3
NTLS	367	Science & Life of Galileo..... 3
NTLS	491	Science Educ Internship***..... 3
BIOL	475	Evolution..... 4
___	___	University Core..... 3
		16

<i>Spring Semester</i>		S.H.
NTLS 355	Exercise Physiology..... 3	
	or	
BIOL 351	General Physiology (3)	
NTLS 356	Exercise Physiology Lab..... 1	
	or	
BIOL 352	General Physiology Lab..... (1)	
_____	Upper Division Elective 3	
_____	University Core..... 3	
_____	University Core..... 3	
_____	University Core..... 3	
		16

*The course sequence in Mathematics depends on the results of the Mathematics Placement Examination.

** Completion of either course will satisfy a University Core requirement. Please see advisor for the proper sequence of the University Core courses.

*** The Department encourages all students to complete the internship requirement as early as possible. Most students do their first internship during the summer after their sophomore year.

B.S. Degree in Natural Science

Secondary Science Education in Chemistry Emphasis (124 S.H.)

Freshman Year

<i>Fall Semester</i>		S.H.
NTLS 190	Exploring the Nat Sciences.... 1	
BIOL 101	General Biology I 3	
BIOL 111	General Biology I Lab..... 2	
CHEM 110	General Chemistry I..... 3	
CHEM 111	General Chemistry I Lab..... 1	
ENGL 110	College Writing..... 3	
MATH 122	Calculus/Life Sciences I* 3	
		16

<i>Spring Semester</i>		S.H.
BIOL 102	General Biology II 3	
BIOL 112	General Biology II Lab..... 2	
CHEM 112	General Chemistry II..... 3	
CHEM 113	General Chemistry II Lab..... 1	
MATH 123	Calculus / Life Sciences II 3	
_____	University Core..... 3	
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
NTLS 250	Blue Planet: Intro Earth Sci..... 3	
BIOL 201	Cell Function..... 3	
CHEM 220	Organic Chemistry I..... 3	
CHEM 221	Organic Chemistry I Lab..... 1	
_____	HIST 161 or POLS 135** 3	
_____	University Core..... 3	
		16

<i>Spring Semester</i>		S.H.
CHEM 222	Organic Chemistry II..... 3	
CHEM 223	Organic Chemistry II Lab..... 1	
CHEM 360	Analytical Chemistry 4	
CHEM 361	Analytical Chemistry Lab 0	
EDUC 400	Sociocultural Analysis Educ.... 3	
EDUC 414	Theories in 2nd Lang Acq..... 3	
		14

Junior Year

<i>Fall Semester</i>		S.H.
NTLS 376	Workshop Chemistry I..... 3	
NTLS 377	Workshop Chemistry I Lab... 0	
CHEM 370	Intro to Biochemistry..... 3	
PHYS 253	General Physics I..... 4	
_____	University Core..... 3	
_____	University Core..... 3	
		16

<i>Spring Semester</i>		S.H.
NTLS 378	Workshop Chemistry II..... 3	
NTLS 379	Workshop Chemistry II Lab.. 0	
EDUC 401	Educ Psyc for Adol Years..... 3	
PHYS 254	General Physics II..... 4	
_____	University Core..... 3	
_____	University Core..... 3	
		16

Senior Year

<i>Fall Semester</i>		S.H.
NTLS 301	Environmental Science..... 3	
NTLS 367	Science & Life of Galileo..... 3	
CHEM 340	Physical Chemistry I 3	
CHEM 341	Physical Chemistry I Lab..... 1	
_____	University Core..... 3	
_____	Upper Division Elective 3	
		16

<i>Spring Semester</i>		S.H.
NTLS 491	Science Educ Internship*** 3	
CHEM 330	Inorganic Chemistry..... 3	
_____	University Core..... 3	
_____	University Core..... 3	
_____	University Core..... 3	
		15

*The course sequence in Mathematics depends on the results of the Mathematics Placement Examination.

** Completion of either course will satisfy a University core requirement. Please see advisor for the proper sequence of the University Core courses.

*** The Department encourages all students to complete the internship requirement as early as possible. Most students do their first internship during the summer after their sophomore year.

Bachelor of Science in Athletic Training

Director: David A. Ramirez
Clinical Coordinator: Sarah L. Strand

The Athletic Training major is designed for students interested in pursuing a career as a certified athletic trainer. The profession of Athletic Training is recognized by the American Medical Association as an allied health profession. Certified Athletic Trainers (ATC) are members of the National Athletic Trainers' Association (NATA) and are medical experts in preventing, assessing, managing, and rehabilitating injuries that result from physical activity. ATCs function as integral members of the health care team in professional sports organizations, colleges and universities, secondary schools, military branches, sports medicine clinics, industrial settings, and other health care venues.

Accreditation

The Athletic Training major curriculum, referred to as the Athletic Training Education Program (ATEP), is seeking accreditation through the Commission on the Accreditation of Athletic Training Education (CAATE). Accreditation will follow pending submission of a self-study and undergoing a site visit. The ATEP at LMU is not currently accredited by CAATE, and graduates prior to accreditation are not eligible to sit for the NATA Board of Certification Examination.

Objectives

Once accredited, the LMU athletic training student who successfully completes the ATEP curriculum earning a Bachelor of Science degree in Athletic Training will qualify to take the National Athletic Trainers' Association—Board of Certification national exam to become a Certified Athletic Trainer. Also, the athletic training program provides the prerequisites needed to apply to graduate programs in a number of allied health careers. These include, but are not limited to, athletic training, physical therapy, occupational therapy, exercise science, and nutrition.

Athletic Training Education Program (ATEP)

The Athletic Training Education Program (ATEP) has a competitive admission process. Entrance into LMU does not guarantee entrance into the Athletic Training Education Program. Application to the ATEP is made during Spring semester of the student's first year. Interested students will receive an application packet during the first week of NTLS 160. Students will be informed of their status in early April.

Transfer students should contact the ATEP Director. If accepted into the formal ATEP, transfer students will have to successfully complete all credits for the major at LMU.

Application requirements for Athletic Training Educational Program include:

- A completed application form
- Verification by an appropriate health care provider that the student is in good health and has had necessary immunizations
- Verification that student can meet technical standards
- Two letters of recommendation
- A passing score on the ATEP entrance examination
- The completion of observation hours
- A completed clinical proficiencies list
- A transcript showing the successful completion of the following courses taken at LMU with a GPA of 2.50 or better and a 2.70 (B-) in:
 - NTLS 151, 152, 190
 - CHEM 110, 111
 - Good standing in NTLS 160, 162
- Completion of a formal interview with the selection committee.

Notes:

- Deficiencies in one area can be offset by exceptional marks in another.
- Fulfilling these requirements does not guarantee entrance into ATEP since an appropriate student to Certified Athletic Trainer ratio must be maintained to satisfy accreditation requirements.

Major Requirements

Lower Division Requirements:

BIOL 101, 102, 111, 112; CHEM 110, 111, 112, 113; MATH 104 and 122; NTLS 151, 152, 153, 154, 160, 162, 190, 255; PHYS 253, 254; PSYC 100.

In order to be eligible to take an upper division science course, a student must have a C (2.0) average in the lower division science courses.

Upper Division Requirements:

37 semester hours must be taken in upper division natural science courses which include: NTLS 355, 356, 360, 362, 368, 369, 397, 460, 462, 464, 468, 469, 478, 480, 485, and 497.

A student must have a C (2.0) average in upper division science courses.

One upper division psychology course is required: PSYC 332 or 352.

B.S. Degree in Athletic Training

(124 S.H.)

Freshman Year

Fall Semester S.H.

NTLS 151	Human Anat & Physlgy I.....	3
NTLS 152	Human Anat & Phys I Lab.....	1
NTLS 190	Exploring the Nat Sciences....	1
CHEM 110	General Chemistry I.....	3
CHEM 111	General Chemistry I Lab.....	1
ENGL 110	College Writing.....	3
MATH 122	Calculus/Life Sciences I.....	3
_____	_____	15

Spring Semester S.H.

NTLS 153	Human Anat & Physlgy II.....	3
NTLS 154	Human Anat & Phys II Lab.....	1
NTLS 160	Princ. of Athletic Training.....	3
NTLS 162	First Aid and Emerg. Resp.....	2
CHEM 112	General Chemistry II.....	3
CHEM 113	General Chemistry II Lab.....	1
_____	_____	3

Sophomore Year

Fall Semester S.H.

NTLS 255	Nutrition.....	3
NTLS 360	Upper Extremity Evaluation ..	3
NTLS 368	Ath Training Practicum I.....	2
BIOL 101	General Biology I.....	3
BIOL 111	General Biology I Lab.....	2
MATH 104	Elementary Statistics.....	3
_____	_____	16

Spring Semester S.H.

NTLS 362	Lower Extremity Eval.....	3
NTLS 369	Ath Training Practicum II.....	2
BIOL 102	General Biology II.....	3
BIOL 112	General Biology II Lab.....	2
PSYC 100	General Psychology.....	3
_____	_____	3

16

Junior Year

Fall Semester S.H.

NTLS 460	Therap Mod in Sports Med ...	3
NTLS 468	Ath Training Practicum III.....	2
PHYS 253	General Physics I.....	4
PSYC 332	Psychological Disorders.....	3
_____	_____	or
PSYC 352	Developmental Psych.....	(3)
_____	_____	3

15

Spring Semester S.H.

NTLS 355	Exercise Physiology.....	3
NTLS 356	Exercise Physiology Lab.....	1
NTLS 462	Therap Rehab in Sprts Med...3	3
NTLS 478	Ath Training Practicum IV.....	2
PHYS 254	General Physics II.....	4
_____	_____	3

16

16

Senior Year

<i>Fall Semester</i>		S.H.
NTLS 397	Athletic Training Intern I.....	2
NTLS 464	Admin in Sports Medicine.....	3
NTLS 480	Kinesiology	3
___	University Core.....	3
___	University Core.....	3
___	Upper Division Elective	2
		16

<i>Spring Semester</i>		S.H.
NTLS 469	Senior Sem in Ath Training.....	1
NTLS 485	Biomechanics.....	3
NTLS 497	Athletic Training Intern II.....	2
___	University Core.....	3
___	University Core.....	3
___	University Core.....	3
		15

The proper sequence of the University Core courses should be discussed with the student's advisor. The course sequence in Mathematics depends on the results of the mathematics placement examination.

Bachelor of Science in Environmental Science

Objectives

The objective of the Environmental Science major is to prepare a student for a career in the field of environmental sciences. Students receiving this degree can either pursue graduate studies, or enter the field of environmental science where many jobs are available, for example, with various private businesses, government agencies, and environmental advocacy groups.

The Environmental Science major is a rigorous interdisciplinary program involving course work in biology, chemistry, physics, and environmental science and engineering. Environmental science classes focus on theoretical and technical knowledge of the generation, transport and fate of pollutants, their impacts on natural resources and human health, resource management, and conveying technical information. Laboratory courses are designed to maximize hands-on experience in collecting samples from various media, and using an array of equipment to characterize samples of soils, water, and air. Many of the environmental science courses include field trips to the adjacent Ballona Wetlands and Santa Monica Bay to demonstrate methods for collecting samples, and to study environmental conditions and resident biota. Internships with local environmental organizations and companies are an integral component of the program. The major requires that the student conduct a research project followed by presentation of results upon completion.

Major Requirements

Lower Division Requirements:

BIOL 101, 102, 111, 112, 201, 202; CHEM 110, 111, 112, 113, 220, 222; MATH 104, 122, 123; NTLS 101, 190, 250; PHYS 253 and 254.

In order to be eligible to take an upper division science course, a student must have a C (2.0) average in the lower division science courses.

Upper Division Requirements:

33 upper division hours which will include: BIOL 318, 319, 361, and 362; and NTLS 301, 302, 330, 332, and 401. In addition, an upper division elective course in natural science and 3 upper division science electives are required.

A student must have a C (2.0) average in upper division science courses.

Minor Requirements: Environmental Science

BIOL 101, 102, 111, 112; CHEM 110, 111, 112, 113; NTLS 101, 301, 302, 330. Any substitution must be made with the consent of the Chairperson of the Department. Natural Science majors with an emphasis in General Science must consult with the Chairperson to ensure selection of appropriate courses.

A grade of C (2.0) must be obtained in each course included in the minor.

B.S. Degree in Environmental Science

(126 S.H.)

Freshman Year

<i>Fall Semester</i>		S.H.
NTLS 190	Exploring the Nat Sciences....	1
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab.....	2
CHEM 110	General Chemistry I.....	3
CHEM 111	General Chemistry I Lab.....	1
ENGL 110	College Writing.....	3
MATH 104	Elementary Statistics	3
		16

<i>Spring Semester</i>		S.H.
NTLS 101	Intro to Environ Science.....	3
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab.....	2
CHEM 112	General Chemistry II.....	3
CHEM 113	General Chemistry II Lab.....	1
MATH 122	Calculus for Life Sciences I	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
NTLS 250	Blue Planet: Intro Earth Sci....	3
BIOL 201	Cell Functions.....	3
CHEM 220	Organic Chemistry I.....	3
___	University Core.....	3
___	University Core.....	3
		15

<i>Spring Semester</i>		S.H.
BIOL 202	Genetics	3
CHEM 222	Organic Chemistry II.....	3
___	University Core.....	3
___	University Core.....	3
___	University Core.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
NTLS 301	Environmental Science.....	3
NTLS 302	Environmental Science Lab I..	1
PHYS 253	General Physics I.....	4
___	University Core.....	3
___	University Core.....	3
___	University Core.....	3

17

<i>Spring Semester</i>		S.H.
BIOL 318	Ecology.....	3
BIOL 319	Ecology Lab.....	1
NTLS 330	Environmental Chemistry.....	3
NTLS 332	Environmental Sci Lab II.....	1
PHYS 254	General Physics II.....	4
___	Upper Division Elective.....	3

15

Senior Year

<i>Fall Semester</i>		S.H.
BIOL 361	Microbiology.....	3
BIOL 362	Microbiology Lab.....	1
___	Upper Division Science.....	3
___	Upper Division Science.....	3
___	University Core.....	3
___	University Core.....	3

16

<i>Spring Semester</i>		S.H.
NTLS 401	Senior Seminar/Project.....	3
NTLS ___	Upper Division Elective.....	3
NTLS ___	Upper Division Elective.....	2
___	University Core.....	3
___	Upper Division Elective.....	3
___	Upper Division Elective.....	3

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The proper sequence of the University Core courses should be discussed with the student's advisor. The course sequence in Mathematics depends on the results of the Mathematics Placement Exam.

Course Descriptions**NTLS 101****Introduction to Environmental Science**

3 Semester Hours

Introduction to the study of environmental science. Examination of issues and problems associated with the environment including examples from air, water, and soil pollution and some remediation strategies.

NTLS 120**Biology and Chemistry Applications**

4 Semester Hours

Fundamentals of biology and chemistry for engineering and science applications. Topics include microbial processes, cell chemistry and biology, rates of reaction, chemical equilibria, acid-base chemistry, and reduction oxidation reactions as they apply to bioengineering, material science, nanotechnology, medical, and environmental applications. This is a project-based course conducted in a laboratory environment.

Lecture/lab, 4 hours.

NTLS 150**Human Anatomy and Physiology**

3 Semester Hours

The development, structure, and function of the human body with emphasis on integration and homeostasis.

For majors in psychology only.

NTLS 151**Human Anatomy and Physiology I**

3 Semester Hours

Comprehensive coverage of anatomy and physiology for the pre-health professions major. Topics include homeostasis and integumentary, skeletal, muscular, nervous, and endocrine systems.

Lecture, 3 hours.

NTLS 152**Human Anatomy and Physiology I Lab**

1 Semester Hour

Companion lab course to NTLS 151.

Laboratory, 4 hours.

Prerequisite: NTLS 151 or concurrent enrollment.

NTLS 153**Human Anatomy and Physiology II**

3 Semester Hours

Continuation of comprehensive coverage of anatomy and physiology for the pre-health professions major. Topics include blood, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems.

Lecture, 3 hours.

NTLS 154**Human Anatomy and Physiology II Lab**

1 Semester Hour

Companion lab course to NTLS 153.

Laboratory, 4 hours.

Prerequisite: NTLS 153 or concurrent enrollment.

NTLS 160**Principles of Athletic Training**

3 Semester Hours

Provides knowledge in prevention, care and treatment practices relating to activities and the physical conditioning of the physically active. Serves as an introduction to pathology, signs and symptoms recognition and management procedures of common injuries.

Lecture, 3 hours.

NTLS 162**First Aid and Emergency Response**

2 Semester Hours

An advanced first aid course addressing responses to life-threatening emergencies. Injuries examined include those to the head, spine, and abdominal/thorax, while illnesses discussed include heat illness, shock, asthma, and diabetes. CPR and first aid certificate granted upon successful completion.

Lecture, 2 hours.

NTLS 180**Freshman Academic Excellence Workshop**

1 Semester Hour

This workshop co-sponsored by the Frank R. Seaver College of Science and Engineering's Center for Student Success and the LMU Learning Resource Center is designed to increase potential for academic success in freshman coursework with an emphasis on General Chemistry.

Workshop, 1.5 hours.

Corequisite: CHEM 110 or 111 or 112 or 113.

NTLS 190**Exploring the Natural Sciences***1 Semester Hour*

Introduction to the areas of study and career opportunities within the natural sciences.

Frank R. Seaver College of Science and Engineering majors only.

NTLS 198**Special Studies***0-4 Semester Hours***NTLS 199****Independent Studies***1-4 Semester Hours***NTLS 250****The Blue Planet: Introduction to Earth System Science***3 Semester Hours*

Students will learn about the earth's internal and external structure and the different types of materials that make up the planet. Students will study the various processes that are acting to alter and change the minerals and rocks within the earth and the geomorphic processes such as weathering, erosion, and deposition that are acting at the surface. Students will also learn about natural/environmental hazards, the importance of various natural mineral resources, and the history of the earth and its life forms.

Lecture, 3 hours.

NTLS 255**Nutrition***3 Semester Hours*

The study of nutrients and their functions, recommended nutrient intakes, and dietary adequacy while focusing on how to apply this knowledge personally. Emphasis on nutritional roles in health status and chronic disease. Exploration of how behavior change plays a role in nutrition and a healthy lifestyle.

Lecture, 3 hours.

NTLS 261**The Science in Science Fiction***3 Semester Hours*

The physics, chemistry, and biology found in science fiction literature are examined for accuracy and probability. Topics include the physics of space and space habitats, the chemistry and biology of life arising under non-earthlike conditions, and the ecology of imagined worlds. "Engineering" new worlds on the basis of sound scientific theory will be expected. Understanding of physical implications of simple algebraic expressions is required.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

NTLS 263**Surfin' Science***3 Semester Hours*

Various basic principles of oceanography, meteorology, and marine biology are explored as applied to the art of surfing. Topics include the genesis, propagation, and dynamics of waves; marine weather systems and surf prediction; marine organisms; and marine pollution issues of concern to surfers.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

NTLS 265**Women in Science and Mathematics: Breaking the Stereotype***3 Semester Hours*

A study of the work of prominent women scientists and mathematicians. The course will also examine their lives and how they succeeded in traditionally male disciplines.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

NTLS 267**The Science and Life of Galileo***3 Semester Hours*

A study of the scientific works of Galileo and how they influenced changes in our world view during the 17th century.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

NTLS 270**Experimenting in Science I***4 Semester Hours*

Combination lecture and laboratory course designed to acquaint student with how science is done. Emphasis on active learning strategies such as performing experiments, demonstrations, group discussions. The study of general science principles, such as those typically introduced in K-8 education, in the areas of physical and earth science.

Lecture, 3 hours; Laboratory, 2 hours.

Liberal Studies majors only.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

NTLS 271**Experimenting in Science II***4 Semester Hours*

Combination lecture and laboratory course designed to acquaint student with how science is done. Emphasis on active learning strategies such as performing experiments, demonstrations, group discussions. The study of general science principles, such as those typically introduced in K-8 education, in the areas of earth science and life science.

Lecture, 3 hours; Laboratory, 2 hours.

Liberal Studies majors only.

Prerequisite: NTLS 270.

NTLS 272**Technology and the Environment***3 Semester Hours*

Scientific principles applied to Environmental Management and Public Health. The historical perspective. Pollution control and planning in the area of water resources, solid and liquid waste management. Radiation and thermonuclear power production, fundamentals of energy.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

NTLS 275**The Automobile and the Environment***3 Semester Hours*

Environmental consequences of the manufacture and operation of automobiles.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

NTLS 276**Atmospheric Science**

3 Semester Hours

The study of general phenomena of weather, including storms, atmospheric disturbances, and possible effects of pollution. This course involves weather forecasting using real-time meteorological data.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

NTLS 298**Special Studies**

1-4 Semester Hours

NTLS 299**Independent Studies**

1-4 Semester Hours

NTLS 301**Environmental Science**

3 Semester Hours

Study of environmental science problems stressing an interdisciplinary approach. Analysis of problem and formulation of remediation strategies considering appropriate principles from biology, chemistry, physics, earth science, and engineering.

Prerequisites: BIOL 101 and 102; CHEM 110 and 112.

NTLS 302**Environmental Science Lab I**

1 Semester Hour

Use of standard tests in environmental science to determine chemical and biological species of interest in air, water, and soil systems.

Laboratory, 4 hours.

Prerequisite: NTLS 301 or concurrent enrollment.

NTLS 310**Oceanography**

3 Semester Hours

The basic concepts of physical and biological oceanography will be presented.

Prerequisites: BIOL 101, 102, 111, 112; CHEM 110, 111, 112, 113.

NTLS 320**Science, Theology, and the Future**

3 Semester Hours

A look at scientific discoveries, advances, and knowledge will be presented. The implications of the findings in science on theological questions and our world view will be explored.

Prerequisites: BIOL 101, 102, 111, 112; CHEM 110, 111, 112, 113.

NTLS 330**Environmental Chemistry**

3 Semester Hours

A study of environmental chemistry. Topics include stratospheric chemistry, the chemistry of ground-level air and air pollution, toxic organic chemicals, the chemistry of natural waters, soil chemistry and heavy metals, energy production and the environment.

Prerequisites: CHEM 112 and 113.

NTLS 332**Environmental Science Lab II**

1 Semester Hour

Use of standard methods of analysis to determine pollutants found in air, water, and soil systems. Emphasis will be on the use of instrumental methods and techniques.

Laboratory, 4 hours.

Prerequisites: BIOL 101 and 102; CHEM 110 and 112.

NTLS 355**Exercise Physiology**

3 Semester Hours

In-depth exploration of the acute and chronic changes to physiology that occur with exercise. Focus on the cardiovascular, respiratory, muscular, and endocrinology systems including study of metabolism and fuel sources.

Prerequisites: NTLS 153 and 154.

NTLS 356**Exercise Physiology Lab**

1 Semester Hour

Measurement of physiological mechanisms responsible for adaptations to acute and chronic exercise. Develop fitness assessment techniques and their applications to health and exercise performance. Gain hands-on experience with equipment/instrumentation.

Prerequisite: NTLS 355 or concurrent enrollment.

NTLS 360**Upper Extremity Evaluation**

3 Semester Hours

In-depth instruction on anatomy and functional abilities of the upper extremity. Emphasis on the assessment techniques for recognizing and evaluating athletic-related injuries. Additional concentration on the cervical region and postural issues of the spine will be addressed.

Prerequisites: NTLS 151 and 152 or concurrent enrollment.

NTLS 362**Lower Extremity Evaluation**

3 Semester Hours

In-depth instruction on anatomy and functional abilities of the lower extremity. Emphasis on the assessment techniques for recognizing and evaluating athletic-related injuries. Additional concentration on the thoracic, lumbar, and sacral regions of the spine and gait analysis will be addressed.

Prerequisites: NTLS 153 and 154 or concurrent enrollment; NTLS 360.

NTLS 367**The Science and Life of Galileo**

3 Semester Hours

A study of the scientific works of Galileo and how they influenced changes in our world view during the 17th century.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

NTLS 368**Athletic Training Practicum I**

1 Semester Hour

A minimum of 150 clock hours of clinical experience specific to the first semester of enrollment in ATEP. Includes observation, fieldwork, and practical experience at an affiliated clinical site under the direct supervision of a Certified Athletic Trainer (ATC). Emphasis is on Athletic Training Room operations and procedures.

Prerequisite: NTLS 160.

Corequisite: NTLS 360.

NTLS 369**Athletic Training Practicum II**

2 Semester Hours

A minimum of 150 clock hours of clinical experience specific to the second semester of enrollment in ATEP. Includes observation, fieldwork, and practical experience at an affiliated clinical site under the direct supervision of a Certified Athletic Trainer (ATC). Emphasis is on upper extremity injury evaluation and upper body taping/splinting.

Corequisite: NTLS 362.

NTLS 370**Workshop Biology: Life Works I**

3 Semester Hours

The course discusses science pedagogy and allows students to experience working with science content as teachers, before they enter the classroom. Students will complete at least twenty hours of observation in high school classrooms and will be teaching lessons that they develop.

NTLS 371**Workshop Biology: Life Works I Laboratory***0 Semester Hours*

The laboratory companion course for NTLS 370.

Corequisite: NTLS 370.

NTLS 372**Workshop Biology: Life Works II***3 Semester Hours*

This course is a continuation of NTLS 370.

Prerequisites: NTLS 370 and 371.

NTLS 373**Workshop Biology: Life Works II Laboratory***0 Semester Hours*

The laboratory companion course for NTLS 372.

Corequisite: NTLS 372.

NTLS 376**Workshop Chemistry: The Elements of Nature I***3 Semester Hours*

The course discusses science pedagogy and allows students to experience working with science content as teachers, before they enter the classroom. Students will complete at least twenty hours of observation in high school classrooms and will be teaching lessons that they develop.

NTLS 377**Workshop Chemistry: The Elements of Nature I Laboratory***0 Semester Hours*

The laboratory companion course for NTLS 376.

Corequisite: NTLS 376.

NTLS 378**Workshop Chemistry: The Elements of Nature II***3 Semester Hours*

This course is a continuation of NTLS 376.

Prerequisites: NTLS 376 and 377.

NTLS 379**Workshop Chemistry: The Elements of Nature II Laboratory***0 Semester Hours*

The laboratory companion course for NTLS 378.

Corequisite: NTLS 378.

NTLS 380**Freshman Academic Excellence Facilitation***0-1 Semester Hours*

Advanced undergraduate students in the Frank R. Seaver College of Science and Engineering serve as facilitators to help freshman students enrolled in NTLS 180 learn to work through academic problems, identify patterns within those problems, and solve them with an emphasis on General Chemistry.

Workshop, 1.5 hours.

NTLS 397**Athletic Training Internship I***2 Semester Hours*

A minimum of 150 clock hours of clinical experience specific to the fifth semester of enrollment in ATEP. Includes observation, fieldwork, and practical experience at an affiliated clinical site under the direct supervision of a Certified Athletic Trainer (ATC). Emphasis is on the integration of therapeutic rehabilitation.

Corequisite: NTLS 464.

NTLS 398**Special Studies***1-4 Semester Hours***NTLS 399****Independent Studies***1-4 Semester Hours***NTLS 401****Senior Seminar/Project***3 Semester Hours*

Research work on a project within the field of environmental science including presentation of a seminar over work.

NTLS 455**Advanced Nutrition***3 Semester Hours*

In-depth study of carbohydrates, proteins, lipids, micronutrients, and weight management with application to normal nutrition and special emphasis on optimal health and performance. Evaluation and interpretation of latest nutrition research findings.

Prerequisite: NTLS 255.

NTLS 456**Advanced Nutrition Laboratory***1 Semester Hour*

Learn biochemical tests used by dieticians to evaluate nutritional status. Analyze dietary records and generate meal plans, create research questions, test hypotheses, develop oral presentation skills, provide community education, design educational material, and critically analyze controversial topics.

Corequisite: NTLS 455.

NTLS 458**Psychobiology Research***3 Semester Hours*

Students participate in on-going laboratory research on the psychobiology of learning and memory. Emphasis is on theoretical and methodological issues, research design, data collection, analysis, and interpretation.

Consent of instructor required.

Prerequisites: Grade of B (3.0) or higher in each: PSYC 241, 243, 261, 265. Grade of C (2.0) or higher in each: PSYC 401, 410, 415.

NTLS 460**Therapeutic Modalities in Sports Medicine***3 Semester Hours*

Provides information regarding the physics and physiological effects of athletic training modalities. Gain understanding of the inflammatory process and pain management in relation to athletic injuries. Includes the physiological reactions, contraindications, and indications to such modalities as heat, cold, electricity, ultrasound, water, and massage. Instruction on proper use and application of specific modalities.

Prerequisites: NTLS 153 and 154.

NTLS 462**Therapeutic Rehabilitation in Sports Medicine***3 Semester Hours*

Instruction on how to design, implement, and supervise rehabilitation programs for sports-related injuries and conditions. Theoretical and clinical bases for the use of therapeutic exercises, basic biomechanics, indications, contraindications, and proper application of exercises in therapeutic rehabilitation.

Prerequisites: NTLS 153 and 154.

NTLS 464**Administration in Sports Medicine**

3 Semester Hours

Addresses organization and administration of athletic training programs both in athletic training rooms and clinical sites. Areas such as building a facility, legal issues, staffing, budgeting, insurance, computer use, record keeping, emergency care planning, and public relations will be discussed.

NTLS 468**Athletic Training Practicum III**

2 Semester Hours

A minimum of 150 clock hours of clinical experience specific to the third semester of enrollment in ATEP. Includes observation, fieldwork, and practical experience at an affiliated clinical site under the direct supervision of a Certified Athletic Trainer (ATC). Emphasis is on lower extremity injury evaluation and lower body taping/splinting.

Prerequisite: NTLS 460.

NTLS 469**Senior Seminar in Athletic Training**

1 Semester Hour

Preparation for the National Athletic Trainers' Association Board of Certification Exam. Attention will be focused on a review of the NATA Athletic Training Educational Competencies. Pharmacological issues as they pertain to athletic performance will be addressed.

Prerequisite: NTLS 397.

Corequisite: NTLS 497.

NTLS 478**Athletic Training Practicum IV**

2 Semester Hours

A minimum of 150 clock hours of clinical experience specific to the fourth semester of enrollment in ATEP. Includes observation, fieldwork, and practical experience at an affiliated clinical site under the direct supervision of a Certified Athletic Trainer (ATC). Emphasis is on the therapeutic modalities.

Corequisite: NTLS 462.

NTLS 480**Kinesiology**

3 Semester Hours

Study of the human body in motion. Topics include the application of principles of mechanics to anatomical systems; neuromuscular basis of movement; analysis of skills used in exercise science and by the physically active.

Prerequisites: NTLS 153 and 154.

NTLS 485**Biomechanics**

3 Semester Hours

An analytical approach to the mechanics of human motion. Kinetics and kinematics of human movement as it pertains to bone, joint cartilage, and connective tissue will be discussed. Consideration towards the forces at major joints of the human body and their relations to musculoskeletal injuries.

Prerequisite: NTLS 480.

NTLS 490**Natural Science Teaching**

0-2 Semester Hours

Guided teaching of undergraduate laboratories.

May be repeated for credit.

Requires consent of Director.

NTLS 491**Science Education Internship**

1-4 Semester Hours

Work on a project in science education either in the elementary school or secondary school setting or at another appropriate location.

NTLS 493**Environmental Science Internship**

1-4 Semester Hours

Work experience in the field of environmental science in a research, industry, or municipal setting.

NTLS 495**Allied Health Internship**

1-4 Semester Hours

Work experience in physical therapy at a private facility, hospital, or athletic training facility.

NTLS 496**Occupational Therapy Internship**

1-4 Semester Hours

Work experience in occupational therapy at a private facility or hospital.

NTLS 497**Athletic Training Internship II**

4 Semester Hours

A minimum of 150 clock hours of clinical experience specific to the sixth semester of enrollment in ATEP. Includes observation, fieldwork, and practical experience at an affiliated clinical site under the direct supervision of a Certified Athletic Trainer (ATC). Emphasis is on the integration of therapeutic exercise.

Corequisite: NTLS 469.

NTLS 498**Special Studies**

1-4 Semester Hours

NTLS 499**Independent Studies**

1-4 Semester Hours

NTLS 510**Chemistry for Environmental Engineers and Scientists**

2 Semester Hours

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: CHEM 110.

NTLS 512**Air Pollution Analysis**

2 Semester Hours

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.

NTLS 513**Solid Wastes Engineering**

2 Semester Hours

An application of current technology in the control, disposal, and recovery of value from solid wastes.

NTLS 525**Inland Waters**

2 Semester Hours

The structure 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.

Lecture, 2 hours.

NTLS 531**Principles of Water Quality**

2 Semester Hours

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: Consent of Director.

NTLS 534

Groundwater Management

2 Semester Hours

Management of groundwater basins for optimum yield, quality, and environmental consideration, artificial recharge, methods of exploration, groundwater models, water rights, and conjunctive use of surface and groundwater.

NTLS 548

Hazardous Substances Management

2 Semester Hours

The study of regulation and management strategies for environment programs (hazardous substances), including hazardous waste, asbestos, underground tanks, air pollution, and the California Environmental Quality Act.

NTLS 591

Science Education Internship

1-4 Semester Hours

Work on a project in science education either in the elementary school or secondary school setting or at another appropriate location.

NTLS 593

Environmental Science Internship Workshop

1-4 Semester Hours

Advanced work experience in the field of environmental science in a research, industry, or municipal setting.

NTLS 598

Special Studies

1-4 Semester Hours

NTLS 599

Independent Studies

1-4 Semester Hours

Physics and Engineering Physics

Faculty

Chairperson: Gabriele Varieschi

Professors: John B. Bulman, Vincent P. Coletta, Jeff Sanny

Associate Professors: Jonas R. Mureika, Gabriele Varieschi

Assistant Professor: Jeffrey A. Phillips

Adjunct Professor: James McCarthy

Physics

Objectives

The B.S. Physics degree provides a solid foundation in classical and modern physics. This program is well suited for the student who wishes to continue the study of physics at the graduate level, leading to a career in research and/or university teaching. With a proper choice of electives, the physics degree is also suitable for a variety of other careers requiring graduate education. Physics graduates can pursue advanced studies in fields such as optics, biophysics, geophysics and space science, nuclear engineering, business management, or law. Some physics majors choose electives that prepare them for medical school. Physics graduates can also select immediate employment in a number of areas, including high school teaching and various areas of industrial science and technology. Because of the flexibility of the physics major, with its numerous electives, it is possible to double major in physics and some other discipline. Examples of double degrees that can be completed in four years are physics and math, or physics and chemistry. Each of these double majors is very powerful, in that it develops the ability to solve problems that require a knowledge of two separate disciplines.

Major Requirements

Lower Division Requirements:

CHEM 110, 111, 112, 113; CMSI 185; MATH 131, 132, 234, 245; PHYS 101, 190, 201, 202, 212. Each course in MATH and PHYS listed above must be passed with a grade of C (2.0) or better.

Upper Division Requirements:

MATH 355 and one from MATH 350, 357 or 360; PHYS 301, 302, 321, 322, 411, 412, 421, 441, 451. To graduate, a student must have at least a 2.0 average in all upper division physics courses.

Minor Requirements

21 semester hours with at least 6 semester hours in upper division courses. These shall include PHYS 101, 201, 202, or PHYS 253, 254.

A grade of C (2.0) is required for every course included in the minor.

Engineering Physics

Objectives

The B.S. Engineering Physics degree provides extensive education in engineering as well as physics. The curriculum combines the strengths of a physics curriculum (with emphasis on understanding basic principles) and an engineering curriculum (with emphasis on applications). Graduates are especially well prepared for either graduate work in engineering or applied physics or for immediate employment by companies with an engineering research orientation. With the right electives, the curriculum provides excellent preparation for graduate work in biomedical engineering.

Major Requirements

Lower Division:

CHEM 110, 111; ELEC 232, 281; ENGR 100, 140, 200, 240; MATH 131, 132, 234, 245; PHYS 101, 190, 201, 202, 212.

Each course in MATH and PHYS listed above must be passed with a grade of C (2.0) or better.

Upper Division:

ELEC 301, 353, 354; MATH 355; PHYS 301, 302, 321, 322, 412, 421, 441. Students must also take a two-course sequence in a technical area. Among the options are: ELEC 302 and ELEC 383; MECH 353 and PHYS 451; ELEC 371 and ELEC 423. To graduate, a student must have at least a 2.0 average in all upper division physics courses.

Physics Curriculum

(125 S.H.)

Freshman Year

Fall Semester		S.H.
PHYS 190	Workshop in Physics	1
CHEM 110	General Chemistry I.....	3
CHEM 111	General Chemistry I Lab.....	1
ENGL 110	College Writing.....	3
MATH 131	Calculus I.....	4
— —	University Core.....	3
		15

Spring Semester		S.H.
PHYS 101	Intro to Mechanics.....	4
CHEM 112	General Chemistry II.....	3
CHEM 113	General Chemistry II Lab.....	1
MATH 132	Calculus II.....	4
— —	University Core.....	3
		15

Sophomore Year

Fall Semester		S.H.
PHYS 201	Intro Elec & Mag	4
CMSI 185	Computer Programming.....	3
MATH 234	Calculus III.....	4
— —	University Core	3
— —	University Core	3
		17

Spring Semester		S.H.
PHYS 202	Intro to Thermo & Optics.....	4
PHYS 212	Intermediate Mechanics.....	3
MATH 245	Differential Equations.....	3
— —	University Core.....	3
— —	University Core.....	3
		16

Junior Year

Fall Semester		S.H.
PHYS 301	Electromagnetic Fields	3
PHYS 321	Quantum Physics I	3
MATH 355	Methods of Applied Math.....	3
— —	University Core.....	3
— —	University Core.....	3
		15

<i>Spring Semester</i>	S.H.
PHYS 302 Electromagnetic Waves	3
PHYS 322 Quantum Physics II	3
MATH ___ Major Requirements.....	3
___ ___ University Core.....	3
___ ___ Elective.....	3
___ ___ Elective.....	2
	17

Senior Year

<i>Fall Semester</i>	S.H.
PHYS 411 Modern Physics Lab I.....	2
PHYS 441 Modern Optics	3
PHYS 451 Thermo and Stat Mech	3
___ ___ University Core.....	3
___ ___ Elective.....	3
___ ___ Upper Division Elective	2
	16

<i>Spring Semester</i>	S.H.
PHYS 412 Modern Physics Lab II	2
PHYS 421 Solid State Physics.....	3
___ ___ University Core.....	3
___ ___ Upper Division Elective	3
___ ___ Upper Division Elective	3
	14

Engineering Physics Curriculum

(126 S.H.)

Freshman Year

<i>Fall Semester</i>	S.H.
PHYS 190 Workshop in Physics	1
CHEM 110 General Chemistry I.....	3
CHEM 111 General Chemistry I Lab.....	1
ENGL 110 College Writing.....	3
ENGR 100 Intro to Engineering.....	3
MATH 131 Calculus I.....	4
___ ___ University Core.....	3
	18

<i>Spring Semester</i>	S.H.
ENGR 140 Engr Graphics & Design.....	3
MATH 132 Calculus II.....	4
PHYS 101 Intro to Mechanics.....	4
___ ___ University Core.....	3
___ ___ University Core.....	3
	17

Sophomore Year

<i>Fall Semester</i>	S.H.
PHYS 201 Intro Elec & Mag.....	4
ENGR 200 Statics.....	3
ENGR 240 Algorithms & Applications.....	3
MATH 234 Calculus III	4
___ ___ University Core.....	3
	17

<i>Spring Semester</i>	S.H.
PHYS 202 Intro to Thermo & Optics.....	4
PHYS 212 Intermediate Mechanics.....	3
ELEC 232 Circuits	3
MATH 245 Differential Equations.....	3
___ ___ University Core.....	3
	16

Junior Year

<i>Fall Semester</i>	S.H.
PHYS 301 Electromagnetic Fields	3
ELEC 353 Electronics I.....	3
MATH 355 Methods of Applied Math.....	3
___ ___ Elective*.....	3
___ ___ University Core.....	3
	15

<i>Spring Semester</i>	S.H.
PHYS 302 Electromagnetic Waves	3
ELEC 281 Logic Design	3
ELEC 354 Electronics II.....	3
___ ___ Elective*.....	3
___ ___ University Core.....	3
	15

Senior Year

<i>Fall Semester</i>	S.H.
PHYS 321 Quantum Physics I	3
PHYS 441 Modern Optics	3
ELEC 301 Junior Lab I.....	3
___ ___ Elective*.....	2
___ ___ University Core.....	3
	14

<i>Spring Semester</i>	S.H.
PHYS 322 Quantum Physics II	3
PHYS 412 Modern Physics Lab II	2
PHYS 421 Solid State Physics.....	3
___ ___ Elective*.....	3
___ ___ University Core.....	3
	14

* A two-course sequence in a technical area is required. Some recommended sequences are:

- a) ELEC 302 Junior Lab II and ELEC 383 Introduction to Microprocessors
- b) MECH 353 Heat Transfer and PHYS 451 Thermodynamics and Statistical Mechanics
- c) ELEC 371 Linear Systems and ELEC 423 Communications I

Course Descriptions

PHYS 100 Thinking in Science
3 Semester Hours

Enhancement of scientific reasoning. Topics include: identify and control of variables, deductive and inductive reasoning, proportional reasoning, analysis of scientific data, and problem solving.

Lecture, 2 hours; Laboratory, 2 hours.

PHYS 101 Introduction to Mechanics
4 Semester Hours

Vectors, Newton's laws of motion, work and energy, impulse and momentum, rotation, angular momentum, static equilibrium, harmonic motion. May include a brief introduction to quantum mechanics. Laboratory experiments pertaining to mechanics. Measurement, estimation, and uncertainty. Projectile motion, Newton's laws, friction, torque.

Lecture, 3 hours; Laboratory, 2 hours.

Prerequisite or concurrent enrollment: MATH 131.

PHYS 103**Introduction to Mechanics Laboratory***0 Semester Hours*

Laboratory experiments pertaining to mechanics. Measurement, estimation, and uncertainty. Projectile motion, Newton's laws, friction, torque.

Laboratory, 2 hours.

Corequisite: PHYS 101.

PHYS 150**Fundamental Ideas of Physics***4 Semester Hours*

Discussions and experiments on selected topics such as motion, electricity and magnetism, heat, sound, and light.

Liberal Studies majors only.

Lecture, 3 hours; Laboratory, 1 hour.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

PHYS 151**Physical Science***4 Semester Hours*

An introduction to the physical sciences, including physics, chemistry, astronomy, and geology, with an emphasis on conceptual understanding.

Lecture, 3 hours; Laboratory, 2 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

PHYS 190**Workshop in Physics***1 Semester Hour*

Problem-solving skills. Fields of study and recent advances in physics. Career opportunities in physics.

Lecture, 1 hour.

PHYS 198**Special Studies***1-4 Semester Hours***PHYS 199****Independent Studies***1-4 Semester Hours***PHYS 201****Introduction to Electricity and Magnetism***4 Semester Hours*

Electrostatics. Current, resistance, and D.C. circuits. Magnetism. Induced electromotive force. Electric and magnetic properties of matter. Maxwell's equations. Laboratory experiments pertaining to electricity and magnetism. Coulomb's Law, static electricity, electric field plotting, circuits, charge/mass ratio for electron.

Lecture, 3 hours; Laboratory, 2 hours.

Prerequisite: PHYS 101.

Prerequisite or concurrent enrollment: MATH 132.

PHYS 202**Introduction to Thermodynamics and Optics***4 Semester Hours*

Elastic waves. The laws of thermodynamics, kinetic theory of gases. Electromagnetic waves. Geometrical and wave optics. Special Relativity. Laboratory experiments pertaining to thermodynamics and optics. Thermal expansion of solids, specific heat, mechanical equivalent of heat, ray tracing, spherical mirrors, thin lenses, optical model of the human eye, diffraction.

Lecture, 3 hours; Laboratory, 2 hours.

Prerequisite: PHYS 101.

Prerequisite or concurrent enrollment: MATH 132.

PHYS 203**Introduction to Electricity and Magnetism Laboratory***0 Semester Hours*

Laboratory experiments pertaining to electricity and magnetism. Coulomb's Law, static electricity, electric field plotting, circuits, charge/mass ratio for electron.

Laboratory, 2 hours.

Corequisite: PHYS 201.

PHYS 204**Introduction to Thermodynamics and Optics Laboratory***0 Semester Hours*

Laboratory experiments pertaining to thermodynamics and optics. Thermal expansion of solids, specific heat, mechanical equivalent of heat, ray tracing, spherical mirrors, thin lenses, optical model of the human eye, diffraction.

Laboratory, 2 hours.

Corequisite: PHYS 202.

PHYS 212**Intermediate Mechanics***3 Semester Hours*

Kinematics and dynamics of single and multiparticle systems. Rigid bodies. Accelerating coordinate systems. Continuous media. Small vibrations.

Lecture, 3 hours.

Prerequisite: PHYS 101.

Prerequisite or concurrent enrollment: MATH 245.

PHYS 253**General Physics I***4 Semester Hours*

Vectors. Kinematics. Newton's laws of motion, energy, momentum, rotational motion, and harmonic motion. Fluid mechanics. Heat and thermodynamics. Laboratory experiments pertaining to mechanics, thermodynamics, and fluid mechanics.

Lecture, 3 hours; Laboratory, 2 hours.

Prerequisite or concurrent enrollment: MATH 122 or 131.

NOTE: The PHYS 253-254 series is suitable for biology and chemistry majors and others desiring a college-level experience in physics. This series is not acceptable for credit in the physics or engineering programs.

PHYS 254**General Physics II***4 Semester Hours*

Electrostatics. Magnetism. Current, D.C. circuits. Electromagnetic waves. Geometrical and wave optics. Relativity. Nuclear physics. Laboratory experiments pertaining to electricity, magnetism, and optics.

Lecture, 3 hours; Laboratory, 2 hours.

Prerequisite: PHYS 253.

PHYS 255**General Physics I Laboratory***0 Semester Hours*

Laboratory experiments pertaining to mechanics, thermo-dynamics, and fluid mechanics.

Laboratory, 2 hours.

Corequisite: PHYS 253.

PHYS 256**General Physics II Laboratory**

0 Semester Hours

Laboratory experiments pertaining to electricity, magnetism, and optics.

Laboratory, 2 hours.

Corequisite: PHYS 254.

PHYS 271**Astronomy**

3 Semester Hours

Understanding the universe. Topics include: history of astronomy, solar system, stars, galaxies, evolution of the universe.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

PHYS 272**Physics**

3 Semester Hours

An introduction to basic principles of physics. History of the development of physical theories, and the effects of science and technology on the world.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

PHYS 274**Weapons of Mass Destruction: Facts and Fiction**

3 Semester Hours

Scientific principles underlying weapons of mass destruction. Effects of nuclear and thermonuclear bombs, nerve agents, and biological pathogens.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

PHYS 278**Physics for Poets**

3 Semester Hours

Principles of physics with an emphasis on conceptual understanding. Physics as a human activity.

Lecture, 3 hours.

Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

PHYS 298**Special Studies**

1-4 Semester Hours

PHYS 299**Independent Studies**

1-4 Semester Hours

PHYS 301**Electromagnetic Fields**

3 Semester Hours

Electric and magnetic fields. Dielectric materials. Poisson's equation. Boundary value problems. Field energy. Vector potential.

Lecture, 3 hours.

Prerequisite: PHYS 201.

Prerequisite or concurrent enrollment: MATH 355.

PHYS 302**Electromagnetic Waves**

3 Semester Hours

Faraday's law. Maxwell's equations. Plane waves in dielectrics and conductors. Sources of radiation, Lienard- Wiechert potentials. Special Relativity.

Lecture, 3 hours.

Prerequisite: PHYS 301.

PHYS 321**Quantum Physics I**

3 Semester Hours

Historical foundation for quantum theory. Schrodinger equation and solutions. Operators. Angular momentum. Hydrogen atom.

Lecture, 3 hours.

Prerequisite: PHYS 202.

Prerequisite or concurrent enrollment: MATH 355.

PHYS 322**Quantum Physics II**

3 Semester Hours

Perturbation theory. Electron spin. Multi-electron atoms and their spectra.

Lecture, 3 hours.

Prerequisite: PHYS 321.

PHYS 361**Astrophysics**

3 Semester Hours

Orbital mechanics, the solar system, electromagnetic radiation and matter, stellar properties, Milky Way Galaxy, cosmology.

Lecture, 3 hours.

Prerequisites: PHYS 101, 201, and 202; or PHYS 253 and 254 and MATH 123 or 132.

PHYS 371**Biophysics**

3 Semester Hours

Application of physical laws to biological structure and function: biomechanics, circulatory system, hearing and vision, radiation.

Lecture, 3 hours.

Prerequisite: PHYS 201 or 254.

PHYS 398**Special Studies**

1-4 Semester Hours

PHYS 399**Independent Studies**

1-4 Semester Hours

PHYS 411**Modern Physics Lab I**

2 Semester Hours

Project experiments in physical optics, optical spectroscopy, and experiments using digital imaging arrays. Theoretical interpretation and statistical analysis are emphasized.

Lecture, 1 hour; Laboratory, 3 hours.

Prerequisite or concurrent enrollment: PHYS 321.

PHYS 412**Modern Physics Lab II**

2 Semester Hours

Project experiments in various areas of modern physics, including measurement of electron charge, spin, Hall effect, Rutherford scattering, and T_c of a superconductor. Theoretical interpretation and statistical analysis are emphasized.

Lecture, 1 hour; Laboratory, 3 hours.

Prerequisites or concurrent enrollment: PHYS 322 and 441.

PHYS 421**Solid State Physics**

3 Semester Hours

Crystal structure, elastic properties of solids. Free electron Fermi gas. Energy band structure. Semiconductors, superconductivity.

Lecture, 3 hours.

Prerequisite: PHYS 321.

PHYS 44 I
Modern Optics*3 Semester Hours*

Review of electromagnetic theory. Applied geometrical optics. Fourier analysis, polarization, interference and diffraction, coherence theory, lasers, and holography.

Lecture, 3 hours; occasional laboratory work.

Prerequisite or concurrent enrollment: PHYS 302.

PHYS 45 I
Thermodynamics and Statistical Mechanics*3 Semester Hours*

Classical thermodynamics, applications to simple systems. Kinetic theory and the approach to equilibrium. Classical statistical mechanics. Quantum statistics.

Lecture, 3 hours.

Prerequisite: PHYS 322.

PHYS 46 I
Elementary Particles*3 Semester Hours*

Historical introduction. Symmetries and conservation laws. Feynman diagrams and rules. Quantum electrodynamics. The parton model. Quantum chromodynamics. Weak interactions and electroweak unification. Gauge theories and the Standard Model.

Lecture, 3 hours.

Prerequisite: PHYS 322.

PHYS 490
Physics Teaching*1-2 Semester Hours*

Guided teaching of introductory physics.

May be repeated for credit.

Requires consent of instructor.

PHYS 493
Physics/Engineering Physics Internship*1-3 Semester Hours*

Research/development work conducted in a local government or industrial laboratory. The project may be theoretical or experimental and is jointly supervised by on-site staff and LMU faculty.

PHYS 498
Special Studies*1-4 Semester Hours*

PHYS 499
Independent Studies*1-4 Semester Hours*

Systems Engineering and Engineering Management

Faculty

Graduate Director: Frederick S. Brown
 Professor: Bohdan H. Oppenheim
 Lecturers: Arnold Galloway, Claire Leon, Rosalind Lewis, Barry Moinaa, Dorota Shortell, John Stupar, Charles Tang

Program Advisors: Harland Bittner, Aerospace Corporation; Manuel DePonte, Aerospace Corporation; Col. James Horejsi, USAF SMC; Donna Rhodes, MIT; Rene Rivas, Northrop Grumman Space Technology

Contact information

Graduate Director: Frederick S. Brown
Office Location: Doolan Hall 218
Telephone: (310) 338-7878
Fax: (310) 338-5249
E-mail: fbrown@lmu.edu

Mission Statement

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 Frank R. Seaver College of Science and 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 and managing basic systems engineering activities.

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 any of the programs listed above:

- Application to Graduate Division (<https://apply.embark.com/Grad/LMU/89>) 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 or permission of the Program Director
- 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.

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 Frank R. Seaver College of Science and 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*

With the approval of the SELP Program Director, other SELP courses may be submitted for the courses listed above.

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 MBAF 648; MBAG 640, 641, 642, 649

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

Course Descriptions**SELP 500 Quality**

3 Semester Hours

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.

(See MECH 500.)

SELP 530 Systems Architecting

3 Semester Hours

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.

SELP 540**Engineering Ethics**

3 Semester Hours

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.

SELP 552**Systems Engineering**

3 Semester Hours

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.

(See MECH 552.)

SELP 594**Project Management**

3 Semester Hours

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.

(See MECH 594.)

SELP 598**Special Studies**

1-3 Semester Hours

SELP 599**Independent Studies**

1-3 Semester Hours

SELP 650**Advanced Systems Engineering**

3 Semester Hours

Application and management and monitoring of the SE process and logistics; leadership of integrated teams; management for uncertainty, decision making, risk and opportunity; design for X (manufacturing, assembly, testing, sustainability, maintainability, etc); technology management and 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.

SELP 660**Lean Methods**

3 Semester Hours

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.

(See MECH 660.)

SELP 671**Spacecraft Design**

3 Semester Hours

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 530 and 552.

SELP 673**New Product Design and Development**

3 Semester Hours

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.

SELP 685**Systems Engineering Case Studies**

3 Semester Hours

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: MBAA 615 or SELP 552, 594; SELP 650.

SELP 694**Systems Engineering Seminar**

3 Semester Hours

Invited guests present interesting and relevant programs with significant systems engineering component. Students present assigned topics on systems engineering.

Prerequisite: SELP 552.

SELP 695**Systems Engineering Integrative Project/Thesis**

3-6 Semester Hours

Capstone course in which students work to apply the principles of management and systems engineering to a complex technical endeavor. The products will be rationale for the selected project, a project 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.

SELP 698**Special Studies**

1-3 Semester Hours

SELP 699**Independent Studies**

1-3 Semester Hours

Core MBA Courses: MBAA 601-609

See MBA Core Curriculum.

Advanced MBA Courses: MBAA610; MBAB 615; one elective course selection from: MBAF 648; or MBAG 640, 641, 642, 649.

See MBA Advanced Curriculum.

School of Education

Administration

Dean: Shane P. Martin
 Associate Dean: Elizabeth A. Stoddard
 Associate Dean, Faculty Development:
 Mary McCullough

Contact Information

Office Location: University Hall 2100
Telephone: (310) 258-8768
Fax: (310) 258-5599
Website: <http://soe.lmu.edu>

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.

The high quality of the education program is confirmed through its accreditation by the California Commission on Teacher Credentialing, the National Association of School Psychologists, the National Council for Accreditation of Teacher Education, and Western Association of Schools and Colleges.

Mission of the School of Education

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.



Goals of the School of Education

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 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, socio-economic 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 as well as 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 informs 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 accessible 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 to 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 of 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.

Candidate Outcomes and Proficiencies

Unit Outcome 1: Respect and value all individuals and communities

Proficiencies for Teacher Candidates

The candidate knows, values, and integrates the diversity of students and their communities

The candidate promotes a culture of high expectations for all

The candidate engages learners using inclusive teaching strategies and practices

The candidate uses multiple resources to better understand and serve learners and their communities

Proficiencies for Other Professional School Personnel

The candidate knows, values, and integrates the diversity of students and their communities

The candidate promotes a culture of high expectations for all

The candidate engages learners using inclusive professional strategies and practices

The candidate uses multiple resources to better understand and serve learners and their communities

Unit Outcome 2: Educate by integrating theory and practice

Proficiencies for Teacher Candidates

The candidate demonstrates knowledge of historical, philosophical, socio-political, economic, and legal influences on education

The candidate uses a critical lens to evaluate and deliver subject matter

The candidate reflects on personal experience of self and others to inform educational practice

The candidate knows and models exemplary professional practices

The candidate utilizes multiple research methodologies

The candidate integrates content and pedagogical knowledge, academic skills, and technology in professional practice

Proficiencies for Other Professional School Personnel

The candidate demonstrates knowledge of historical, philosophical, socio-political, economic, and legal influences on education

The candidate uses a critical lens to evaluate and support the delivery of content knowledge

The candidate reflects on personal experience of self and others to inform professional practice

The candidate knows and models exemplary professional practices

The candidate utilizes multiple research methodologies

The candidate integrates theory, skills, and technology in professional practice

Unit Outcome 3: Advocate for access to a socially just education

Proficiencies for Teacher Candidates School Personnel

The candidate demonstrates effective communication and collaboration

The candidate promotes academic excellence

The candidate uses pedagogical skills to implement principles of equity and empowerment

The candidate understands and responds to issues related to the preferential option for the poor and marginalized groups

The candidate advocates for and critically uses technology

The candidate demonstrates a commitment to ongoing professional development including participation in professional organizations

Proficiencies for Other Professional

The candidate demonstrates effective communication and collaboration

The candidate promotes academic excellence

The candidate uses pedagogical skills to implement principles of equity and empowerment

The candidate understands and actively responds to issues related to the preferential option for the poor and marginalized groups

The candidate advocates for and critically uses technology

The candidate demonstrates a commitment to ongoing professional development including participation in professional organizations

Unit Outcome 4: Lead in order to facilitate transformation

Proficiencies for Teacher Candidates

The candidate practices effective, ethical, and moral leadership

The candidate shares and collaboratively constructs an inclusive vision with learning communities

The candidate seeks, reflects upon, and responds to constructive feedback

The candidate understands the factors and utilizes the processes that lead to systemic change

The candidate understands and promotes equitable and effective assessment and evaluation systems

Proficiencies for Other Professional School Personnel

The candidate practices effective, ethical, and moral leadership

The candidate shares and collaboratively constructs an inclusive vision with learning communities

The candidate seeks, reflects upon, and responds to constructive feedback

The candidate understands the factors and utilizes the processes that lead to systemic change

The candidate understands and promotes equitable and effective assessment and evaluation systems

School of Education Academic Regulations

Graduate Admissions Policies

Applicants for graduate programs are encouraged to contact the SOE Admissions Coordinator and/or SOE Director of Student Outreach for advice and assistance in meeting the admission requirements.

Categories of Admission

Categories of admission for the Credential, Master of Arts degrees, and Doctoral degree programs are as follows:

Formal Admission: Formally admitted students are those who have completed the entire application process and have been 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 either missing their official transcripts with degrees posted or who were accepted through the exceptions process. Students on Controlled Admission are admitted under academic probation. Students admitted on Controlled Admission are required to:

- 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
- enroll in a maximum of two courses for a maximum of one semester.
- To continue in the program, students must advance to provisional or formal admission status by the end of the first semester or by completion of their first six semester hours.

Non-Degree Status: Students admitted as non-degree students are not guaranteed admission to the School of Education.

Exception Policy

Applicants who have been denied admissions based on GPA may appeal through the exceptions process upon recommendation of the program director or admissions coordinator. A student with a GPA below 2.8 and above 2.5 may submit a written petition for admission. Candidates accepted through exceptions process will be admitted on controlled admission status as described above.

Graduate Transfer Credit

School of Education graduate students must submit transfer credit requests at the time of admission in order to receive credit toward a degree for post-baccalaureate work taken at other regionally accredited colleges and universities. The request must be in writing and accompanied with a course syllabus and Bulletin description for each course they wish to transfer. All transferred course credit requested must have received a grade of at least 3.0 (B). Courses used to satisfy a degree requirement at another college or university, 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) hours of graduate units. Transfer coursework may not be more than ten years old. Transfer credit requests received after admission will not be considered. The Office of the Registrar grants final approval of transfer credit.

Adding a Second LMU Master of Arts Degree

A student who has earned a Master of Arts degree from the School of Education may apply up to three applicable core courses from that degree toward a second Master of Arts degree with the approval of the program director. The student must successfully complete all other requirements for the second degree.

Advising

Orientation

New students are strongly encouraged to attend Student Orientation.

Academic Advising

Upon admission to the School of Education, students are assigned an Academic Advisor. The Advisor will assist students with course sequencing, enrollment, and monitor their progress toward program completion. Students are advised to schedule a meeting with their Academic Advisor as soon as possible after admission and consult with their Academic Advisor regularly on program requirements and registration.

Professional Advising

Faculty are available to meet with students to discuss professional, career, academic, and educational issues. Students are encouraged to see their program director for professional advisement.

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. 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 reservation by faculty. There are also several general use student computer labs in various locations on campus.

Basic Technology Skills

All SOE applicants must verify that they are capable of basic technology skills 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 through LMU Extension.

E-mail Accounts

The School of Education will utilize students' LMU e-mail accounts to contact students. Students must check this account regularly or forward it to a preferred account. Students should contact the Student Help Desk for information on e-mail and network access accounts.

ePortfolio / LiveText

LiveText is web-based software used by students to complete fieldwork and course assignments. All undergraduate, Masters, credential, and certificate students enrolled in the School of Education are required to purchase and utilize LiveText. An ePortfolio fee is assessed student 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 programs will be reassessed the ePortfolio fee.

Grading

Credit/No Credit (CR/NC)

A number of courses in the School of Education are offered on a Credit/No Credit basis. Credit indicates a graduate student has earned at least a "B" or an undergraduate student has earned at least a "C" in the course. Certain state-mandated credential courses must be taken for a grade. Instructors should be consulted for clarification.

Incomplete (I)

A grade of Incomplete "I" may be requested by the student to the instructor in extraordinary circumstances and when a candidate has completed a minimum of 80% of the course work. The instructor may not approve the request. Graduate students with more than two Incompletes will be blocked from registration.

In Progress (IP)

In Progress grades are given in fieldwork classes when the academic calendars of the PK-12 school and the university do not align. The In Progress grade indicates that the fieldwork is in progress at the time grades were submitted. An IP grade will be replaced by a grade of CR or NC.

Support for Candidates' Development of Academic and Professional Standards

The School of Education is committed to the development of the qualified educators to work in public, private, and Catholic schools. This commitment is made to the candidates, to the students with whom they will work, 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 remediation plan. This plan may include, but is not limited to: referral to the program director; tutorials provided by the faculty; support from peers; or 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 the 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 the 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 from the University.

Professional (Non Academic) Development

The School of Education, the California Commission on Teacher Credentialing and and National Council for the Accreditation of Teacher Education have determined that non-academic qualities are necessary for educators to be successful. Non-academic factors include behaviors, dispositions, and attitudes that educators must positively develop and demonstrate. If a candidate fails to meet appropriate professional expectations in class or in field placements, the School of Education will assist with the student's professional development.

Assistance with professional development will take the following steps:

- The instructor will consult with the student and complete a Concerns Form.
- The instructor and program director will work with the student to develop a remediation plan. Assistance may include: specific tutorials provided by any member of the faculty; a referral to LMU Student Psychological Services; or other referrals.
- 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.

Students who cannot uphold academic or 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.

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 subject area.

Comprehensive Examination

Students are required to enroll in and receive credit for EDUC/ED__ 6995, Comprehensive Examination, to complete the Master of Arts degree. There is a fee charged for this zero semester hour course.

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. The 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.

Thesis

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 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/EDLA 6950, Advanced Research Methods; EDUC/EDLA 6951, Advanced Research Design; and EDUC/ED__ 6955, Master of Arts Thesis I. Continuing course enrollment in EDUC/ED__ 6956 and EDUC/ED__ 6957, Master of Arts Thesis II and III may also be required.

Graduation

A commencement ceremony is held at the end of the Spring term for those candidates who wish to participate. Please consult the Registrar's website for more detailed information.

Application for Degree

Degrees are awarded at the end of the Spring, Fall, and Summer terms. Candidates must submit a formal application for degree to the Office of the Registrar. The deadlines to apply for degree are listed in the University calendar. The degree will not be posted to the candidate's transcript if an application for degree 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 the application for degree, have been completed.

Failure to comply with these regulations will preclude the granting of a degree. Those who have applied for a degree and do not complete the requirements before the projected date of completion for which they applied are required to reapply in a later semester.

School of Education Academic Awards

The School of Education will name an Outstanding Student for each graduate and undergraduate program, with the exception of the Doctoral 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.

Credential Application Process

The California Commission on Teacher Credentialing issues credentials upon the recommendation of the School of Education.

A credential application must be submitted to the School of Education Credential Office at the completion of the candidate's credential 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 detailed information on the credential application process.

Student Records and Materials

All materials submitted to the School of Education are property of the School of Education and will not be returned to the student. Students are advised to make copies of all materials submitted for their records.

Statement of Professional Dispositions

The National Council for Accreditation of Teacher Education (NCATE) requires the LMU School of Education to assess the professional dispositions of education credential and degree candidates. According to NCATE, professional dispositions are "The values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice." Throughout a candidate's program, the faculty will assess the School of Education Unit and Program Professional Dispositions, and failure to meet professional expectations may result in a remediation process for the candidate. In extreme cases, failure to meet professional expectations could warrant dismissal from an education program. 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 and communities; **Educate** by integrating theory and practice; **Advocate** for access to a socially just education; and **Lead** in order to facilitate transformation."

Clinical Education

Administration

Assistant Dean: Marta Sanchez

Contact Information

Coordinator: Yolanda Neal

Program Administrator: Dana C. Adams

Fieldwork Coordinators: Elena Arriola-Freeman, Miguel Mendivil

Administrative Assistant: Harold Eddings

Office Location: University Hall, Suite 2600

Telephone: (310) 258-5439

Fax: (310) 338-1976

Description

The Clinical Education Department assigns and coordinates all fieldwork experiences related to the Teacher Credentials. 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 provides many levels of student support in the field. The Assistant Dean of Clinical Education oversees all elements of fieldwork experience with the assistance of the Coordinator. The Program Administrator monitors the documentation of student field experience and coordinators the administration of the Teacher Performance Assessments. The Fieldwork Coordinators provide assistance and resources to University Supervisors, Master Teachers, and On-Site Support Providers, all of whom support Teacher Candidates. Student support is maintained consistently and effectively by Clinical Education to ensure student success in their fieldwork experiences.

The following fieldwork experiences and requirements are coordinated by Clinical Education:

- Intern/Practitioner Field Supervision
- Observation Site Placements
- Student Teacher Placements and Field Supervision
- Teacher Performance Assessments (TPAs)
- University Intern Program

Educational Leadership

Faculty

Chairperson: Mary K. McCullough
 Professor: Mary K. McCullough
 Associate Professors: Marta P. Baltodano, Elizabeth Stoddard
 Assistant Professors: Kristen R. Anguiano, Franca Dell'Olio
 Executive Professor in Residence: Refugio Rodriguez
 Lecturers: Maronel Barajas, Kevin Baxter, Roberta Benjamin, J. Tyler Binfet, John Coleman, S.J., Jan Davis, Jacqueline Elliot, George Fatheree, Diane Fiello, Theresa Greene, Jeffrey Hilger, JoAnn Isken, Donna Jacobson, Diana Limón, Teresa Mendoza, Kelly Montes De Oca, Michael Moody, Cesar Morales, Frank Montejano, Nik Orlando, Emilo Pack, Paula Pearlman, Chad Soleo, Janeen Steel, Lori Pawinski
 University Supervisors: Sara Fields, Patricia Jaffe, Kelly Montes De Oca, Nik Orlando, Lisa Tremain

Contact Information

Chairperson: Mary McCullough
E-Mail: soeinfo@lmu.edu
Website: <http://soe.lmu.edu>
Location: University Hall, Suite 2600
Telephone: (310) 338-2863
Fax: (310) 338-1976

Introduction

The Department of Educational Leadership in the School of Education offers programs in Leadership and School Administration. Students may choose from credential and certificate programs, Master of Arts programs, and a doctorate in Educational Leadership for Social Justice.

Institute of School Leadership and Administration (ISLA)

Academic Program Director: Franca Dell'Olio

The Institute of School Leadership and Administration (ISLA) 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 Institute of School Leadership and Administration (ISLA) offers the following degree, credentials, and specialized certificates in four focused Academies; Public School Leadership Academy, Charter School Leadership Academy, Catholic School Leadership Academy, and Bilingual/Leadership Academy (for information regarding this degree and credential option, please refer to the Bilingual Education section of this Bulletin and read the description for the Master of Arts in Bilingual, Leadership and Intercultural Education):

- Master of Arts in Administration (Certificate in Special Education Leadership embedded)
- Master of Arts in Charter School Administration (Certificate in Special Education Leadership embedded)
- Master of Arts in Catholic School Administration
- Master of Arts in Bilingual, Leadership and Intercultural Education (Certificate in Special Education Leadership embedded in leadership courses leading to the Preliminary Administrative Services Credential) (for information regarding this degree and credential option, please refer to the Bilingual Education section of this Bulletin and read the description for the Master of Arts in Bilingual, Leadership and Intercultural Education)
- 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 Leadership
- Certificate in Leadership and Equity in English Learner Education
- Certificate in Special Education Leadership

NOTE: The State of California requires a minimum of three years of successful service with a base credential prior to applying for the Preliminary Administrative Services credential.

Cohort model is followed in all degree, credential, and certificate areas in all Academies.

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

Learning Outcomes

Candidate will acquire the skills, knowledge, and dispositions to serve as an Educational Leader in California. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the Autism Spectrum Disorder, and the successful development of English Language Learners, and the parent-school relationship.

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 19 semester hours including residency 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 knowledge and growth. An Administrative Services Internship (Tier I) is also available in collaboration with local districts.

Admission Requirements

The following are required for consideration of acceptance into the Preliminary Administrative Services Credential (Tier I) Program:

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended
2. Writing prompt (see website for content) and Résumé
3. Two 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. Completed Technology Requirements form
8. Interview with the Program Director
9. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester hours of coursework taken; or a 3.0 GPA in at least 9 semester hours of graduate level coursework is required

Admission Process: When a candidate file is complete, all admission materials will be reviewed by the Institute of School Leadership and Administration (ISLA) panel for either recommendation for admission, or referral to the Department of Educational Leadership, or Exceptions Committee for admission consideration/recommendation. An appointment with the Academic Program Director is required prior to scheduling courses.

Course Requirements

- | | |
|----------------|---|
| EDUC/EDLA 6420 | Invitation to Lead and Preparation for Residency/Fieldwork (4 semester hours) |
| EDUC/EDLA 6421 | Vision of Learning and Residency/Fieldwork Component |
| EDUC/EDLA 6422 | Responding to Diversity and Residency/Fieldwork Component |

- | | |
|----------------|--|
| EDUC/EDLA 6423 | Student Learning and Professional Growth and Residency/Fieldwork Component |
| EDUC/EDLA 6424 | Organizational Management and Residency/Fieldwork Component |
| EDUC/EDLA 6425 | Transforming Organizations and Residency/Fieldwork Component |

Comprehensive Assessment

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|----------------|--|
| EDUC/ED__ 6995 | Comprehensive Examination in Administration (0 semester hours with an associated fee)—to be taken by candidates in the Biliteracy/Leadership, Public, Charter and Catholic School Leadership Academies |
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Administrative Services Internship Leading to the Preliminary Administrative Services Credential and Master of Arts Degree

Academic Program Director: Franca Dell’Olio

Learning Outcomes

Candidate will acquire the skills, knowledge, and dispositions to serve as an Educational Leader in California. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the Autism Spectrum Disorder, and the successful development of English Language Learners, and the parent-school relationship.

The Institute of School Leadership and Administration (ISLA) is approved by the California Commission on Teacher Credentialing (CCTC) to offer an Internship Program in collaboration with a local school district. This will allow interns to enroll in courses while they serve as administrators under the supervision of professionals from the school district and the University. Each intern earns a salary from the employing school district.

Admission Requirements

The admission requirements for the Internship Program are the same as the requirements for the Preliminary Administrative Services Credential with the addition items 10 and 11:

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended
2. Writing prompt (see website for content) and Résumé
3. Two 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. Completed Technology Requirements form
8. Interview with the Program Director
9. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester hours of coursework taken; or a 3.0 GPA in at least 9 semester hours of graduate level coursework is required
10. Approval from district for placement, including a signed Memorandum of Understanding
11. District supervisor information

Course Requirements

- | | |
|----------------|---|
| EDUC/EDLA 6420 | Invitation to Lead and Preparation for Residency/Fieldwork (4 semester hours) |
| EDUC/EDLA 6421 | Vision of Learning and Residency/Fieldwork Component |
| EDUC/EDLA 6422 | Responding to Diversity and Residency/Fieldwork Component |
| EDUC/EDLA 6423 | Student Learning and Professional Growth and Residency/Fieldwork Component |

EDUC/EDLA	6424	Organizational Management and Residency/Fieldwork Component
EDUC/EDLA	6425	Transforming Organizations and Residency/Fieldwork Component

Comprehensive Assessment

EDUC/ED__	6995	Comprehensive Examination in Administration (0 semester hours with an associated fee)
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Master of Arts in Administration and Master of Arts in Charter School Administration

Academic Program Director: Franca Dell'Olio

Learning Outcomes

Candidate will acquire the skills, knowledge, and dispositions to serve as an Educational Leader in California. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the Autism Spectrum Disorder, and the successful development of English Language Learners, and the parent-school relationship.

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. Writing prompt (see website for content) and Résumé
3. Two completed reference forms (available from the School of Education, Admissions Coordinator or website)
4. Completed Technology Requirements form
5. Interview with the Program Director
6. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester hours of undergraduate coursework taken; or a 3.0 GPA in at least 9 semester hours of graduate level coursework is required

7. 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

Admission Process: When a candidate file is complete, all admission materials will be reviewed by the Institute of School Leadership and Administration (ISLA) panel for either recommendation for admission, or referral to the Department of Educational Leadership, or Exceptions Committee for admission consideration/referral. An appointment with the Academic Program Director is required prior to scheduling courses.

Course Requirements

EDUC/EDLA	6100	Anthropological Analysis of Cultural Diversity
EDUC/EDLA	6105	Assessment and Research Methods
EDUC/EDSS	6106	Human Development/ Learning
EDUC/EDLA	6420	Invitation to Lead and Preparation for Residency/Fieldwork (4 semester hours)
EDUC/EDLA	6421	Vision of Learning and Residency/Fieldwork Component
EDUC/EDLA	6422	Responding to Diversity and Residency/Fieldwork Component
EDUC/EDLA	6423	Student Learning and Professional Growth and Residency/Fieldwork Component
EDUC/EDLA	6424	Organizational Management and Residency/Fieldwork Component
EDUC/EDLA	6425	Transforming Organizations and Residency/Fieldwork Component
EDUC/EDLA	6427	Advocacy
EDUC/EDLA	6428	Business of Education
		<i>and/or</i>
EDUC/EDLA	6429	Specializing in Charter Schools

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.

Comprehensive Assessment

EDUC	6995	Comprehensive Examination in Administration (0 semester hours with an associated fee)
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Professional Administrative Services Credential Program

Academic Program Director: Franca Dell'Olio

Learning Outcomes

Current Educational Leaders serving as Administrators in California will complete a cycle of inquiry reflecting on their knowledge, skills, and dispositions, and creating a professional development plan for future growth.

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 three 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.

Admission Requirements

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended
2. Writing prompt and a current résumé (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. Two completed reference forms from the employing school system (an appropriate reference form is available in the School of Education)
7. Completed Technology Requirements form
8. Secure a mentor administrator in the field and gain approval from the Academic Program Director
9. Interview with the Academic Program Director
10. Verification of computing skills form (self-verification)

Admission Process: When a candidate file is complete, all admission materials will be reviewed by the Institute of School Leadership and Administration (ISLA) panel for either recommendation for admission or referral to the Exceptions Committee for admission consideration/recommendation.

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/EDLA 6415 Professional Administrative Induction and Assessment Seminar (3 sem. hrs.)

School Administration and Leadership Certificate Programs

Academic Program Director: Franca Dell'Olio

Learning Outcomes

Candidate will acquire the skills, knowledge, and dispositions to serve as an Educational Leader in California. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the Autism Spectrum Disorder, and the successful development of English Language Learners, and the parent-school relationship.

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 Leadership
- Certificate in Leadership and Equity in English Learner Education
- Certificate in Catholic School Leadership

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/EDLA	6423	Student Learning and Professional Growth
EDUC/EDLA	6424	Organizational Management
EDUC/EDLA	6427	Advocacy

Note: Candidates completing a program of study for the MA in Administration, MA in Charter School Leadership, or the California Preliminary Services Credential coursework to earn this certificate is embedded. No additional courses need to be taken.

Certificate in Charter School 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/EDLA	6423	Student Learning and Professional Growth
EDUC/EDLA	6424	Organizational Management
EDUC/EDLA	6429	Specializing in Charter Schools

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/EDLA	6423	Student Learning and Professional Growth
EDUC/EDLA	6424	Organizational Management
EDUC/EDLC	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 Administration
2. Successful completion of:

EDUC/EDLA	6800	Foundations of Catholic Education
EDUC/EDLA	6840	Catechetical Leadership in Catholic School Education
EDUC/EDLA	6841	Private School Law and Ethics
EDUC/EDLA	6842	Leadership in Catholic Education

Master of Arts in Catholic School Administration

Learning Outcomes

Candidate will acquire the skills, knowledge, and dispositions to serve as an Educational Leader in Catholic schools. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the Autism Spectrum Disorder, and the successful development of English Language Learners, and the parent-school relationship in six of the eleven courses (EDUC/EDLA 6420, 6421, 6422, 6423, 6424, 6425).

Admission Requirements

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended
2. Writing prompt (see website for content) and Résumé
3. Two completed reference forms (available from the School of Education, Admissions Coordinator or website)
4. Completed Technology Requirements form
5. Completed Catholic Schools Agreement
6. Interview with the Program Director
7. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester hours of undergraduate coursework taken; or a 3.0 GPA in at least 9 semester hours of graduate level coursework is required
8. 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.

Additional Requirements for Preliminary Administrative Services Credential

9. Original teaching and/or service credential(s) submitted to the School of Education for verification
10. Verification of CBEST passage

Course Requirements

EDUC/EDLA 6105	Assessment and Research Methods
EDUC/EDLA 6420	Invitation to Lead and Preparation for Residency/Fieldwork (4 semester hours)

EDUC/EDLA 6421	Vision of Learning and Residency/Fieldwork Component
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EDUC/EDLA 6422	Responding to Diversity and Residency/Fieldwork Component
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EDUC/EDLA 6423	Student Learning and Professional Growth and Residency/Fieldwork Component
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EDUC/EDLA 6424	Organizational Management and Residency/Fieldwork Component
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EDUC/EDLA 6425	Transforming Organizations and Residency/Fieldwork Component
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EDUC/EDLA 6800	Foundations of Catholic Education
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EDUC/EDLA 6840	Catechetical Leadership in Catholic School Education
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EDUC/EDLA 6841	Private School Law and Ethics
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EDUC/EDLA 6842	Leadership in Catholic Education
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Additional Course Requirements for Preliminary Administrative Services Credential

EDUC/EDLC 6100	Anthropological Analysis of Cultural Diversity
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Comprehensive Assessment

EDUC/EDLA 6995	Comprehensive Examination in Administration (0 semester hours with an associated fee)
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Doctorate in Education

Ed.D. in Educational Leadership for Social Justice

Director: Mary K. McCullough

The Ed.D. in Educational Leadership for Social Justice is a three year cohort program which prepares leaders for public, Charter, 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 achievement levels 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 25.**

* 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.

Learning Outcomes

The goal of the Doctoral Program is to educate and prepare moral, ethical, and competent leaders to take key positions and help transform educational settings to better serve the needs of all students and their families.

This goal is achieved through the following objectives:

- To prepare leaders to critically engage complex issues impacting education and student achievement and to demonstrate commitment to social justice.
- To offer a rigorous course of study that connects theory, practice, and advocacy in leadership, equity, and diversity.

- iii. To prepare candidates who are knowledgeable in advanced research methodologies and able to design, implement, and evaluate educational policies, programs, and practices.
 - EDUC/EDLA 7004 Organizational Theory and Change
 - EDUC/EDLA 7020 Situated Inquiry in Education
 - EDUC/EDLA 7021 Statistical Analysis in Education
 - EDUC/EDLA 7022 Qualitative Research in Education
- iv. To help meet existing and projected needs for moral ethical leaders throughout the pre K-12 public and private education system.

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 and diversity
7. Current résumé
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. Minimum of 2 years full-time experience in public, Catholic, or private schools

Specializations

Candidates select one of the following specializations:

P-12 Public Education Specialization

- EDUC/EDLA 7040 Context and Current Topics in Public Education
- EDUC/EDLA 7041 Transformative Leadership in Diverse Learning Communities
- EDUC/EDLA 7042 Management of Fiscal/ Human Capital
- EDUC/EDLA 7043 Legal and Policy Issues in Education
- EDUC/EDLA 7049 Research Seminar: Public Education

or

P-12 Catholic/Private/Charter School Education Specialization

- EDUC/EDLA 7060 Context and Current Topics in Private Education
- EDUC/EDLA 7061 Mission and Stewardship in Education
- EDUC/EDLA 7062 Managing Financial Resources in Private Education
- EDUC/EDLA 7063 Law and Policy in Private Education
- EDUC/EDLA 7069 Research Seminar: Catholic/Private/ Charter Education

Course Requirements

Core courses

Candidates must complete all of the following courses:

- EDUC/EDLA 7000 Sociopolitical Context of Education: Policy and Reform
- EDUC/EDLA 7001 Social Justice and Education
- EDUC/EDLA 7002 Moral and Ethical Leadership
- EDUC/EDLA 7003 Leadership for Educational Achievement

Dissertation

Candidates complete at least 6 semester hours of dissertation coursework, including:

- EDUC/EDLA 7950 Dissertation Proposal Design
- EDUC/EDLA 7951 Dissertation Seminar I
- EDUC/EDLA 7952 Dissertation Seminar II
- EDUC/EDLA 7953 Doctoral Dissertation I

Educational Support Services

Faculty

Chairperson: Thomas M. Batsis, O.Carm.

Professors: Thomas M. Batsis, O. Carm.,

Paul A. DeSena, Victoria L. Graf,

Brian P. Leung, Ernest B. Rose

Assistant Professors: Emily S. Fisher,

Karen Komosa-Hawkins, Terese C. Jimenez

Clinical Faculty: Judy Pollick, Marianne Mitchell

Lecturers: Susan Abelein, Laurie Beyer,

Sue Bowman, Monica Boomgard,

Carolyn Brooks, Susan Cabezas,

Christine Cain, Maura Ann Captain,

Grace Carpenter, Kathy Clemmer,

Marolyn Freedman, Christopher Haddy,

Esther Hugo, Dana Kesley, Amber Klein,

Diane Limón, Richard Lieberman,

Brian Ormsby, Lori Pawinski, Phillip Pannell,

Mary Ring, Larry Silvers,

Jan Van Horn Tibbits

Contact Information

Chairperson: Thomas M. Batsis, O.Carm.

E-Mail: tbatsis@lmu.edu

Location: University Hall, Suite 1500

Telephone: (310) 568-6854

Fax: (310) 568-6640

Academic Advisor: Gloria Davison

Administrative Assistant: Kelli Smith

Graduate Program

Introduction

The Department of Educational Support Services of the School of Education offers programs in School Counseling, School Psychology, and Special Education. Students may choose from credential certificate and Master of Arts programs.

Learning Outcomes

In the Department of Educational Support Services, candidates are prepared to:

1. Respect and value the diversity of individuals, families, and communities;
2. Promote Educational opportunities to ensure student success;
3. As agents of change, Advocate for universal access to a socially just education; and,
4. Lead and work collaboratively in order to facilitate transformation.

School Counseling

Academic Program Director:

Thomas M. Batsis, O.Carm.

E-Mail: tbatsis@lmu.edu

Assistant Director: Judy Pollick

E-Mail: jpollick@lmu.edu

Introduction

The Counseling program is designed to prepare students from a variety of academic backgrounds to work in this field in elementary, middle, and secondary schools as well as the community colleges.

A counselor employed by the public schools in California is required to hold the Pupil Personnel Services/ School Counseling Credential. The Master of Arts in Counseling is combined with the Pupil Personnel Services Credential. The combined program consists of 48 semester hours plus the comprehensive examination. A candidate may pursue a 48 semester hour Master of Arts in Counseling without the credential. In this case, with advisor approval, a candidate must substitute two courses for the two fieldwork courses.

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 elective coursework.

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 School Counseling Credential 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 School Counseling credential is approved by the State of California Commission on Teacher Credentialing and the National Council for the Accreditation of Teacher Education.

Learning Outcomes

Aligned with the School of Education's Conceptual Framework, Mission Statement, and Goals, and the Department of Educational Support Services candidate goals, the School Counseling Program's goals are to prepare candidates that:

- Respond positively to issues of diversity;
- Educate to help insure the success of all pupils;

- Advocate for all pupils to have access to educational services; and,
- Lead and work collaboratively to help transform programs, practices, and institutions.

Admission Requirements

The items listed below should be submitted directly to the School of Education Office of the Dean, unless otherwise noted:

1. Completion of the Graduate Division application form, submitted directly to the Graduate Admissions Office.
2. Two official copies of transcripts from all colleges/universities attended, sent directly to the Graduate Admissions Office.
3. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester hours of undergraduate course work taken or a 3.0 GPA in at least 9 semester hours of graduate level coursework is required. An appeal may be made to the Exceptions Committee.
4. 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 counselor; (b) characteristics the applicant possesses that he or she thinks will make him/her an effective counselor; (c) the applicant's commitment towards preparing himself/herself to be an effective counselor (e.g., devote the required time to an internship; become active in related professional organizations); and (d) a summary of experience with culturally diverse individuals.
5. Two letters of recommendation. Forms may be attained in the School of Education and online.
6. Interview and approval by Academic Program Director.
7. After steps 1-6 above have been completed, the candidate's file will be reviewed for provisional or controlled admission. Under these designations, candidates are able to enroll in their first semester of coursework.
8. 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 Master degree without the credential. Intern candidates must pass CBEST prior to beginning the internship program.

9. Fingerprint Clearance: Completion of fingerprint clearance must occur no later than the end of the first semester of enrollment and before fieldwork assignment. Fingerprint applications are available on the School of Education website.
10. Signed Candidate Disposition Forms from two faculty members in the School of Education with whom the candidate has had courses are required before a candidate is granted Formal Admission.
11. All entering candidates should first enroll in EDUC/EDSS 6362, Counseling Theories and Techniques. Candidates will be reviewed for formal acceptance upon completion of this course and steps 1-10 above.
12. 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 of Educators, during their first year.
13. Prior to beginning fieldwork, candidates must verify 100 clock hours in a "practica" experience (e.g., shadowing a counselor, observing classroom instruction, attending school-based meetings, peer counseling, personal or group counseling experiences). Eighty of these hours are accumulated in the required course work.

Course Requirements

The core courses, consisting of 21 semester hours, are:

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

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

EDUC/EDLA	6105	Assessment and Research Methodology
EDUC/EDSS	6366	Principles, Organization, and Administration of Pupil Personnel Services
EDUC/EDSS	6368	Educational and Career Planning
EDUC/EDSS	6376	Social Responsibility, Violence Prevention and Crisis Intervention in Schools
EDUC/EDSS	6378	Communication Process and Counseling in Groups
EDUC/EDSS	6379	Emotional and Behavioral Disorders: Appraisal and Response

The advanced specialization courses for the School Counseling Credential, consisting of 9 additional semester hours, are:

EDUC/EDSS	6386	Practicum in Culturally Responsive Counseling
EDUC/EDSS	6970	Fieldwork in School Counseling I
EDUC/EDSS	6980	Fieldwork in School Counseling II
EDUC/EDSS	6995	Comprehensive Examination: (0 credit with an associated fee, required for degree candidates)

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 an offer of employment as a counseling intern by the sponsoring school district, prior to being accepted into the Internship Program. A candidate must complete a minimum of six (6) selected/qualifying level courses within the program prior to beginning Fieldwork I/ Internship. The Coordinator of Fieldwork and Internship experiences must give approval of all internship agreements and placements.

For each semester beyond completion of the fieldwork courses (EDUC/EDSS 6970 and 6980), candidates must enroll for one credit hour of Internship Fieldwork Supervision.

Admission Requirements

The admissions requirements for the Internship Credential Program are essentially the same as those for the Master of Arts in Counseling and Pupil Personnel Services Credential-School Counseling program. Intern applicants must also complete additional application forms and six qualifying level internship courses, prior to beginning internship.

Course Requirements

Qualifying Level Courses (Completion prior to beginning Fieldwork I)

EDUC/EDSS	6362	Counseling Theories and Techniques
EDUC/EDSS	6382	Professional Ethics, Legal Mandates, and Political Relationships
EDUC/EDSS	6372	Prevention, Intervention, and Consultation in Pupil Personnel Services
EDUC/EDSS	6378	Communication Process and Counseling in Groups
EDUC/EDSS	6368	Educational and Career Planning

EDUC/EDSS	6366	Principles, Organization, and Administration of Pupil Personnel Services
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Fieldwork and Practicum (Completion of qualifying level courses and with Program Director approval)

EDUC/EDSS	6384	Practicum in Culturally Responsive Counseling
EDUC/EDSS	6970	Fieldwork in School Counseling I
EDUC/EDSS	6980	Fieldwork in School Counseling II
EDUC/EDSS	6990	Internship Fieldwork Supervision

Internship Level Courses (Completed concurrent w/ Fieldwork I and II)

EDUC/EDLC	6100	Anthropological Analysis of Cultural Diversity
EDUC/EDSS	6101	Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC/EDSS	6379	Emotional and Behavioral Disorders; Appraisal and Response
EDUC/EDSS	6104	Evaluation of Instruction, Learning, and Achievement
EDUC/EDLA	6105	Assessment and Research Methodology
EDUC/EDSS	6106	Human Development and Learning
EDUC/EDSS	6376	Social Responsibility, Violence Prevention and Crisis Intervention

Program Completion

EDUC/EDSS	6995	Comprehensive Exam (0 semester hours, fee associated)
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Master of Arts in Guidance and 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 of related services, it offers more elective coursework. All courses will apply to the PPS Services Credential should the candidate wish to pursue it.

Admission Requirements

The items listed below should be submitted directly to the School of Education Office of the Dean, unless otherwise noted:

1. Completion of the Graduate Division application form, submitted directly to the Graduate Admissions Office.
2. Two official copies of transcripts from all colleges/universities attended, sent directly to the Graduate Admissions Office.
3. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of undergraduate course work taken or a 3.0 GPA in at least 9 semester hours of graduate level coursework is required. An appeal may be made to the Exceptions Committee.
4. 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 counselor; b) characteristics the applicant possesses that he or she thinks will make him/her an effective counselor; c) the applicant's commitment towards preparing himself/herself to be an effective counselor (e.g., devote the required time to an internship, become active in related professional organizations); and d) a summary of experienced with culturally diverse individuals.
5. Two Letters of Recommendation: Forms may be attained in the School of Education and online).
6. Interview and approval by Academic Program Director.
7. After steps 1-6 above have been completed, the candidate's file will be reviewed for provisional or controlled admission. Under these designation, candidates are able to enroll in their first semester of coursework.

8. Fingerprints Clearance: Completion of fingerprint clearance must occur no later than the end of the first semester of enrollment and before fieldwork assignment. Fingerprint applications are available on the School of Education website.
9. Signed candidate disposition forms from two faculty members in the School of Education with whom the candidate has had courses is required before candidate is granted Formal Admission.
10. All entering candidates should first enroll in EDUC/EDSS 6362, Counseling Theories and Techniques. Candidates will be reviewed for formal acceptance upon completion of this course and steps 1-9 above.
11. 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 of Educators, during their first year.

Course Requirements

Three of the following core courses:

EDUC/EDLC	6100	Anthropological Analysis of Cultural Diversity
EDUC/EDSS	6101	Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC/EDLA	6105	Assessment and Research Methodology
EDUC/EDSS	6106	Human Development and Learning

Required courses:

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

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

EDUC/EDSS	6104	Evaluation of Instruction, Learning, and Achievement
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EDUC/EDSS	6366	Principles, Organization, and Administration of Pupil Personnel Services
EDUC/EDSS	6368	Educational and Career Planning
EDUC/EDSS	6372	Prevention, Intervention, and Consultation in Pupil Personnel Services
EDUC/EDSS	6376	Social Responsibility, Violence Prevention and Crisis Intervention in Schools
EDUC/EDSS	6382	Professional Ethics, Legal Mandates, and Political Relationships
EDUC/EDSS	6379	Emotional and Behavioral Disorders: Appraisal and Response

Comprehensive Assessment:

EDUC/ED__	6995	Comprehensive Exam (0 semester hours, associated fee)
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School Psychology

Academic Program Director:

Brian P. Leung
E-Mail: bleung@lmu.edu

Introduction

The dual Masters-credential program in School Psychology is designed to prepare graduates to work as school psychologists in elementary and secondary schools. All school psychologists employed by the public schools in California are required to hold the Pupil Personnel Services (PPS) credential in school psychology. Our graduate program in School Psychology is a rigorous three year cohort program, which consists of 63 semester hours with courses during Fall, Spring, and Summer terms.

Master of Arts in School Psychology, Combined with a PPS Credential—School Psychology

The program leading to the School Psychology Credential is approved by both California (CTCC) and national (NASP) accrediting agencies. Program content is informed by the School of Education Conceptual Framework, and social justice is a strong emphasis of the program. Several courses have service learning components in which candidates learn and serve in the schools and in the greater community. Field placements in the schools are required during year two (practicum) and year three (internship).

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 semester hours in psychology (6 courses) which cover the following topics:

Psychology Prerequisites:

- Introduction to Psychology
- Learning Theories
- Developmental Psychology
- Statistics or Experimental Psychology

Plus two courses from the following areas:

- Social Psychology
- Abnormal Psychology
- Personality Theory

The annual application deadline for admissions is February 15.

For additional information about the School Psychology program and admission information, please visit the SOE website or contact the School of Education Admissions Coordinator at (310) 338-7845.

Learning Outcomes

Candidates will demonstrate knowledge and support with all core competences related to being a content year psychologist.

- Candidates will know key theories practice knowledge in delivering services.
- Candidates will know important factors in facilitating school systems change
- Candidates will learn skills needed as a first psychologist to step up as a school leader
- Candidate will realize the importance and knowledge about being “versatile” school psychologist

Admission Requirements

The items below should be submitted directly to the School of Education Office of the Dean, unless otherwise noted:

1. Completion of the Graduate Division application, submitted directly to the Graduate Division Office.
2. Two copies of official transcripts from all colleges/universities attended, sent directly to the Graduate Admissions Office.
3. 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 semester hours in psychology (6 courses) that cover the topics outlined in the previous section.
4. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester hours of undergraduate course work taken or a 3.0 GPA in at least 9 semester hours of graduate level coursework is required. An appeal may be made to the Exceptions Committee.
5. Completion of the Graduate Record Examination (GRE). The requirement is waived for those who already possess a Master’s degree from an accredited university.
6. All applicants must verify that they have basic computer skills that are necessary for success in the School of Education. Applicants must either verify their skills by signing a self-verification form provided by the School of Education or take EDUX 846, Basic Computer Skills of Educators, during their first year.

7. 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 coursework and field placements; participate in school psychology professional organizations); d) summary of experiences with school-age students 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.
8. 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.
9. After steps 1-8 above have been completed, the candidate's file will be reviewed by the School Psychology Admissions Committee to select candidates for the group interview. This 1-hour group interview will be scheduled in the late February to early March. Participation in this interview is mandatory for admission. Candidates selected for admission will be notified by no later than the end of March.
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|-----------|------|--|-----------|------|--|
| EDUC/EDSS | 6504 | Statistics, Assessments, and Research Methods in Education | EDUC/EDSS | 6534 | Advanced Assessment and Positive Behavioral Intervention |
| EDUC/EDSS | 6506 | Seminar in Counseling and Interpersonal Relations | EDUC/EDSS | 6536 | Special Issues and Best Practices in School Psychological Services |
| EDUC/EDSS | 6508 | Serving Diverse Students with Exceptional Needs | EDUC/EDSS | 6538 | Supervised Internship in School Psychology I |
| EDUC/EDSS | 6510 | Seminar in Instruction and Learning | EDUC/EDSS | 6540 | Supervised Internship in School Psychology II |
| EDUC/EDSS | 6512 | Group Counseling and Intervention with Children and Adolescents | EDUC/EDSS | 6995 | Comprehensive Exam (0 semester hour, fee associated) |
| EDUC/EDSS | 6514 | Diversity in Community and School Psychology | | | |
| EDUC/EDSS | 6520 | Prevention, Intervention, and Consultation in Pupil Personnel Services | | | |
| EDUC/EDSS | 6526 | Social Responsibility, Violence Prevention and Crisis Intervention in the School | | | |
| EDUC/EDSS | 6524 | School Psychology Practicum I | | | |

The advanced specialization courses for the School Psychology Credential are:

EDUC/EDSS	6513	Advanced Counseling Seminar I
EDUC/EDSS	6515	Advanced Counseling Seminar II
EDUC/EDSS	6516	Seminar in Motivation and Achievement
EDUC/EDSS	6518	Traditional and Alternative Assessment of Cognitive Abilities
EDUC/EDSS	6522	Diagnosis Assessment and Intervention of Learning Problems
EDUC/EDSS	6525	School Psychology Practicum II
EDUC/EDSS	6528	Social, Emotional, and Behavioral Assessment
EDUC/EDSS	6530	Treatment of Emotional and Behavioral Disorder in Children and Adolescents
EDUC/EDSS	6532	Seminar in School Systems and Psychological Services

Formal Admissions Requirements

1. Completion of the CBEST no later than the end of the first semester.
2. Fingerprint clearance by the end of the first semester. An application for fingerprint clearance must be submitted prior to enrolling in EDUC/EDSS 6524, School of Psychology Practicum. Fingerprint applications are available on the School of Education website.

The PPS credential in School Psychology is only available to those concurrently enrolled in the School Psychology Masters program, with the completion of the Comprehensive Examination (ETS Praxis II Series, School of Psychology).

Course Requirements

EDUC/EDSS 6500 Foundation of Ethical, Professional, and Legal Practice in School Psychology

Special Education

Academic Program Director:

Victoria L. Graf

E-mail: vgraf@lmu.edu

Assistant Director: Marianne Mitchell

E-mail: mmitchell@lmu.edu

Introduction

The Special Education program prepares candidates from a variety of academic backgrounds to work with culturally and linguistically diverse students with exceptional needs. Candidates may pursue graduate work in the following areas:

- Education Specialist Credential: Mild/Moderate Disabilities (Preliminary Level I and Professional Level II). The Education Specialist Credential: Mild/Moderate Disabilities authorizes candidates to teach K-12 students with specific learning disabilities, mild to moderate mental retardation, attention deficit/attention deficit hyperactivity disorder, and serious emotional disturbance
- Mild/Moderate Level I Credential in combination with a Master of Arts degree in Special Education with Cross-Cultural Emphasis.
- Master of Arts degree in Special Education with Cross-Cultural Emphasis.
- Certificate in Catholic Inclusive Education
- Master of Arts in Catholic Inclusive Education

Master of Arts in Special Education

The Special Education programs allows students from 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 cross-cultural emphasis, or a Master of Arts in Catholic Inclusive Education or a Certificate in Catholic Inclusive Education.

Application Deadlines:

Fall Semester: June 15

Spring Semester: November 15

Summer Term: March 15

Students may begin their internship at the beginning of the Spring or Fall semester only, but may enter the program 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.

For additional Special Education admission information please contact the School of Education Director of Student Recruitment and Outreach at (310) 568-6229 or visit <http://lmu.soe.edu>.

Learning Outcomes

Candidate Outcome 1: Professional Disposition

The candidate evidences a positive attitude toward learning, demonstrates intellectual and academic curiosity, and is a reflective practitioner embracing life-long learning. In addition, the candidate exhibits knowledge of ethical standards, professional practices and legislation related to the provision of services to individuals with special needs and their families.

Candidate Outcome 2: Positive Behavior Support

The candidate demonstrates an understanding and acceptance of diversity in learners through the use of evidence based practices to establish and maintain an educational environment that is respectful, and proactive through the use of positive behavior support plans and interventions based on functional analysis assessments.

Candidate Outcome 3: Assessment

The candidate demonstrates knowledge of a variety of non-biased evidence based principles of assessment for the purpose of making ongoing program improvements, informing instruction, and evaluating the needs and achievements of general and special education students.

Candidate Outcome 4: Instruction

The candidate applies principles of equity and an understanding of the diverse characteristics of learners by planning engaging and developmentally appropriate instruction that employs higher order thinking skills and a variety of strategies including the use of technology in order to meet the needs of general education and special education students.

Education Specialist Credential: Mild/Moderate Disabilities Program Elementary or Secondary Emphasis

Admission Requirements

Provisional Admission requirements for Master of Arts in Special Education and/or Credential:

1. Attendance at an Information Session (for credential candidates only): Contact the Admissions Coordinator at (310) 338-7845 or soeinfo@lmu.edu to attend an information session. Applicants will receive an information packet that includes: Graduate Application; Candidate Information Sheet; three Recommendation Forms; Technology Self-Verification Form; Fingerprint information; 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 at <http://soe.lmu.edu>. The Statement of Intent should be submitted to the Graduate Division.
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 semester hours of the applicant's undergraduate degree or a GPA of 3.0 or higher obtained in 9 semester hours of graduate work. Students who do not meet this requirement may be recommended to the Exceptions Committee by the Program Director.
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, they must submit official transcripts with their degree posted by the start of registration for the following semester. Candidates 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).
9. Basic Skills Proficiency Requirements: All Multiple (Elementary) Subjects and Single (Secondary) Subject applicants must meet the California Commission on Teacher Credentialing requirements for basic skills by obtaining a passing score on the CBEST 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.
11. Fingerprint Clearance: Information about fingerprint clearance (also known as Live Scan) is included in the Admissions information packet. Official results of the Certificate of Clearance must be received by the Credential Office prior to enrolling in education courses. All fees associated with fingerprint clearance 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 course through another institution. Candidates must register for LiveText during the first education course. The e-Portfolio fee is assessed during the first semester of enrollment.
14. Interview with the Academic Program Director/Assistant Director: Following the submission of all requirements to the Graduate Division, the candidate will be contacted to schedule an admissions interview with the Program Director or Assistant Director.
15. Admission Status: Following the interview, the candidate's application will be reviewed by the Associate Dean. Candidates are admitted on either Controlled or Provisional Admission to the appropriate Master of Arts and/or Credential Program.
16. Advisement: Academic Advising: Immediately upon admission, the student must schedule an appointment with the

Academic Advisor. The Academic Advisor advises candidates on appropriate course sequence and program information. All candidates are required to meet with the Academic Advisor once a semester.

Professional Advising: All candidates are required to meet with the Professional Advisor (Program Director or Assistant Director) once a semester. Candidates will discuss academic course progress, career plans and goals, dispositional issues, and other issues related to the teaching profession.

Formal Admission Requirements for Master of Arts in Special Education and/or Credential

Review by Committee (pending approval)

1. 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.
2. 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.
3. Disposition Rubric: (approval pending)

Teacher Advisory Review Committee (TARC): After all the steps outlined above have been completed, the candidates' file will be submitted to the Teacher Advisory Review Committee (TARC) for review. It is the candidates' 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.

Field Experiences

Students in the Mild/Moderate Credential program choose one of three routes to the credential/ Master of Arts Degree.

Traditional Candidates

Students following this path will complete all coursework before beginning their field experiences as student teachers. LMU will facilitate the candidates' placement as student teachers. All prerequisites requirements apply to the candidate choosing the traditional route.

University Intern Candidates

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). Interns 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 holds a University Intern credential and complete the program pre-service requirement in order to be enrolled in the Intern program. University 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 Candidates

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 credential. The candidate seeks out his/her own employment as a teacher practitioner. The teacher practitioner must be employed at least 60% in the area of the credential. The teacher practitioner must fulfill all the field requirements listed including the program pre-service requirements.

Culminating Program Requirements

Additional Coursework Required for the Master's Degree

Enroll in and complete EDUC/EDSS 6995 Comprehensive Exam (0 semester hours)-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.

Application for Credential

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

Intern/Practitioner Credential Requirements

Eligibility for the Intern Credential is determined by the following guidelines set by the California Commission on Teacher Credential (CCTC).

Reading Instruction Competence Assessment (RICA)

After completing EDUC/EDES 6201 (Foundations of Elementary Literacy Instruction), or EDUC/EDES 6250 (Improvement of Literacy in Single Subject Classroom) candidates are required to take, pass and submit an original score report of the RICA to the Special Education program advisor.

Application for Master of Arts Degree

Candidate 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.

Course Sequence

Traditional Candidate Course Requirements

Complete the following courses with a grade of "B" (3.0) or better prior to enrolling in student teaching (EDUC/EDSS 5978):

EDUC/EDLC	5000	Cultural Paradigms of Education (3 semester hours)
EDUC/EDLC	5003	Theories of Second Language Acquisitions (3 semester hours)
EDUC/EDSS	6101	Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 semester hours)
EDUC/EDSS	6102	Context of Schooling (3 semester hours)

EDUC/EDES 6201 Foundation of Literacy Instruction (3 semester hours) (Elementary Emphasis)

OR

EDUC/EDES 6250 Improvement of Literacy in Single Subject Classrooms (3 semester hours) (Secondary Emphasis)

EDUC/EDSS 6300 Creating Effective Classroom in Diverse Setting (3 semester hours)

EDUC/EDSS 6301 Creating Collaborative Partnerships (2 semester hours)

EDUC/EDSS 6302 Informal Assessment and Individual Education Program (IEP) Development Methods (3 semester hours)

EDUC/EDSS 6303 Teaching and Assessing Students with Mild/Moderate Disabilities (4 semester hours)

EDUC/EDSS 5978 Directed Teaching with Student with Mild/Moderate Disabilities (3-9 semester hours)

EDUC/EDSS 6995 Comprehensive Examination (0 unit, fee associated)

Intern/Practitioners Candidate Course Requirements

Pre-Service Courses: The following courses must be completed with a grade of "B" (3.0) or better:

Summer:

EDUC/EDSS 5300 Introduction to Teaching and Learning in General and Special Education Programs (3 semester hours)

EDUC/EDSS 5301 Managing Learning Environments (3 semester hours)

All students entering the field as University Interns must complete the coursework for EDUC/EDSS 5300 and 5301 within one of two options:

- Teach for America (TFA) students complete coursework during Institute.

- Non-cohort students entering as University Interns must complete these two course during an Institute prior to entering the classroom.

Prerequisite Courses: Candidates must complete the following courses with a grade of "B" or better:

Fall:

EDUC/EDCE 5981 Fieldwork and Seminar I (2 semester hours)

EDUC/EDSS 6300 Creating Effective Classroom in Diverse Setting (3 semester hours)

EDUC/EDSS 6302 Informal Assessment and Individual Education Program (IEP) Development Methods (3 semester hours)

Spring:

EDUC/EDCE 5982 Fieldwork and Seminar 2: Special Education (1 semester hour)

Literacy: Elementary Emphasis

EDUC/EDES 6201 Foundation of Literacy Instruction (3 semester hours)

Literacy: Secondary Emphasis

EDUC/EDES 6250 Improvement of Literacy in Single Subject Classrooms (3 semester hours)

RICA (Reading Instruction Competence Assessment)

Elementary and Secondary Emphasis: After completing EDUC/EDES 6201 (Elementary Emphasis) or EDUC/EDES 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.

Method Coursework: Elementary Emphasis

EDUC/EDES 6200 Elementary and Curriculum and Teaching Methodology (3 semester hours)

Method Coursework Secondary Emphasis

One of the following two academic methods courses based on CSET qualifications:

EDUC/EDES 6251 Secondary Curriculum and School Methods for Math and Science (3 Semester hours)

OR

EDUC/EDSS 6252 Secondary Curriculum and School Methods for Language Arts and Social Science (3 semester hours)

Program Requirements**Summer:**

EDUC/EDSS 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 semester hours)

EDUC/EDSS 6301 Creating Collaborative Partnerships (2 semester hours)

Fall:

EDUC/EDCE 5983 Fieldwork and Seminar 3: Special Education (1 semester hour – Practitioner/Interns only)

EDUC/EDLC 5000 Cultural Paradigms of Education (3 semester hours)

EDUC/EDLC 5003 Theories of Second Language Acquisition (3 semester hours)

Culminating Fieldwork Requirements: Elementary and Secondary Emphasis**Spring:**

EDUC/EDCE 5984 Fieldwork and Seminar 4: Special Education - Practitioner/Interns only (2 semester hours)

EDUC/EDSS 6102 The Context of Schooling (3 semester hours)

EDUC/EDSS 6303 Teaching and Assessing Students with Mild/Moderate Disabilities (4 semester hours)

Additional Coursework Required for the Master's Degree

EDUC/EDSS 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

Candidates who have completed the Preliminary Level 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 services on the preliminary credential. Teachers in day-to-day of 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.

Candidates may complete a Master's degree, a multiple or single subject credential or non-college professional development activities as part of their Professional Specialist program.

A candidate has five years after the preliminary Level I Mild/Moderate Specialist credential to complete the requirements for the Professional Level II Mild/Moderate Specialist credential.

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 course at the Doheny campus of Mount St. Mary's College. For more information please contact: Dr. Victoria Graf at vgraf@lmu.edu.

Program Requirements

Thirty semester hours (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/EDSS 6310 Professional induction Planning Seminar (0 semester hours)
- EDUC/EDSS 6311 Advanced Issues in Assessment and Instruction of Students (3 semester hours)
- EDUC/EDSS 6312 Consultation and Collaboration for Students with Special Needs (3 semester hours)
- EDUC/EDSS 6313 Supportive Environments for Students with Behavioral and Emotional Needs (3 semester hours)
- EDUC/EDSS 6314 Professional Educators 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 complete 45 hours of approved professional development activities.

3. Professional Clear Requirements

Health Education for Educators: Candidates may satisfy the Health Education requirements in one of the following ways:

- Successful completion of EDUC/ EDES 8000
- Successful completion of a 2042 approved course through another institution. It is recommended that the candidates 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 of knowledge or advanced computer skills in one of the following ways:

- Successful completion of EDUX 843 (Integrating Technology of Elementary Educators) through LMU Extension
- Successful completion of EDUX 844 (Technology in Secondary Education) through LMU Extension
- Successful completing 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 class. Official transcripts must be submitted as evidence of course completion.

CPR (Cardiopulmonary Resuscitation) Certification: Candidates must show current adult, infant, and child CPR certification.

Master of Arts in Special Education with a Cross-Cultural Emphasis

The Master of Arts Degree in Special Education with a Cross-Cultural Emphasis enables candidates to develop a deeper understanding of theory, research, and practice in special education with 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 Chair of the Department of Elementary and Secondary Education for more information.

Option II: This program is designed for candidates who want an advanced degree preparation for doctoral studies or specialization in the fields of Special Education. This program is a total of 30 semester 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 the Special Education advisor to complete the minimum number of program semester hours
- Comprehensive Assessment

Comprehensive Assessment

EDUC/EDSS 6995 Comprehensive Exam: Special Education (fee required- 0 semester hours)

or

Thesis Option: See Program Director for approval.

Thesis Option

EDUC/EDLA 6950 Advanced Research Methods

EDUC/EDLA 6951 Advanced Research Design (1 semester hour)

EDUC/EDSS 6955 Master's Thesis I (1 semester hour)

EDUC/EDSS 6956 Master's Thesis II (as needed) (1 semester hour)

EDUC/EDSS 6957 Master's Thesis III (as needed) (1 semester hour)

Master of Arts in Catholic Inclusive Education

The Master of Arts in Catholic Inclusive Education is designed to prepare teachers and administrators in Catholic schools to become leaders in supporting students with exceptional 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 admission into the Master of Arts in Catholic Inclusive Education program:

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 hours of undergraduate coursework taken; or a 3.0 GPA in at least 9 semester hours of graduate level coursework is required.
4. Letter of recommendation from the candidate's principal or supervisor
5. Interview with the Director/Assistant Director of the Program

Course requirements

EDUC/EDLC 6100 Anthropological Analysis of Cultural Diversity (3 semester hours)

EDUC/EDSS 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 semester hours)

EDUC/EDES 6103 Curriculum and Instructional Leadership (3 semester hours)

EDUC/EDLA 6105 Assessment and Research Methodology (3 semester hours)

EDUC/EDSS 6106 Human Development and Learning (3 semester hours)

EDUC/EDSS 6300 Creating Effective Classrooms in Diverse Settings (3 semester hours)

EDUC/EDSS 6304 Policies and Issues in Education for Diverse Learners with Disabilities (3 semester hours)

EDUC/EDSS 6821 Informal Assessment and Program Development in Schools (3 semester hours)

EDUC/EDSS 6822 Creating Successful Inclusion Programs (3 semester hours)

EDUC/EDSS	6823	Advanced Practicum in Inclusive Education (3 semester hours)	5. Interview with the Director of the Program
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EDUC/EDSS	6995	Comprehensive Examination (0 semester hour, associated fee)
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or

The following thesis option with approval of the Program Director:

EDUC/EDLA	6950	Advanced Research Methods
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EDUC/EDLA	6951	Advanced Research Design (1 semester hour)
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EDUC/EDSS	6955	Master's Thesis I (1 semester hour)
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EDUC/EDSS	6956	Master's Thesis II (as needed) (1 semester hour)
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EDUC/EDSS	6957	Master's Thesis III (as needed) (1 semester hour)
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Course Requirements

EDUC/EDSS	6101	Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 semester hours)
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EDUC/EDES	6103	Curriculum and Instructional Leadership (3 semester hours)
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EDUC/EDSS	6300	Creating Effective Classrooms in Diverse Settings (3 semester hours)
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EDUC/EDSS	6821	Informal Assessment and Program Development in Schools (3 semester hours)
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EDUC/EDSS	6822	Creating Successful Inclusion Programs (3 semester hours)
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Undergraduate Program

Special Education

Director: Victoria Graf

Office Location: University Hall 1500

E-mail: vgraf@lmu.edu

The Special Education program allows students from a variety of academic backgrounds to pursue a minor in Special Education or the Education Specialist Credential: Mild/Moderate Disabilities. These programs include preparation in the education of culturally and linguistically diverse students with exceptional needs. The Education Specialist Credential: Mild/Moderate Disabilities authorizes candidates to teach students with specific learning disabilities, mental retardation, emotional disturbance, or other health impairments.

Requirements for Provisional Admission

All of the following requirements must be submitted to the School of Education Dean's Office, University Hall 2100, prior to scheduling an interview with the Academic Program Director.

- I. Complete three of the four following prerequisite courses and maintain a GPA of 2.8 or better. Prerequisite courses are only available to students with sophomore standing (30 semester hours earned) or higher. Interested first year students need to contact the Academic Program Director.

EDUC/EDLC	400	Sociocultural Analysis of Education (3 semester hours)
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EDUC/EDLC	414	Theories of Second Language Acquisition (3 semester hours)
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EDUC/EDSS	440	Introduction to the Culturally and Linguistically Diverse Student with Exceptional Needs (3 semester hours)
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EDUC/EDSS	444	Observation and Participation in General and Special Education Programs (3 semester hours)
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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 on the needs of the students.

Admission Requirements

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 hours of undergraduate coursework taken; or a 3.0 GPA in at least 9 semester hours of graduate level coursework is required.
4. Letter of recommendation from the candidate's principal or supervisor

2. Plan to complete the fourth prerequisite course prior to Student Teaching.
3. Teacher Education Application Form
4. Statement of Intent
5. Candidate Information Sheet
6. One set of official transcripts from all colleges and universities attended other than LMU
7. Four letters of recommendations. Three of the four must be submitted for an interview. One letter must be from your major advisor
8. Verification of 20 hours of experience working with culturally and linguistically diverse youth groups, ages 4-22, or Plan of Action of Completion of 20 hours prior to Student Teaching
9. California Basic Educational Skills Test (CBEST) original passing score report
10. Subject Matter Plan of Action Completion

Elementary Emphasis: Students must demonstrate mastery of the required subject matter by passing the Multiple Subject California Subject Matter Exam for Teachers (Multiple Subject CSET)

Secondary Emphasis: Students must demonstrate mastery of the required subject matter (mathematics, language arts, or science) by passing the Single Subject California Subject Matter Exam for Teachers (Single Subject CSET in credential content area).

Results of the CSET are only valid for five years.

11. Technology Requirement
12. Interview with the Academic Program Director

Requirements for Formal Admission

All of the following are required once you have been provisionally admitted to the School of Education and must be fulfilled prior to enrolling in Student Teaching. A “B” (3.0) grade point average must be maintained in all education coursework. A “D” (1.0) is not acceptable in any of the coursework in the sequence.

1. Fingerprint Clearance—An original Certificate of Clearance must be received from the CCTC prior to enrolling in student teaching.
2. TB test results—Valid within one year prior to student teaching.
3. U.S. Constitution Requirement—Satisfied by one of the following:

- Taking one of the following LMU courses: AMCS 162, HIST 161, HIST 162, POLS 130, or POLS 135; or
 - Passing an approved examination through the History Department; or
 - Completing an approved course at another institution.
4. CSET (Original passing score report)
 5. Complete the following professional coursework (maintaining a GPA of 3.0 or better)

Elementary Emphasis

EDUC/EDES	409	Literacy in the Curriculum (3 semester hours)
EDUC/EDSS	427	Creating Effective Classrooms in Diverse Settings (3 semester hours)
EDUC/EDES	434	Elementary Curriculum and Teaching Methods (3 semester hours)
EDUC/EDSS	436	Creating Collaborative Partnerships (2 semester hours)
EDUC/EDSS	443	Informal Assessment and Individual Education Program (IEP) Development (3 semester hours)
EDUC/EDSS	475	Teaching and Assessing Students with Mild/Moderate Disabilities (4 semester hours)

Secondary Emphasis

EDUC/EDSS	427	Creating Effective Classrooms in Diverse Settings (3 semester hours)
EDUC/EDES	428	Reading/Language Arts for Single Subject Teachers (3 semester hours)

EDUC/EDSS	436	Creating Collaborative Partnerships (2 semester hours)
EDUC/EDSS	443	Informal Assessment and Individual Education Program (IEP) Development (3 semester hours)
EDUC/EDSS	475	Teaching and Assessing Students with Mild/Moderate Disabilities (4 semester hours)

One of the following courses, depending on the credential content area emphasis:

EDUC/EDES	486	Methods in Teaching Secondary English (English/Social Studies emphasis)
EDUC/EDES	487	Methods in Teaching Secondary Science (Science emphasis);
EDUC/EDES	488	Methods in Teaching Secondary Math (Math emphasis)

Review by the Teacher Admission and Advisory Committee (TAAC): After the requirements for each section outlined above have been completed, the candidate’s file will be submitted to the TAAC for review. It is the student’s responsibility to ensure that all items have been received. Students will be notified of the committee’s decision in writing. All documents become the property of the University and will not be released to any person or institution.

Requirements for Student Teaching

1. Students must clear all grades of Incomplete prior to Student Teaching.

2. Reading Instruction Competence Assessment (RICA). It is recommended that the RICA be taken following completion of EDES 409 (Elementary Emphasis) or EDES 428 (Secondary Emphasis). Students are required to take, pass, and submit an original passing score report to the School of Education before the completion of Student Teaching.
3. Students must complete the fieldwork application (available from the Academic Program Director) and schedule an interview with the Coordinator of Fieldwork.
4. Enroll in EDUC/EDCE 456: Direct Teaching with Culturally/Linguistically Diverse Students with Mild/Moderate Disabilities (9 semester hours)

Application Process for the Education Specialist Credential, Mild/Moderate Disabilities

1. Successful completion of all of the requirements outlined above.
2. Students must submit an official transcript with the degree posted to the School of Education Credential Office.
3. Submit the SOE Credential Application. Apply for credential to Commission on Teacher Credentialing, State of California (additional fee required; see website for more information).

Combined Program Requirements: Education Specialist Credential: Mild/Moderate Disabilities with the 2042 Multiple Subject/Elementary Emphasis

The 2042 Multiple Subject/Secondary Teaching Credential can be pursued concurrently with the Education Specialist Credential: Mild/Moderate Disabilities. In addition to the previously listed program sequence for the Education Specialist Credential, the following are required.

Professional Coursework

Students in the combined program will have both a general education and special education teaching placement during their student teaching.

Elementary Emphasis

EDUC/EDES	401	Educational Psychology for the Childhood and Adolescent Years (3 semester hours)
EDUC/EDCE	410	Elementary Directed Teaching (9 semester hours)
EDUC/EDLC	425	Methods in English Language Development and Specially Designed Academic Instruction in English (3 semester hours)
EDUC/EDCE	456	Directed Teaching with Students with Mild/Moderate Disabilities (3 semester hours)

Secondary Emphasis

EDUC/EDES	401	Educational Psychology for the Childhood and Adolescent Years (3 semester hours)
EDUC/EDCE	412	Secondary Directed Teaching (9 semester hours)
EDUC/EDLC	425	Methods in English Language Development and Specially Designed Academic Instruction in English (3 semester hours)
EDUC/EDCE	456	Directed Teaching with Students with Mild/Moderate Disabilities (3 semester hours)

Professional Level II Education Specialist Credential: Mild/Moderate Disabilities Credential

Candidates who have completed the Preliminary Level I Mild/Moderate Specialist Credential Program and have a full-time special education teaching position working with students with mild/moderate disabilities must enroll in an approved program for Professional Level II Education Specialist Credential within 120 calendar days of service on the Preliminary Credential.

Minor in Special Education

(20 semester hours)

The recommended course sequence is as follows:

Sophomore Year: EDUC/EDLC 400 (3 semester hours) and EDUC/EDSS 440 (3 semester hours)

Junior Year: EDUC/EDSS 444 (3 semester hours) and EDUC/EDSS 445 (3 semester hours)

Senior Year: EDUC/EDSS 427 (3 semester hours), 436 (2 semester hours), and capstone course (3 semester hours)

Elementary and Secondary Education

Faculty

Chairperson: Irene Oliver

Professor: Candace A. Poindexter

Associate Professors: Irene Oliver,
Ana Serrano

Assistant Professor: Ignacio Higareda

Clinical Faculty: Timothy Braun

Lecturers: Stephen Brown, Derrick Chau,

Darin Earley, Lisa Gustavson,

Jacqueline Hansen, Teresa Holden-Ilgunas,

Jessica Krull, David Kukla, Liza Levine,

Amy Loveland, Rosemarie Paguirigan-Steiner,

Leslie Ponciano, Michelle Tubbs,

Patricia Wedlock, Leslie Wells

Contact Information

Chairperson: Irene Oliver

Phone: (310) 338-2863

Fax: (310) 338-1976

E-mail: ioliver@lmu.edu

Office Location: University Hall 2600

Assistant Program Director: Annette
Pijuan

Academic Advisor: Terri Taylor

E-mail: ttaylor@lmu.edu

Learning Outcomes

In accordance with the Mission and Goals of the School of Education, the Elementary and Secondary Education programs strive to work collaboratively in a student-centered environment to be professionals who act to value and respect all individuals, promote social justice, promote cultural responsiveness, integrate theory and practice, develop moral, intellectual, responsible, and caring leaders and to collaborate and share leadership across communities.

Programs also strive to be, and to educate professionals to be, educators who: *Respect* and value all individuals and communities; *Educate* by integrating theory and practice; *Advocate* for access to a socially just education; and *Lead* in order to facilitate transformation.

For additional information, please refer to the School of Education Mission and Goal Statements.

Graduate Program

Introduction

The Department of Elementary and Secondary Education offers a variety of credential and graduate programs that emphasize the preparation of excellent teachers to educate the culturally and linguistically diverse populations in 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. As a result of our Masters and credential program 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.

Academic Programs

Elementary Education

Secondary Education

Early Childhood Education

Literacy Education

General Education

Professional 2042 Clear Teaching Credential

Master of Arts in Education

The Department of Elementary and Secondary Education offers the following programs:

- Combined preliminary credential and Master of Arts in Elementary Education, Secondary Education or Literacy and Language Arts;
- Master of Arts in Elementary Education or Secondary Education, with a credential option;
- Master of Arts in Early Childhood Education
- Specialized Master of Arts programs in Child and Adolescent Literacy, Literacy Education, or General Education.

Credential Programs

Preliminary California teaching credentials in:

- Elementary Education (SB 2042 Multiple Subjects)
- Secondary Education (SB 2042 Single Subject)

If students are interested in the following programs, please see the appropriate School of Education Department.

Elementary or Secondary Education with a Bilingual Emphasis: *Department of Language and Culture*

Special Education: *Department of Educational Support Services*

University Intern Credential programs: *Department of Specialized Programs in Urban Education*

Teaching credential requirements (listed with each program) are governed by the California Commission on Teacher Credentialing (CCTC) and are subject to change.

Students interested in pursuing credentials in Elementary or Secondary Education must attend an information session to begin the application process. Contact the School of Education Admissions Coordinator at (310) 338-7845 or soeinfo@lmu.edu for information session dates and times.

Traditional Candidates (Credential Candidates Only)

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.

Priority Application Deadlines for Master of Arts and/or Credential Programs

Fall semester—June 15

Spring semester—November 15

Summer session—March 15

Students applying for admission to the School of Education are highly encouraged to submit their applications for admission and all supporting documents by the priority deadlines outlined above. Qualified applicants meeting this deadline will be given priority consideration for program admission.

Contact the School of Education Admissions Coordinator at (310) 338-7845 or soeinfo@lmu.edu for information session dates and times.

Elementary Education

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. A student successfully completing either program is eligible to receive a Master of Arts in Elementary Education as well as to apply for a California Preliminary Multiple Subject Credential.

Provisional Admission Requirements for Master of Arts and/or Credential

Elementary Education requires the following for provisional admission:

1. Attendance at an Information Session (for credential candidates only)

Applicants will receive an information packet which includes:

- Graduate Application
- Candidate Information Sheet
- Three Recommendation Forms
- Technology Self-Verification Form
- Fingerprint information
- Program information

Please contact the Admissions Coordinator at (310) 338-7845 or soeinfo@lmu.edu to attend an information session.

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.

Statement of Intent

Applicants must write a 3-5 page essay describing how their experiences, qualities, and goals reflect the School of Education's motto—REAL (Respect, Educate, Advocate, Lead). For additional information on REAL, see <http://soe.lmu.edu>. The Statement of Intent should be submitted to the Graduate Division with the application and Candidate Information Sheet.

4. 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.

5. 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.

6. 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 application, they must submit official transcripts with the 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.

7. 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).

8. Basic Skills Proficiency Requirements

All Multiple (Elementary) Subjects 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:

- CBEST
- CSET: Multiple Subjects Plus Writing Skills examination—only multiple subjects candidates

9. 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 written Plan of Action, on when the CSET will be taken. Candidates must provide an original passing score report to the School of Education.

10. Fingerprint Clearance

The application for fingerprint clearance (also known as Live Scan) should be completed on-line. Official results of the Certificate of Clearance must be received by the Credential Office prior to enrolling in 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.

11. Tuberculin Test

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

12. 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 LiveText during the first prerequisite course. An e-Portfolio fee is assessed during the first semester of enrollment.

13. Interview with the Academic Program Director/Assistant Director

Following the submission of all requirements to the Graduate Division, the candidate will be contacted to schedule an admissions interview with the Academic Program Director/Assistant Director.

Upon completing the interview, the candidate's application is submitted to the Associate Dean for review and recommendation. Once a recommendation is made, candidates will receive written correspondence from the School of Education and Graduate Admissions explaining their admission status. Candidates notified of their admission status approximately two weeks after completing their admission interview with the Academic Program Director/Assistant Director.

14. Admission Status

Candidates are admitted on either Controlled or Provisional status to the appropriate Education Master of Arts and Credential Program.

15. Advisement

Immediately upon being either Controlled or Provisionally admitted, the student must schedule an appointment with the Academic Advisor.

Academic Advising: All candidates are required to meet with the Academic Advisor once a semester. Candidates are advised on appropriate course sequence and program information.

Professional Advising: All candidates are required to meet with the Professional Advisor (Program Director/Assistant Director) once a semester. Candidates will discuss academic course progress, career plans and goals, dispositional issues and other issues related to the teaching profession.

Formal Admission Requirements for Master of Arts and/or Credential

Review by the Teacher Admission and Advisory Committee (TAAC): After the requirements for formal admission, outlined below, have been completed, the candidate will apply to the Teacher Admission and Advisory Committee (TAAC) for Formal Admission review. The Academic Advisor will facilitate the application process. It is the candidate's responsibility to ensure that all items have been completed and submitted, 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 unless required by law.

1. **Advising**

- a. **Academic Advising:** All candidates are required to meet with the Academic Advisor **once a semester**. Candidates are advised on appropriate course sequence and program information.
- b. **Professional Advising:** All candidates are required to meet with the Professional Advisor (Program Director/Assistant Director) **once a semester**. Candidates will discuss academic course progress, career plans and goals, dispositional issues and other issues related to the teaching profession.

2. **U.S. Constitution Requirement:** Candidates may satisfy the U.S. Constitution requirement in one of the following ways:

- a. Taking one of the following LMU courses: HIST 161, HIST 162, POLS 130, or POLS 135;
- b. 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;
- c. 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:

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

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 intent to take the CSET.

5. **Disposition Rubric:** (approval pending)

Requirements for Student Teaching

Review by the Teacher Advisory Review Committee (TARC): After the requirements for student teaching, outlined below, have been completed the candidate will apply to TARC for review. Candidates must complete the application and Violation Affidavit with the Academic Advisor. The application 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 and submitted, including the resolution of any incomplete grades received in any courses. Candidates will be notified of the Committee's decision in writing. All eligible candidates will be contacted for an interview with the Coordinator of Clinical Education.

1. Complete the following three courses with a grade of "B" (3.0) or better prior to enrolling in student teaching:

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

2. Teaching Performance Assessments (TPA) Task 1 and Task 2 (fee based, 0 semester hours)

- EDUC/EDCE 5950 TPA Task 1 Subject Specific Pedagogy
- EDUC/EDCE 5951 TPA Task 2 Designing Instruction

3. Health Education for Educators: Candidates may satisfy the Health Education requirement in one of the following ways:

- a. Successful completion of EDUC/ EDES 8000

- b. 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 Program Director/ Assistant Director once a semester 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: (approval pending)

Enrolling in Student Teaching

In order to be accepted and successfully complete student teaching, all students must comply with the policies and requirements set forth by the School of Education's Clinical Education Department. All student teacher placements are made by the Clinical Education Department. Students will enroll in:

EDUC/EDCE 5976	Elementary Directed Teaching (9 semester hours)
EDUC/EDCE 5952	TPA Task 3 Assessing Learning (0 semester hours, fee required)
EDUC/EDCE 5953	TPA Task 4 Culminating Teaching Experience (0 semester hours, fee required)

Note: If you are in a Combined Master of Arts and Credential Program, only six (6) semester hours of graduate student teaching may be applied to the Master of Arts program.

Reading Instruction Competence Assessment (RICA)

After completing EDUC/EDES 6201 (Foundations of Elementary Literacy Instruction), candidates are eligible to take, pass, and submit an original score report of the RICA to the School of Education prior to applying for the credential.

Additional Coursework Required for the Master of Arts Degree

OPTION 1: Elementary Education

Choose one of the following courses and complete with a 3.0 or better:

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

Complete EDUC/EDES 6995, Comprehensive Exam in Elementary Education (0 semester hours, 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

- All 2042 Preliminary Multiple Subjects Teaching Credential courses
- Additional Required Coursework

EDUC/EDES 6342	Diagnosing and Developing Literacy Skills
EDUC/EDES 6343	Practicum in Diagnosing and Developing Literacy Skills

- 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/EDES 6995	Comprehensive Exam: Literacy (0 semester hours, fee required)
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or

Thesis Option (See Program Director for detailed course sequence)

Exit Interview

The candidate must schedule an exit interview with the Program Director or Assistant Director. The exit interview must be completed prior to submitting an application for a credential and/or Master of Arts degree.

Application Process for the Preliminary Multiple Subject Credential

When all requirements have been completed successfully, candidates must complete the Credential Application through the School of Education to the Commission on Teacher Credentialing, State of California (additional fee required; see 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.

Professional 2042 Clear Teaching Credential

A student has five years after obtaining the preliminary credential to complete the requirements for the professional clear credential. This Clear Credential is intended for Catholic and private school teachers who do not have access to a district induction program. For more information, see the section on the Professional 2042 Clear Teaching Credential.

Secondary Education

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. A student successfully completing this program will be eligible to receive a Master of Arts in Secondary Education as well as 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

Provisional Admission Requirements for Master of Arts and/or Credential

Secondary Education requires the following for provisional admission:

1. Attendance at an Information Session (for Credential Candidates Only)

Applicants will receive an information packet which includes:

- Graduate Application
- Candidate Information Sheet
- Three Recommendation Forms
- Technology Self-Verification Form
- Fingerprint information
- Program information

Please contact the Admissions Coordinator at (310) 338-7845 or soeinfo@lmu.edu to attend an information session.

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.

Statement of Intent

Applicants must write a 3-5 page essay describing how their experiences, qualities, and goals reflect the School of Education's motto—REAL (Respect, Educate, Advocate, Lead). For additional information on REAL, see <http://soe.lmu.edu>. The Statement of Intent should be submitted to the Graduate Division with the application and Candidate Information Sheet.

4. 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.

5. 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.

6. 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 application, they must submit official transcripts with the 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.

7. 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 (secondary, 13-19 years of age).

8. Basic Skills Proficiency Requirements

All Single (Secondary) Subjects applicants must meet the California Commission on Teacher Credentialing requirements for basic skills. An official passing score on the CBEST examination is required to demonstrate proficiency in basic skills:

9. 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 written Plan of Action stating when the CSET will be taken. Candidates must provide an original passing score report to the School of Education.

Candidates may provide a letter verifying 100% completion of the subject matter coursework from a 2042 approved program.

10. 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 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.

11. Tuberculin Test

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

12. 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 LiveText during the first prerequisite course. The e-Portfolio fee is assessed during the first semester of enrollment.

13. Interview with the Program Director/Assistant Director

Following the submission of all requirements to the Graduate Division, the candidate will be contacted to schedule an admissions interview with the Academic Program Director/Assistant Director.

Upon completing the interview, the candidate's application is submitted to the Associate Dean for review and recommendation. Once a recommendation is made, the candidate will receive written correspondence from the School of Education and Graduate Admissions explaining the admission status. Candidates are notified of their admission status approximately two weeks after completing their admission interview with the Academic Program Director/Assistant Director.

14. Admission Status

Candidates are admitted on either Controlled or Provisional status to the appropriate Education Master of Arts and Credential Program.

15. Advisement

Immediately upon being either Controlled or Provisionally admitted, the student must schedule an appointment with the Academic Advisor.

Academic Advising: All candidates are required to meet with the Academic Advisor once a semester. Candidates are advised on appropriate course sequence and program information.

Professional Advising: All candidates are required to meet with the Professional Advisor (Program Director/Assistant Director) once a semester. Candidates will discuss academic course progress, career plans and goals, dispositional issues and other issues related to the teaching profession.

Formal Admission Requirements for Master of Arts and/or Credential

Review by the Teacher Admission and Advisory Committee (TAAC):

After the requirements for formal admission, outlined below, have been completed, the candidate will apply to the Teacher Admission and Advisory Committee (TAAC) for Formal Admission review. The Academic Advisor will facilitate the application process. It is the candidate's responsibility to ensure that all items have been completed and submitted, 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 unless required by law.

1. Advising

Academic Advising: All candidates are required to meet with the Academic Advisor **once a semester**. Candidates are advised on appropriate course sequence and program information.

Professional Advising: All candidates are required to meet with the Professional Advisor (Program Director/Assistant Director) **once a semester**. Candidates will discuss academic course progress, career plans and goals, dispositional issues and other issues related to the teaching profession.

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:

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

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.

Candidates may provide a letter verifying 100% completion of the subject matter coursework from a 2042 approved program.

5. Disposition Rubric: (approval pending)

Requirements for Student Teaching

Review by the Teacher Advisory Review Committee (TARC):

After the requirements for student teaching, outlined below, have been completed the candidate will apply to TARC for review. Candidates must complete the application and Violation Affidavit with the Academic Advisor. The application 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 and submitted, including the resolution of any incomplete grades received in any courses. Candidates will be notified of the Committee's decision in writing. All eligible candidates will be contacted for an interview with the Coordinator of Clinical Education.

1. Candidates need to complete the following with a grade of "B" (3.0) or better prior to enrolling in student teaching:

EDUC/EDLC	5250	Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators
EDUC/EDES	6250	Improvement of Literacy in the Single Subject Classroom

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

EDUC/EDES	5251	Methods in Teaching Secondary Languages Other than English
EDUC/EDES	5252	Methods in Teaching Secondary Social Studies
EDUC/EDES	5253	Methods in Teaching Secondary English

- EDUC/EDES 5254 Methods in Teaching Secondary Science
- EDUC/EDES 5255 Methods in Teaching Secondary Math
- EDUC/EDES 5256 Methods in Teaching Secondary Art

2. **Teaching Performance Assessment (TPA)** Task 1 and Task 2 (fee based, 0 semester hours)

- EDUC/EDCE 5950 TPA Task 1 Subject Specific Pedagogy (in content area)
- EDUC/EDCE 5951 TPA Task 2 Designing Instruction

3. **Health Education for Educators:** Candidates may satisfy the Health Education requirement in one of the following ways:

- a. Successful completion of EDUC/EDES 8000; or
- b. 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 Program Director/ Assistant Director **once a semester** by calling (310) 338-2863.

5. **Subject Matter Competency:** Submit to the Academic Advisor either:

- a. Original score report verifying 100% successful completion of all elements of the CSET; or
- b. Letter verifying 100 % completion of the subject matter coursework from a 2042 approved program

6. **Disposition Rubric Score:** (approval pending)

Enrolling in Student Teaching

In order to be accepted and successfully complete student teaching, all students must comply with the policies and requirements set forth by the School of Education's Clinical Education Department. All student teacher placements will be made by the Clinical Education Department. Students must enroll in:

- EDUC/EDCE 5977 Secondary Directed Teaching (9 semester hours)
- EDUC/EDCE 5952 TPA Task 3 Assessing Learning (0 semester hours, fee required)
- EDUC/EDCE 5953 TPA Task 4 Culminating Teaching Experience (0 semester hours, fee required)

Note: If you are in a Combined Master of Arts and Credential Program, **only six (6) semester hours of graduate student teaching may be applied to the Combined Master of Arts program.**

Additional Coursework Required for the Master of Arts Degree

OPTION 1: Secondary Education

1. Choose one of the following courses and complete with a 3.0 or better:

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

2. Complete EDUC/EDES 6995, Comprehensive Exam in Secondary Education (0 semester hours, fee required)

OPTION 2: Literacy and Language Arts

The Master of Arts in Literacy and Language Arts combined with the 2042 Preliminary 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
 - a. EDUC/EDES 6342, Diagnosing and Developing Literacy Skills
 - b. EDUC/EDES 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/EDES 6995 Comprehensive Exam: Literacy (0 semester hours, fee required)

or

Thesis Option (See Program Director for detailed course sequence)

Exit Interview

The candidate must schedule an exit interview with the Program Director or Assistant Director. The exit interview must be completed prior to submitting an application for a credential and/or Master of Arts degree.

Application Process for the Preliminary Single Subject Credential

When all requirements have been completed successfully, candidates must complete a credential application through the School of Education to the Commission on Teacher Credentialing, State of California (additional fee required; see 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.

Professional 2042 Clear Teaching Credential

A student has five years after obtaining the preliminary credential to complete the requirements for the professional clear credential. This Clear Credential is intended for Catholic and private school teachers who do not have access to a district induction program. For more information, see the following section on the Professional 2042 Clear Teaching Credential.

Professional 2042 Clear Teaching Credential

Program Director: Candace Poindexter
Assistant Program Director: Tim Braun
Office Location: University Hall 2600

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 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.

Formal Admission 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; 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. Applicants that have earned units beyond a Bachelor's degree, official transcripts from any and all institutions where courses have been taken must be submitted. For applicants that have recently completed an academic program in the School of Education, this requirement may be waived.
7. **Statement of Intent:** Applicants must write a 3-5 page essay describing the way in which their experiences, qualities, and goals reflect the School of Education's motto—REAL (Respect, Educate, Advocate, Lead). For a complete explanation of REAL see the School of Education website, <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.)
10. **Interview with the Program Director/Assistant Director:** 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.

Upon completing the interview, the candidate's application is submitted to the Associate Dean for review and recommendation. Once a recommendation is made, the candidate will receive written correspondence from the School of Education and Graduate Admissions explaining their admission status. The candidate is notified of their admission status approximately two weeks after completing their admission interview with the Academic Program Director/Assistant Director.

Professional 2042 Clear Credential Advanced Coursework

After being formally admitted to the Professional 2042 Clear Credential Program, candidates will complete the following courses:

- EDUC/EDES 6080 Advanced Course 1: Special Populations, English-Language Learners, Health, and Technology (3 semester hours, offered Fall only)
- EDUC/EDCE 6965 Action Research Fieldwork Support Course 1 (1 semester hour, offered Fall only)
- EDUC/EDES 6081 Advanced Course 2: Special Populations, English-Language Learners, Health, and Technology (3 semester hours, offered Spring only)
- EDUC/EDCE 6966 Action Research Fieldwork Support Course 2 (1 semester hour, offered Spring only)

Additional Semester Hours

Once candidates finish the Professional 2042 Clear Credential Program they cannot clear their credential until the additional 22 graduate semester hours 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/EDES 6340 Educational Linguistics
- EDUC/EDES 6341 Foundations of Literacy Instruction
- EDUC/EDES 6342 Diagnosing and Developing Literacy Skills
- EDUC/EDES 6343 Practicum in Diagnosing and Developing Literacy Skills
- EDUC/EDES 6103 Curriculum and Instructional Leadership
- EDUC/EDES 6344 Seminar in Literacy, Leadership and Professional Development
- EDUC/EDES 6345 Literacy Fieldwork (1 semester hour)
- EDUC/EDES 6995 Comprehensive Examination (fee required, 0 semester hours)

One of the following courses:

- EDUC/EDLC 6100 Anthological Analysis of Cultural Diversity
- EDUC/EDLA 6105 Assessment and Research Methodology
- EDUC/EDSS 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).

Early Childhood Education

Program Director: Leslie Ponciano
Office Location: University Hall 2600

Master of Arts in Early Childhood Education

The graduate program in Early Childhood Education is a multi-disciplinary two-year cohort program leading to a Master of Arts degree. Students will comprehensively examine the whole child at an advanced level, prenatal development through age 8. In addition to an in-depth understanding of all developmental domains; cognitive, language, social, emotional, and physical, students will gain knowledge of theory, research and best practices. Coursework will include an emphasis on significant issues found in early childhood education, such as environmental influences, children with special needs, diversity, second language learners, public policy, and social justice. This program will prepare students for careers in early childhood education program delivery, such as teaching and administration; in community college instruction; in policy and advocacy; or to pursue further graduate study.

Learning Outcomes

In accordance with the Mission and Goals of the School of Education, the Early Childhood Education Program strives to work collaboratively with students in a supportive environment to create professionals who value and respect all children and families, advocate for social justice, and demonstrate cultural competence. Graduates of the ECE program will integrate theory and research into practice and policy, contribute to our evolving knowledge of children, and exemplify best practices in teaching and caring for young children.

For additional information, please refer to the School of Education Mission and Goal Statements.

Graduate Admission Requirements

Application to the Early Childhood Education Master of Arts degree program is accomplished by completing and submitting the following to the School of Education (unless otherwise noted).

Education Requirements: Bachelor's degree in child development or related field such as psychology, social work, urban studies, liberal studies, etc. Applicants with an unrelated Bachelor's degree must demonstrate completion at a passing level (C or better) of a lower division child development course, an upper division child development course, a child/family/community course, and ECE curriculum course, and a minimum of 60 hours of fieldwork (both observation and direct involvement with children will be considered).

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 Program Director.

Submission of Graduate Application and Application Fee: Applicants may either submit the LMU Graduate application and fee to the Graduate Division or complete the online application.

Candidate Information Sheet: Applicants must submit the Candidate Information Sheet to the Graduate Division.

Statement of Intent: Applicants must write a 3–5 page essay addressing: (1) elements of your educational and/or personal experience that have contributed to your interest in pursuing graduate study in early childhood education; (2) your career objective(s) and the abilities and skills you possess that will enhance your chances of success; (3) how LMU's MA program will assist you in achieving your goals, and if applicable; (4) your research area of interest; and (5) any plans for obtaining a subsequent advanced degree.

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 young children. At least one letter must verify the student's academic experience and abilities.

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 their degree at the time of application, 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.

Observation/Volunteer Hours Plan of Action: Candidates must complete at least 60 hours of experience working with culturally diverse children between the ages of 0–5 years. Both observation and direct involvement are valid as well as hours accumulated as part of a course requirement.

Fingerprint Clearance: An application for fingerprint clearance (also known as Live Scan) is included in the Admissions information packet. Official results of the Certificate of Clearance must be received by the Credential Office prior to enrolling in any coursework that includes contact with children. All fees associated with the fingerprint clearance application are the responsibility of the student.

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

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 LiveText during the first prerequisite course. The ePortfolio fee is assessed during the first semester of enrollment.

Interview with the Program Director: Following the submission of all requirements to the Graduate Division, the candidate will be asked to schedule a personal interview with the Director of the Early Childhood Education Program. The interview will not be scheduled until all letters of recommendation have been received.

Upon completing the interview, the candidate's application is submitted to the Associate Dean for review and recommendation. Once a recommendation is made, the candidate will receive written correspondence from the School of Education and Graduate Admissions explaining their admission status.

Advisement: Immediately upon being either Controlled or Provisionally admitted, the student must schedule an appointment with the Academic Advisor. All candidates are required to meet with the Academic Advisor once a semester. Candidates are advised on appropriate course sequence and program information.

Coursework

Traditional Candidates: Candidates following this path will complete the coursework described below with a grade of "B" (3.0) or better before beginning the culminating experience. Traditional candidates will follow a cohort Fall/Spring/Summer schedule in Years 1 and 2.

Intern/Practitioner Candidates: Candidates following this path are employed full-time at an early childhood education setting that has a partnership with LMU. The candidates take courses and must achieve a grade of "B" (3.0) or better while teaching full-time. Some intern/practitioner candidates will follow a cohort Summer/Fall/Spring schedule in Year 1 and a Fall/Spring schedule in Year 2.

Year 1

EDUC/EDES	5400	Developmental Theories (3 semester hours)
EDUC/EDES	5401	Infancy (3 semester hours)
EDUC/EDCE	5961	Early Childhood Fieldwork I (1 semester hour)—Fall
EDUC/EDCE	5962	Early Childhood Fieldwork 2 (1 semester hour)—Spring
EDUC/EDES	5402	Early Childhood (3 units)
EDUC/EDES	5403	Cognition and Language (3 semester hours)
EDUC/EDES	5404	Environmental Influences on Development (3 semester hours)
EDUC/EDES	5405	ECE Programs and Curriculum (3 semester hours)

Year 2

EDUC/EDES	5406	Social and Emotional Development (3 semester hours)
EDUC/EDES	5407	Research Methods and Early Childhood Assessment (3 semester hours)
EDUC/EDCE	5963	Early Childhood Education Fieldwork 3 (1 semester hour)—Fall

EDUC/EDES 5408 ECE Program Administration (Lecture and Fieldwork) (3 semester hours)

EDUC/EDCE 5964 Early Childhood Education Fieldwork 4 (2 semester hours)—Spring

Culminating Experience:

EDUC/EDES 6995 Comprehensive Exam (0 semester hours)

or

Thesis (4 semester hours)

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.

Teaching Certificate Programs

Certificate in Advanced Literacy for At-Risk Students

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 Statement of Intent, submitted directly to the Graduate Division Office.
2. 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 minimum 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 Program Director/Assistant Director:

Upon completing the interview, the candidate's application is submitted to the Associate Dean for review and recommendation. Once a recommendation is made, the candidate will receive written correspondence from the School of Education and Graduate Admissions explaining their admission status. The candidate is notified of their admission status approximately two weeks after completing the admission interview with the Academic Program Director/Assistant Director.

Course Requirements

- EDUC/EDSS 6311 Advanced Issues in Assessment and Instruction of Students with Special Needs
- EDUC/EDES 6342 Diagnosing and Developing Literacy Skills
- EDUC/EDES 6343 Practicum: Diagnosing and Developing Literacy Skills

EDUC/EDES 6346 Advanced Practicum for At-Risk Students

EDUC/EDES 6347 Research and Trends in Literacy and Learning for At-Risk Students

Literacy Education

Program Director: Candace Poindexter
Assistant Program Director: Tim Braun
Office Location: University Hall 2600

Learning Outcomes

In accordance with the Mission and Goals of the School of Education, the Literacy Education Programs strive to work collaboratively in a student-centered environment to be professionals who act to value and respect all individuals, promote social justice, promote cultural responsiveness, integrate theory and practice, develop moral, intellectual, responsible, and caring leaders and to collaborate and share leadership across communities.

Programs also strive to be, and to educate professionals to be, educators who: Respect and value all individuals and communities; Educate by integrating theory and practice; Advocate for access to a socially just education; and Lead in order to facilitate transformation.

For additional information, please refer to the School of Education Mission and Goal statements.

Master of Arts in Child and Adolescent Literacy (online option also available)

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).

- Graduate Division Application:** Submitted directly to the Graduate Division Office.
- Transcripts:** Two copies of official transcripts from all colleges/universities attended, sent directly to the Graduate Admissions Office.
- GPA Requirement:** Minimum 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. **Child and Adolescent Literacy Program Application:** Form may be obtained in the School of Education

5. **Statement of Intent**

6. **Two Letters of Recommendation:** Forms may be obtained in the School of Education or online at <http://soe.lmu.edu>.

7. **Interview with the Program Director/Assistant Director:** Upon completing the interview, the candidate's application is submitted to the Assistant Dean for review and recommendation. Once a recommendation is made, the candidate will receive written correspondence from the School of Education and Graduate Admissions explaining their admission status. The candidate is notified of their admission status approximately 2 weeks after completing their admission interview with the Academic Program Director/Assistant Director.

Once the above have been completed, the candidate's file will be submitted to the Associate Dean for review. The Associate Dean may accept, defer or deny admission.

Program Requirements

Core courses:

EDUC/EDLC 6100 Anthropological Analysis of Cultural Diversity

EDUC/EDES 6103 Curriculum and Instructional Leadership

EDUC/EDLA 6105 Assessment and Research Methodology

EDUC/EDSS 6106 Human Development and Learning

Two Courses in Area of Specialization:

EDUC/EDES 6340 Educational Linguistics Comprehensive Assessment (see next section)

EDUC/EDES 6341 Foundations of Literacy Instruction

EDUC/EDES 6342 Diagnosing and Developing Literacy Skills

EDUC/EDES 6343 Practicum in Diagnosing and Developing Literacy Skills

EDUC/EDES 6344 Seminar in Literacy, Leadership and Professional Development

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

or

EDUC/EDSS 6311 Advanced Issues in Assessment and Instruction of Students with Special Needs

Comprehensive Assessment

EDUC/EDES 6995 Comprehensive Examination: Literacy (fee required, 0 semester hours)

or

Thesis Option with approval:

EDUC/EDLA 6950 Advanced Research Methods

EDUC/EDLA 6951 Advanced Research Design (1 semester hour)

EDUC/EDES 6955 Master of Arts Thesis I (1 semester hour)

EDUC/EDES 6956 Master of Arts Thesis II (1 semester hour) as needed

EDUC/EDES 6957 Master of Arts Thesis III (1 semester hour) as needed

Reading Certificate Program (online option also available)

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. The Certificate Program is also offered on-line.

Admission Requirements

- 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. **Statement of Intent**
5. **Two Letters of Recommendation:** Forms may be obtained in the School of Education.
6. **Interview with the Program Director/Assistant Director:** Upon completing the interview, the candidate's application is submitted to the Associate Dean for review and recommendation. Once a recommendation is made, the candidate will receive written correspondence from the School of Education and Graduate Admissions explaining their admission status. The candidate is notified of their admission status approximately two weeks after completing their admission interview with the Program Director/Assistant Director.
7. **GPA Requirement:** Minimum 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.

Course Requirements

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

The Reading and Language Arts Specialist Credential (pending approval)

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

Course Requirements

EDUC/EDES	6103	Curriculum and Instructional Leadership
EDUC/EDLA	6105	Assessment and Research Methodology
EDUC/EDSS	6311	Advanced Issues in Assessment and Instruction
EDUC/EDES	6340	Educational Linguistics
EDUC/EDES	6341	Foundations of Literacy Instruction
EDUC/EDES	6342	Diagnosing and Developing Literacy Skills
EDUC/EDES	6343	Practicum: Diagnosing and Developing Literacy Skills
EDUC/EDES	6344	Seminar in Literacy Leadership and Professional Development
EDUC/EDES	6346	Advanced Practicum for At Risk Students
EDUC/EDES	6347	Research and Trends in Literacy for At-Risk Students
EDUC/EDES	6348	Field Experience in Professional Literacy Leadership

General Education

Program Director: Candace Poindexter
Assistant Program Director: Tim Braun
Office Location: University Hall 2600

Learning Outcomes

In accordance with the Mission and Goals of the School of Education, the General Education Program strives to work collaboratively in a student-centered environment to be professionals who act to value and respect all individuals, promote social justice, promote cultural responsiveness, integrate theory and practice, develop moral, intellectual, responsible, and caring leaders and to collaborate and share leadership across communities.

Programs also strive to be, and to educate professionals to be, educators who: Respect and value all individuals and communities; Educate by integrating theory and practice; Advocate for access to a socially just education; and Lead in order to facilitate transformation.

For additional information, please refer to the School of Education Mission and Goal statements.

Master of Arts in General Education

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 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. **GPA Requirement:** A minimum 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. **Statement of Intent**

5. **General Education Program Application:** Available in the School of Education. EDUC/EDES 6956 Master of Arts Thesis II (1 semester hour) as needed
6. **Two Letters of Recommendation:** Forms may be obtained in the School of Education. EDUC/EDES 6957 Master of Arts Thesis III (1 semester hour) as needed
7. **Interview with the Program Director/Assistant Director:** Upon completing the interview, the candidate's application is submitted to the Associate Dean for review and recommendation. Once a recommendation is made, the candidate will receive written correspondence from the School of Education and Graduate Admissions explaining their admission status. Candidates are notified of their admission status approximately two weeks after completing their admission interview with the Academic Program Director/Assistant Director.

Program Requirements

Four Core Courses

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

Electives: Student selects six additional 5000/6000 level Education classes with approval of Program Director (depending on student's goals), two of which may be in another discipline. At least 18 semester hours of coursework in the total program must be at the 6000 level.

Comprehensive Assessment

EDUC/EDES	6995	Comprehensive Examination: General Education (fee required, 0 semester hours)
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or

Thesis Option with approval:

EDUC/EDLA	6950	Advanced Research Methods
EDUC/EDLA	6951	Advanced Research Design (1 semester hour)
EDUC/EDES	6955	Master of Arts Thesis I (1 semester hour)

Undergraduate Program

Introduction

The Department of Elementary and Secondary Education offers credential programs and minors in Education and is committed to preparing excellent teachers to educate the diverse population in California's K-12 public and private schools. As an NCATE-accredited program, we offer professional preparation in research-based exemplary practices that include the requisite knowledge, skills, and dispositions required to ensure equity and excellence in education.

Academic Programs

Elementary Education

Secondary Education

Minor in Education

Credential Programs

Preliminary California Teaching Credentials are offered in Elementary Education (SB 2042 Multiple Subjects) and Secondary Education (SB 2042 Single Subject)

If you are interested in the following programs, please see the appropriate Department. For Elementary or Secondary Education with a Bilingual Emphasis see the Department of Language and Culture and for Special Education see the Department of Educational Support Services.

Teaching credential requirements (listed with each program) are governed by the California Commission on Teacher Credentialing (CTC) and are subject to change.

Students interested in pursuing credentials in Elementary or Secondary Education must attend an information session to begin the application process. Contact the School of Education Admissions Coordinator at (310) 338-7845 or soeinfo@imu.edu for information session dates and times.

Initial Application Process for Elementary and Secondary Education Programs

- I. Attend a mandatory information session to receive the following application materials:
 - School of Education Application
 - Recommendation forms
 - Subject matter Plan of Action
 - Statement of Intent guidelines
 - Technology Self-Verification form

- A minimum GPA of 2.8 is required. Students who do not meet this requirement must schedule an appointment with the Academic Program Director to be considered for admission.

APPLICATION DEADLINES: Priority application deadlines are as follows:

- Fall semester - June 15
- Spring semester - November 15
- Summer session - March 15

Students applying for admission to the School of Education are highly encouraged to submit their applications for admission and all supporting documents by the priority deadlines outlined above. Qualified applicants meeting this deadline will be given priority consideration for admission.

Contact the School of Education Admissions Coordinator at (310) 338-7845 or soeinfo@lmu.edu for information session dates and times.

Technology Requirement

All education courses require the usage of LiveText. An Electronic Portfolio fee will be assessed upon admission to the School of Education.

Education Minors

Education minors are offered in Elementary Education and Secondary Education. Students may declare a minor in Education so that their Education coursework is acknowledged in their official transcript. Students pursuing a minor must complete 18 semester hours in Education coursework. Please see the Elementary or Secondary Program section for specific courses.

In order to maximize enrollment in Education courses within the undergraduate program, students are strongly encouraged to declare the Education minor early in their career. The Education minor is not applicable to Liberal Studies majors (Multiple Subject Credential). **Completion of an Education minor does not equal completion of the requirements for a teaching credential.** Students may complete the Education minor without completing all the requirements for a teaching credential.

Students wishing to be admitted to the Minor in Education program must complete all the requirements for admission to the School of Education except for the subject matter competency and CBEST requirements. Students must meet with the Program Director to declare the minor and obtain permission for additional coursework.

Elementary Education

Preliminary California Teaching Credential

The 2042 Multiple Subject Preliminary Credential program is designed for students who are seeking teaching positions in grades K-5 or any self-contained classrooms in grades 6-8. A student successfully completing this program is eligible to receive a minor in Elementary Education and to apply for a California Preliminary Multiple Subject Credential.

Requirements for Formal Admission

Review by the Teacher Admission and Advisory Committee (TAAC):

After the requirements for formal admission, outlined below, have been completed and all application materials submitted, the candidate's file will be presented to TAAC for review. It is the candidate's responsibility to ensure that all items have been received. Candidates will be notified of the Committee's decision in writing. All documents become the property of the University and will not be released to any person or institution.

All of the following requirements must be completed and submitted to the School of Education, UH 2100, prior to scheduling an interview with the Academic Program Director.

- Complete three of the following four prerequisite courses and maintain a GPA of 2.8 or better:

EDUC/EDLC 400	Sociocultural Analysis of Education
EDUC/EDES 401	Educational Psychology for the Childhood and Adolescent Years
EDUC/EDLC 414	Theories of Second Language Acquisition
EDUC/EDSS 440	Introduction to the Culturally and Linguistically Diverse Student with Exceptional Needs

Prerequisite courses are only available to sophomores (30 semester hours earned) or higher. Interested first year students should contact the Academic Program Director. Plan to complete the fourth prerequisite prior to student teaching.

- Teacher Education Application form
- Statement of Intent
- Candidate Information Sheet
- Submit one set of official transcripts from all colleges and universities attended other than LMU
- Four letters of recommendations: three out of the four must be submitted for an interview. One letter must be from your major advisor
- Verification of 20 hours of experience working with culturally and linguistically diverse youth groups, ages 4-13, or Plan of Action of Completion of 20 hours prior to student teaching
- Fingerprint Clearance (original Certificate of Clearance must be received back from the California Commission on Teacher Credentialing (CCTC) at the School of Education by the end of your first semester)
- Tuberculosis (TB) Skin Test results
- California Basic Educational Skills Test (CBEST) original passing score report
- Subject Matter Plan of Action completion:

Students must demonstrate mastery of the required subject matter by passing the Multiple Subject California Subject Matter Exam for Teachers (Multiple Subject CSET). Results of the CSET are valid for only five years.
- Disposition Rubric (pending approval)
- Technology Requirement
- Interview with Academic Program Director

Advising

Academic Advising: All candidates are required to meet with the Academic Advisor once a semester. Candidates are advised on appropriate course sequence and program information.

Professional Advising: All candidates are required to meet with the Professional Advisor (Program Director/Assistant Director) once a semester. Candidates will discuss academic course progress, career plans and goals, dispositional issues and other issues related to the teaching profession.

Requirements for Student Teaching

Review by the Teacher Advisory Review Committee (TARC): After the requirements for student teaching, outlined below, have been completed the candidate will apply to TARC for review. Applications will be submitted to the Academic Advisor. It is the candidate's responsibility to ensure that all items have been completed and received. The candidate will be notified of the Committee's decision in writing. All documents become the property of the University and will not be released to any person or institution.

All of the following are required once you have been formally admitted to the School of Education and must be fulfilled prior to enrollment in student teaching:

1. A "B" (3.0) grade point average must be maintained in all education coursework. A "D" (1.0) is not acceptable in any of the coursework in the sequence.
2. Fingerprint Clearance—A signed Violation Affidavit.
3. TB test results—Valid within one year prior to student teaching.
4. U.S. Constitution Requirement—Satisfied by one of the following:
 - Successfully completing one of the following LMU courses: AMCS 162, HIST 161, HIST 162, POLS 130, or POLS 135; or
 - Passing an approved examination through the History Department; or
 - Completing an approved course at another institution.
5. Health Education requirement (verified on transcripts), satisfied by one of the following:
 - Completing EDUC/EDES 8000 (1 semester hour); or
 - Completing a 2042 approved health education course through another institution.
6. Multiple Subject CSET original passing score report
7. Disposition Rubric (pending approval)
8. Complete the following methods courses (maintaining a GPA of 3.0 or better)

EDUC/EDES 409 Literacy in the Curriculum

EDUC/EDLC 425 Methods in English Language Development and Specially Designed Academic Instruction in English

EDUC/EDES 434 Elementary Curriculum and Methods

9. Teaching Performance Assessment (TPA) Task 1 and Task 2 (fee based, 0 semester hour courses)

EDUC/EDCE 461 TPA Task 1 Subject Specific Pedagogy

EDUC/EDCE 462 TPA Task 2 Designing Instruction

Enrolling in Student Teaching

In order to be accepted and successfully complete student teaching, all students must comply with the policies and requirements set forth by the School of Education's Clinical Education Department. All student teacher placements will be made by the Clinical Education Department.

1. Students must clear all Incompletes prior to student teaching
2. Students must schedule an appointment with the Academic Advisor
3. Students must complete the fieldwork application (available from the Academic Advisor) and schedule an interview with the Coordinator of Fieldwork
4. Enroll in EDUC/EDCE 410, Elementary Directed Teaching (9-12 semester hours)
5. Enroll in EDUC/EDCE 463, TPA Task 3 Assessing Learning
6. Enroll in EDUC/EDCE 464, TPA Task 4 Culminating Teaching Experience

Reading Instruction Competence Assessment (RICA)

After completion of EDUC/EDES 409, candidates are eligible to take the RICA exam. Candidates are required to take, pass, and submit an original passing score report to the School of Education prior to applying for the preliminary teaching credential.

Exit Interview

The candidate must schedule an exit interview with the Director or Assistant Director. The exit interview must be completed prior to submitting an application for a credential.

Application Process for the Preliminary Multiple Subject Credential

- a. Successful completion of all the requirements outlined above
- b. Students must submit an official transcript with the Bachelor's degree posted to the Credential Office in the School of Education.
- c. Complete the Credential Application through the School of Education to the Commission on Teacher Credentialing, State of California (additional fee required; see website for more information).

Professional 2042 Clear Teaching Credential

A student has five years after obtaining the preliminary credential to complete the requirements for the professional clear credential. LMU offers a Clear Credential intended for Catholic and Private school teachers who do not have access to a district induction program. For more information, contact the Academic Program Director, Dr. Candace Poindexter, at (310) 338-2863.

Minor in Elementary Education (18 semester hours)

For non-Liberal Studies majors only.

18 semester hours in Education from the following courses:

- a. 4 prerequisite Education courses: EDUC/EDLC 400, EDUC/EDES 401, EDUC/EDLC 414, and EDUC/EDSS 440
- b. 2 courses from the following: EDUC/EDES 409, EDUC/EDLC 425, EDUC/EDES 434

Secondary Education

Preliminary California Teaching Credential

The 2042 Single Subject Preliminary Credential program is designed for students who are seeking teaching positions in grades 9-12, or in 6-8 school settings that require teachers to teach in departments. A student successfully completing this program is eligible to receive a minor in Secondary Education as well as to apply for a California Preliminary Single Subject Credential.

The following Single Subject Preliminary Credentials are offered through the School of Education:

- a. Art*
- b. Biology*
- c. Chemistry*
- d. Physical Education (Dance)*
- e. English*
- f. French
- g. Mathematics*
- h. Physics
- i. Social Science*
- j. Spanish*

* Content area with an LMU undergraduate approved program by the California Commission on Teacher Credentialing (CCTC). However, students can major in any content area and still be eligible to receive a Single Subject Preliminary Credential.

Requirements for Formal Admission

Review by the Teacher Admission and Advisory Committee (TAAC): After the requirements for formal admission, outlined below, have been completed and all application materials submitted, the candidate's file will be presented to TAAC for review. It is the candidate's responsibility to ensure that all items have been received. Candidates will be notified of the Committee's decision in writing. All documents become the property of the University and will not be released to any person or institution.

All of the following requirements must be completed and submitted to the School of Education, UH 2100, prior to scheduling an interview with the Academic Program Director.

1. Complete three of the following four prerequisite courses and maintain a GPA of 2.8 or better:

EDUC/EDLC	400	Sociocultural Analysis of Education
EDUC/EDES	401	Educational Psychology for the Childhood and Adolescent Years
EDUC/EDLC	414	Theories of Second Language Acquisition
EDUC/EDSS	440	Introduction to the Culturally and Linguistically Diverse Student with Exceptional Needs

Prerequisite courses are only available to sophomores (30 semester hours earned) or higher. Interested first year students should contact the Academic Program Director. Plan to complete the fourth prerequisite prior to student teaching.

2. Teacher Education Application form
3. Statement of Intent
4. Candidate Information Sheet
5. Submit one set of official transcripts from all colleges and universities attended other than LMU
6. Four letters of recommendations: three out of the four must be submitted for an interview. One letter must be from your major advisor
7. Verification of 20 hours of experience working with culturally and linguistically diverse youth groups, ages 4-13, or Plan of Action of Completion of 20 hours prior to student teaching
8. Fingerprint Clearance (original Certificate of Clearance must be received back from the California Commission on Teacher Credentialing (CCTC) at the School of Education by the end of your first semester)
9. Tuberculosis (TB) Skin Test results
10. California Basic Educational Skills Test (CBEST) original passing score report
11. Subject Matter Plan of Action completion
12. Students must demonstrate mastery of the required subject matter by passing the Single Subject California Subject Matter Exam for Teachers (Single Subject CSET); or

13. Students must complete an LMU Undergraduate Approved Subject Matter Waiver Program (Art [approval pending], Biology, Chemistry, English, Mathematics, Physical Education (Dance), Social Science and Spanish [approval pending])
14. Results of the CSET are valid for only five years.
15. Disposition Rubric (pending approval)
16. Technology Requirement
17. Interview with Academic Program Director

Requirements for Student Teaching

Review by the Teacher Advisory Review Committee (TARC): After the requirements for student teaching, outlined below, have been completed the candidate will apply to TARC for review. Applications will be submitted to the Academic Advisor. It is the candidate's responsibility to ensure that all items have been completed and received. The candidate will be notified of the Committee's decision in writing. All documents become the property of the University and will not be released to any person or institution.

All of the following are required once you have been formally admitted to the School of Education and must be fulfilled prior to enrollment in student teaching:

1. A "B" (3.0) grade point average must be maintained in all education coursework. A "D" (1.0) is not acceptable in any of the coursework in the sequence.
2. Fingerprint Clearance – A signed Violation Affidavit.
3. TB test results—Valid within one year prior to student teaching.
4. U.S. Constitution Requirement—Satisfied by one of the following:
 - Successfully completing one of the following LMU courses: AMCS 162, HIST 161, HIST 162, POLS 130, or POLS 135; or
 - Passing an approved examination through the History Department; or
 - Completing an approved course at another institution.
5. Health Education requirement (verified on transcripts), satisfied by one of the following:
 - Completing EDUC/EDES 8000 (1 semester hour); or
 - Completing a 2042 approved health education course through another institution.

6. Single Subject CSET in credential content area (original passing score report) or official letter confirming the completion and approval of an LMU Undergraduate Subject Matter Waiver Program. See your Major Advisor for further information.
7. Disposition Rubric (pending approval)
8. Complete the following methods courses (maintaining a GPA of 3.0 or better):

EDUC/EDES 428 Reading/Language Arts for Single Subject Teachers

EDUC/EDLC 425 Methods in English Language Development and Specially Designed Academic Instruction in English

And one of the following courses, depending on the credential content area:

ART 450 Methods in Teaching Secondary Art

or

EDUC/EDES 484 Methods in Teaching Secondary Languages Other than English; or

EDUC/EDES 485 Methods in Teaching Secondary Social Studies; or

EDUC/EDES 486 Methods in Teaching Secondary English; or

EDUC/EDES 487 Methods in Teaching Secondary Science

or

EDUC/EDES 488 Methods in Teaching Secondary Math

9. Teaching Performance Assessment (TPA) Task 1 and Task 2 (fee based, 0 unit courses)

EDUC/EDCE 461 TPA Task 1 Subject Specific Pedagogy (in content area)

EDUC/EDCE 462 TPA Task 2 Designing Instruction

Enrolling in Student Teaching

In order to be accepted and successfully complete student teaching, all students must comply with the policies and requirements set forth by the School of Education's Clinical Education Department. All student teacher placements will be made by the Clinical Education Department.

1. Students must clear all Incompletes prior to student teaching
2. Students must schedule an appointment with the Academic Advisor
3. Students must complete the fieldwork application (available from the Academic Advisor) and schedule an interview with the Coordinator of Fieldwork
4. Enroll in EDUC/EDCE 412 Secondary Directed Teaching (9-12 semester hours)
5. Enroll in EDUC/EDCE 463 TPA Task 3 Assessing Learning (0 semester hours, fee required)
6. Enroll in EDUC/EDCE 464 TPA Task 4 Culminating Teaching Experience (0 semester hours, fee required)

Application Process for the Preliminary Single Subject Credential

1. Successful completion of all of the requirements outlined above
2. Students must submit an official transcript with the degree posted to the Credential Office in the School of Education.
3. Complete the Credential application through the School of Education to the Commission on Teacher Credentialing, State of California (additional fee required; see website for more information).

Professional 2042 Clear Teaching Credential

A student has five years after obtaining the preliminary credential to complete the requirements for the professional clear credential. LMU offers a 2042 Professional Clear Credential Program intended for Catholic and private school teachers who do not have access to a district induction program. For more information, contact the Academic Program Director, Dr. Candace Poindexter, at (310) 338-2863.

Minor in Secondary Education (18 semester hours)

18 semester hours in Education from the following courses:

1. 4 prerequisite Education courses: EDUC/EDLC 400, EDUC/EDES 401, EDUC/EDLC 414, and EDUC/EDSS 440
2. 2 courses from the following: EDUC/EDLC 425, EDUC/EDES 434, EDUC/EDES 428, EDUC/EDES 484, EDUC/EDES 485, EDUC/EDES 486, EDUC/EDES 487, EDUC/EDES 488

Language and Culture in Education

Faculty

Acting Chairperson: Shane Martin
 Professors: Magaly Lavadenz, Shane P. Martin
 Associate Professors: Francisco Ramos, Yvette Lapyese
 Assistant Professors: Catherine Belcher, Martin Connell, S.J.
 Clinical Faculty: Zhilong Qian
 Professor in Residence: Jennie Spencer Green
 Lecturers: Christine Cain, Margaret Esfahani, Eleanor Eskey, Charlene Fried, Paul McGarry, Maureen Schaukowitz, JoAnne Slater, Olga Moraga, Michael Smith, Irma Vasquez, Henry Vidrio

Contact Information

Acting Chairperson: Shane Martin
Location: University Hall 2100
Phone: (310) 338-7301
E-mail: smartin@lmu.edu

Introduction

The Department of Language and Culture in Education of the School of Education offers programs in Bilingual Elementary and Secondary Education, Biliteracy, Leadership and Intercultural Education and Teaching English as a Second Language. A Certificate for California Teachers of English Learners (CTEL) is also offered. Students may choose from credential and Master of Arts programs.

Master of Arts in Bilingual Elementary Education with an Option for a 2042 Multiple Subjects Preliminary Program (BCLAD) and Bilingual/Crosscultural Language and Academic Development Credential (Spanish or Mandarin)

Contact Information

Director: Magaly Lavadenz
E-mail: mlavadenz@lmu.edu
Office Location: University Hall 2600
Coordinator: Zhilong Qian
E-mail: zqian@lmu.edu
Office Location: University Hall 2600

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 for the 2042 Multiple Subjects Preliminary Teaching Credential Program with a Bilingual/Crosscultural Academic and Language Development (BCLAD) emphasis in Spanish or Mandarin.

Candidates who complete this program will be able to:

- Meet the demand for highly qualified and bilingually certificated teachers in California's public and private schools
- Advocate for the educational needs and subsequently assist in improving home-school communication
- Provide cultural and instructional knowledge, skills, and dispositions in meeting the needs of Latino/a or Chinese native or heritage speakers in California
- Acquire and demonstrate expertise in academic Spanish or Mandarin.

Admission Requirements

In addition to meeting all of the application requirements for Graduate admission, students must meet the following:

Minimum Language Requirement:

All students must demonstrate minimum communicative competency in Spanish or Mandarin prior to starting the BCLAD program. BCLAD candidates can meet this language requirement by providing an official transcript showing completion of a Spanish or Chinese 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/Chinese speaking country, or appropriate Peace Corps experience in a Spanish/Chinese speaking country.

1. Attendance at an Information Session (for credential candidates only)

Please contact the School of Education Admissions Coordinator to attend an information session. Applicants will receive an information packet that 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. 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.
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 their degree, they must submit official transcripts with their degree posted by the start of registration for the following semester. Candidates 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 at the elementary age level (5-12 years of age).
9. **Basic Skills Proficiency Requirements:** All Multiple (Elementary) Subjects applicants must meet the California Commission on Teacher Credentialing requirements for basic skills. An official passing score on the CBEST is required to demonstrate proficiency in basic skills. An original score report must be submitted to the School of Education.
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.
11. **Fingerprint Clearance:** 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 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 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.
15. **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 Bilingual Elementary Education Master of Arts and Credential Program.

Traditional Candidates

Course Requirements

Candidates following this path will complete all coursework before beginning their culminating experience as student teachers. The School of Education will facilitate candidates' placement as student teachers. Placements must be completed in the subject or grade level that is authorized by the credential.

Pre-Requisite Coursework

Candidates will complete the courses with a grade of "B" (3.0) or better prior to enrolling in EDUC/EDCE 5976, TPA 3 and TPA 4:

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

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/EDLC	5200	Methodology in English Language Development and Specially Designed Academic Instruction in English for Elementary Educators
EDUC/EDES	6201	Foundations of Elementary Literacy Instruction
EDUC/EDES	6200	Elementary Curriculum and Methods
<i>BCLAD—Spanish</i>		
EDUC/EDLC	5320	Chicano/Latino Cultures: An Interdisciplinary Perspective
EDUC/EDLC	6320	Primary Language Methodology in Bilingual Settings

or

BCLAD—Mandarin

EDUC/EDLC	5330	Chinese/American/ American Chinese Cultures: An Interdisciplinary Perspective
EDUC/EDLC	6330	Methodology for Chinese Language Instruction in Bilingual Settings

2. **Teaching Performance Assessments:** Tasks 1 and 2 (0 semester hours, fee required):
- | | | |
|-----------|------|------------|
| EDUC/EDCE | 5950 | TPA Task 1 |
| EDUC/EDCE | 5951 | TPA Task 2 |
3. **Health Education for Educators:** Candidates may satisfy the Health Education requirement in one of the following ways:
1. Successful completion of EDUC/ EDES 8000

2. 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.
3. **Professional Advising:** Schedule an appointment with the Bilingual/Bicultural Program Director/Assistant Director.
4. **CSET Score Report:** Original score report verifying 100% successful completion of all sections of the Multiple Subjects CSET.
5. **Disposition Rubric Score:** The professor for EDUC/EDES 6201 will submit a score to the Academic Advisor.
6. **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.
7. **CSET, LOTE, Test 3:** BCLAD candidates must pass Test 6 (Spanish or Mandarin language) of the BCLAD exam prior to enrolling in student teaching. Candidates who are completing or have completed a degree with a Spanish or Chinese major are exempt from this requirement.

Culminating Fieldwork Requirements

1. **Student Teaching:**

EDUC/EDCE 5976	Bilingual Elementary Directed Teaching (9 semester hours)
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2. **TPA Tasks 3 and 4:** 0 semester hours, fee required

EDUC/EDCE 5952	TPA Task 3
EDUC/EDCE 5953	TPA Task 4
3. **Complete EDUC/EDLC 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.

Reading Instruction Competence Assessment (RICA)

After completing EDUC/EDES 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 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.

Intern/Practitioner Candidates

University Intern: 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 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 hold a University Intern credential in order to be in the Intern program.

University Intern Admission Requirements

All applicants to the University Intern Program must complete all the application requirements for the Bilingual Elementary Education Program. Eligibility for the Intern Credential is determined by the following requirements set forth by the California Commission on Teacher Credentialing (CCTC):

University Intern Credential Requirements

- 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
- Commit to completing the academic program in two years
- Certificate of Clearance (fingerprint application and fee)
- Application for credential and fee

Once candidates have satisfied the above guidelines, an application for the University Intern credential is available through the Academic Advisor. The California Commission on Teacher Credentialing (CCTC) is responsible for the awarding of the University Intern Credential.

Teacher Practitioner: In this program, a candidate is employed full-time at a private or Catholic 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 credential. An additional requirement of 60 observation hours in a public school setting is required to meet the credential requirements (see Academic Advisor for further details). Candidates seek out their own employment as a Teacher Practitioner. The Teacher Practitioner must be employed to teach at least 60% in the subject/grade of the credential.

Teacher Practitioner Admission Requirements

All applicants to the Teacher Practitioner Program must complete all the application requirements for the Bilingual Elementary Education Program. All requirements must be met to be eligible for an admissions interview with the Bilingual Education Director. All program 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 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.

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/EDCE	5970	Field Experience 1
EDUC/EDCE	5971	Field Experience 2
EDUC/EDES	6200	Elementary Curriculum and Methods
EDUC/EDUR	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/EDLC	5000	Cultural Paradigms of Education
EDUC/EDES	5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDUC/EDLC	5003	Theories of Second Language Acquisition
EDUC/EDSS	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 Bilingual Education Program Director.

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.

Course Requirements

1. **Candidates will need to complete the following** prior to enrolling in EDUC/EDUR 6961, EDUC/EDCE 5952 TPA 3 and EDUC/EDCE 5953 TPA 4:

Complete the remaining courses below with a grade of "B" (3.0) or better:

EDUC/EDLC 5000 Cultural Paradigms of Education

EDUC/EDES 5001 Applied Educational Psychology for the Childhood and Adolescent Years

EDUC/EDLC 5003 Theories of Second Language Acquisition

EDUC/EDSS 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/EDLC 5200 Methodology in English Language Development and Specially Designed Academic Instruction in English for Elementary Educators

EDUC/EDES 6201 Foundations of Elementary Literacy Instruction

2. **Teaching Performance Assessments:** Tasks 1 and 2 (0 zero semester hours with fees):

EDUC/EDCE 5950 TPA Task 1

EDUC/EDCE 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/ EDES 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.

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/EDES 6201 will submit a score to the Program Advisor.

7. **Additional Coursework Required for the Master of Arts Degree** (these requirements also meet the requirements for the BCLAD Spanish or Mandarin credential):

EDUC/EDLC 5320 Chicano/Latino Cultures: An Interdisciplinary Perspective

EDUC/EDLC 6320 Primary Language Methodology in Bilingual Settings

or

EDUC/EDLC 5330 Chinese/ American/ American Chinese Cultures: An Interdisciplinary Perspective

EDUC/EDLC 6330 Methodology for Chinese Language Instruction in Bilingual Settings

8. BCLAD candidates must complete the fieldwork application and violation affidavit with the Academic Advisor.

9. **Verification of Employment:** Candidates must submit a signed verification of employment form prior to enrollment into EDUC/EDUR 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/EDUR 6961** Portfolio and Assessment
2. **TPA Tasks 3 and 4:** (0 semester hours, fee required)

EDUC/EDCE 5952 TPA Task 3
EDUC/EDCE 5953 TPA Task 4
3. **CSET-Test 3:** BCLAD candidates must pass test 6 (Spanish language) of the BCLAD exam prior to enrolling in EDUC/EDUR 6961. Candidates who are completing or have completed a degree with a Spanish major are exempt from this requirement.
4. **Complete EDUC/EDLC 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/EDES 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.

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

Contact Information

Director: Magaly Lavadenz
E-mail: mlavadenz@lmu.edu
Office Location: University Hall 2600
Coordinator: Zhilong Qian
E-mail: zqian@lmu.edu
Office Location: University Hall 2600

This Master of Arts program emphasizes the preparation of highly qualified middle and high 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 or Mandarin.

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 or Mandarin).

The following Single Subject Preliminary credentials are offered through the School of Education:

- Art
- French
- Biology
- Mathematics
- Chemistry
- Physics
- Physical Education (Dance)
- Social Science
- Earth Science

- Spanish
- English

Candidates who complete this program will be able to:

- Meet the demand for highly qualified and bilingually certificated teachers in California's public and private schools
- Advocate for the educational needs and subsequently assist in improving home-school communication
- Secondary teachers, the Bilingual Credential prepares you to teach Spanish or Mandarin to native speakers
- Provide cultural and instructional knowledge, skills, and dispositions in meeting the needs of Latino or Chinese native or heritage speakers in California.
- Acquire and demonstrate expertise in academic Spanish or Mandarin

Admission Requirements

In addition to meeting all of the application requirements for Graduate admission all students must demonstrate minimum communicative competency in Spanish or Mandarin 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/Chinese speaking country, or appropriate Peace Corps experience in a Spanish or Chinese- speaking country.

1. Attendance at an Information Session (for Credential Candidates Only)

Please contact the School of Education Admissions Coordinator to attend an information session. Applicants will receive an information packet that 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. 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 secondary school age group.

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.

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 their degree, they must submit official transcripts with their degree posted by the start of registration for the following semester. Candidates 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 13-19 years of age.

9. Basic Skills Proficiency Requirements

All Single (Secondary) Subject applicants must meet the California Commission on Teacher Credentialing requirements for basic skills. An official passing score on the CBEST examination to demonstrate proficiency in basic skills. A passing score report must be submitted to the School of Education.

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.

Secondary Candidates may provide a letter verifying 100% completion of the subject matter coursework from a 2042 approved program.

11. **Fingerprint Clearance:** 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 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.

Traditional Candidates

A candidate following this path will complete all coursework before beginning their culminating experiences as a student teacher. The School of Education 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

- Candidates will need to complete the following** with a grade of "B" (3.0) or better prior to enrolling in student teaching:

EDUC/EDLC	5250	Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators
EDUC/EDES	6250	Improvement of Literacy in the Single Subject Classroom

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

EDUC/EDES	5251	Methods in Teaching Secondary Languages Other than English
EDUC/EDES	5252	Methods in Teaching Secondary Social Studies
EDUC/EDES	5253	Methods in Teaching Secondary English
EDUC/EDES	5254	Methods in Teaching Secondary Science
EDUC/EDES	5255	Methods in Teaching Secondary Math
EDUC/EDES	5256	Methods in Teaching Secondary Art

- Teaching Performance Assessments:** Tasks 1 and 2 (0 semester hours, required fee):

EDUC/EDCE	5950	TPA Task 1 in the subject emphasis of the credential
EDUC/EDCE	5951	TPA Task 2

- Health Education for Educators:** Candidates may satisfy the Health Education requirement in one of the following ways:

- Successful completion of EDUC/EDES 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.

- Professional Advising:** Schedule an appointment with the Bilingual Education Program Director.

- 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

- Disposition Rubric Score:** The professor for EDUC/EDES 6250 will submit a score to the Academic Advisor.

- Additional Coursework for the Master of Arts Degree:**

These requirements also meet the requirements for the BCLAD credential:

EDUC/EDLC	5320	Chicano/Latino Cultures: An Interdisciplinary Perspective
EDUC/EDLC	6320	Primary Language Methodology in Bilingual Settings
		or
EDUC/EDLC	5330	Chinese/American/ American Chinese Cultures: An Interdisciplinary Perspective
EDUC/EDLC	6330	Methodology for Chinese Language Instruction in Bilingual Settings

- Fieldwork Application:** Candidates must complete the fieldwork application and violation affidavit with the Academic Advisor 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

- Student Teaching:** EDUC/EDCE 5977 Secondary Directed Teaching (9 semester hours)
- TPA Tasks 3 and 4:** (0 semester hours, fee required).
EDUC/EDCE 5952 TPA Task 3
EDUC/EDCE 5953 TPA Task 4
- 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.
- Complete EDUC/EDLC 6995, Comprehensive Exam in Secondary Education:** Fee required; or Thesis.

Exit Interview

The candidate must schedule an exit interview with the Bilingual 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.

Master of Arts in Biliteracy, Leadership and Intercultural Education

Contact Information

Director: Magaly Lavadenz

E-mail: mlavadenz@lmu.edu

Office Location: University Hall 2600

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.

Candidates who complete this program will be able to:

- Develop leadership and advocacy skills for the development of biliteracy by developing a deeper knowledge of instructional programs in California's public, charter, and private schools
- Acquire research and analytic tools that foster the development biliteracy in pre-K through 12 student populations
- Enhance crosscultural and intercultural skills and abilities that promote understanding in California's diverse communities.

Applications for the Master of Arts in Biliteracy, Leadership and Intercultural Education are reviewed and admitted on an annual basis, for enrollment in Spring semester. This two-and-a-half-year program follows a cohort model in a specified sequence of 43 semester hours and culminates with either a comprehensive examination or a thesis option. The thesis option must meet approval of the program director and follow the School of Education guidelines.

Application Requirements

1. Graduate Division application form submitted directly to the Graduate Admissions Office.

2. Two copies of official transcripts from all colleges/universities attended, sent directly to the Graduate Admissions Office.
3. Minimum 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 are required.
4. Biliteracy and Intercultural Education Program application. The application form may be obtained in the School of Education.
5. Letter of intent.
6. Two letters of recommendation. Forms may be obtained in the School of Education.
7. Interview with the Program Director.
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 Director may accept defer or deny admission.

Course Requirements

Core Courses:

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

Research Courses:

EDUC/EDLC	6100	Anthropological Analysis of Cultural Diversity
EDUC/EDLA	6105	Assessment and Research Methodology

Linguistic Courses:

EDUC/EDLC	6322	Language Ideologies, Planning and Policies
EDUC/EDLC	6323	Ethnolinguistics

Leadership and Administration Specialization:

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

California Preliminary Administrative Services Credential Coursework

EDUC/EDLA	6420	An Invitation to Lead
EDUC/EDLA	6421	Vision of Learning for Diverse Students, Families, Staff, and Community
EDUC/EDLA	6422	Responding to Diversity of Students, Families, Staff, and Community
EDUC/EDLA	6423	Student Learning and Professional Growth for Diverse Students, Families, Staff, and Community
EDUC/EDLA	6424	Organizational Management for Student Learning: Political, Economic, and Legal Frames of Diverse Students, Families, Staff, and Community
EDUC/EDLA	6425	Transforming Organizations for Diverse Students, Families, Staff, and Community
EDUC/EDLC	6995	Comprehensive Examination (0 semester hours, with an associated fee)

Students who choose not to complete the Preliminary Administrative Services Credential, may apply to receive the Certificate in Leadership and Equity in English Learner Education.

Certificate in Leadership and Equity in English Learner Education

EDUC/EDLC 6327 Apprenticeship in Research in Bilingual/Intercultural Education

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 (see the Department of Educational Leadership)
2. Successful completion of:
 - EDUC/EDLA 6423 Student Learning and Professional Growth for Diverse Students, Families, Staff and Community
 - EDUC/EDLA 6424 Organizational Management for Student Learning: Political, Economic, and Legal Frames of Diverse Students, Staff, Families, and Community
 - EDUC/EDLC 5325 Curriculum and Instructional Leadership in Bilingual Settings

Culminating Experiences:

EDUC/EDLC 6995 Comprehensive Examination in Bilingual/Intercultural Education

or

Thesis Option (with approval)

- EDUC/EDLA 6950 Advanced Research Methods
- EDUC/EDLA 6951 Thesis Design and Proposal
- EDUC/EDLC 6955 Master of Arts Thesis
- EDUC/EDLC 6956 Master of Arts Thesis, as needed
- EDUC/EDLC 6957 Master of Arts Thesis, as needed

Elective Courses:

- EDUC/EDLC 6325 Technology in Multilingual Settings
- EDUC/EDLC 6326 International Perspectives in Bilingual/Intercultural Education

Master of Arts in Teaching English as a Second Language

Contact Information

Director: Magaly Lavadenz
E-mail: mlavadez@lmu.edu
Office Location: University Hall 2600

The M.A. in Teaching English as a Second Language (TESL) develops the academic and practical skills and abilities of educators in kindergarten through adult settings. Successful candidates acquire expertise in English as a second or foreign language and experiences in conducting professional development in the area of language teaching and learning. For candidates who already hold a teaching credential, some courses may be applicable to the California Crosscultural, Language and Academic Development (CLAD) certificate, as reflected in the California Teachers of English Learners state-approved standards. Competency in a non-English language is not required.

This two-year program follows a cohort model in a specified sequence of 33 semester hours and culminates with either a comprehensive examination or a thesis option. The thesis option must meet approval of the program director and follow the School of Education guidelines.

Admissions Process

Applicants are reviewed and admitted on an annual basis. Application to Master of Arts in Teaching English as a Second Language is made by completion and submission of the following:

1. Graduate Division application form, submitted directly to the Graduate Admissions Office.
2. Two copies of official transcripts from all colleges/universities attended, sent directly to the Graduate Admissions Office.
3. Minimum 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 are required.
4. TESL Program application. The application may be obtained in the School of Education.
5. Letter of intent.
6. Two letters of recommendation. Forms may be obtained in the School of Education.
7. Interview with the Program Director.

8. After steps 1-7 have been completed, the candidate's file will be submitted to the Admissions Committee for review. Steps 1-7 must be completed for review for formal acceptance. The Director may accept defer or deny admission.

Course Requirements

EDUC/EDLA	6105	Assessment and Research Methodology
EDUC/EDLC	6100	Anthropological Analysis of Cultural Diversity
EDUC/EDLC	5325	Curriculum and Instructional Leadership in Bilingual Settings
EDUC/EDLC	5323	Bilingualism, Cognition and Identity Development
EDUC/EDLC	5321	Applied Linguistics
EDUC/EDLC	6322	Language Ideologies, Planning, and Policies
EDUC/EDLC	6321	Seminar in Second Language Literacy
EDUC/EDLC	5003	Theories in Second Language Acquisition
EDUC/EDLC	5200	Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)
EDUC/EDLC	6340	Educational Linguistics
EDUC/EDLC	6355	Practicum in Teaching English as a Second Language

Crosscultural, Language and Academic Development (CLAD) California Teachers of English Learner (CTEL) certificate for eligible candidates (pending approval by the CTC)

This 12-semester-hour certificate program is designed for credentialed educators who require CTC authorized to teach English Learners.

EDUC/EDLC	6100	Anthropological Analysis of Cultural Diversity
EDUC/EDLC	5003	Theories in Second Language Acquisition
EDUC/EDLC	5200	Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)
EDUC/EDLC	6340	Educational Linguistics

Culminating Experiences:

EDUC/EDLC	6995	Comprehensive Examination in Bilingual/Intercultural Education
		<i>or</i>
		Thesis Option (with approval)
EDUC/EDLA	6950	Advanced Research Methods
EDUC/EDLA	6951	Thesis Design and Proposal
EDUC/EDLC	6955	Master of Arts Thesis
EDUC/EDLC	6956	Master of Arts Thesis, as needed
EDUC/EDLC	6957	Master of Arts Thesis, as needed

Specialized Programs in Urban Education

Faculty

Chairperson: Edmundo F. Litton
 Associate Professor: Edmundo F. Litton
 Clinical Faculty: Katharine Clemmer,
 Diana Murphy
 Lecturers: Kevin Baxter,
 Penelope Beery-Polglase, John Tyler Binfet,
 Elizabeth Brewer, Stephen Brown, Joli Cook,
 William Crean, Roger De Silva,
 Margaret Esfahani, Eleanor Eskey, John Evans,
 Lisa Flores, Charlene Fried, Lisa Gustavson,
 Jacqueline Hansen, Karen Huchting,
 Jessica Krull, Lindsay Kwock, Paul McGarry,
 Frank Montejano, Kelly Montes de Oca,
 Olga Moraga, Lori Pawinski, Mario Perez,
 Peggy Ann Rawn, Mara Simmons,
 Alan Sitomer, Joanne Slater,
 Patricia Swiderski, Jan Van Horn-Tibbetts

Contact Information

Chairperson: Edmundo F. Litton
Phone: (310) 568-6100
E-mail: elitton@lmu.edu
Location: University Hall 2400

Introduction

The Department of Specialized Programs in Urban Education offers credential and Master of Arts degree programs designed for teachers who are employed as the teacher of record in either a private or public school. The Department prepares teachers to work urban settings where the student population is economically, linguistically, and culturally diverse. The Department offers programs primarily in specialized cohorts:

- **LMU/LA CAST:** For teachers employed by the Archdiocese of Los Angeles
- **Teach for America (TFA):** For teachers who are a corps member of Teach for America
- **PLACE Corps:** Teachers who are part of a teaching service corps in partnership with the Archdiocese of Los Angeles

The department also offers a University Intern Credential program for candidates who are not part of the specialized cohorts.

In addition to the academic programs outlined in this publication, the Department of Specialized Program also houses two centers:

- **Center for Math and Science Teachers (CMAST):** A professional learning community whose core members are expert practitioners and progressive faculty dedicated to the transformation of math and science education in public and private schools.
- **The LEAD Center (Leadership, Equity, Advocacy, Diversity):** A center created in partnership with the Department of Secondary Schools of the National Catholic Educational Association (NCEA). The center serves as a resource for Catholic school teachers all over the country on issues of diversity in Catholic schools.

Admission Requirements

Each specialized program cohort in Urban Education has special admission requirements in addition to the requirements listed in this section. Additional admission requirements for these specialized program cohorts are communicated to applicants during the admission process.

1. Graduate Application and Fee
2. Statement of Intent: Applicants must write a 3 to 5 page essay describing how their experience and professional goals are compatible with the Mission and Goals of the School of Education at Loyola Marymount University.
3. Letters of Recommendation: Applicants must submit letters of recommendation. Some specialized cohort programs ask candidates use specific recommendation forms.
4. Grade Point Average Requirement: This requirement is met in one of three ways:
 - a. A cumulative undergraduate degree GPA of 2.8 or higher
 - b. A GPA of 2.85 or higher in the last 60 units of the applicant's undergraduate degree
 - c. A GPA of 3.0 or higher obtained in 9 semester hours of graduate work

Applicants who do not meet the GPA requirement will need to file an appeal with the Exceptions Committee.

5. Transcripts: Applicants must submit two sets of official transcripts in sealed envelopes with their application. The transcript for the undergraduate degree must show that the undergraduate degree has been posted. Applicants who have attended more than one college or university must submit transcripts from all colleges or universities attended.

6. Basic Skills Proficiency Requirement: All credential applicants must meet the California Commission on Teacher Credentialing basic skills requirement. An official passing score on one of the following examinations is required to demonstrate proficiency in basic skills:
 - a. The California Basic Skills Examination Test (CBEST)
 - b. CSET Multiple Subjects plus Writing Section (for multiple subjects only)
7. Subject Matter Competency: All credential applicants must meet the California Commission on Teacher Credentialing subject matter requirement. This requirement can be met in the following ways:
 - a. Passing score on the appropriate examination in the California Subject Examination for Teachers (CSET)
 - b. Completion of an approved subject matter program (for single subject candidates only).
8. Certificate of Clearance: Candidates must be able to successfully apply for a Certificate of Clearance with the California Commission on Teacher Credentialing prior to teaching full time.
9. Technology Requirement: Candidates must satisfy the technology requirement through self-verification of basic technology skills or by completion of an approved course.
10. Interview: Candidates will be asked to schedule an interview with the appropriate program personnel.
11. Verification of Employment: Applicants must document employment as a full time teacher using the appropriate form provided by the Department.

LMU/LA CAST: Los Angeles Catholic Archdiocesan School Teachers

Department Chair: Edmundo F. Litton, Ed.D.

The LMU/LA CAST program is offered in the School of Education through a partnership with the Department of Catholic School of the Archdiocese of Los Angeles. Candidates in the program are able to complete a Master of Arts Degree and a State of California 2042 Preliminary Teaching Credential. The LMU/LA CAST program is an important professional development opportunity for educators employed in Catholic Schools. Some of the unique features of the program include:

- Saturday classes
- Classes are taught in a hybrid format (traditional classes combined with on-line classes)
- Substantial scholarships are offered
- Candidates have the opportunity to collaborate with other Catholic school teachers
- Candidates are required to infuse technology in teaching and learning

To be eligible for the LMU/LA CAST program, candidates must meet the following requirements:

1. All the admission requirements outlined in the sections for teaching credentials in Multiple and Single subjects for University Interns and Teacher Practitioners
2. Candidates must be a full-time teacher or administrator in a Catholic school in the Archdiocese of Los Angeles. Administrators (e.g., Vice Principal, Principal) must be able to teach at least part-time while enrolled in the LMU/LA CAST program. Teacher aides or pre-school teachers are not eligible for the LMU/LA CAST program.
3. Candidates must attend an information meeting held in October (for Spring admission) and February (for Fall admission). Information on these meetings is given to principals of Catholic schools and is also available from the School of Education.
4. All candidates complete the program as a cohort and must be able to commit to the two year program. Candidates must sign a contract agreeing to program conditions prior to starting the LMU/LA CAST program.

Course Requirements for the LMU/LA CAST Program

Multiple and Single Subject Candidates

EDUC/EDLC	5000	Cultural Paradigms of Education
EDUC/EDES	5001	Applied Educational Psychology
EDUC/EDLC	5003	Theories of Second Language Acquisition
EDUC/EDSS	6001	Teaching Culturally and Linguistically Diverse Students with Exceptional Needs
EDUC/EDUR	6961	Portfolio and Assessment of Teaching
EDUC/EDCE	5970	Field Experience 1
EDUC/EDCE	5971	Field Experience 2
EDUC/EDES	8000	Health Education
EDUC/EDUR	6995	Comprehensive Examination

Completion of the Teaching Performance Assessment (TPAs)

Two School of Education electives selected by the Chair

Candidates who do not take EDUC/EDUR 6961 must take an additional elective.

Multiple Subjects Candidates only

EDUC/EDES	6200	Elementary Curriculum and Methods
EDUC/EDLC	5200	Methodology of ELD and SDAIE for Elementary Educators
EDUC/EDES	6201	Foundations of Elementary Literacy Instruction

Single Subject Candidates Only

EDUC/EDLC	5250	Methodology of ELD and SDAIE for Secondary Educators
EDUC/EDES	6250	Improvement of Literacy in the Single Subject Classroom
One of the following:		
EDUC/EDES	5251	Methods of Teaching Secondary Languages Other than English
EDUC/EDES	5252	Methods of Teaching Secondary Social Studies
EDUC/EDES	5253	Methods of Teaching Secondary English

EDUC/EDES	5254	Methods of Teaching Secondary Science
EDUC/EDES	5255	Methods of Teaching Secondary Math
EDUC/EDES	5256	Methods of Teaching Secondary Art

LMU/Teach for America Partnership

Department Chair: Edmundo F. Litton, Ed.D.

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 BLACD section in the Department of Language and Culture in Education). 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 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 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 State of California 2042 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.

Candidates must complete all admission requirements outlined in either the Multiple Subjects 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 in Urban Education and Credential Program (degree pending approval)

LMU/TFA Partnership students take their coursework over a period of two years. Exceptions to the recommended sequence must be approved by the Department Chair 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.

Course Requirements for the Teach for America Program

Credential Coursework

Multiple Subjects Credential:

EDUC/EDUR	5010	Theories of Teaching, Learning and Assessment (3 semester hours)
EDUC/EDUR	5012	Culture and Language Learning in Urban Education (3 semester hours)
EDUC/EDUR	5014	Multiple Subjects Curriculum and Instruction (3 semester hours)
EDUC/EDUR	5004	Elementary School Literacy and Language Development (3 semester hours)
EDUC/EDUR	5016	Teaching Students with Special Needs in Urban Education (3 semester hours)
EDUC/EDCE	5970	Field Experience 1 (1 semester hour)
EDUC/EDCE	5971	Field Experience 2 (1 semester hour)
EDUC/EDCE	5972	Field Experience 3 (1 semester hour) (as needed)

Single Subject Credential

EDUC/EDUR	5010	Theories of Teaching, Learning and Assessment (3 semester hours)
EDUC/EDUR	5012	Culture and Language Learning in Urban Education (3 semester hours)
EDUC/EDUR	5005	Literacy and Language Development in the Content Areas (3 semester hours)
EDUC/EDUR	5016	Teaching Students with Special Needs in Urban Education (3 semester hours)
EDUC/EDCE	5970	Field Experience 1 (1 semester hour)
EDUC/EDCE	5971	Field Experience 2 (1 semester hour)
EDUC/EDCE	5972	Field Experience 3 (1 semester hour) (as needed)

and one of the following:

EDUC/EDES	5251	Methods in Teaching Languages other than English
EDUC/EDES	5252	Methods in Teaching Secondary Social Studies
EDUC/EDES	5253	Methods in Teaching Secondary English
EDUC/EDES	5254	Methods in Teaching Secondary Science
EDUC/EDES	5255	Methods in Teaching Secondary Math
EDUC/EDES	5256	Methods in Teaching Secondary Art

In addition to the required coursework, candidates for the teaching credential must also pass all tasks of the Teaching Performance Assessment (TPA)

Master of Arts in Urban Education Coursework

Candidates complete four courses in their approved concentration. Please see the section on the Master of Arts in Urban Education for information on the concentration. In addition to the four concentration courses, candidates must also complete EDUC/EDUR 5018, Research in Urban Education.

PLACE Corps— Partners in Los Angeles Catholic Education

Department Chair: Edmundo F. Litton
Director: Diana Murphy

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 State of California 2042 Preliminary Teaching Credential while participating in a Catholic teacher service corps. A Master of Arts in Literacy may be available to applicants who have had an undergraduate emphasis in education coursework, pending transcript evaluation.

The PLACE Corps is a teaching service corps in partnership with the Archdiocese of Los Angeles and the University of 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.

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 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 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 are recommended to maintain a single lifestyle during their two-year commitment.

Those admitted to the new cohort are required to attend the Orientation Weekend in April. The orientation includes such topics as program expectation, 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 school.

Application Deadline: The application deadline for PLACE Corps is January 31. The full-time commitment begins the subsequent summer.

Admission Requirements

Acceptance into the PLACE Corps is limited to 25 members per cohort. Admission to the PLACE Corps requires the completion and submission of the following items:

1. 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.

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 Orientation Weekend in April. The PLACE Corps academic program is comprehensive and includes all the coursework and field experience required to obtain a State of California 2042 Preliminary Teaching Credential and Master of Arts degree.

Course Requirements for the PLACE Program

Multiple and Single Subject Candidates

EDUC/EDLC	5000	Cultural Paradigms of Education
EDUC/EDES	5001	Applied Educational Psychology
EDUC/EDLC	5003	Theories of Second Language Acquisition
EDUC/EDSS	6001	Teaching Culturally and Linguistically Diverse Students with Exceptional Needs
EDUC/EDUR	6960	Introduction to Teaching and Learning
EDUC/EDUR	6961	Portfolio and Assessment of Teaching
EDUC/EDCE	5970	Field Experience 1
EDUC/EDCE	5971	Field Experience 2
EDUC/EDES	8000	Health Education
EDUC/EDLA	6800	Foundations of Catholic Education
EDUC/EDUR	6995	Comprehensive Examination

Completion of the Teaching Performance Assessment (TPA)

Multiple Subjects Candidates only

EDUC/EDES	6200	Elementary Curriculum and Methods
EDUC/EDLC	5200	Methodology of ELD and SDAIE for Elementary Educators
EDUC/EDES	6201	Foundations of Elementary Literacy Instruction

Single Subject Candidates Only

EDUC/EDLC	5250	Methodology of ELD and SDAIE for Secondary Educators
EDUC/EDES	6250	Improvement of Literacy in the Single Subject Classroom
One of the following:		
EDUC/EDES	5251	Methods of Teaching Secondary Languages Other than English
EDUC/EDES	5252	Methods of Teaching Secondary Social Studies
EDUC/EDES	5253	Methods of Teaching Secondary English
EDUC/EDES	5254	Methods of Teaching Secondary Science
EDUC/EDES	5255	Methods of Teaching Secondary Math
EDUC/EDES	5256	Methods of Teaching Secondary Art

Candidates in the PLACE program may also have the option of completing the degree requirements for the Master of Arts degree in Child and Adolescent Literacy or Catholic Inclusion. More information can be obtained from the PLACE Program Director.

Elementary Education Intern/Teacher Practitioner Program

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 currently contracted to teach in grades K-5 or any self-contained classroom in grades 6-8 in either public or private schools. A student successfully completing the 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.

Application and admissions procedures vary based on the selected cohort 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):

1. Original approved Basic Skills Proficiency examination score report with passing score
2. Original CSET score report with passing score
3. Verification the U.S. Constitution requirement has been met
4. Undergraduate degree posted on official transcripts
5. Verification of employment
6. Two-year academic program
7. Certificate of Clearance (fingerprint application and fee)
8. Application for credential and fee

Once candidates have satisfied the above guidelines, an application for the intern credential is available through the Program Director or Department Chair. Please schedule an appointment with the Program Director of Department Chair. The California Commission on Teacher Credentialing (CCTC) is responsible for the awarding of the University Intern Credential.

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 a University Intern credential in order to be enrolled in the Intern program.

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 Program Director 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. 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 (Intern Candidates only)
3. **Interview with the Program Director:** Upon submission of all application requirements, applicant will be contacted for an interview.

Formal Admission Requirements

1. **Program Advising:** All candidates must meet with the Program Director to complete a course sequence and receive program information.
2. **Prerequisite Courses:** Candidates must complete the following courses with a grade of "B" (3.0) or better:

EDUC/EDCE	5970	Field Experience 1
EDUC/EDCE	5971	Field Experience 2
EDUC/EDES	6200	Elementary Curriculum and Methods
EDUC/EDUR	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/EDLC	5000	Cultural Paradigms of Education
EDUC/EDES	5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDUC/EDLC	5003	Theories of Second Language Acquisition
EDUC/EDSS	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 Academic Program Director/Assistant Director.

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 EDUR 6961, TPA 3 and TPA 4:

Complete the remaining courses below with a grade of "B" (3.0) or better:

EDUC/EDLC	5000	Cultural Paradigms of Education
EDUC/EDES	5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDUC/EDLC	5003	Theories of Second Language Acquisition
EDUC/EDSS	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/EDLC	5200	Methodology in English Language Development and Specially Designed Academic Instruction in English for Elementary Educators
EDUC/EDES	6201	Foundations of Elementary Literacy Instruction

2. **Teaching Performance Assessments:** Tasks 1 and 2 (two zero semester hour courses with associated fees):

EDUC/EDCE	5950	TPA Task 1
EDUC/EDCE	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/ EDES 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 Program Director.
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/EDES 6201 will submit a score to the Program Director.
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.
9. **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/EDUR 6961 Portfolio and Assessment
2. TPA Tasks 3 and 4: Two zero semester hour courses with associated fees.

EDUC/EDCE	5952	TPA Task 3
EDUC/EDCE	5953	TPA Task 4

**Additional Coursework
Required for the Master of
Arts Degree**

OPTION 1: Elementary Education

Choose one of the following courses and complete with a 3.0 or better:

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

**Complete EDUC/EDUR 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/EDES	6342	Diagnosing and Developing Literacy Skills
EDUC/EDES	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/EDES	6995	Comprehensive Exam: Literacy (fee required)
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or

Thesis Option

(See program director for detailed course sequence)

4. **Exit Interview:**

The candidate must schedule an exit interview with the Academic Program Director. The exit interview must be completed prior to submitting an application for a credential and Master of Arts degree.

5. **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).

6. **Reading Instruction Competence
Assessment (RICA):**

After completing EDUC/EDES 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.

7. **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/EDUR 6961 Portfolio and 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/EDLC	6100	Anthropological Analysis of Cultural Diversity
EDUC/EDES	6103	Curriculum and Instructional Leadership
EDUC/EDLA	6105	Assessment and Research Methodology
EDUC/EDSS	6106	Human Development and Learning

Students in specialized cohort programs may take an Education elective selected by the Program Director or Department Chair.

2. **Complete EDUC/EDES 6995
Comprehensive Exam in
Elementary Education:** Fee
required.

**OPTION 2: Literacy and Language
Arts**

Program Requirements

1. **All 2042 Preliminary Single
Subject Teaching Credential
courses**

2. **Additional Required Coursework**

EDUC/EDES	6342	Diagnosing and Developing Literacy Skills
EDUC/EDES	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/EDES	6995	Comprehensive Exam: Literacy (fee required)
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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 Program Director and submitting an application for a 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 the Department of Elementary and Secondary Education in this Bulletin for more information.

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

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.

University Intern Credential Requirements

Eligibility for the University Intern Credential is determined by the following guidelines set forth by the California Commission on Teacher Credentialing (CCTC):

1. Original CBEST score report with passing score
2. Original CSET score report with passing score
3. Verification the U.S. Constitution requirement has been met
4. Undergraduate degree posted on official transcripts
5. Verification of employment
6. 2-year academic program completion plan
7. Certificate of Clearance (fingerprint application and fee)
8. Application for credential and fee

Once candidates have satisfied the above guidelines, an application for the intern credential is available through the Program Director or Department Chair. The California Commission on Teacher Credentialing (CCTC) is responsible for the awarding of the University Intern Credential.

Teacher Practitioner Candidates:

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. 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/EDUR 6961 Portfolio and Assessment and TPA 3 and 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/EDUR 6961 Portfolio and Assessment and TPA 3 and 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/EDUR 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 Program Director or Department Chair

Formal Admission Requirements

1. **Academic Advising:** All candidates must meet with the Program Director to complete a course sequence.

2. Prerequisite Courses:

Candidates must complete the following courses with a grade of "B" (3.0) or better:

EDUC/EDCE	5970	Field Experience 1
EDUC/EDCE	5971	Field Experience 2
EDUC/EDUR	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/EDLC	5000	Cultural Paradigms of Education
EDUC/EDES	5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDUC/EDLC	5003	Theories of Second Language Acquisition
EDUC/EDSS	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/EDES	5251	Methods in Teaching Secondary Languages Other than English
EDUC/EDES	5252	Methods in Teaching Secondary Social Studies
EDUC/EDES	5253	Methods in Teaching Secondary English
EDUC/EDES	5254	Methods in Teaching Secondary Science
EDUC/EDES	5255	Methods in Teaching Secondary Math
EDUC/EDES	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 Academic Program Director/Assistant Director.

5. **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

- I. **Candidates will need to complete** the remaining courses with a grade of "B" (3.0) or better prior to enrolling in EDUC/EDUR 6961, TPA 3 and TPA 4:

EDUC/EDLC	5000	Cultural Paradigms of Education
EDUC/EDES	5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDUC/EDLC	5003	Theories of Second Language Acquisition
EDUC/EDSS	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/EDLC	5250	Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators
EDUC/EDES	6250	Improvement of Literacy in the Single Subject Classroom

2. **Teaching Performance Assessments:** Tasks 1 and 2 (two zero semester hour courses with associated fees):

EDUC/EDCE	5950	TPA Task 1 in the subject emphasis of the credential
EDUC/EDCE	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/ EDES 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 Program Director.

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/EDES 6250 will submit a score to the Program Director.

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. **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

- I. **Enroll in Fieldwork:**

EDUC/EDUR	6961	Portfolio and Assessment
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2. **Enroll in TPA Tasks 3 and 4:** Two zero semester hour courses with associated fees.

EDUC/EDCE 5952 TPA Task 3
EDUC/EDCE 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/EDLC 6100 Anthropological
Analysis of
Cultural
Diversity

EDUC/EDES 6103 Curriculum and
Instructional
Leadership

EDUC/EDLA 6105 Assessment
and Research
Methodology

EDUC/EDSS 6106 Human
Development
and Learning

2. **Complete EDUC/EDES 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

- All 2042 Preliminary Single Subject Teaching Credential courses
- Additional Required Coursework

EDUC/EDES 6342	Diagnosing and Developing Literacy Skills
EDUC/EDES 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/EDES 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 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.

Practitioner: Master of Arts without credential

This program is designed for practitioners who do not successfully pass the CSET prior to enrollment in EDUC/EDUR 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/EDLC 6100 Anthropological
Analysis of
Cultural
Diversity

EDUC/EDES 6103 Curriculum and
Instructional
Leadership

EDUC/EDLA 6105 Assessment
and Research
Methodology

EDUC/EDSS 6106 Human
Development
and Learning

EDUC/EDES 6995 Comprehensive
Exam in
Secondary
Education (fee
required)

2. **Complete EDUC/EDES 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

- All 2042 Preliminary Single Subject Teaching Credential courses.
- Additional Required Coursework

EDUC/EDES 6342	Diagnosing and Developing Literacy Skills
EDUC/EDES 6343	Practicum in Diagnosing and Developing Literacy Skills
- 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/EDES 6995	Comprehensive Exam: Literacy (fee required)
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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.

Master of Arts in Urban Education (pending approval)

The Master of Arts in Urban Education will allow candidates to study for a teaching credential after completing a prescribed sequence of coursework over a 12 month period. Candidates will have the option of studying for a Master of Arts degree in Urban Education during a second year of coursework.

Admission Requirements

Candidates for the Master of Arts in Urban Education program must be admitted to a specialized cohort program (e.g., LMU/LA CAST). Candidates must also complete the admission requirements for the credential program.

Required Coursework

Multiple Subjects Credential

EDUC/EDUR 5010	Theories of Teaching, Learning and Assessment (3 semester hours)
EDUC/EDUR 5012	Culture and Language Learning in Urban Education (3 semester hours)
EDUC/EDUR 5014	Multiple Subjects Curriculum and Instruction (3 semester hours)
EDUC/EDUR 5004	Elementary School Literacy and Language Development (3 semester hours)
EDUC/EDUR 5016	Teaching Students with Special Needs in Urban Education (3 semester hours)
EDUC/EDCE 5970	Field Experience 1 (1 semester hour)
EDUC/EDCE 5971	Field Experience 2 (1 semester hour)

EDUC/EDCE 5972 Field Experience 3 (1 semester hour) (as needed)

Single Subject Credential

EDUC/EDUR 5010	Theories of Teaching, Learning and Assessment (3 semester hours)
EDUC/EDUR 5012	Culture and Language Learning in Urban Education (3 semester hours)
EDUC/EDUR 5005	Literacy and Language Development in the Content Areas (3 semester hours)
EDUC/EDUR 5016	Teaching Students with Special Needs in Urban Education (3 semester hours)
EDUC/EDCE 5970	Field Experience 1 (1 semester hour)
EDUC/EDCE 5971	Field Experience 2 (1 semester hour)
EDUC/EDCE 5972	Field Experience 3 (1 semester hour) (as needed)

and one of the following:

EDUC/EDES 5251	Methods in Teaching Languages other than English
EDUC/EDES 5252	Methods in Teaching Secondary Social Studies
EDUC/EDES 5253	Methods in Teaching Secondary English
EDUC/EDES 5254	Methods in Teaching Secondary Science
EDUC/EDES 5255	Methods in Teaching Secondary Math
EDUC/EDES 5256	Methods in Teaching Secondary Art

Teaching Performance Assessment

In addition to the required coursework, candidates for the teaching credential must also pass all tasks of the Teaching Performance Assessment (TPA)

Master of Arts in Urban Education

All classes in the teaching credential program (except for the field experience courses) are transferred to the Master of Arts degree program. Candidates transfer up to 15 semester hours of coursework.

For the Master of Arts in Urban Education degree, candidates complete one core course and four courses in a concentration. Courses for the concentration are selected in consultation with the director of the program.

Culminating Required Course: EDUC/EDUR 5018, Research in Urban Education (3 semester hours). This course should be the last course in the sequence and serves as the culminating experience in the program. A comprehensive research project, equivalent to a thesis, is required in this course.

Concentrations

1. Literacy: A concentration designed for candidates interested in studying literacy practices effective in urban settings.
2. Digital Learning: A concentration that explores the role of technology in teaching and learning in urban schools.
3. Educational Policy and Administration: Candidates in this concentration learn about administrative practices that promote effective teaching and learning in urban education. Candidates also study federal and state policies in education.
4. Curriculum, Teaching and Learning: Candidates in this concentration learn how to become curriculum leaders in their field. Course topics include research in the specified content area (including advanced teaching methodologies) and curriculum transformation.
5. Language and Culture: Candidates in this concentration have the option of studying for a bilingual teaching credential (emphasis in Spanish or Mandarin).

Course Descriptions

Note: In the Schedule of Classes and Registration for Fall 2008, Spring 2009, and Summer 2009, "EDUC" is the departmental abbreviation for each course. As of Fall 2009, the departmental codes will change as indicated below. The course numbers remain the same, e.g., EDUC 400 will become EDLC 400.

EDUC/EDLC 400

Sociocultural Analysis of Education

3 Semester Hours

A study of the sociological and anthropological analysis of contemporary education with emphases on historical and cultural contexts, culturally sensitive pedagogy, cultural and ethnic diversity, social/cultural issues, equity, access to the core curriculum, 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 so that they are prepared to work with all learners. This course is designed for undergraduates in the traditional and/or blended teacher preparation program.

Sophomore or higher standing required.

EDUC/EDES 401

Educational Psychology for the Childhood and Adolescent Years

3 Semester Hours

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 and Single Subject Credential Program. Emphasis is placed on implications for teaching and learning in the primary, elementary, middle, and senior high schools. Fieldwork is required.

Sophomore or higher standing required.

EDUC/EDES 409

Literacy in the Curriculum

3 Semester Hours

This course is designed to provide opportunities for prospective teachers to develop their understanding and ability to teach reading/language arts to all students in the elementary grades. Particular emphasis will be placed on strategies which will accommodate culturally and linguistically diverse learners. Consideration is given to the procedures, skills development, organizations, systems of instruction, and instructional materials utilized in the development of an effective balanced and integrated approach to the teaching of reading/language arts instruction in the elementary school that supports literacy development. This course meets the requirements of section 44755 of the California Education Code. This course will be preparation for the RICA (Reading Instruction Competency Assessment) based on the following reading domains:

Domain I Organizing Reading Instruction Based on Ongoing Assessment

Domain II Phonological and other Linguistic Processes Related to Reading

Domain III Developing Reading Comprehension and Promoting Independent Reading

Domain IV Supporting Reading through Oral and Written Language

Special approval required.

EDUC/EDCE 410

Elementary Directed Teaching

9-12 Semester Hours

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.

Offered on a Credit/No Credit basis only.

Admission by special approval.

EDUC/EDCE 412

Secondary Directed Teaching

9-12 Semester Hours

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.

Offered on a Credit/No Credit basis only.

Special approval required.

EDUC/EDLC 414

Theories of Second Language Acquisition

3 Semester Hours

Course content includes theoretical perspectives in first and second language learning, language teaching methodologies, assessment, identification, and program placement for Limited English Proficient students. The course provides an introduction to instructional strategies including English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and cooperative learning. Historical, political, legal, and social factors related to second language acquisition are addressed, including the history of bilingual education; federal, state, and local legislation; bilingual education models; and the role of parents and paraprofessionals in English language development. Fieldwork in a setting with English language learners is a required component of this class.

Sophomore or higher standing required.

EDUC/EDLC 415

Politics of Education

3 Semester Hours

An overview of the historical and contemporary organization of schools, including federal, state, and local education and language policies. The philosophical and decision-making structures within schools will be examined from various perspectives. Of particular emphasis will be the impact of these on linguistically and culturally diverse populations.

Prerequisite: EDUC/EDLC 414.

EDUC/EDLC 416

Methodology for Primary Language Instruction in a Bilingual Setting

3 Semester Hours

Consideration is given to current trends and social issues affecting bilingual programs including program characteristics, instructional approaches, and selection and use of primary language materials. Specific emphasis is placed on literacy/biliteracy in the primary language, with an integrated approach to content area instruction. Fluency and literacy in Spanish is required.

Special approval required.

Prerequisite: EDUC/EDLC 415.

EDUC/EDLC 420**Chicano-Latino Culture: An Inter-disciplinary Perspective***3 Semester Hours*

The presentation of a cultural analysis of the diversity within Chicano/Latino groups. Historical, political, economic, and social issues will be addressed, including the expression of culture in areas such as language, literature, and religion.

Special approval required.

EDUC/EDLC 425**Methods in English Language Development and Specially Designed Academic Instruction in English***3 Semester Hours*

The goal of this course is to provide students with the opportunity to acquire knowledge, skills, and ability to deliver comprehensive instruction to English learners. Students will learn how to implement instructional programs that facilitate English language acquisition and development, including receptive and productive language skills, and that logically progress to the grade level reading/language arts program for English speakers. Students will acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and to develop lessons that promote students' access and achievement in relation to state-adopted academic content standards. Fieldwork observation is included as part of the class requirement.

Special approval required.

EDUC/EDSS 427**Creating Effective Classrooms in Diverse Settings***3 Semester Hours*

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 behavioral management strategies, varying communication styles that impact learning and laws, and regulations for promoting behavior that is positive and self-regulatory.

EDUC/EDES 428**Reading/Language Arts for Single Subject Teachers***3 Semester Hours*

This course is designed to provide opportunities for prospective teachers to develop understanding of the nature of the reading process in grades 7-12. Emphasis is placed on the role of subject-matter teachers in the overall school reading program. Provides training in a variety of instructional methodologies including strategies designed for culturally and linguistically diverse learners.

Special approval required.

EDUC/EDES 434**Elementary Curriculum and Methods***3 Semester Hours*

Designed to provide opportunities for prospective teachers to develop professional knowledge and competence for teaching history/social science, mathematics, and science in kindergarten and grades 1 through 12, this course will deal with purpose, content, procedures and organization, and instruction in those curricular areas as prescribed by the California State adopted frameworks and academic content standards. This course focuses on instructional methods and classroom management for the elementary classroom. A fieldwork component will be required. Students should acquire skills in classroom discipline, creation of lesson plans, utilizing a variety of instructional and evaluation methods, and classroom teaching. Course shall include all state-mandated content areas including culturally and linguistically diverse teaching techniques/methods for history/social science, mathematics, and science.

Special approval required.

EDUC/EDSS 435**What Is School?***3 Semester Hours*

This course focuses on the governmental, political, financial, legal, and historical perspectives of education in the United States. Students are given opportunities to integrate course topics and relate policy initiatives to the welfare of all students in responsible and ethical ways. School governance and management of human and fiscal resources in culturally diverse settings are stressed.

EDUC/EDSS 436**Creating Collaborative Partnerships***2 Semester Hours*

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.

EDUC/EDSS 440**Introduction to the Culturally and Linguistically Diverse Student with Exceptional Needs***3 Semester Hours*

General survey of exceptionalities affecting normal child development. Causation, diagnosis, treatment, programs, and resources are included. Implications of recent legislation for the disabled will be emphasized.

EDUC/EDSS 443**Informal Assessment and Individual Education Program (IEP) Development for Students with Exceptional Needs***3 Semester Hours*

A survey of strategies for assessing and teaching FEP and LEP students in all areas of exceptionality.

EDUC/EDSS 444**Observation and Participation in General and Special Education Programs***2-3 Semester Hours*

Direct contact experience observing and working with FEP and LEP students in all areas of exceptionality. A minimum of 100 clock hours must be spent with three exceptionalities.

Credit/No Credit.

EDUC/EDSS 445**Special Education Advocacy and the Law***3 Semester Hours*

This course examines federal and California special education law with particular emphasis on the Individuals with Disabilities Education Improvement Act (IDEA 2004) and the Rehabilitation Act of 1973. The first half of the course will involve reading of material that will give a legal and practical background to the specifics of the law, its purpose, and how it is implemented by school districts. This background will serve as a foundation for the students to effectively advocate (with proper supervision) for their clients during the clinical portion of the class. The overall goal of the course is to give students insight into how to work with families and school personnel and how to ultimately avoid the pitfalls of non-compliance. The second half of the course will be a supervised clinical experience where students will handle a special education case. This will include: interviewing potential clients, analysis of facts, and advocacy at an IEP. Depending on the facts of the case, students may also file a state complaint and prepare a case for mediation and/or for due process hearing.

Prerequisite: EDUC/EDSS 440.

EDUC/EDSS 452**Psychological and Educational Assessment***3 Semester Hours*

Basic concepts of psychological testing, measurement, and evaluation applicable to the rationale, construction, evaluation, use, and interpretation of tests, rating scales, etc.; essential statistics. Practice required.

Senior class standing required.

EDUC/EDCE 456**Directed Teaching with Culturally and Linguistically Diverse Students with Mild/Moderate Disabilities***9 Semester Hours*

Actual teaching experience with culturally and linguistically diverse students with mild/moderate disabilities. Must have completed prerequisite and professional coursework in Special Education and be approved by the Coordinator of Fieldwork the semester prior to enrolling.

Credit/No Credit.

Special approval required.

EDUC/EDCE 461**Teaching Performance Assessment 1***0 Semester Hours*

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

Fee required.

Special approval required.

EDUC/EDCE 462**Teaching Performance Assessment 2***0 Semester Hours*

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

Fee required.

Special approval required.

EDUC/EDCE 463**Teaching Performance Assessment 3***0 Semester Hours*

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

Fee required.

Prerequisites: EDUC/EDCE 461 and 462.

Concurrent enrollment with EDUC/EDCE 410 or 412 required.

EDUC/EDCE 464**Teaching Performance Assessment 4***0 Semester Hours*

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

Fee required.

Prerequisites: EDUC/EDCE 461 and 462.

Concurrent enrollment with EDUC/EDCE 410 or 412 required.

EDUC/EDSS 475**Teaching and Assessing Students with Mild/Moderate Disabilities***4 Semester Hours*

Principles and techniques for diagnosing learning and behavioral strengths and weaknesses in children and youth with specific learning disability, mental retardation, other health impairments, or serious emotional 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.

EDUC/EDSS 476**Policies and Issues in Education for Diverse Learners with Disabilities***3 Semester Hours*

Survey of current issues and trends in the psychology and education of students with learning handicaps, e.g., theoretical instructional systems, use of research findings in program implementation, counseling, career guidance, and program evaluation with emphasis on history and practices of bilingual education, including organizational models and instructional strategies.

EDUC/EDES 484**Methods in Teaching Secondary Languages Other Than English***3 Semester Hours*

This class will address the communicative approach to instruction in languages other than English. Major themes to include: proficiency-based instruction, the competency-based classroom/curriculum, critical issues in the reception and the production stages of second language acquisition, strategies to support and achieve these goals.

Special approval required.

EDUC/EDES 485**Methods in Teaching Secondary Social Studies**

3 Semester Hours

This methodology course provides prospective secondary social studies teachers the opportunity to develop lesson plans and assessments incorporating state and national standards and pedagogically sound teaching methods. Drawing on social studies concepts, case studies, and cross-cultural activities will practice basic analysis skills in history and social studies. Students will develop classroom activities enhancing critical thinking and study skills, as well as interrelating ideas within and across history/social science and other subject areas. Emphasis will be placed on designing instructional activities to engage all learners.

Special approval required.

EDUC/EDES 486**Methods in Teaching Secondary English**

3 Semester Hours

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.

Special approval required.

EDUC/EDES 487**Methods in Teaching Secondary Science**

3 Semester Hours

This course covers programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to science and uses of technology; continuous progress curriculum in science; and uses of individualized science labs.

Special approval required.

EDUC/EDES 488**Methods in Teaching Secondary Math**

3 Semester Hours

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.

Special approval required.

EDUC/EDLA 489**Leadership Seminar I**

1 Semester Hour

This course is designed to develop student leaders' understanding of the basic concepts of personal and group leadership development. Participants will define an issue facing student leaders and identify a theoretical framework to address the issue. The class integrates readings, written reflection, in-class exercises, and a group project.

Permission of instructor and concurrent leadership position in a student organization required.

EDUC/EDLA 490**Leadership Seminar II**

1 Semester Hour

This course develops student leaders' understanding of the basic concepts of personal and group leadership development. Participants will apply a theoretical framework to an issue facing student leaders, create an implementation plan, and develop an evaluation process. The class integrates readings, written reflection, in-class exercises, and a group project.

Permission of instructor and concurrent leadership position in a student organization required.

EDUC/EDLA 491**Leadership Seminar III**

1 Semester Hour

A capstone leadership experience for advanced student leaders, this class combines readings, in-class activities, and experiential involvement as a peer educator with research and creation of a comprehensive leadership portfolio.

Permission of instructor and concurrent leadership position in a student organization required.

Prerequisites: EDUC/EDLA 489 or 490.

EDUC/EDSS 492**Behavior and Classroom Management Techniques for Teachers**

3 Semester Hours

Explores current, alternative approaches to classroom discipline, management, and organization. Focuses on how teacher behavior, the learning task, and the classroom environment affect student behavior.

EDUC/EDCE/EDES/EDLA/EDLC/EDSS/EDUR 498**Special Studies**

1-3 Semester Hours

EDUC/EDCE/EDES/EDLA/EDLC/EDSS/EDUR 499**Independent Studies**

1-3 Semester Hours

EDUC/EDLC 5000**Cultural Paradigms of Education**

3 Semester Hours

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.

Fieldwork is required.

EDUC/EDES 5001**Applied Educational Psychology for the Childhood and Adolescent Years**

3 Semester Hours

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.

Fieldwork is required.

EDUC/EDLC 5003**Theories of Second Language Acquisition**

3 Semester Hours

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.

Fieldwork is required.

EDUC/EDUR 5004**Elementary School Literacy and Language Development**

3 Semester Hours

The theoretical basis of literacy and approaches, methods, and techniques for teaching literacy skills in diverse urban school settings, will be explored.

EDUC/EDUR 5010**Theories of Teaching, Learning, and Assessment***3 Semester Hours*

Candidates will be exposed to current theories of teaching, learning, and assessment. Special attention will be given to the practical application of the theories in urban PK-12 school settings.

EDUC/EDUR 5012**Culture and Language Learning in Urban Education***3 Semester Hours*

Sociological and anthropological analysis of the role that language and culture play in urban education. Second language acquisition will be explored in depth.

EDUC/EDUR 5014**Multiple Subjects Curriculum and Instruction***3 Semester Hours*

This course covers curriculum and instruction in a multiple subjects classroom. Culturally and linguistically diverse student needs will be emphasized.

EDUC/EDUR 5016**Teaching Students with Special Needs in Urban Education***3 Semester Hours*

This class will focus on the education of special needs students in urban K-12 classrooms.

EDUC/EDUR 5018**Research in Urban Education***3 Semester Hours*

This is the capstone course in the Urban Education program. Students will be expected to complete a research project focusing in urban education.

EDUC/EDLC 5200**Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) for Elementary Educators***3 Semester Hours*

This course explores and develops instructional models, strategies, approaches, and assessment for ESL and content based second language teaching in diverse cultural and linguistic settings in elementary education.

Fieldwork is required.

Prerequisite: EDUC/EDLC 414 or 5003.

EDUC/EDLC 5250**Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) for Secondary Educators***3 Semester Hours*

This course explores and develops instructional models, strategies, approaches, and assessment for ESL and content based second language teaching in diverse cultural and linguistic settings in secondary education.

Fieldwork is required.

Prerequisite: EDUC/EDLC 414 or 5003.

EDUC/EDES 5251**Methods in Teaching Secondary Languages Other Than English***3 Semester Hours*

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.

EDUC/EDES 5252**Methods in Teaching Secondary Social Studies***3 Semester Hours*

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.

Fieldwork is required.

Special approval required.

EDUC/EDES 5253**Methods in Teaching Secondary English***3 Semester Hours*

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.

Fieldwork is required.

Special approval required.

EDUC/EDES 5254**Methods in Teaching Secondary Science***3 Semester Hours*

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.

Fieldwork is required.

Special approval required.

EDUC/EDES 5255**Methods in Teaching Secondary Math***3 Semester Hours*

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.

Fieldwork is required.

Special approval required.

EDUC/EDES 5256**Methods in Teaching Secondary Art***3 Semester Hours*

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.

Fieldwork is required.

Special approval required.

EDUC/EDSS 5300**Introduction to Teaching and Learning in General and Special Education***3 Semester Hours*

This course will provide initial instruction in the essential themes, concepts, and skills related to the duties of a special educator before the candidate assumes intern/teaching responsibilities.

Admission to program required.

EDUC/EDSS 5301**Managing Learning Environments***3 Semester Hours*

This course is designed to prepare candidates to be able to demonstrate knowledge and skills in managing environments for diverse learners that are safe and effective for students.

Admission to program required.

EDUC/EDLC 5320**Chicano/Latino Cultures: An Interdisciplinary Perspective***3 Semester Hours*

This course presents a cultural analysis of the diversity within Chicano/Latino groups, particularly as represented in educational settings. Historical, political and social issues will be addressed, including communicative styles, dialectical differences, and cross-cultural interactions between cultural and linguistic groups.

Special approval required.

EDUC/EDLC 5321**Applied Linguistics***3 Semester Hours*

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.

EDUC/EDLC 5322**Intercultural Education***3 Semester Hours*

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

EDUC/EDLC 5323**Bilingualism, Cognition, and Identity***3 Semester Hours*

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

EDUC/EDLC 5324**Bilingualism and Biliteracy***3 Semester Hours*

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

EDUC/EDLC 5325**Curriculum and Instructional Leadership in a Bilingual setting***3 Semester Hours*

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

EDUC/EDLC 5330**Chinese/American/American Chinese Cultures: An Interdisciplinary Perspective***3 Semester Hours*

This course presents a cultural analysis of the diversity within Chinese/American/American Chinese groups, particularly as represented in educational settings. Historical, political and social issues will be addressed, including communicative styles, dialectical differences, and cross-cultural interactions between cultural and linguistic groups.

Special approval required.

EDUC/EDES 5400**Developmental Theories***3 Semester Hours*

Students will critically analyze core theories regarding the historical and philosophical roots of developmental science. Students will also evaluate contemporary theories of child development. Students will connect research findings and empirical methods with theory and practice.

EDUC/EDES 5401**Infancy***3 Semester Hours*

Theoretical frameworks and contemporary research that have advanced knowledge of infant and toddler development (prenatal-age 2 years) will be examined and analyzed. Students will be able to demonstrate knowledge of developmental milestones as they are manifested by infants and toddlers. Students will explore the environmental influences on development such as parenting, poverty, second language acquisition, disability, prejudice, and policy.

EDUC/EDES 5402**Early Childhood***3 Semester Hours*

Theoretical frameworks and contemporary research that have advanced knowledge of the preschool period (ages 2-8 years) will be examined and analyzed. Students will be able to demonstrate knowledge of developmental milestones exhibited by preschoolers. Students will explore the environmental influences on development such as peer relationships, early childhood education experiences, parenting, socialization, poverty, second language acquisition, disability, prejudice, and policy. Research findings and methods will be utilized to study the transition to formal education and literacy development.

Observation is required.

EDUC/EDES 5403**Cognition and Language***3 Semester Hours*

Students will analyze core cognitive theories in-depth, including an understanding of how these theories developed and related historical and contemporary research findings. Students will also examine core theoretical issues related to language and demonstrate knowledge of how the components of language are learned. Students will also be introduced to specific disorders and delays associated with cognition and language and gain knowledge in the identification and treatment for children with special needs. Additionally, students will examine the development of bilingual children and the needs of second language learners in education.

EDUC/EDES 5404**Environmental Influences on Development***3 Semester Hours*

Students will analyze and interpret current social, cultural, institutional, and psychological factors that influence parents and children including: support systems, family structures, lifestyles, communication, attachment, personality, divorce, single parenting, socioeconomic status, prejudice and discrimination, public policies, physical and mental illness/disability, maltreatment, educational settings, and the media. Core developmental theories and related research findings will be analyzed and explored as they apply to today's world.

EDUC/EDES 5405**Early Childhood Education Programs and Curriculum***3 Semester Hours*

Students will examine the history of early childhood education as well as contemporary program design and philosophy. An analysis of the impact of public policy in the United States on the ECE field will demonstrate the links between government and the family. Students will gain an understanding of implementing philosophy through environmental space planning, program policies, and curriculum design. Developmentally appropriate practice will be analyzed across all groups of children including those with special needs and second language learners. Students will be able to identify multicultural and anti-bias curriculum as well as advance their cultural competence.

Observation is required.

EDUC/EDES 5406**Social and Emotional Development***3 Semester Hours*

Core theories of social and emotional development will be critically analyzed and applied in the contemporary world as well as recent research findings. Students will demonstrate knowledge in core components of social development including self-concept, identity, temperament, personality behavior, peer relationships, parent-child relationships, socialization, social competence, and environmental influences such as childcare, schools, communities, culture, and the media. Students will demonstrate knowledge in core components of emotional development including attachment, identification of feelings, emotional regulation, risk and resiliency.

Observation is required.

EDUC/EDES 5407**Research Methods and Early Childhood Assessment***3 Semester Hours*

Students will gain knowledge in planning and conducting research as well as further advance their written communication skills. Students will critically evaluate published research. Students will use and apply various observation techniques such as narrative records, running records, time sampling, and event sampling to the understanding of child behavior and developmental processes. Students will demonstrate data analysis skills. Students will gain knowledge in the assessment of both typical and atypical development. Students will explore issues of professional ethics related to working with parents and teachers when special needs in children are identified and require intervention.

Observation is required.

EDUC/EDES 5408**Early Childhood Education Program Administration***3 Semester Hours*

Students will examine in-depth and reflect on the administration skills and issues that they observe in their fieldwork. Effective communication strategies for the management of staff, teachers, and parents will be discussed. Additionally, students will learn about state licensing, accreditation, health and safety issues, environmental space planning, budgetary concerns such as purchasing, conflict resolution techniques, marketing and enrollment.

Fieldwork is required.

EDUC/EDCE 5950**Teaching Performance Assessment Task 1, Subject Specific Pedagogy***0 Semester Hours*

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

Fee required.

Credit/No Credit.

Special approval required.

EDUC/EDCE 5951**Teaching Performance Assessment Task 2, Subject Designing Instruction***0 Semester Hours*

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

Fee required.

Credit/No Credit.

Special approval required.

EDUC/EDCE 5952**Teaching Performance Assessment Task 3, Assessing Learning***0 Semester Hours*

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

Fee required.

Credit/No Credit.

Special approval required.

Prerequisites: EDUC/EDCE 5951 and 5952.

EDUC/EDCE 5953**Teaching Performance Assessment Task 4, Culminating Teaching Experience***0 Semester Hours*

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

Fee required.

Credit/No Credit.

Special approval required.

Prerequisites: EDUC/EDCE 5951, 5952, and 5953.

EDUC/EDCE 5970**Fieldwork I***1 Semester Hour*

This course is designed to enhance the field experiences of teacher practitioners/interns through reflective discussions that evolve around events in content classes and field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the mentor teacher. The course is designed around the needs of the candidates.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

EDUC/EDCE 5971**Fieldwork 2***1 Semester Hour*

This course is a continuation of Fieldwork 1.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

Prerequisite: EDUC/EDCE 5970.

EDUC/EDCE 5972**Fieldwork 3***1 Semester Hour*

This course is a continuation of Fieldwork 2.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

Prerequisite: EDUC/EDCE 5970 and 5971.

EDUC/EDCE 5973**Fieldwork 4***1 Semester Hour*

This course is a continuation of Fieldwork 3.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

Prerequisites: EDUC/EDCE 5970, 5971, and 5972.

EDUC/EDCE 5976**Elementary Directed Teaching***6-9 Semester Hours*

Full-time supervised teaching in two culturally diverse public elementary schools. Supervision by master teacher and university supervisor while working with individuals, small groups, and the entire class. Development of classroom management and teaching strategies that foster academic achievement in all content areas for all students. Attendance at weekly seminar is required.

Credit/No Credit.

Special approval required.

EDUC/EDCE 5977**Secondary Directed Teaching***6-9 Semester Hours*

Full-time supervised teaching in one culturally diverse public middle or high school. Supervision by master teacher and university supervisor while working with individuals, small groups, and the entire class. Development of classroom management and teaching strategies that foster academic achievement in all content areas for all students. Attendance at weekly seminar is required.

Credit/No Credit.

Special approval required.

EDUC/EDCE 5978**Directed Teaching with Students with Mild/Moderate Disabilities***3-9 Semester Hours*

Teaching experience with culturally and linguistically diverse students with Mild/Moderate disabilities. Seminar required.

Lab fee required.

Credit/No Credit.

Special approval required.

EDUC/EDCE 5981**Special Education Fieldwork and Seminar 1***2 Semester Hours*

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.

EDUC/EDCE 5982**Special Education Fieldwork and Seminar 2***1 Semester Hour*

This course is a continuation of Fieldwork 1.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

Prerequisite: EDUC/EDCE 5981.

EDUC/EDCE 5983**Special Education Fieldwork and Seminar 3***1 Semester Hour*

This course is a continuation of Fieldwork 2.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

Prerequisites: EDUC/EDCE 5981 and 5982.

EDUC/EDCE 5984**Special Education Fieldwork and Seminar 4***2 Semester Hours*

This course is a continuation of Fieldwork 3, 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.

Credit/No Credit.

Interns and Teacher Practitioners only.

Special approval required.

Prerequisites: EDUC/EDCE 5981, 5982, and 5983.

EDUC/EDCE/EDES/EDLA/EDLC/EDSS/EDUR 5998**Special Studies***1-3 Semester Hours***EDUC/EDCE/EDES/EDLA/EDLC/EDSS/EDUR 5999****Independent Studies***1-3 Semester Hours***EDUC/EDLC 6000****Education and Politics***3 Semester Hours*

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/EDLC 5003.

EDUC/EDSS 6001**Teaching Culturally/Linguistically Diverse Students with Exceptional Needs***3 Semester Hours*

An overview of the problems confronting educators of students with exceptional needs with a view to developing an understanding of the psychological and educational implications for instruction and program planning. An overview of major exceptionalities and implications of recent legislation for the disabled ("mainstreaming") will be emphasized.

This course meets the requirements for the 2042 credential.

EDUC/EDES 6080**Advance Course 1: Special Populations, English-Language Learners, Health, and Technology***3 Semester Hours*

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 allinclusive classroom. Effective communication between stakeholders to support students with exceptional needs in the classroom will be addressed.

EDUC/EDES 6081**Advance Course 2: Special Populations, English-Language Learners, Health, and Technology***3 Semester Hours*

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.

EDUC/EDLC 6100**Anthropological Analysis of Cultural Diversity***3 Semester Hours*

An in-depth study of cultural diversity using methods from educational sociology and anthropology. The course will examine the major theoretical models advocating responses to cultural diversity and their practical implications for education. Themes/issues covered: contemporary demographics, genetic and cultural deficit theory, cultural mismatch theory, cultural ecological theory, sociocultural theory (neo-Vygotskian) and culturally responsive instruction, multicultural education and intercultural communication, critical pedagogy, and qualitative evaluation.

EDUC/EDSS 6101**Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs***3 Semester Hours*

An overview of the problems confronting educators of students with exceptional needs with a view to developing an understanding of the psychological and educational implications for instruction and program planning. An overview of major exceptionalities and implications of recent legislation for the disabled ("mainstreaming") will be emphasized.

EDUC/EDSS 6102**The Context of Schooling***3 Semester Hours*

This course focuses on the governmental, political, financial, legal, and historical perspectives of education in the United States. Students are given opportunities to integrate course topics and relate policy initiatives to the welfare of all students in responsible and ethical ways. School governance and management of human and fiscal resources in culturally diverse settings are stressed.

EDUC/EDSS 6103**Curriculum and Instructional Leadership***3 Semester Hours*

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

EDUC/EDSS 6104**Evaluation of Instruction, Learning, and Achievement***3 Semester Hours*

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.

EDUC/EDLA 6105**Assessment and Research Methodology***3 Semester Hours*

Essential descriptive statistics; basic concepts of psychological and educational assessment. Overview of individual and group tests and inventories; test construction and evaluation; alternative assessment; and comprehensive testing programs. Preparation in designing and implementing a research study and competence in reviewing and using the professional literature.

EDUC/EDSS 6106**Human Development and Learning***3 Semester Hours*

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.

EDUC/EDES 6200**Elementary School Curriculum and Methods***3 Semester Hours*

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.

Fieldwork is required.

Admission to program required.

EDUC/EDES 6201**Foundations of Elementary Literacy Instruction***3 Semester Hours*

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.

Fieldwork is required.

EDUC/EDES 6250**Improvement of Literacy in Single Subject Classrooms***3 Semester Hours*

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.

Fieldwork is required.

Admission to program required.

EDUC/EDES 6251**Secondary School Curriculum and Methods for Math and Science***3 Semester Hours*

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.

EDUC/EDES 6252**Secondary School Curriculum and Methods for Language Arts and Social Studies***3 Semester Hours*

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.

EDUC/EDSS 6300**Creating Effective Classrooms in Diverse Settings***3 Semester Hours*

This course is designed to prepare candidates to be able to demonstrate knowledge and skills in managing environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. In addition, the candidate will be prepared to demonstrate knowledge of behavior management strategies, varying communication styles that impact learning and laws and regulations for promoting behavior that is positive and self-regulatory.

Special approval required.

EDUC/EDSS 6301**Creating Collaborative Partnerships***2 Semester Hours*

This course is designed to prepare candidates to be able to collaborate and communicate effectively with individuals with disabilities and their parents, other family members and primary care givers, school administrators, general and special education teachers, specialists, paraprofessionals and community agency and related service personnel. The candidate will learn how to work in partnership to be able to design, implement and evaluate integrated services that reflect transitional stages across life span for all learners.

Special approval required.

EDUC/EDSS 6302**Informal Assessment and Individual Education Program (IEP) Development for Students with Exceptional Needs***3 Semester Hours*

A survey of strategies for assessing and teaching FEP and LEP students in all areas of exceptionality. Course content includes principles and techniques for assessing learning and behavioral patterns, development of individualized behavioral and instructional objectives, development and implementation of instructional strategies based on individual needs, and designing and using pupil performance criteria to evaluate pupil learning and behavior. Includes lecture and practicum.

Admission to program required.

Prerequisite: EDUC/EDSS 440, 6101, 6102, or PSYC 422.

EDUC/EDSS 6303**Teaching and Assessing Students with Mild/Moderate Disabilities***3 Semester Hours*

Principles and techniques for diagnosing learning and behavioral strengths and weaknesses in children and youth with learning disability, mental retardation, other health impairments or serious disturbance. Additional emphasis is placed on effective techniques and methods in working with culturally and linguistically diverse youth, development of teaching strategies, goals, and objectives suitable for direct intervention, implementation of individual instructional programs, and evaluation of program approaches and effectiveness.

Admission to program required.

EDUC/EDSS 6304**Policies and Issues in Education for Diverse Learners with Disabilities***3 Semester Hours*

Survey of current issues and trends in the psychology and education of students with learning handicaps, e.g., “mainstreaming” theoretical instructional systems, use of research findings in program implementation, counseling, career guidance, and program evaluation, with emphasis on history and practices of bilingual education including organizational models and instructional strategies.

EDUC/EDSS 6310**Professional Induction Planning Seminar***0 Semester Hours*

Candidates for the Professional Level II Education Specialist credential are required to take this course at the beginning of their Level II program. During this individualized seminar, the candidate develops a Professional Induction Plan with an assigned district support provider and a college advisor.

Special approval required.

EDUC/EDSS 6311**Advanced Issues in Assessment and Instruction of Students with Special Needs***3 Semester Hours*

In this advanced course, candidates acquire knowledge and skills to appropriately assess and instruct students with Mild/Moderate disabilities. Course content includes selecting and administering a variety of formal and informal assessment procedures in order to be able to teach, adapt and integrate curriculum appropriate to the educational needs of students.

Special approval required.

EDUC/EDSS 6312**Consultation and Collaboration for Students with Special Needs***3 Semester Hours*

This course will provide opportunities for candidates to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals and parents. A specific area of emphasis will be on the communication of relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. At the completion of the course, candidates will be prepared to coordinate the process involved in special education placements.

Special approval required.

EDUC/EDSS 6313**Supportive Environments for Students with Behavioral and Emotional Needs***3 Semester Hours*

In this advanced course, candidates develop systems for academic and social skills instruction for students with complex behavioral and emotional needs including attention disorders, conduct disorders, depression and suicidal behavior, psychotic behavior, anxiety and related disorders, and delinquency and substance abuse. Course content includes advanced study of behavioral supports, social skills instruction, crisis management, and positive learning environments. Collaborative work with other professionals and community agencies is emphasized in the development of comprehensive support programs for these students.

Special approval required.

EDUC/EDSS 6314**Professional Educator Evaluation Seminar***1 Semester Hour*

This seminar is the culminating experience for the Professional Education Specialist credential program. Students reevaluate their professional competency to assess and teach culturally diverse students with learning and behavior problems. They compile a Professional Educator Portfolio, which includes artifacts documenting their professional competence and a plan for their continuing professional growth. The district support provider and the college advisor continue to support the student in this process.

EDUC/EDLC 6320**Methodology for Primary Language Instruction in a Bilingual Setting***3 Semester Hours*

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/EDLC 5003.

EDUC/EDLC 6321**Seminar in Second Language Literacy***3 Semester Hours*

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 is required.

EDUC/EDLC 6322**Language Ideologies, Planning, and Policies***3 Semester Hours*

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

EDUC/EDLC 6323**Ethnolinguistics***3 Semester Hours*

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

EDUC/EDLC 6324**Technology in Multilingual Settings***3 Semester Hours*

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.

EDUC/EDLC 6325**International Perspectives in Bilingual/Intercultural Education***3 Semester Hours*

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

EDUC/EDLC 6326**Bilingual/Leadership/Intercultural Education***3 Semester Hours*

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

Topic and credit hours arranged in advance.

EDUC/EDLC 6330**Methodology for Chinese Language Instruction in Bilingual Settings***3 Semester Hours*

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 Mandarin Chinese is required.

Special approval required.

Prerequisite: EDUC/EDLC 5003.

EDUC/EDES 6340**Educational Linguistics***3 Semester Hours*

An in-depth study of the interrelationship between language and schooling. Classroom-based analysis of contexts of language variation and usage is emphasized, with a focus on language testing, the teaching of phonology, vocabulary and grammar, and discourse analysis.

EDUC/EDES 6341**Foundations of Literacy Instruction***3 Semester Hours*

This course considers linguistic, physiological, psychological, and cultural concerns covering appraisal of literacy needs, premises and goals of language arts/literacy instruction, and approaches, methods, processes, and techniques for teaching literacy skills in grades K-12. This course is designed specifically for candidates in the Child and Adolescent Literacy (CHAL) program.

EDUC/EDES 6342**Diagnosing and Developing Literacy Skills***3 Semester Hours*

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/EDES 6341 or 6201.

Co-requisite: EDUC/EDES 6343.

EDUC/EDES 6343**Practicum in Diagnosing and Developing Literacy Skills***3 Semester Hours*

Practicum taken in conjunction with EDUC/EDES 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/EDES 6342.

EDUC/EDES 6344**Seminar in Literacy Leadership and Professional Development***3 Semester Hours*

A comprehensive study of current research on literacy processes and the philosophies of instruction in literacy/language arts, and other curricular areas. Various instructional approaches and programs will be evaluated.

EDUC/EDES 6345**Literacy Fieldwork***1-3 Semester Hours*

Supervised fieldwork experiences will focus on the direct application of classroom knowledge and training. Candidates will demonstrate their knowledge and skills in the area of literacy and will include reflective discussions focusing on the lessons observed.

Credit/No Credit.

Special approval required.

EDUC/EDES 6346**Advanced Practicum for At-Risk Students***3 Semester Hours*

In this advanced course for the Reading Specialist Credential, candidates will engage in a critical analysis of literacy research that examines current models of the reading process and their influence on curriculum, instructional and assessment issues in reading/language arts. Emphasis will be placed on the understanding of how students from a variety of socio-cultural and linguistics backgrounds learn to read.

Consent of Program Director required.

Prerequisites: EDUC/EDES 6342 and 6343.

EDUC/EDES 6347**Research and Trends in Literacy for At-Risk Students***3 Semester Hours*

This course is required for the Reading Specialist Credential and includes methods for diagnosing and providing appropriate intervention approaches for meeting the needs of students with severe reading difficulties. 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/EDES 6342 and 6343.

EDUC/EDES 6348**Field Experience in Professional Literacy Leadership***3 Semester Hours*

The purpose of the fieldwork component for the Reading Specialist Credential is two-fold. First, it provides experience in the teaching of reading/language arts in grades K-12. Secondly, it provides opportunities for candidates to experience and participate in the variety of duties associated with a leadership position in a school and/or school district.

Consent of Program Director required.

Prerequisites: EDUC/EDES 6346 and 6347.

EDUC/EDSS 6362**Counseling Theories and Techniques***3 Semester Hours*

A survey of major theoretical orientations to the practice of counseling. An overview of basic counseling skills with particular emphasis on communication skills applicable to the counseling relationship. Candidates are introduced to experiences that will give them a greater understanding of self and others. Required prior to formal admission to the School Counseling program.

EDUC/EDSS 6366**Principles, Organization, and Administration of Pupil Personnel and Human Services***3 Semester Hours*

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.

EDUC/EDSS 6368**Educational and Career Planning***3 Semester Hours*

Educational and career planning in the K-12 curriculum, counseling students, technology and career centers, occupational and educational information, vocational and educational placement, vocational choice theory and occupational trends, and work experience programs. Emphasis is on contemporary trends in educational and career guidance.

Lab fee required.

EDUC/EDSS 6372**Prevention, Intervention, and Consultation in Pupil Personnel Services***3 Semester Hours*

A graduate level course designed to support learning and application of knowledge and skill in consultation with adults on academic and behavioral issues which negatively impact student achievement in schools; and prevention and early intervention in events such as violence, suicide, pregnancy, and others that may lead to individual crises. Involvement in a school-based crisis team will be facilitated.

EDUC/EDSS 6376**Social Responsibility, Violence Prevention, and Crisis Intervention in Schools***3 Semester Hours*

Complex pressures of today's society produce conditions that inhibit the maximum social, intellectual, and emotional development of students. An important pupil attribute, self esteem, must be well supported as a bridge to positive outcomes, including but not limited to, academic achievement, personal responsibility, and to become an active and contributing citizen. PPS providers must be equipped with skills and knowledge to understand the myriad of factors that contribute to making a safe school for pupils and adults. This graduate level course is designed to support learning and application of knowledge and skill in (1) the concept of resiliency and how it protects; (2) prevention and early intervention in events such as violence, suicide, pregnancy, and others that may lead to individual crises; (3) quality indicators of a school-based crisis team.

EDUC/EDSS 6378**Communication Process and Counseling in Groups***3 Semester Hours*

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.

EDUC/EDSS 6379**Emotional and Behavioral Disorders: Appraisal and Response***3 Semester Hours*

Candidates will become familiar with the spectrum of emotional and behavioral disorders and symptomatology. In this course candidates will learn both DSM-IVTR diagnostic criteria and educational code criteria that apply to emotional and behavioral problems. Other areas covered in this course include: promoting health and wellness, evidence-based treatments, school-based preventions and interventions, and referral resources.

EDUC/EDSS 6382**Professional Ethics, Legal Mandates, and Political Relationships***3 Semester Hours*

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.

EDUC/EDSS 6384**Practicum in School Psychology***3 Semester Hours*

On-site supervised field work experiences and on-campus demonstrations, practicum and seminars designed to develop the student's competence in performance of School Psychologist functions and working knowledge and beginning competencies of the School Psychologist. Experiences focus upon the direct application of classroom knowledge and training. Enrollment limited to students accepted and enrolled in the School Psychology Credential Program. (Application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course).

Credit/No Credit.

Special approval required.

EDUC/EDSS 6386**Practicum in Culturally Responsive Counseling***3 Semester Hours*

Through the use of videotaped sessions with volunteer clients, advanced candidates under the supervision of licensed professionals observe and critique their counseling skills with individuals and groups. This class involves peer evaluation and discussion. Cross-cultural counseling experiences are emphasized.

Credit/No Credit.

Special approval required.

EDUC/EDLA 6400**Institutional Management***3 Semester Hours*

Students study how to plan, organize, implement, manage, facilitate, and evaluate the daily operations of schools. This management approach stresses systems models, needs assessment, management plans, administering contracts, technology use, management information systems, decision making processes, problem solving, decentralization, and accountability in a diverse cultural setting.

EDUC/EDLA 6401**Organizational Theory and Practice***3 Semester Hours*

Administrators will focus on the context within which schooling takes place. They will explore theory and functions of human organizations in American society; structure and composition of groups in various organizational settings including school boards, parent, community and staff groups, and professional, state and regional organizations; political and social forces that affect school practices; knowledge of state and local cultural, ethnic, language and socioeconomic diversity and diverse needs within the school organization; and parent involvement in planning and reaching educational objectives.

EDUC/EDLA 6402**Management of Fiscal, Human, and Material Resources***3 Semester Hours*

Administrators learn how to assess needs, garner and use appropriate resources to achieve student and school success. This course includes fiscal management, district-level funding and budgeting, personnel and other contractual obligations; problems affecting school finance on state and local levels; district business services organization and function; management of human and material resources, including effective staff utilization, credentialing law and assignment authorization; personnel policies; filling needs for staff and for buildings, equipment and supplies. Candidates explore the resources of cultural diversity and strategies for building effective learning communities.

EDUC/EDLA 6403**Educational Leadership***3 Semester Hours*

The focus of this course is on the educator as leader and change facilitator. Leadership theory, effective communication, effective group facilitation, community relations, and personnel functions are stressed. Candidates explore methods to articulate a vision consistent with well-developed educational philosophy and ways to lead and empower individuals and groups to accomplish common goals and objectives aimed at continuous methods of school improvement.

EDUC/EDLA 6404**Advanced Educational Leadership***3 Semester Hours*

This course in Advanced Educational Leadership builds upon the theories and practices addressed in the Preliminary Administrative Credential course and focuses on new models of leadership in specific contexts, including: leading groups in a variety of settings such as school boards, parent, community and staff groups, and regional and state groups; instructional leadership including human relationships and group dynamics; theories related to learning and instructional research; educational issues and trends; creating positive organizational cultures; dimensions of moral, ethical, and reflective leadership and practice; improvement of curriculum and practices; computer technology applicable to instructional practices; recognizing and responding to the cultural diversities in school communities; and evaluation related to student outcomes, curriculum effectiveness, and staff performance, and individual practice.

EDUC/EDLA 6415**Professional Administrative Induction and Assessment Seminar***3 Semester Hours*

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.

EDUC/EDLA 6420**Invitation to Lead and Preparation for Residency/Fieldwork***4 Semester Hours*

Administration candidates will participate in opportunities to establish rapport and community among LMU faculty and their Administration Leadership cohort: Charter, Public non-Charter, Catholic, and Bilingual/Biliteracy. This course will detail the Administrative Leadership Programs, with a focus on the candidates' call to leadership, their school vision, their attributes as a leader, and how "residency/fieldwork experience" will bridge the gap between theory and practice. There will be strong emphasis on cultural and linguistic diversity, special education and the Autism Spectrum Disorder, the successful development of English Language Learners, and the parent-school relationship.

EDUC/EDLA 6421**Vision of Learning for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component***3 Semester Hours*

This course focuses on educators as leaders and change facilitators. Governmental, political, financial, legal, and historical perspectives of education in the United States will be studied. Leadership theory, effective communication, effective group facilitation, community relations, will be analyzed. Methods to articulate a vision consistent with well-developed educational philosophy will be explored. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the Autism Spectrum Disorder, the successful development of English Language Learners, and the parent-school relationship.

EDUC/EDLA 6422**Responding to Diversity of Students, Families, Staff, and Community and Residency/Fieldwork Component***3 Semester Hours*

This course provides candidates with a variety of opportunities to examine their own biases related to student diversity, explore ways in which to uncover the biases of others within the school community, and guide all stakeholders through collaborative dialog about important issues related to their own diverse, school community. Administration candidates will develop a repertoire of strategies used to guide all stakeholders in defining standards that promote a culture of high expectations for all students. The course will challenge candidates to design and facilitate professional development opportunities for both parents and teachers. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in a practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the Autism Spectrum Disorder, and the successful development of English Language Learners, and the parent-school relationship.

EDUC/EDLA 6423**Student Learning and Professional Growth for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component***3 Semester Hours*

This course assists candidates to understand the role that learning, leadership, leading for learning and learning leaders play in the practice of being a reflective practitioner. Candidates will learn how to lead learning both directly and indirectly in their organization. This class provides candidates with a variety of opportunities to consider teaching the challenge of driving instruction through curriculum and professional teaching standards, observations, evaluations and interventions, accountability systems, professional development and data-driven decision making. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in a practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the Autism Spectrum Disorder, and the successful development of English Language Learners, and the parent-school relationship.

EDUC/EDLA 6424**Organizational Management for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component***3 Semester Hours*

A survey of strategies for creating a school culture in which children with disabilities are included, based on a variety of frames, including political, economic, and legal, to serve students, families, staff, and community. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in a practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the Autism Spectrum Disorder, and the successful development of English Language Learners, and the parent-school relationship.

EDUC/EDLA 6425**Transforming Organizations for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component***3 Semester Hours*

Administrative candidates 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. Candidates will participate in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in a practical setting. There will be a strong emphasis on cultural and linguistic diversity, special education and the Autism Spectrum Disorder, and the successful development of English Language Learners, and the parent-school relationship.

EDUC/EDLA 6427**Advocacy***3 Semester Hours*

This hands-on leadership course examines an advocate's comprehensive duty to ensure school district compliance with special education and disability rights law, with an emphasis on cultural competency, English language learners, and non-traditional learning environments, i.e., charter schools. Candidates will analyze the cultural interplay between families and school personnel, learn special education law protocol, and learn and utilize effective negotiation techniques. This course culminates in the unique clinical opportunity to advocate on behalf of a student at an IEP meeting with the local school district.

EDUC/EDLA 6428**Business of Education***3 Semester Hours*

This course focuses on providing education leaders with knowledge of concepts and current practices in the management of business functions in schools. Course will emphasize practical issues related to budgeting and finance, operations, and human resource development. Candidates will learn to filter business management decisions and practices through the lens of learning and achieving equity for students.

EDUC/EDLA 6429**Specializing in Charter Schools***3 Semester Hours*

This course will provide an overview of management for running effective charter schools. Course will emphasize the unique aspects of charters as public schools that possess a substantial amount of autonomy in exchange for high levels of public accountability. Candidates will learn how effective practices in budgeting and finance, operations, human resource development, facilities management, governance, and fundraising contribute to high levels of student achievement in charter schools.

EDUC/EDSS 6500**Foundations of Ethical, Professional, and Legal Practice in School Psychology***3 Semester Hours*

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).

EDUC/EDSS 6502**Determinants of Child and Adolescent Learning and Development***3 Semester Hours*

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.

EDUC/EDSS 6504**Statistics, Assessment, and Research Methods in Education***3 Semester Hours*

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.

EDUC/EDSS 6506**Seminar in Counseling and Interpersonal Relations***3 Semester Hours*

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.

EDUC/EDSS 6508**Serving Diverse Students with Exceptional Needs***3 Semester Hours*

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.

EDUC/EDSS 6510**Seminar in Instruction and Learning***3 Semester Hours*

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.

EDUC/EDSS 6512**Group Counseling and Intervention with Children and Adolescents***3 Semester Hours*

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.

EDUC/EDSS 6513**Advanced Counseling Seminar I***3 Semester Hours*

This course is the first of a two-semester counseling supervision experience for school psychology candidates completing their second year practicum. Candidates will learn more in depth techniques to counsel children and adolescents individually and in groups. Techniques include cognitive behavioral therapy, solution-focused counseling, interpersonal process therapy, and play therapy. Legal and ethical issues in counseling will be discussed, along with multicultural counseling. Field activities required.

EDUC/EDSS 6514**Diversity in Community and School Psychology***3 Semester Hours*

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.

EDUC/EDSS 6515**Advanced Counseling Seminar II***3 Semester Hours*

This course is the second of a two-semester counseling supervision experience for school psychology candidates completing their second year practicum. Candidates will learn more in depth techniques to counsel children and adolescents individually and in groups. Techniques include cognitive behavioral therapy, solution-focused counseling, interpersonal process therapy, and play therapy. Legal and ethical issues in counseling will be discussed, along with multicultural counseling. Field activities required.

EDUC/EDSS 6516**Seminar in Motivation and Achievement***3 Semester Hours*

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.

EDUC/EDSS 6518**Traditional and Alternative Assessment of Cognitive Abilities***3 Semester Hours*

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.

EDUC/EDSS 6520**Prevention, Intervention, and Consultation in Pupil Personnel Services***3 Semester Hours*

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.

EDUC/EDSS 6522**Diagnostic Assessment and Intervention of Learning Problems***3 Semester Hours*

This course will provide students with an in-depth 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.

EDUC/EDSS 6524**Practicum in School Psychology***3 Semester Hours*

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.

EDUC/EDSS 6526**Social Responsibility, Violence Prevention, and Crisis Intervention in Schools***3 Semester Hours*

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.

EDUC/EDSS 6528**Social, Emotional, and Behavioral Assessment***3 Semester Hours*

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.

EDUC/EDSS 6530**Treatment of Emotional and Behavioral Disorders in Children and Adolescents***3 Semester Hours*

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.

EDUC/EDSS 6532**Seminar in School Systems and Psychological Services***3 Semester Hours*

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.

EDUC/EDSS 6534**Advanced Assessment and Positive Behavioral Intervention***3 Semester Hours*

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.

EDUC/EDSS 6536**Special Issues and Best Practices in School Psychological Services***3 Semester Hours*

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.

EDUC/EDSS 6538**Supervised Internship in School Psychology I***3 Semester Hours*

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.

EDUC/EDSS 6540**Supervised Internship in School Psychology II***3 Semester Hours*

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.

EDUC/EDLA 6800**Foundations of Catholic Education***3 Semester Hours*

This course presents an analysis of the theological, philosophical, historical, and sociological aspects of American Catholic education, with a focus on policy implications.

EDUC/EDSS 6820**Education of Students with Exceptional Needs in Catholic Schools***3 Semester Hours*

An overview of the problems confronting educators in Catholic schools regarding students with exceptional needs with a view to developing an understanding of the educational implications for instruction and program planning. An overview of major exceptionalities and implications of recent legislation will be emphasized.

EDUC/EDSS 6821**Informal Assessment and Program Development in Catholic Schools***3 Semester Hours*

A survey of strategies for assessing and teaching students with exceptional needs in Catholic schools. Course content includes principles and techniques for assessing learning and behavioral patterns, development of individual learning programs, development and implementation of instructional strategies based on individual needs, and designing and using pupil performance criteria to evaluate pupil learning and behavior. Includes lecture and practicum.

EDUC/EDSS 6822**Creating Successful Inclusion Programs***3 Semester Hours*

This course will stimulate discussion and decision making about the mission of individual Catholic schools in providing an appropriate educational experience for all its students. This course will focus on essential components to be included in an individual school's inclusion plan.

EDUC/EDSS 6823**Advanced Practicum in Catholic Inclusive Education***3 Semester Hours*

This course is a practicum during which candidates will support staff at practicum sites in the identification, assessment and intervention of learning differences. Candidates will participate as case managers and engage in trainings for assessment and intervention instruments.

EDUC/EDLA 6840**Catechetical Leadership in Catholic School Education***3 Semester Hours*

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.

EDUC/EDLA 6841**Private School Law and Ethics***3 Semester Hours*

This course is designed for aspiring and new private school administrators to become knowledgeable of the history and practice of educational law as it pertains to private education. Topics include: constitutional law, administrative law, common law, contract law, canon law, torts, contracts and unions, rights and duties, anti-discrimination law as it applies to individuals with disabilities, property rights, the duties and ethics of principals and teachers, copyright laws, and child abuse reporting procedures.

EDUC/EDLA 6842**Leadership in Catholic Education***3 Semester Hours*

This course is designed to give new and aspiring administrators theory and research in the following areas: leadership, management, organizations, change facilitation, and decision making within the context of the Catholic Church and its educational institutions. This course will also focus upon the role and responsibilities associated with school finance, accounting, development, and management.

EDUC/EDLA 6950**Advanced Research Methods***3 Semester Hours*

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

Special approval required.

Prerequisite: EDUC/EDLA 6105.

EDUC/EDLA 6951**Advanced Research Design***1 Semester Hour*

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.

Acceptance in Master's Thesis Option required.

Prerequisite: EDUC/EDLA 6950.

EDUC/EDCE/EDES/EDLA/EDLC/EDSS/EDUR 6955**Master's Thesis I***1 Semester Hour*

This course is intended for students working on a master's thesis. The committee chair provided ongoing support for the master's thesis.

Credit/No Credit.

Prerequisite: EDUC/EDLA 6950.

EDUC/EDCE/EDES/EDLA/EDLC/EDSS/EDUR 6956**Master's Thesis II***1 Semester Hour*

A continuation of Master's Thesis I for students who have not completed their master's thesis.

Credit/No Credit.

Special approval required.

**EDUC/EDCE/EDES/EDLA/EDLC/
EDSS/EDUR 6957
Master's Thesis III**

1 Semester Hour

A continuation of Master's Thesis II for students who have not completed their master's thesis.

Credit/No Credit.

Special approval required.

**EDUC/EDUR 6960
Introduction to Teaching and
Learning**

3 Semester Hours

This course is for candidates who are employed as full-time teachers either in a private/parochial school or with an emergency permit or intern credential in a public school. This prerequisite should be one of the first courses in the combined master's/teaching credential program sequence. Seminars focus on analysis of effective classroom practices and problem solving. Initial on-site assessment will be made by a university supervisor as to professional competency in all phases of the multiple or single subject credential program. Areas for professional growth and development are identified and addressed individually through portfolio assessment. Candidates must submit a school-site supervisor/mentor contract agreement. Additionally, for private/parochial school teachers, this course requires 30 hours of public school observation/participation and a comprehensive journal. Application for fingerprint clearance must be submitted by private/parochial teachers immediately upon enrollment in this course.

Credit/No Credit.

Special approval required.

**EDUC/EDUR 6961
Fieldwork Supervision: Portfolio
and Assessment of Teaching**

3 Semester Hours

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/EDUR 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/EDUR 6960, all professional education courses in program sequence, including Health Education (EDUC/EDES 8000), formal documentation of completed subject matter competency, and passage of all appropriate examinations.

**EDUC/EDCE 6965
Action Research Fieldwork Course I**

1 Semester Hour

This is a field experience course that supports a group of Professional 2042 Clear 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 Professional 2042 Clear standards through a portfolio presentation.

Credit/No Credit.

EDUC/EDCE 6966**Action Research Fieldwork Course II**
1 Semester Hour

This is the continuation of EDUC/EDCE 6965, a course that supports a group of Professional 2042 Clear 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 Professional 2042 Clear standards through a portfolio presentation.

Credit/No Credit.

Prerequisite: EDUC/EDCE 6965.

EDUC/EDSS 6970**Fieldwork in School Counseling I**
3 Semester Hours

Work in this area will be developed around supervised on-site practicum experiences and seminar sessions on campus. Supervised field work experiences will focus upon the direct application of classroom knowledge and training. Enrollment limited to advanced candidates. An application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course; the CBEST must have been passed, and a minimum of nine courses in the counseling sequence completed.

Credit/No Credit.

EDUC/EDLA 6971**Field Experience in Administration I**
2 Semester Hours

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.

Special approval required.

Credit/No Credit.

EDUC/EDLA 6973**Field Experience in Biliteracy, Leadership, and Administration I**
2 Semester Hours

An internship designed to develop the student's competence in performance of administrative and management functions. Candidates participate in significant field experiences designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the state standards and the major duties and responsibilities authorized by the administrative services credential in a variety of realistic and diverse settings. This course is restricted to students in the MA in Biliteracy, Leadership, and Intercultural Education program and also emphasizes leadership for biliteracy.

Credit/No Credit.

EDUC/EDSS 6980**Fieldwork in School Counseling II**
3 Semester Hours

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

Credit/No Credit.

Special approval required.

EDUC/EDLA 6981**Field Experience in Administration II**
2 Semester Hours

An extension of the internship described for EDUC/EDLA 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.

Special approval required.

Credit/No Credit.

Prerequisite: EDUC/EDLA 6971.

EDUC/EDLA 6983**Field Experience in Biliteracy, Leadership, and Administration II**
2 Semester Hours

An extension of the internship described for EDUC/EDLA 6974. The candidate continues to complete and document field experiences that include intensive experiences both in the day-to-day functions of administrators and in long-term policy design and implementation. A site visit by the University representative and a positive recommendation by a practicing administrator supervising the candidate in field experiences is required for the Administrative Services Credential. This course is restricted to students in the MA in Biliteracy, Leadership, and Intercultural Education program and also emphasizes leadership for biliteracy.

Credit/No Credit.

Prerequisite: EDUC/EDLA 6974.

EDUC/EDSS 6984**Internship Fieldwork Supervision**
1 Semester Hour

A continuation of EDUC/EDSS 6980, Fieldwork in School Counseling II.

EDUC/EDSS 6990**Fieldwork in School Counseling III**
3 Semester Hours

A continuation of EDUC/EDSS 6970, Fieldwork in School Counseling I. Prior to enrollment, candidate must have completed Fieldwork II. Concurrent enrollment in EDUC/EDSS 6970, 6980, and 6990 is not permitted.

Credit/No Credit.

Special approval required.

**EDUC/EDCE/EDES/EDLA/EDLC/
EDSS/EDUR 6995****Comprehensive Examination***0 Semester Hours*

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.

**EDUC/EDCE/EDES/EDLA/EDLC/
EDSS/EDUR 6998****Special Studies***1-3 Semester Hours***EDUC/EDCE/EDES/EDLA/EDLC/
EDSS/EDUR 6999****Independent Studies***1-3 Semester Hours***EDUC/EDLA 7000****Sociopolitical Context of Education:
Policy and Reform***3 Semester Hours*

This course provides an in-depth examination of educational policy making processes, utilizing a historical and ideological approach. The course will focus on the history and analysis of national, state, and local policies, processes, standards, and reform movements applied to general and special education. An additional focus of the course will be the study of school finance and an analysis of the equity and adequacy issues governing school finance.

EDUC/EDLA 7001**Social Justice and Education***3 Semester Hours*

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.

EDUC/EDLA 7002**Moral and Ethical Leadership***3 Semester Hours*

This course examines ethics in education, moral development theory, and leadership theory. Emphasis will be placed on the role of the individual in the development of principles and practices of just and caring leadership. Critical inquiry into the responsibility of leaders for the protection and promotion of democratic schooling and global citizenship is highlighted.

EDUC/EDLA 7003**Leadership for Educational
Achievement***3 Semester Hours*

This course examines components of instructional reflective leadership and the relationship to educational achievement for diverse populations. The course will critically examine the following topics related to achievement: standards-based education, assessment and accountability systems, processes for equitable access to curriculum and learning, participatory education, inclusive critical pedagogy, and the equitable and appropriate use of technology. The sociocultural perspective and the psychology of learning will guide the exploration of leadership, accountability, instruction, and assessment.

EDUC/EDLA 7004**Organizational Theory and Change***3 Semester Hours*

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.

EDUC/EDLA 7020**Situated Inquiry in Education***3 Semester Hours*

This introductory course provides educational leaders with an integrated methodological approach to practitioner research through school and classroom-based research. A survey of quantitative and qualitative methods will be the basis for situated inquiry in which candidates are introduced to field-based, problem-solving research, survey research methodology, program evaluation research, and technology. Candidates will improve skills in the development of research instruments and tools for data collection.

EDUC/EDLA 7021**Statistical Analysis in Education***3 Semester Hours*

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/EDLA 6105 or equivalent.

EDUC/EDLA 7022**Qualitative Research in Education***3 Semester Hours*

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.

EDUC/EDLA 7040**Context and Current Topics in
Public Education***3 Semester Hours*

This seminar explores the historical, philosophical, and structural issues in public education. The seminar will include a discussion and analysis of the current issues defining and challenging public P-12 education.

EDUC/EDLA 7041**Transformative Leadership in
Diverse Learning Communities***3 Semester Hours*

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.

EDUC/EDLA 7042**Management of Fiscal/Human Capital***3 Semester Hours*

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; strategies for building effective learning communities; and an analysis of the equity and adequacy issues governing school finance.

EDUC/EDLA 7043**Legal and Policy Issues in Education***3 Semester Hours*

Candidates examine legal frameworks of national, state, and local government and educational entities. The focus of the course will be on the political and sociological forces affecting general education programs, services for students with exceptional needs, and other categorical programs. Course topics include laws affecting education and the application of legal principles to current policies and practices.

EDUC/EDLA 7049**Research Seminar: Public Education***2 Semester Hours*

This course focuses on the practitioner researcher's formulation of research questions, preparation of the design and methodology to be used in the researcher's study of public education. The outcome of this course will be the design and methodology chapter of the candidate's dissertation.

EDUC/EDLA 7060**Context and Current Topics in Private Education***3 Semester Hours*

This seminar explores the historical, philosophical, structural, and theological issues in Catholic, private, and charter schools, as well as non-public schools serving students with exceptional needs. The seminar will include a discussion and analysis of the current issues defining and challenging Private K-12 education and the influence of Catholic social teaching in these topics.

EDUC/EDLA 7061**Mission and Stewardship in Education***3 Semester Hours*

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.

EDUC/EDLA 7062**Managing Financial Resources in Private Education***3 Semester Hours*

An advanced study of private education, charter schools, and non-profit organizations from the management and financial resource perspective which includes: strategic planning, finance management, fiscal resources, marketing, grant writing, trustee development, and fundraising.

EDUC/EDLA 7063**Law and Policy in Private Education***3 Semester Hours*

This course explores legal, government, and political processes as they apply to private and Catholic education. Strategies for advocating for the rights of all children, including children with exceptional needs will be emphasized. Faith-based ethics rooted in the scripture, tradition, and Catholic social teaching will centralize issues and topics.

EDUC/EDLA 7069**Research Seminar: Catholic/Private/Charter Education***2 Semester Hours*

This course focuses on the practitioner researcher's formulation of research questions, preparation of the design and methodology to be used in the researcher's study of private education. The outcome of this course will be the design and methodology chapter of the candidate's dissertation.

EDUC/EDLA 7101**Special Topics in Education I***3 Semester Hours*

Seminar in selected topics in education.

EDUC/EDLA 7102**Special Topics in Education II***3 Semester Hours*

Seminar in selected topics in education.

EDUC/EDLA 7103**Seminar on Social Justice***3 Semester Hours*

Seminar in selected topics in social justice.

EDUC/EDLA 7104**Seminar on Leadership***3 Semester Hours*

Seminar in selected topics in educational leadership.

EDUC/EDLA 7950**Dissertation Proposal Design***2 Semester Hours*

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

Prior to beginning the research phase of the dissertation, candidates will be required to submit a proposal to the Institutional Review Board (IRB) for approval.

Institutional Review Board approval required.

Credit/No Credit.

EDUC/EDLA 7951**Dissertation Seminar I***2 Semester Hours*

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

Credit/No Credit.

EDUC/EDLA 7952**Dissertation Seminar II***2 Semester Hours*

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

Credit/No Credit.

EDUC/EDLA 7953**Doctoral Seminar I***2 Semester Hours*

Candidates will enroll in 2 semester hours each semester leading to completion and acceptance of dissertation.

Credit/No Credit.

EDUC/EDLA 7954**Doctoral Seminar II***2 Semester Hours*

Candidates will enroll in 2 semester hours each semester until completion and acceptance of dissertation.

Credit/No Credit.

EDUC/EDLA 7955
Doctoral Seminar III*2 Semester Hours*

Candidates will enroll in 2 semester hours each semester until completion and acceptance of dissertation.

Credit/No Credit.

EDUC/EDES 8000
Health Education*1 Semester Hour*

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; and 4) the role of environmental health with a focus on injury prevention and safety.

Fee required.

Credit/No Credit.

School of Film and Television

Administration

Dean: Teri Schwartz

Objectives

All School of Film and Television courses, whether they be humanistic inquiries into the nature of the media or professionally-oriented exercises in writing and producing film and television, animation, or writing for film or television, are aimed at developing critical discernment and equipping the student with the technical, theoretical, and aesthetic means to communicate these insights effectively to an audience.

Graduate Degree Program

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.

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.

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 15. 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.

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 semester hours of graduate credit required for the Master of Fine Arts degree. Students do not have the option of the traditional Master's research thesis.

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.

Undergraduate Major Requirements

Lower Division Requirements:

The School of Film and Television offers four majors: Animation, Production—Film and Television, Recording Arts, and Screenwriting.

The 12-26 semester hours (depending upon program) of requirement must be completed by all students, including transfer students, before upper division classes are attempted.

Upper Division Requirements:

The requirements are between 24-33 semester hours chosen from the 300-500 level School of Film and Television courses under the direction of the appropriate school program advisor. All majors must complete a senior thesis project accomplished through ANIM 495 and 496; PROD 400, 450, or 461; RECA 450; or SCWR 420.

Change of Program/Major

There is a formal application procedure for students who wish to be accepted into the School of Film and Television or who wish to transfer from one SFTV program to another. This procedure is explained in the SFTV Application Form available from the School.

Applications are due on the last working day of February for admission to the following Fall semester and on the last working day of September for admission to the following Spring semester.

Application of General University Requirements

The University requirements for admission, graduation, and all general rules and regulations of the University as set forth in this Bulletin are applicable to and binding upon all students enrolled in the School of Film and Television.

School Curriculum

The curriculum of the School of Film and Television incorporates required courses in general education, major sequences, and elective courses which complement and enhance the student's major field of concentration.

Core Curriculum for the Baccalaureate Degree in the School of Film and Television

American Cultures

3 Semester Hours

Course Selection

First- and second-year students choose from any lower division course listed or cross-listed as AMCS. Third- and fourth-year students choose from any upper division course listed or cross-listed as AMCS. A single course will generally not fulfill two core requirements. The only exception is a course that satisfies another core requirement which is also cross-listed as AMCS.

College Writing

3 Semester Hours

Course Selection

ENGL 110 will fulfill the college writing requirement. ENGL 100 will not fulfill the college writing requirement but is required of certain students based on their performance in the essay written in all ENGL 110 sections during the first week of classes. A minimum grade of C (2.0) is required in ENGL 110. All students who receive a grade of C- or lower must retake ENGL 110 as soon as possible.

Choose: ENGL 110.

Communication or Critical Thinking

3 Semester Hours

Course Selection

Communication: Choose from CMST 100, 110, 130, or 140.

OR

Critical Thinking: Choose from CMST 206, PHIL 220.

Communication Studies majors must choose CMST 100 or 206.

Critical and Creative Arts

6 Semester Hours

Course Selection

This requirement is satisfied by taking one course from Critical Arts and one course from Creative Arts.

Critical Arts: Choose from ANIM 100; ARHS 200, 201, 202, 321, 340, 345; DANC 281, 381; MUSC 102, 104, 303, 365; THEA 240, 245, 331, 336, 341, 346, 347, 348, 349, 430.

Creative Arts: Choose from ANIM 120, ART 150, 151, 153, 278, 280, 350; DANC 163; ENGL 205, 311 (Prerequisite 202), 312 (Prerequisite 201); MUSC 105, 106, 107; SCWR 220; THEA 110, 400.

Students may not select courses which are requirements for their major.

History

6 Semester Hours

Course Selection

This requirement is satisfied by taking one course from Western Civilization and one course from Contemporary Societies.

Western Civilization: Choose from HIST 100 or 101.

Contemporary Societies: Choose from HIST 152, 162, 172, 182, or 192.

Literature

3 Semester Hours

Course Selection

Prerequisite: Successful completion of college writing requirement.

Choose from CLCV 200, 210, 220, 230; ENGL 130, 140, 150, 170; FNLT 180; THEA 240, 245, 331, 336, 341, 346, 347, 348, 349, or 430.

Mathematics, Science and Technology

6 Semester Hours

Course Selection

All students take MATH 102 and 103 and one other course in Science and Engineering. The MATH 102 course is designed to allow students to attain a level of mathematical literacy which will enable them to deal with the types of mathematical questions that they will encounter on a regular basis after they graduate.

Prerequisite: Demonstration of proficiency in mathematics by success in MATH 102 or a grade of C or better in MATH 111, 112, 120, 122, 131, or 306. The Mathematics Placement Examination is required before taking any of these courses.

The course in science and engineering introduces the student to the methodology used in that field of science or engineering. These courses include laboratories and/or demonstrations providing the student with hands-on experience.

Courses ordinarily recommended to students majoring outside the Frank R. Seaver College of Science and Engineering are those numbered 260-279 in each department within the College. Courses in this series are specifically designed for the non-major.

Choose from BIOL 260, 261, 262, 263, 264, 265, 271, 272, 275, 276; CHEM 260, 261, 262, 263, 264; CMSI 261; ELEC 260, 265; MECH 260, 270, 275; NTLS 260, 270; PHYS 271, 272. All other lower division courses (at least 3 semester hours) in the Frank R. Seaver College of Science and Engineering also satisfy this requirement.

Only one mathematics course will be credited toward the Mathematics, Science and Technology component of the Core.

Philosophy

6 Semester Hours

Course Selection

Lower Division:

Choose PHIL 160. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempted from the lower division requirement.

Upper Division:

Choose one PHIL course from 320 through 330.

Social Sciences

6 Semester Hours

Student must select one of the following options:

1. Select two courses from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105. Courses must be from different departments.
2. Select one course from: AFAM 115, APAM 117, CHST 116, or WNST 100; and one course from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105.
3. Select two courses from the same department. The first is selected from ECON 100, 105, 110, 120; GEOG 100; POLS 135, 155; PSYC 100; SOCL 100 or 105. The second course in the same department is selected from upper division courses that the student is qualified to take.

Theological Studies

6 Semester Hours

Course Selection

Lower Division:

Choose from the 100-level series of THST courses. Transfer students who enter LMU with a minimum of sixty (60) accepted transfer hours are exempted from the lower division requirement.

Upper Division:

Choose from the 300-level series of THST courses only.

European Satellite Program

This program is located in Dusseldorf, Germany, and focuses on film in the European context—the Avante Garde, independent film making, and other experimental media. This is designed as a semester program with Fall semester offerings focusing on Film and TVPD majors, and with the Spring semester focusing on Media Studies for all students. Taught by LMU faculty and European film and television experts in the Loyola Marymount University tradition, the courses are offered in the form of master workshops, providing students with an exclusive learning experience. The close interaction with faculty that is afforded by this format makes the program unique. Students receive 15 semester hours of credit by taking workshops and a German language and culture course.

The semester in Dusseldorf includes excursions and educational field trips to give students a deeper insight into film and TV production in Europe. Depending on the semester and opportunity, students will attend film festivals, visit production sites, go to film museums, and meet and talk with directors, producers, and others in the media field. A week excursion to Berlin and Prague, two centers of film production, will bring to life the theories learned in the classroom and will help to inform and stimulate students in their own artistic productions. Each student will produce a 10-15 minute video documentary. Staff and teaching assistants in film will assist with the technical and creative needs, if necessary.

Students with a minimum GPA of 2.8, who are in good standing at any university or college and, for the Fall semester, have completed the FTVS and PROD prerequisites, are invited to apply. The program cost is comparable to full-time residency at LMU and includes tuition, housing, breakfast and dinner, excursions, and public transportation within Dusseldorf. Applications are available through the Study Abroad Office in University Hall, Suite 1840.

Recommendations

Students are encouraged to enrich their program of study with selected electives from the following areas.

Business

Students are encouraged to take a course in the issues of business. Consult the Bulletin listings.

Computer Skills

Students are expected to become proficient in computer skills. Courses or workshops may be taken to help students develop existing skills.

Foreign Language

Students are encouraged to study foreign languages to the intermediate level. LMU offers Chinese, Filipino, French, German, Greek (Modern and Classical), Italian, Japanese, Latin, and Spanish on a regular basis.

International/Global Studies

Students are encouraged to select elective courses that deal with international and/or global issues. Consult the Bulletin listings.

Study Abroad

A semester of international study abroad is also recommended. Consult the Study Abroad office.

Total Program

121 semester hours are required for graduation with the following distribution:

- a) a maximum of 36 upper division semester hours in any one department will be accepted toward the 121 semester hours requirement; and
- b) at least 45 semester hours are required from upper division offerings.

Students should consult the Dean's Office for specific policies applicable to the School of Film and Television.

Animation

Faculty

Chairperson: Rob Burchfield
 Associate Professor: Rob Burchfield
 Assistant Professors: Jose Garcia-Moreno,
 Thomas F. Klein

Major Requirements

Lower Division Requirements:

36 semester hours of lower division courses distributed as follows:

ANIM 100, 110, 120 (completed with a grade of B [3.0] or better), 220, 230, 240, 260; ART 153, 154; 2 semester hours of Drawing for Animation (ART 200, 201); FTVS 100 and 210/211; and SCWR 220.

Note: ART 153 and ART 154 are prerequisites for all Figure Drawing Workshops.

Required fine arts core course:

Creative Arts:ART 153—counts also as a creative arts core class

Upper Division Requirements:

At least 24 semester hours selected from any combination of ANIM upper division courses, including ANIM 495 and 496; ART 300, 301, 400, and 401.

Minor Requirements

18 semester hours divided into 9 semester hours of lower division work from:

ANIM 100, 110, 120; and 9 semester hours of upper division Animation work under the direction of the Chairperson and/or Animation committee.

The proper sequence of these courses should be discussed with the student's advisor.

Objectives

The department proposes that Animation at LMU represents a solid cross-disciplinary pre-professional degree in animation studies. Accordingly, we choose to stress a solid lower division knowledge base across the salient animation disciplines taught in any given animation curriculum. Moreover, we choose to stress a higher dimension of flexibility in upper division courses to allow students the freedom to determine their course and career destinations within the protocols of a classical Ignatian education.

Our goal via this curriculum is to foster the unique personal vision of each of our students in addition to supporting the collaborative filmmaking process. Hence, we propose that students create their own personal films during their first year; a group project in their second year; another individual project in their third year, culminating in a final group project during their senior year.

We hope to nurture animation artists to be prepared to assume creative leadership roles in the animation industry – whether it will be in the studio system or as independent artists. We further aspire to cultivate developing artists that reflect the School of Film and Television's primary focus of new storytelling grounded in humanism, innovation and diversity. We will provide a curriculum that reflects our desire to instill in young filmmakers the idea that industry connectivity is key. And while we choose to be reknown as world-class storytellers, we insist that this be grounded in strong technical/craft ability.

Learning Outcomes

To promote the unique personal artistic vision of each of our students in addition to supporting the collaborative filmmaking process.

- To foster a higher order of industry connectivity
- To develop humanistic animation storytellers, grounded in the pillars of innovation, diversity and social justice
- To prepare students for the ever evolving world of technological change that they will experience
- To prepare the students for active creative leadership roles in the new emerging industries—whether it will be in the studio system or as independent artists
- To prepare students for the challenging advent of life-time learning

Our curriculum is integral, and by definition, interdisciplinary. We consider these to be hallmarks of Animation Education in the 21st century. The reality of modern animation is that the final product can represent a myriad of delivery platforms, but the core will be based on a classical approach to the fundamental aspects of the teaching of animation production.

Animation Model Four-Year Plan

Freshman Year

Fall Semester		S.H.
ANIM 100	History of Animation.....	3
ANIM 110	Visual Story Dev for Anim	3
ART 153	Drawing I.....	3
ENGL 110	College Writing.....	3
FTVS 100	Storytelling.....	1
— —	University Core.....	3
		16
Spring Semester		S.H.
ANIM 120	Beginning Animation	3
ANIM 260	Digital Toolbox.....	3
ART 154	Drawing II.....	3
MATH 102	Quantitative Skills	3
MATH 103	Quantitative Skills Lab.....	0
— —	University Core.....	3
		15

Sophomore Year

Fall Semester		S.H.
ANIM 220	Intermediate Animation	3
ART 200	Figure Drawing Workshop I... 1	
SCWR 220	Intro to Screenwriting.....	3
— —	University Core.....	3
— —	University Core.....	3
— —	University Core.....	3
		16
Spring Semester		S.H.
ANIM 230	Intro to 3D Comp. Anim. I	3
ANIM 240	Intro to Interactive Anim.....	3
ART 2xx	Figure Drawing Wrkshp II	1
— —	University Core.....	3
— —	University Core.....	3
— —	Elective.....	3
		16

Junior Year

<i>Fall Semester</i>		S.H.
ANIM 310	Intermediate Storyboard.....	3
ANIM 370	Character Animation.....	3
ART 2xx	Figure Drawing Wrkshp II.....	3
_____	University Core.....	3
_____	University Core.....	3

<i>Spring Semester</i>		S.H.
ANIM 360	Character Design.....	3
ANIM 410	Advanced Storyboard.....	3
ART 3xx	Figure Drawing for Anim III ...	3
_____	University Core.....	3
_____	University Core.....	3

Senior Year

<i>Fall Semester</i>		S.H.
ANIM 495	Senior Thesis I/Pre-prod.....	3
ANIM _____	Animation Elective.....	3
ART 4xx	Senior Drawing Wrkshp I.....	3
_____	University Core.....	3
_____	Elective.....	3

<i>Spring Semester</i>		S.H.
ANIM 490	Animation Internship.....	3
ANIM 496	Senior Thesis/Production.....	3
ART 401	Figure Drawing Wrkshp VI.....	1
_____	Elective.....	3
_____	Elective.....	3
_____	Elective.....	3

The proper sequence of these courses should be discussed with the student's advisor.

Suggested Additional Electives—Animation Program

Acting: Especially helpful for those interested in character animation, where the animator is the actor or actress.

Cinematography and Lighting: Useful for 3D computer animation/stop motion.

Computer Programming: Useful for interactive media and new technology.

Dance: Also useful for those interested in character animation. These classes will foster an additional understanding of movement, meter, and rhythm.

Design: 2D, 3D, and multimedia.

Directing

Drawing: Any drawing courses in addition to those required are recommended, especially for those interested in character animation. When appropriate (and pending approval of specific instructors), students are encouraged to attend additional sections of the life drawing labs. Other drawing courses may be taken at the Union school, ASIFA, and any number of other art academies in the Los Angeles area.

Editing: Recommended especially for those without any previous film background.

Music: As a source and as a partner.

Mythology, Literature: For understanding storytelling.

Painting: Also highly recommended for those persons who are interested in environmental animation, storyboarding, and background painting.

Perspective and Color Theory

Sound Design: Useful for engineering, mixing, and using sound creatively.

Course Descriptions

**ANIM 100
History of Animation**
3 Semester Hours

A survey of the historical developments, styles, techniques, theory, and criticism of animation as an art form. History and use of creative arts used in animation to form effective communication in film and video.

**ANIM 110
Visual Story Development for Animation**
3 Semester Hours

Introduction to research and practice in creating and planning animated films and videos.

**ANIM 120
Beginning Animation Workshop**
3 Semester Hours

An introduction to animation process: organization and integration of various creative arts used in animation; possibilities in style, media, technique, and equipment.

**ANIM 198
Special Studies**
1-3 Semester Hours

**ANIM 199
Independent Studies**
1-3 Semester Hours

**ANIM 220
Intermediate Animation Workshop**
3 Semester Hours

Intermediate workshop in the art of traditional animated film production. Topics of study include digital sound production, motion and articulation strategies, camera and post-production techniques.

Prerequisite: ANIM 120.

**ANIM 230
Introduction to Three-Dimensional Computer Animation**
3 Semester Hours

Introduction to 3D digital film production. Topics of study include: modeling techniques, image processing and manipulation strategies, motion and articulation solutions, digital production techniques, texture, lighting and rendering methods, compression technology, and systems for authoring computer-created animation.

Prerequisite: ANIM 220.

**ANIM 231
Introduction to Two-Dimensional Computer Animation**
3 Semester Hours

Introduction to 2D digital film production. Topics of study include: image processing and manipulation, motion and articulation strategies, digital production techniques, rendering, and compression techniques.

Prerequisite: ANIM 220.

**ANIM 250
Introduction to Interactive Animation**
3 Semester Hours

This course will cover nonlinear storytelling for animators and filmmakers. An emphasis will be placed on interactive scripting to create user-involvement in the unfolding narrative.

**ANIM 260
Digital Toolbox**
3 Semester Hours

Introduction to principles and practices of digital imaging as applicable to film and video.

**ANIM 298
Special Studies**
1-3 Semester Hours

ANIM 299
Independent Studies

1-3 Semester Hours

ANIM 310
Intermediate Storyboard

3 Semester Hours

An introduction to professional storyboarding for animation. Students will create storyboards from scripts and from non-scripted ideas; apply storyboarding logic to pre-written scripts and to their own creative ideas; and identify and correct such technical problems as crossing the line, hook-up issues, jump cuts, shot redundancy, and poor composition.

ANIM 320
Mechanics of Animation

3 Semester Hours

Workshop in the art of animated film production.

Prerequisite: ANIM 220.

ANIM 330
Intermediate Three-Dimensional Computer Animation

3 Semester Hours

Further practical study in computer animation including: modeling; advanced articulation methods, techniques, and solutions; lighting; texture mapping; compositing; and rendering solutions.

Prerequisite: ANIM 230.

ANIM 331
Intermediate Two-Dimensional Computer Animation

3 Semester Hours

2D digital film production. Topics of study include: image processing and manipulation, motion and articulation strategies, digital production techniques, rendering, and compression techniques.

Prerequisite: ANIM 231.

ANIM 350
Interactive Animation I

3 Semester Hours

Introduction to creative and technical aspects of interactive animation technology.

Prerequisites: ANIM 230 or 231.

ANIM 352
Game Design

3 Semester Hours

The iterative process of game design will allow students to develop prototypes of their original games and storylines. Important topics include design issues, balanced play, theming, game theory, intellectual property, and playtesting.

ANIM 360
Character Design

3 Semester Hours

An introduction to the principles of classical character design.

ANIM 370
Character Animation

3 Semester Hours

An introduction to the principles of classical character animation, creating the illusion of life and believability.

ANIM 398
Special Studies

1-3 Semester Hours

ANIM 399
Independent Studies

1-3 Semester Hours

ANIM 410
Advanced Storyboard

3 Semester Hours

Advanced research and practice in creating and planning animated film and video. Professional experience in storyboard production.

Prerequisite: ANIM 310.

ANIM 420
Experimental Animation

3 Semester Hours

Workshop in the art of animated film production.

ANIM 440
Interactive Animation II

3 Semester Hours

Production and design using interactive animation technology.

Prerequisite: ANIM 350.

ANIM 443
History and Analysis of Video Games

3 Semester Hours

This course will cover genre studies and relevant topics in the development of the past, present, and future of the videogame industry.

ANIM 490
Animation Internship

3 Semester Hours

Professional experience in animation. Animation internship. Portfolio and demo reel development. Vocational strategies.

Senior standing required.

ANIM 495
Senior Thesis/Project—Pre-Production

3 Semester Hours

Practical experience in animation pre-production. This course centers on the animation thesis project. Development, direction, production of a sophisticated, well-produced film or project. Students are free to determine style, format, and genre of project.

The student must provide a professional copy of all senior thesis-level projects to the School of Film and Television in partial fulfillment of degree requirements.

ANIM 496
Senior Thesis/Project II

3 Semester Hours

Continuation of practical experience in animation production. Completion of animation thesis project.

The student must provide a professional copy of all senior thesis-level projects to the School of Film and Television in partial fulfillment of degree requirements.

Prerequisite: ANIM 495.

ANIM 498
Special Studies

1-3 Semester Hours

ANIM 499
Independent Studies

1-3 Semester Hours

Film/TV Studies

Faculty

Chairperson: Susan Torrey Barber
 Associate Professors: Susan Torrey Barber,
 Patrick J. Connolly, S.J., Richard P. Hadley, Jr.,
 Susan Scheibler

FTVS 100 **Storytelling** *1 Semester Hour*

An exploration of the art of storytelling involving discussions of its history and art and experimentation with its various processes.

Majors only.

CR/NC grading.

FTVS 200 **Survey of Mass Media** *3 Semester Hours*

Structure, function, and effects of the mass media.

FTVS 210 **Art of the Cinema** *3 Semester Hours*

An introduction to the elements of film language and aesthetics and an explanation as a powerful cultural artifact.

Selected screenings, readings, and lecture/discussions.

Lab fee.

FTVS 211 **Art of the Cinema Lab** *0 Semester Hours*

Weekly film discussion sections.

FTVS 212 **Art of Television** *3 Semester Hours*

An introduction to the aesthetic and cultural elements of television.

Selected screenings, readings, and lecture/discussions.

Lab fee.

FTVS 313 **History of American Film** *3 Semester Hours*

A critical and historical survey of American film.

Screenings, lectures, and discussions.

Lab fee.

FTVS 314 **History of International Film** *3 Semester Hours*

A critical and historical survey of international film.

Screenings, lectures, and discussions.

Lab fee.

FTVS 315 **History of the Documentary** *3 Semester Hours*

A critical and historical survey of the documentary film.

Screenings, lectures, and discussions.

Lab fee.

FTVS 398 **Special Studies** *1-3 Semester Hours*

FTVS 399 **Independent Studies** *1-3 Semester Hours*

FTVS 400 **Professional Transition** *2 Semester Hours*

Seminar in the real-world skills of networking in the industry, job-seeking, and professional presentation.

FTVS 410 **Motion Picture Analysis** *3 Semester Hours*

Critical analysis of representative current movies joined, whenever possible, by class encounters with the filmmakers themselves.

Prerequisite: FTVS 210 or 212.

FTVS 411 **Film Genres** *3 Semester Hours*

An in-depth study of one film genre (the western, the musical, film noir, etc.).

Screenings, lectures, and discussions.

Lab fee. May be repeated only when a different genre is studied.

FTVS 412 **Film Authors** *3 Semester Hours*

An in-depth study of films of a specific film author (director, writer, etc.).

Screenings, lectures, and discussions.

Lab fee. May be repeated only when a different author is studied.

FTVS 413 **National Film** *3 Semester Hours*

An in-depth study of the films of one nation.

Screenings, lectures, and discussions.

Lab fee. May be repeated only when a different nation is studied.

FTVS 416 **Television Genres** *3 Semester Hours*

In-depth historical study of a television genre (situation comedy, police drama, news, etc.).

Screenings, lectures, and discussions.

Lab fee. May be repeated only when a different genre is studied.

FTVS 417 **History of Broadcasting** *3 Semester Hours*

An introduction to the history, structure, and procedures of the broadcasting industry.

Lab fee.

FTVS 473 **Women in Film** *3 Semester Hours*

Explore the ways that women are represented in historical and contemporary film in a variety of cultures. This course also examines the works of woman directors in an international context.

FTVS 498 **Special Studies** *1-3 Semester Hours*

FTVS 499 **Independent Studies** *1-3 Semester Hours*

FTVS 500 **Visual Storytelling** *1 Semester Hour*

An exploration of the multiple concepts and approaches to visual storytelling.

CR/NC grading.

FTVS 510**Theory and Analysis***3 Semester Hours*

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

Lab fee.

Senior or graduate standing required.

FTVS 512**Seminar in Television Genres***3 Semester Hours*

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.

FTVS 513**Seminar in American Film***3 Semester Hours*

Advanced studies in American film.

Screenings, lectures, and discussions.

Lab Fee.

FTVS 514**Seminar in International Film***3 Semester Hours*

Advanced studies in international film.

Screenings, lectures, and discussions.

Lab Fee.

FTVS 515**Seminar on the Documentary***3 Semester Hours*

Advanced critical and analytical study of the evolution of documentary film/television.

Screenings, lectures, and discussions.

Lab fee.

FTVS 517**Seminar in Television Programming***3 Semester Hours*

Advanced critical and analytical study of broadcast programming in the United States and abroad.

Screenings, lectures, and discussions.

Lab fee.

FTVS 518**Analysis of Video Games***3 Semester Hours*

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

Screenings, lectures, and discussions.

Lab fee.

FTVS 530**Media Law***3 Semester Hours*

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

FTVS 598**Special Studies***1-3 Semester Hours***FTVS 599****Independent Studies***1-3 Semester Hours***FTVS 610****Film/TV Topical Seminar***3 Semester Hours*

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

FTVS 611**Seminar in Film Genre***3 Semester Hours*

Advanced study in film genre.

Screenings, films, and lectures.

Lab fee.

FTVS 612**Seminar in Film Authors***3 Semester Hours*

Advanced study of films of specific filmmakers.

Screenings, lectures and discussions.

Lab fee.

FTVS 613**Seminar in National Film***3 Semester Hours*

Advanced study of the films of a specific nationality.

Screenings, lectures and discussions.

Lab fee.

FTVS 614**Seminar in Television and Video***3 Semester Hours*

Topical seminar focusing on critical analysis of topical media genres.

Screenings, lectures, and discussions.

Lab fee.

FTVS 698**Special Studies***1-3 Semester Hours***FTVS 699****Independent Studies***1-3 Semester Hours*

Production (Film and Television)

Faculty

Chairperson: Rev. Luís Proença
 Professors: Art Nomura, John A. Stewart,
 Donald Zirpola
 Associate Professors: Glenn Gebhard,
 Howard S. Lavick, Rev. Luís Proença
 Assistant Professors: Sylvia Morales,
 Vanessa Newell, Gregory Ruzzin,
 Charles Swanson, Kennedy Wheatley

Objectives

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.

Graduate Program

Contact Information

Graduate Director: Glenn Gebhard
Office Location: Xavier 333
Telephone: (310) 338-3025

MFA Degree

Production Prerequisites

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 semester hours)

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
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B. Screenwriting (3 semester hours)

One of the following:

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

C. Production (12 semester hours)

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

D. Film Process Seminars (6 semester hours)

RECA 567	Seminar in Sound
PROD 668	Pre-Production Planning

E. Advanced Production Technique Seminars (9 semester hours)

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 520	Inter. Screenwriting

F. Internship (3 semester hours)

PROD 688	Internship
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G. Thesis Project (9 semester hours)

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 semester hours)

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 semester hours)

PROD 650	Thesis Project
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The Post-Production Thesis Project (4 semester hours)

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 semester hours 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 semester hours 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.**

First Year

Fall Semester

PROD 500 Production I (6 s.h.)
 PROD 565 Cinematography
 SCWR 501 Writing for Production

Spring Semester

PROD 530 Documentary Pre-Production
 or
 SCWR 530 Writing for Production I
 PROD 550 Production II (3 s.h.)
 PROD 668 Pre-Production Planning
 RECA 500 Sound I

Second Year

Fall Semester

PROD 600 Production III (6 semester hours)
 FTVS 510 Theory and Analysis
 RECA 567 Seminar in Sound

Spring Semester

PROD ____ Adv. Production Tech. Seminar
 PROD ____ Adv. Production Tech. Seminar
 SCWR 620 Writing for Production II (fiction thesis)
 ____ ____ History/Theory

Third Year

Fall Semester

PROD 650 Thesis Project
 PROD ____ Adv. Production Tech. Seminar
 ____ ____ History/Theory

Spring Semester

PROD 670 Thesis: Post-Production
 PROD 688 Intern Practicum I

Undergraduate Program

Objectives

The School of Film and Television's major in Production (Film and Television) 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 (Film and Television) 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 senior 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 (Film and Television) Student Learning Outcomes

Production students will understand:

- The processes of directing, screenwriting, cinematography, editing, sound, and set design, while developing leadership and teamwork skills.

Production students will:

- Gain a knowledge of film and video production by creating and directing individual projects that are based in creative storytelling
- Gain an appreciation for a wide variety of films/videos, including foreign, independent, documentary, and experimental
- Gain an understanding of the importance of film history and theory
- Balance creative and organizational skills, while complying with insurance and safety requirements
- Learn to value constructive feedback and revision of creative work
- Learn to respect the personal history and cultural diversity of fellow students
- Learn the value of collaboration and teamwork in the production process.

Major Requirements

Lower Division Requirements:

22 semester hours of lower division courses distributed as follows: FTVS 100; 200; 210 or 212; PROD 180; PROD 200 and 250 (completed with a grade of B [3.0] or better); RECA 250; and SCWR 220.

Upper Division Requirements:

Satisfactory completion of PROD 300 and SCWR 327 or PROD 326 and 350; PROD 365, 366, and 379; PROD 400 and 420 or PROD 426 and 450 or PROD 431 and 461; PROD 420 or 426; PROD 441, 466, 467, 469, or 476; RECA 367; two cinema/TV history courses chosen from FTVS 313, 314, 315, 410, 411, 412, 413, 416, 417, 473, or 510; FTVS 400 is highly recommended.

Freshman Year

<i>Fall Semester</i>		S.H.
FTVS 100	Storytelling.....	1
FTVS 210	Art of the Cinema.....	3
FTVS 211	Art of Cinema Lab.....	0
	<i>or</i>	
FTVS 212	Art of Television.....	(3)
FTVS 213	Art of Television Lab.....	(0)
FTVS 200	Survey of Mass Media.....	3
	<i>or</i>	
PROD 180	Pre-Production I.....	(3)
ENGL 110	College Writing.....	3
_____	University Core.....	3
_____	University Core.....	3
		16

<i>Spring Semester</i>		S.H.
FTVS 200	Survey of Mass Media.....	3
	<i>or</i>	
PROD 180	Pre-Production I.....	(3)
SCWR 220	Beginning Screenwriting.....	3
MATH 102	Quantitative Skills	3
MATH 103	Quantitative Skills Lab.....	0
_____	University Core.....	3
_____	University Core.....	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
FTVS _____	Cinema/TV History	3
PROD 200	Production I.....	3
	<i>or</i>	
PROD 250	Production II.....	(3)
RECA 250	Sound Design	3
_____	University Core.....	3
_____	University Core.....	3
		15
<i>Spring Semester</i>		S.H.
FTVS _____	Cinema/TV History	3
PROD 200	Production I.....	3
	<i>or</i>	
PROD 250	Production II.....	(3)
_____	University Core.....	3
_____	University Core.....	3
_____	University Core.....	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
PROD 326	Documentary Pre-Prod I.....	3
	<i>or</i>	
SCWR 327	Writing for Production I	(3)
PROD 365	Cinematography	3
PROD 366	Post-Production I.....	3
PROD 379	Fundamentals of Directing	3
_____	University Core.....	3
		15
<i>Spring Semester</i>		S.H.
PROD 300	Production III (fiction).....	3
	<i>or</i>	
PROD 350	Production III (non-fiction) .	(3)
RECA 367	Production Sound	3
_____	University Core.....	3
_____	University Core.....	3
_____	University Core.....	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
PROD 400	Production IV (fiction).....	3
	<i>or</i>	
PROD 450	Production IV (non-fiction). (3)	
	<i>or</i>	
PROD 430	Directed Study in Prod I.....	(3)
PROD 441	Advanced TV Production.....	3
	<i>or</i>	
PROD 466	Advanced Editing.....	(3)
	<i>or</i>	
PROD 467	Post-Production Sound.....	(3)
	<i>or</i>	
PROD 469	Adv Cinematography.....	(3)
	<i>or</i>	
PROD 476	Post-Production Effects	(3)
PROD 490	Internship I.....	3
_____	University Core.....	3
_____	Elective.....	3
		15
<i>Spring Semester</i>		S.H.
FTVS 400	Professional Transition.....	2
	<i>and</i>	
_____	Elective (UD).....	1
	<i>or</i>	
_____	Elective (UD).....	(3)
PROD 470	Post--Prod IV (fiction).....	3
	<i>or</i>	
PROD 475	Post-Prod IV (non-fiction)...	(3)
	<i>or</i>	
PROD 460	Directed Study in Prod II.....	(3)
_____	Elective.....	3
_____	Elective.....	3
_____	Elective.....	3
		15

The proper sequence of these courses should be discussed with the student's advisor. Students at the 300 and 400 Production level have the choice of either fiction or non-fiction (300 or 350; 400 or 450). Since each Production class has its own SCWR prerequisite, students should discuss the sequencing of those courses with their advisors.

Acting, drawing, photography, computer graphics, additional film history, screenwriting, and business classes are among the suggested electives for Production (Film and Television) majors.

Course Descriptions

PROD 180 **Pre-Production I**

3 Semester Hours

This course is intended to expose students to the complete process of pre-production through a basic understanding of all departments and their roles. The students will learn procedures of the Department of Production (Film and Television) regarding equipment, safety, and production rules and regulations. The course provides an overview of location scouting, production design, and pre-visualization.

Lab fee.

Majors only.

PROD 200 **Production I**

3 Semester Hours

An introduction to the aesthetic and practical problems of communicating visually through motion pictures. Each student is required to produce several movies.

Lab fee.

Insurance fee.

Majors only.

Prerequisite: FTVS 210 or 212 or PROD 180.

PROD 201 **Introduction to Film Production Lab**

0 Semester Hours

Training in the technical aspects of beginning film production: camera, sound, and lighting.

PROD 250 **Production II**

3 Semester Hours

An introduction to the aesthetic and practical problems of communications in the multi-camera television studio.

Lecture and Laboratory, 6 hours.

Lab fee.

Insurance fee.

Majors only.

Prerequisites: FTVS 210 or 212; PROD 180.

PROD 300 **Production III (fiction)**

3 Semester Hours

Practicum in the production of films from initial concept through post-production. Lectures on professional production procedures are linked to personal experience on an actual film project. Project maximum length, 10 minutes.

Lab fee.

Insurance fee.

Majors only.

Prerequisites: PROD 200 and 250 completed with a grade of B (3.0) or better, 365, 366; SCWR 327.

PROD 326 **Documentary Pre-Production I**

3 Semester Hours

This course surveys the theory and practice of writing for the documentary and other forms of non-fiction media in television and film.

Majors only.

PROD 350 **Production III (non-fiction)**

3 Semester Hours

Planning, producing, and editing a documentary or experimental video production on actual locations.

Lecture and Laboratory, 4 hours.

Lab fee.

Insurance fee.

Majors only.

Prerequisites: PROD 200 and 250 completed with a grade of B (3.0) or better, 326, 365, and 366.

PROD 365 **Cinematography**

3 Semester Hours

An introduction to 16mm motion picture cameras, digital cameras, film stocks, lighting, and grip equipment. Location and studio procedures for both sync and non-sync situations.

Lecture and Laboratory, 5 hours.

Lab fee.

Insurance fee.

Majors only.

Prerequisite: PROD 200 or 250 completed with a grade of B (3.0) or better.

PROD 366 **Post-Production I**

3 Semester Hours

Post-production theory and practice as applied to film.

Note: A one-time substantial fee for editing supplies to be used in this and subsequent film production courses is required. An additional lab fee for this class is also required.

Insurance fee.

Majors only.

Prerequisite: PROD 200 or 250 completed with a grade of B (3.0) or better.

PROD 368 **Production Planning**

3 Semester Hours

Pre-production theory and practice as applied to film/television. Special emphasis on the latest production facilities and their use.

Majors only.

Prerequisite: PROD 200 or 250 completed with a grade of B (3.0) or better.

PROD 379 **Fundamentals of Directing**

3 Semester Hours

Survey of pre-production preparation for directors, including script analysis, casting, visualization, and working with actors.

Lab fee.

Insurance fee.

Majors only.

Prerequisite: PROD 200 or 250 completed with a grade of B (3.0) or better.

PROD 398 **Special Studies**

1-3 Semester Hours

PROD 399 **Independent Studies**

1-3 Semester Hours

PROD 400
Production IV (fiction)

3 Semester Hours

Preparation of the shooting script, casting, scheduling, budgeting, art design, pre-visualization, and other preparation prior to principal photography.

Practical experience in motion picture production on a para-professional level including producing and directing a film. Sync sound project, maximum length 15 minutes.

Note: Insurance required for off-campus use of equipment. The student must provide a professional copy of all senior thesis-level projects to the School of Film and Television in partial fulfillment of degree requirements.

Lab fee.

Seniors only.

Majors only.

Prerequisites: PROD 300 or 350, 379; RECA 367.

PROD 420
Post-Production IV (fiction)

3 Semester Hours

Preparation of the shooting script, casting, scheduling, budgeting, art design, pre-visualization, and other preparation prior to principal photography.

Prerequisite: PROD 400.

PROD 430
Directed Study in Production I

3 Semester Hours

This class will fulfill your thesis requirement in lieu of PROD 400 or 450. The course is an intensive investigation in one or more areas of production based upon a mentorship, interviews, practical experience, and a final research paper and presentation. It is an alternative form for the student to gain in-depth knowledge of the professional practices within the entertainment industry.

The student must provide a professional copy of all senior thesis-level projects to the School of Film and Television in partial fulfillment of degree requirements.

Majors only.

Prerequisites: PROD 300 or 350, 379; RECA 367.

PROD 441
Advanced TV Production

3 Semester Hours

Practicum in production of student projects from initial concept through post-production with rotating crew assignments in multi-camera TV studio.

Lecture and Laboratory, 6 hours.

Majors only.

Prerequisites: PROD 300 or 350; RECA 367.

PROD 450
Production IV (non-fiction project)

3 Semester Hours

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

Practical experience in motion picture production on a para-professional level including producing and directing a documentary. Sync sound project, maximum length 15 minutes.

Note: Insurance required for off-campus use of equipment. The student must provide a professional copy of all senior thesis-level projects to the School of Film and Television in partial fulfillment of degree requirements.

Lab fee.

Seniors only.

Majors only.

Prerequisite: PROD 300 or 350, 379; RECA 367.

PROD 460
Directed Study in Production II

3 Semester Hours

This class will fulfill your thesis requirement in lieu of PROD 400 or 450. The course is an intensive investigation in one or more areas of production based upon a mentorship, interviews, practical experience, and a final research paper and presentation. It is an alternative form for the student to gain in-depth knowledge of the professional practices within the entertainment industry.

The student must provide a professional copy of all senior thesis-level projects to the School of Film and Television in partial fulfillment of degree requirements.

Seniors only.

Majors only.

Prerequisite: PROD 430.

PROD 466
Advanced Editing

3 Semester Hours

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

Lab fee.

Insurance fee.

Majors only.

Prerequisites: PROD 300 or 350; RECA 367.

PROD 467
Post-Production Sound

3 Semester Hours

Advanced sound theory with actual experience in sound re-recording for both film and television.

Prerequisites: PROD 300 or 350; RECA 367.

PROD 469
Advanced Cinematography

3 Semester Hours

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

Lab fee.

Insurance fee.

Majors only.

Prerequisites: PROD 300 or 350; RECA 367.

PROD 470
Post-Production IV (fiction)

3 Semester Hours

Practical experience in motion picture post-production on a para-professional level of the developed PROD 400 project. The course will address editing, compositing, and post-production sound. Sync sound project, maximum length 15 minutes.

Note: Insurance required for off-campus use of equipment. The student must provide a professional copy of all senior thesis-level projects to the School of Film and Television in partial fulfillment of degree requirements.

Lab fee.

Seniors only.

Majors only.

Prerequisite: PROD 400.

PROD 475**Post-Production IV (non-fiction)**

3 Semester Hours

Practical experience in motion picture post-production on a para-professional level of the developed PROD 450 project. The course will address editing, compositing, and post-production sound. Sync sound project, maximum length 15 minutes.

Note: Insurance required for off-campus use of equipment. The student must provide a professional copy of all senior thesis-level projects to the School of Film and Television in partial fulfillment of degree requirements.

Lab fee.

Seniors only.

Majors only.

Prerequisite: PROD 450.

PROD 476**Post-Production Effects**

3 Semester Hours

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.

Lab fee.

Insurance fee.

Majors only.

Prerequisites: PROD 300 or 350; RECA 367.

PROD 479**Advanced Directing**

3 Semester Hours

This course provides a supportive and open workshop environment in which advanced level undergraduate and graduate Film and TV students explore two of the film's director's most essential tasks—script analysis and directing actors.

Majors only.

Prerequisites: PROD 300 or 350; RECA 367.

PROD 480**Advanced Production Technique Seminar**

1-3 Semester Hours

One- to three-semester hour seminar/workshop course in special advanced technique seminar in production and post-production topics.

Majors only.

Prerequisites: PROD 300 or 350; RECA 367.

PROD 490**Internship I**

3 Semester Hours

Internship with one of several Los Angeles media companies currently accepting LMU students. Practical experience working at a professional level for a network, film studio, advertising agency, radio station, etc.

May be repeated once.

Majors only.

PROD 491**Internship II**

3 Semester Hours

Further directed experience with a professional company in a media field.

PROD 495**Post-Finishing the Film**

3 Semester Hours

The course covers the major concepts and techniques used in creating visual and audio compositing effects in post-production for a completed work that is ready for distribution, festivals, and duplication. The student must have completed PROD 470 or 475, along with the screening of his/her project during finals week.

Prerequisite: PROD 470 or 475.

PROD 498**Special Studies**

1-3 Semester Hours

PROD 499**Independent Studies**

1-3 Semester Hours

PROD 500**Production**

6 Semester Hours

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.

PROD 530**Documentary Pre-Production**

3 Semester Hours

Research and development for written proposals.

Prerequisite: PROD 500.

PROD 550**Production II**

3 Semester Hours

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.

PROD 565**Cinematography**

3 Semester Hours

An introduction to 16mm motion picture cameras, digital cameras, film stocks, lighting, and grip equipment. Location and studio procedures for both sync and non-sync situations.

Lecture and Laboratory, 5 hours.

Lab fee.

Insurance fee.

Majors only.

Prerequisite: PROD 200 or 250 completed with a grade of B (3.0) or better.

PROD 598**Special Studies**

1-3 Semester Hours

PROD 599**Independent Studies**

1-3 Semester Hours

PROD 600**Production III**

6 Semester Hours

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.

Prerequisite: PROD 530 or SCWR 530.

PROD 626**Documentary Pre-Production II**

3 Semester Hours

This course surveys the theory and practice of writing for the documentary and other forms of non-fiction media in television and film.

Graduate majors only.

Prerequisite: PROD 600.

PROD 650

Thesis: Production

3 Semester Hours

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

Consent of Graduate Committee required.

Prerequisite: PROD 626 or SCWR 626.

PROD 666

Advanced Editing

3 Semester Hours

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

Lab fee.

Insurance fee.

Prerequisite: PROD 550.

PROD 668

Pre-Production Planning

3 Semester Hours

Further studies in production planning for film/television.

PROD 669

Advanced Cinematography

3 Semester Hours

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

Graduate majors only.

Prerequisite: PROD 550.

PROD 670

Thesis: Post-Production

4 Semester Hours

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

Consent of Graduate Committee required.

Prerequisite: PROD 650.

PROD 671

Thesis: Post-Production II

3 Semester Hours

Registration is required until Thesis Project is completed.

Prerequisite: PROD 670.

PROD 680

Seminar in Directing

3 Semester Hours

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.

Lab fee.

Insurance fee.

Prerequisite: PROD 550.

PROD 688

Intern Practicum I

3 Semester Hours

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

Prerequisite: Completion of 18 semester hours of graduate courses.

PROD 690

Post-Production Effects

3 Semester Hours

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.

Graduate majors only.

Lab fee.

Insurance fee.

Prerequisite: PROD 550.

PROD 698

Special Studies

1-3 Semester Hours

PROD 699

Independent Studies

0-3 Semester Hours

Recording Arts

Faculty

Chairperson: Mladen Milicevic
 Professor: Mladen Milicevic
 Associate Professor: Roger Pardee
 Assistant Professor: Kurt Daugherty

Objectives

Recording Arts students explore the theoretical and practical elements of sound recording, reproduction, and design—the fundamentals crucial to successful work in all media that tap into the creative power of sound.

Given the enormous influence of these media, it is vital that these studies are given perspective by courses in LMU's Liberal Arts core curriculum. Recording Arts students are also required to take one music class that deals with the fundamentals of music theory. In upper division courses, students study the science of sound behavior, reproduction, and modification. They learn audio techniques that apply to both film/television sound and music recording.

The SFTV sound stages, studios, and audio workstations are the laboratories where students put their knowledge and creativity to work and build a portfolio. Each Recording Arts student gains experience with film and television sound production and produces an advanced recording arts senior project. Creative collaboration is key to success in this field.

Recording Arts Student Learning Outcomes

Recording Arts students will understand:

- The physical and psychoacoustic properties of sound
- The techniques of making, editing, and processing sound recordings
- The aesthetic contribution of sound to media.

Recording Arts students will be able to:

- Make technically competent recordings of music as well as production and post-production sound for film and television media
- Effectively edit and process sound for those media
- Create technically competent and aesthetically pleasing mixes for those media.

Recording Arts students will value:

- The transformative power of challenging and meaningful art
- The collaborative and rigorous nature of working in sound for music, film, and television
- The cultural impact and significance of this media—past, present, and future.

Major Requirements

Lower Division Requirements:

16 semester hours of lower division courses distributed as follows: FTVS 100 and 200; FTVS 210 or 212; MUSC 104 and 107; PROD 200; and RECA 250 (completed with a grade of B [3.0] or better).

Upper Division Requirements:

Satisfactory completion of RECA 350, 352, 353, 355, 356, 357, 450, 457, and 467; and at least one cinema history course chosen from FTVS 313, 314, 315, 411, 412, 413, 473, 510, or RECA 398.

Freshman Year

Fall Semester		S.H.
FTVS 100	Storytelling.....	1
FTVS 210	Art of the Cinema.....	3
<i>and</i>		
FTVS 211	Art of Cinema Lab.....	0
<i>or</i>		
FTVS 212	Art of Television.....	(3)
ENGL 110	College Writing.....	3
___ ___	University Core.....	3
___ ___	University Core.....	3
___ ___	University Core.....	3
		16

Spring Semester		S.H.
FTVS 200	Survey of Mass Media.....	3
MUSC 104	Fundamentals of Music.....	3
MATH 102	Quantitative Skills	3
MATH 103	Quantitative Skills Lab.....	0
___ ___	University Core.....	3
___ ___	University Core.....	3

Sophomore Year

Fall Semester		S.H.
RECA 250	Sound Design	3
FTVS ___	Cinema/TV History.....	3
___ ___	University Core.....	3
___ ___	University Core.....	3
___ ___	University Core.....	3

Spring Semester		S.H.
RECA 258	Digital Sound Editing.....	3
PROD 200	Intro Film Production.....	3
___ ___	University Core.....	3
___ ___	University Core.....	3
___ ___	Elective.....	3

		15

Junior Year

Fall Semester		S.H.
RECA 320	The Nature of Sound.....	3
RECA 322	Recording Technology	3
RECA 353	Production Sound Techniques	3
___ ___	University Core.....	3
___ ___	Elective.....	3

		15

Spring Semester		S.H.
RECA 358	Post-Production Sound.....	3
RECA 361	Live Studio Recording	3
___ ___	University Core.....	3
___ ___	Elective.....	3
___ ___	Elective.....	3

		15

Senior Year

Fall Semester		S.H.
RECA 461	Multi-Track Studio Record.....	3
___ ___	University Core.....	3
___ ___	Elective.....	3
___ ___	Elective.....	3
___ ___	Elective.....	3

		15
Spring Semester	S.H.	
RECA 464	Advanced Audio.....	3
RECA 470	Senior Music Project.....	3
— —	Elective.....	3
— —	Elective.....	3
— —	Elective.....	3

The proper sequence of these courses should be discussed with the student's advisor.

RECA 250
Sound Design
3 Semester Hours

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

Prerequisites: FTVS 200, 210, or 212.

School of Film and Television majors only.

RECA 258
Digital Sound Editing
3 Semester Hours

Introduction to sound effects and dialog editing using random access digital sound and picture.

Prerequisite: RECA 250.

RECA students only.

RECA 298
Special Studies
1-3 Semester Hours

RECA 299
Independent Studies
1-3 Semester Hours

RECA 320
The Nature of Sound
3 Semester Hours

The behavior of sound in various environments and techniques of modifying sound.

Prerequisites: RECA 250 and 258.

Corequisites: RECA 322 and 353.

RECA students only.

RECA 322
Recording Technology
3 Semester Hours

The electronic theories of sound recording and reproduction.

Prerequisites: RECA 250 and 258.

Corequisites: RECA 320 and 353.

RECA students only.

RECA 353
Production Sound Techniques
3 Semester Hours

Production sound theory and practice, with actual experience in recording, producing sound, and introduction to initial post-production procedures for film and TV.

Prerequisites: RECA 250 and 258.

Corequisites: RECA 320 and 322.

RECA students only.

RECA 358
Post-Production Sound
3 Semester Hours

Advanced applications in film and television sound post-production: ADR, Foley, dialog and sound effects editing, and mixing.

Prerequisites: RECA 250, 258, 320, 322, 353, and 361.

RECA students only.

RECA 361
Live and Studio Recording
3 Semester Hours

The theory and practice of live and studio recording with no overdubs.

Live sound reinforcement practice of an outdoor concert session.

Lecture and Laboratory, 6 hours.

Prerequisites: RECA 320, 322, and 353.

RECA students only.

RECA 367
Production Sound
3 Semester Hours

Production sound theory and practice, with actual experience in recording, producing sound, and introduction to initial post-production procedures for film and TV.

Prerequisites: PROD 200 completed with a grade of B (3.0) or better.

PROD students only.

RECA 398
Special Studies
1-3 Semester Hours

RECA 399

Independent Studies
1-3 Semester Hours

RECA 461
Multi-Track Studio Recording
3 Semester Hours

Music production and sound engineering using multi-track studio recording techniques.

Lecture and Laboratory, 6 hours.

Prerequisites: RECA 320, 322, 353, and 361.

RECA students only.

RECA 464
Advanced Audio
3 Semester Hours

Supervised and advanced projects in audio applications.

Prerequisites: RECA 250, 258, 320, 322, 353, 355, 358, 361, and 461.

RECA students only.

RECA 470
Senior Recording Arts Project
3 Semester Hours

Supervised project in multi-track recording and production or film production and post-production sound. The student will author a DVD containing all the work completed as a partial fulfillment of RECA degree requirements.

Prerequisites: RECA 250, 258, 320, 322, 353, 358, 361, 461.

RECA students only.

RECA 493
Contemporary Issues: Recording Arts
3 Semester Hours

Further studies in sound recording theory and practice.

Prerequisite: RECA 461.

RECA 498
Special Studies
1-3 Semester Hours

RECA 499
Independent Studies
1-3 Semester Hours

RECA 500
Sound I
3 Semester Hours

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

Prerequisite: PROD 500.

PROD Graduate students only.

RECA 567**Seminar in Sound**

3 Semester Hours

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.

PROD Graduate students only.

RECA 568**Advanced Post-Production Sound**

3 Semester Hours

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

Prerequisites: RECA 500 and 567.

PROD and RECA students only.

RECA 598**Special Studies**

1-3 Semester Hours

RECA 599**Independent Studies**

1-3 Semester Hours

Screenwriting

Faculty

Chairperson: Stephen V. Duncan
 Professor: Marilyn Beker
 Associate Professors: Jeffrey Davis,
 Stephen V. Duncan, Mark Evan Schwartz
 Assistant Professor: Beth Serlin

Graduate Program

Contact Information

Graduate Director: Glenn Gebhard
Office Location: Xavier 333
Telephone: (310) 338-3025

MFA 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

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 semester hours)

One of the following: (3 semester hours)

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

One of the following: (3 semester hours)

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 semester hours)

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

Plus: (3 semester hours)

History/Theory Elective

B. Screenwriting (9 semester hours)

SCWR 502 Adaptation
 SCWR 520 Inter. Screenwriting
 SCWR 521 Rewriting the Feature (Rewrite the first draft)

C. Students must select one of the following tracks: (6 semester hours)

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

OR one of the following: (6 semester hours)

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

D. Plus: (3 semester hours)

PROD 688 Internship

E. Elective Course (3 semester hours)

One of the following:

FTVS 610 Topical Seminar

OR

FTVS, PROD, or SCWR 600 level elective

F. Advanced Screenwriting Project (6 semester hours)

The Advanced Screenwriting Project requires completion of SCWR 690 and 691, typically completed during the last two semesters in residence (minimum 6 semester hours).

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 1 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 semester hours 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.**

First Year

Fall Semester

PROD 200 Production I
 SCWR 500 Elements of Screenwriting
 _____ History/Theory

Spring Semester

SCWR 329 Directing for Screenwriters
 SCWR 520 Intermediate Screenwriting
 _____ History/Theory

Second Year

Fall Semester

SCWR 521	Re-writing the Feature
SCWR 625	Writing the Situation Comedy or
SCWR 629	Writing the One-Hour Drama
_____	History/Theory

Spring Semester

SCWR 502	Adaptation
SCWR 627	Adv. Wrtg: Situation Comedy or
SCWR 630	Adv. Wrtg: One-Hour Drama
FTVS 610	Film/TV Topical Seminar or
_____	Elective

Third Year

Fall Semester

SCWR 690	Adv. Screenplay Project I
PROD 688	Intern Practicum I

Spring Semester

SCWR 691	Adv. Screenplay Project II
_____	History/Theory

Undergraduate Program

Major Requirements

Lower Division Requirements:

13 semester hours of lower division courses distributed as follows: FTVS 100 and 200, FTVS 210 or 212; PROD 200; SCWR 220 (completed with a grade of B [3.0] or better).

Upper Division Requirements:

Satisfactory completion of SCWR 320, 321, 325 or 426, 329, 420, 428; and two cinema/TV history courses from FTVS 313, 314, 315, 411, 412, 413, 416, 417, 473, or 510. In consultation with the advisor, it is also recommended that the student take courses outside the major in writing, literature, and drama courses from English, Classics, and Theatre Arts department offerings.

Minor in Screenwriting for English Majors

The School of Film and Television offers a minor as an option to students majoring in the writing emphasis in the English Department. The minor consists of 18 semester hours.

Required Courses:

FTVS 210	Art of the Cinema
SCWR 220	Beginning Screenwriting
SCWR 320	Intermediate Screenwriting
SCWR 321	Completing or Rewriting the Feature

Upon completion of the required courses, students will choose two from the following:

SCWR 325	Writing the TV Situation Comedy
SCWR 426	Writing for Television
SCWR 428	Adaptation: One Medium to Another

Freshman Year

Fall Semester

FTVS 100	Storytelling.....	1
FTVS 210	Art of Cinema.....	3
FTVS 211	Art of Cinema Lab.....	0
	or	
FTVS 212	Art of Television.....	(3)

ENGL 110	College Writing.....	3
_____	University Core.....	3
_____	University Core.....	3
_____	University Core.....	3
		16

Spring Semester

SCWR 220	Beginning Screenwriting.....	3
MATH 102	Quantitative Skills	3
MATH 103	Quantitative Skills Lab.....	0
_____	University Core.....	3
_____	University Core.....	3
_____	University Core.....	3
		15

Sophomore Year

Fall Semester

PROD 200	Production I.....	3	S.H.
_____	University Core.....	3	
_____	University Core.....	3	
_____	University Core.....	3	
_____	Elective.....	3	
			15

Spring Semester

FTVS 200	Survey of Mass Media.....	3	S.H.
_____	University Core.....	3	
_____	University Core.....	3	
_____	University Core.....	3	
_____	Elective.....	3	
			15

Junior Year

Fall Semester

SCWR 320	Intermediate Screenwriting ...	3	S.H.
SCWR 329	Directing for Screenwriters...	3	
FTVS _____	Cinema/TV History	3	
_____	University Core.....	3	
_____	Elective.....	3	
			15

Spring Semester

SCWR 321	Compltng or Rewrtng the Feature.....	3	S.H.
SCWR 428	Adaptation: One Med to Another.....	3	
_____	University Core.....	3	
_____	Elective.....	3	
_____	Elective.....	3	
			15

Senior Year

Fall Semester

SCWR 420	Advanced Writing Project.....	3	S.H.
FTVS _____	Cinema/TV History	3	
_____	Elective.....	3	
_____	Elective.....	3	
_____	Elective.....	3	
			15

Spring Semester	S.H.
SCWR 325 Writing the TV Sit Com 3	
or	
SCWR 426 Wrtg 1-Hour Episodic TV... (3)	
_____ Elective..... 3	
	15

The proper sequence of these courses should be discussed with the student's advisor.

Course Descriptions

SCWR 220
Beginning Screenwriting
3 Semester Hours

Practicum in the basics of screenwriting; idea, outline, plot, characterization, etc. Analysis of scripts.

Lab fee.

SCWR 298
Special Studies
1-3 Semester Hours

SCWR 299
Independent Studies
1-3 Semester Hours

SCWR 320
Intermediate Screenwriting
3 Semester Hours

Practical experience in writing feature film scripts with individualized analysis of plot, character development, and structure.

Prerequisite: SCWR 220.

Majors/minors only. Lab fee.

SCWR 321
Completing or Rewriting the Feature
3 Semester Hours

Practical experience in completing or rewriting a feature-length screenplay.

Prerequisite: SCWR 320.

Majors/minors only.

May be repeated once.

SCWR 325
Writing the TV Situation Comedy
3 Semester Hours

Practical experience in writing in various comic forms with emphasis on television situation comedy.

Prerequisite: SCWR 220.

Majors/minors only.

SCWR 327
Writing for Production I
3 Semester Hours

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

SCWR 329
Directing for Screenwriters
3 Semester Hours

An in-depth workshop/lecture demonstration on production and post-production processes and aesthetics of film and video.

May require a lab fee.

Prerequisites: PROD 200 and SCWR 220.

Majors/minors only.

SCWR 398
Special Studies
1-3 Semester Hours

SCWR 399
Independent Studies
1-3 Semester Hours

SCWR 420
Senior Writing Project
3 Semester Hours

Specially directed projects in writing for film, television, or other media from initial concept through finished form.

The student must provide a professional copy of all senior thesis-level projects to the School of Film and Television in partial fulfillment of degree requirements.

Prerequisites: SCWR 320 and 321.

Lab Fee.

SCWR 421
Rewriting the Senior Writing Project
3 Semester Hours

Practical experience revising the senior project draft.

Prerequisite: SCWR 420.

Major/minorss only.

SCWR 426
Writing One-Hour Episodic TV
3 Semester Hours

Practical experience in writing one-hour episodic television drama.

Prerequisites: SCWR 220 and 320; School of Film and Television majors only.

SCWR 428
Adaptation: One Medium to Another
3 Semester Hours

Practical experience in translating books (novels and/or non-fiction) into film scripts.

Prerequisite: SCWR 320.

SCWR 498
Special Studies
1-3 Semester Hours

SCWR 499
Independent Studies
1-3 Semester Hours

SCWR 500
Elements of Screenwriting
3 Semester Hours

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

SCWR 501
Writing for Production
3 Semester Hours

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

SCWR 502
Adaptation
3 Semester Hours

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

SCWR 520
Intermediate Screenwriting
3 Semester Hours

Practical experience writing a first draft feature-length screenplay.

SCWR 521
Rewriting the Feature
3 Semester Hours

Practical experience rewriting the feature screenplay.

Prerequisite: SCWR 520.

SCWR 530**Writing for Production I***3 Semester Hours*

Intermediate screenwriting techniques as applied to short films intended for production.

Prerequisite: SCWR 501.

SCWR 598**Special Studies***1-3 Semester Hours*

SCWR 599**Independent Studies***1-3 Semester Hours*

SCWR 602**Seminar in Critical Writing in the Arts***3 Semester Hours*

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.

SCWR 620**Writing for Production II (fiction thesis)***3 Semester Hours*

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

Prerequisite: SCWR 520, 625 or 629.

SCWR 625**Writing the Situation Comedy***3 Semester Hours*

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

SCWR 627**Advanced Writing: The Situation Comedy***3 Semester Hours*

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

Prerequisite: SCWR 625.

SCWR 629**Writing the One-Hour Drama***3 Semester Hours*

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

SCWR 630**Advanced Writing: The One-Hour Drama***3 Semester Hours*

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.

SCWR 690**Advanced Screeplay Project I***3 Semester Hours*

Students will write a feature length screenplay.

SCWR 691**Advanced Screeplay Project II***3 Semester Hours*

Students will rewrite a feature length screenplay.

Prerequisite: SCWR 690.

SCWR 692**Advanced Screeplay Project III***3 Semester Hours*

Registration is required until Advanced Screenplay Project is completed.

Prerequisite: SCWR 691.

SCWR 698**Special Studies***1-3 Semester Hours*

SCWR 699**Independent Studies***1-3 Semester Hours*

Secondary Teacher Preparation

Introduction

The Loyola Marymount University Center for Undergraduate Teacher Preparation exists to provide matriculation-to-graduation advising and other academic and professional support to undergraduates preparing for careers in K-12 teaching. The Center also serves as a resource for faculty and staff who provide instruction and other services in LMU's subject-matter teacher preparation programs.

In carrying out its work, the Center for Undergraduate Teacher Preparation is informed by the Mission and Goals of Loyola Marymount University, which emphasize the encouragement of learning, the education of the whole person, the service of faith, and the promotion of justice. For the encouragement of learning, the Center facilitates academically challenging teacher preparation programs where the faculty model effective pedagogy. The Center contributes to the education of the whole person through a vision of the educational process as the simultaneous formation of intellect, moral character, the senses and the imagination. The Center's role in the service of faith includes training future Catholic educators as well as cultivating respect in all our future teachers for the rich diversity of faith traditions in our multicultural society. To promote justice, the Center educates our future teachers to be agents of positive social change for all members of global society.

All LMU undergraduates who foresee a career in K-12 teaching, whether enrolling in a formal teacher preparation program or not, are encouraged to contact the Center for Undergraduate Teacher Preparation for support throughout their time at LMU.

Art Education

Please see Art Education in the Art and Art History section of the College of Communication and Fine Arts chapter.

English

Secondary Teacher Preparation Program for English

Please contact the Center for Undergraduate Teacher Preparation for information about all available Secondary Teacher Preparation Programs. All students interested in teaching English in middle schools or high schools should meet with their departmental advisors as soon as possible and must also attend a mandatory School of Education Undergraduate

Information Session. Please call (310) 338-7845 to obtain the next scheduled meeting time and to confirm attendance.

Students interested in completing the coursework for the Secondary Teacher Preparation Program for English must fulfill all of the requirements for the major in English and must also fulfill special course requirements specified by the State of California. These requirements are set forth in detail below and in a brochure available from Prof. Linda Bannister (lbannist@lmu.edu, University Hall 3875, x82854).

Students who entered the University prior to Spring 2007 should consult Prof. Richard Kocher (rkocher@lmu.edu, University Hall 3866, x82850) for information about the "Subject Matter Preparation Program" in English. He is the English Department advisor for the previously approved program, which applied to students who entered prior to Spring 2007.

Students who entered the University in Spring 2007 or after should consult with the Director/Advisor for the Secondary Teacher Preparation Program for English, Prof. Linda Bannister, to sign up for the program and to discuss their course of study.

The LMU Secondary Teacher Preparation Program for English is approved by the California Commission on Teacher Credentialing.

Checklist for Students: Secondary Teacher Preparation Program in English at LMU

Pre-Major/Lower Division Requirements (12 semester hours)

ENGL 201	Language of Poetry
ENGL 200	Language of Drama or
ENGL 202	Language of Fiction
ENGL 203	British Literature I
ENGL 204	British Literature II

Upper Division (30 semester hours)

ENGL 321	Shakespeare: Major Plays or
ENGL 322	Studies in Shakespeare
ENGL ____	Pre-1800 Literature
ENGL ____	Post-1800 Literature
ENGL ____	Comp. or Cultural Lit
ENGL 375	StreetRead (preliminary field exp.) or
ENGL 376	StreetWrite (preliminary field exp.)
ENGL 565	Theory of Teaching Literature & Writing
ENGL 569	Linguistics
ENGL 574	Rhetoric and Media

6 semester hours of 2 electives: two courses taken from **one of the domains**: 1) creative performance, 2) literary analysis, 3) rhetoric/composition, or 4) language and linguistics.

University Core Integral to Teacher Preparation Program (12 semester hours)

Includes AMCS/ENGL 346, Children's Literature
Includes ENGL 371 or 372, American Literature Survey, as literature core
Includes Communications Core (3 semester hours) and Creative Arts Core (3 semester hours) selected from the following:

Communications Core (3 semester hours)

* At least **one course** from the following Communication Studies courses (**also counts as University Core):

CMST 100	Intro to Public Speaking**
CMST 110	Interpersonal Comm.**
CMST 130	Argumentation and Debate**
Beyond the Core, students may additionally wish to take:	
CMST 170	Interpersonal and Small Group Communication
CMST 336	Intercultural Communication

Creative Arts Core (3 semester hours)

* At least **one course** from the following Theatre Arts courses (**also counts as University Core):

THEA 110	Beginning Acting (designed for the non-major)**
Beyond the Core, students may additionally wish to take:	
THEA 120	Basic Stagecraft (with THEA 121, Basic Stagecraft Lab)
THEA 251	Theatre Practicum: Perf.
THEA 451	Theatre Practicum: Perf.

Professional Course Work (30 semester hours)

EDUC 400	Sociocultural Analysis of Educ.
EDUC 401	Educ. Psych. for the Childhood and Adolescent Years
EDUC 412	Secondary Directed Teaching
EDUC 414	Theories of Second Lang. Acq.
EDUC 425	Methods in English Lang. Dev. and Specially Designed Acad. Instruction in English
EDUC 428	Reading/Language Arts for Single Subject Teachers
EDUC 440	Intro. to the Culturally and Linguistically Diverse Student with Exceptional Needs
EDUC 486	Trends in Teaching English in the Secondary Schools

Total Semester Hours:
12+30+12+30+36 additional semester
hours of University Core=120
semester hours

Explanation of Coursework
Required

Candidates must complete major requirements and liberal arts core requirements that address the four domains of competence. The courses listed above under pre-major, lower-division (12 semester hours), and upper-division (30 semester hours) will demonstrate competence in the Four Domains.

Candidates complete:

- the literature and textual analysis requirement by taking a **minimum of ten literature courses** (these ten courses are included in those listed above)
- the language, linguistics, and literacy requirements by taking ENGL 559, Linguistics; and EDUC/EDLC 414, Theories of Second Language Acquisition
- the rhetoric and composition requirement by taking ENGL 110, College Writing; ENGL 574, Rhetoric and Media; and ENGL 565, Theory of Teaching Writing and Literature
- the communications, speech, media, and creative performance requirement by taking *one communications course* (CMST 100, Introduction to Public Speaking; CMST 110, Interpersonal Communication; or CMST 130, Argument and Debate); *one theatre course* (THEA 110, Beginning Acting; THEA 120/121, Basic Stagecraft and Stagecraft Lab; THEA 251, Theatre Practicum: Performance; or THEA 451, Theatre Practicum: Performance); and *one media course* (ENGL 574, Rhetoric and Media).

Candidates must also complete extended studies in one of the domains. This extended study consists of 6 semester hours or 2 electives in the selected domain. Students may not choose one course from one domain and one course from another. They must select their two elective courses from within one domain. Students can specialize in every genre and/or period and can select from a wide range of theory and writing courses, both creative and professional.

Domain Course Listings:

1. Literature and Language Analysis
2. Language, Linguistics, Literacy
3. Composition and Rhetoric
4. Communications, Speech, Media, and Performance

Undergraduate-Level
Coursework Plan for
the Secondary Teacher
Preparation Program for
English

The Secondary Teacher Preparation Program for English is designed for students who anticipate teaching English in grades 6-8 or 9-12. Because of the rigorous standards set by the State of California for teacher credentialing, the Program at LMU is very specific in terms of the coursework you will be taking. With careful planning, however, it is possible to complete an English major, the University's Core Curriculum requirements, the Secondary Teacher Preparation Program for English, and the School of Education's required courses in four years (eight semesters).

Four-Year Plan for the English Major
(120 Semester Hours)

Freshman Year

<i>Fall Semester</i>		S.H.
ENGL 110	College Writing.....	3
HIST 100	Found. West. Civ. to 1500.....	3
<i>or</i>		
HIST 101	Western Traditions	(3)
MATH ____	102 or higher	3
PHIL 160	Phil. of Human Nature	3
____ ____	Social Science LD Core	3
		15
<i>Spring Semester</i>		S.H.
CMST ____	100/110/130	3
HIST ____	152/162/172/182/192	3
THEA 110	Beginning Acting	3
THST ____	University Core	3
____ ____	Social Science LD Core	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
ENGL 201	The Language of Poetry.....	3
ENGL 203	History of British Lit. I	3
EDUC 400	Sociocultrl Analysis of Educ.....	3
EDUC 401	Applied Educational Psych	3
____ ____	Science Core	3
		15

<i>Spring Semester</i>		S.H.
ENGL 200	The Language of Drama	3
<i>or</i>		
ENGL 202	The Language of Fiction.....	(3)
ENGL 204	History of British Lit. II	3
EDUC 414	Theories of 2nd Lang. Acquisition	3
EDUC 440	Educ of Cultrl/Ling. Diverse... 3	3
____ ____	Critical Arts Core	3
		15

Junior Year

<i>Fall Semester</i>		S.H.
ENGL 321	Shakespeare: Major Plays	3
<i>or</i>		
ENGL 322	Studies in Shakespeare.....	(3)
ENGL 346	Children's Literature (also AMCS).....	3
ENGL 371	American Literature I.....	3
<i>or</i>		
ENGL 372	American Literature II.....	(3)
ENGL ____	Pre-1800 Literature	3
EDUC 425	Eng Lang. Dev. Meth/SDAIE....	3
		15

<i>Spring Semester</i>		S.H.
ENGL 375	StreetRead	3
<i>or</i>		
ENGL 376	StreetWrite	(3)
ENGL 569	Linguistics.....	3
ENGL ____	Post-1800 Amer/Engl.....	3
ENGL ____	Comparative or Cultural Literature	3
EDUC 486	Trends in Teaching English	3
THST ____	THST 3xx.....	3
		18

Senior Year

<i>Fall Semester</i>		S.H.
ENGL 565	Thry of Tchng Wrtg. and Lit... 3	3
ENGL 574	Rhetoric and Media	3
ENGL ____	UD (choose same Domain)... 3	3
ENGL ____	UD (choose same Domain)... 3	3
PHIL 320	Ethics.....	3
		15

Spring Semester	S.H.
EDUC 412 Secondary Directed Tchng.....	9
EDUC 428 Reading/Language Arts.....	3
—	12

This four-year plan is only a model. Course offerings vary from semester to semester. In every semester the students must meet with his or her advisor in order to decide how best to continue one's education.

Mathematics

Please see Master of Arts in Teaching Mathematics in the Mathematics section of the Frank R. Seaver College of Science and Engineering chapter.

Natural Science

Please see the secondary teaching emphasis of Natural Science in the Natural Science section of the Frank R. Seaver College of Science and Engineering chapter.

Social Science

Secondary Teacher Preparation Program in Social Science

The LMU Secondary Teacher Preparation Program in Social Science is designed for students who are seeking history and social science teaching positions in grades 6-8 or 9-12 in school settings that are departmentalized.

This program includes courses both in the Bellarmine College of Liberal Arts and the School of Education, and it leads towards the 2042 Preliminary Single-Subject Teaching Credential granted by the State of California Commission on Teacher Credentialing.

Students are able to complete the LMU Secondary Teacher Preparation Program in Social Science at the same time that they complete a B.A. degree with a major either in History or Political Science. The LMU Secondary Teacher Preparation Program in Social Science has been approved by the California Commission on Teacher Credentialing.

Please contact the Center for Undergraduate Teacher Preparation for information about all available Secondary Teacher Preparation Programs. All students interested in teaching English in middle schools or high schools should meet with their departmental advisors as soon as possible and must also attend a mandatory School of Education Undergraduate Information Session. Please call (310) 338-7845 to obtain the next scheduled meeting time and to confirm attendance.

In order to meet the academic requirements of the LMU Secondary Teacher Preparation Program in Social Science, students must complete the following courses granting either 141 semester hours of credit for a Political Science major or 120 semester hours of credit for a History major.

Required Core Courses in the Secondary Teacher Preparation program in Social Science (33 semester hours)

World History

HIST 300	History of Global Encounters before 1500
HIST 301	History of Global Encounters after 1500
POLS 150	Comparative Politics or
POLS 155	Comparative Foreign Govs
POLS 360	World Politics

United States History

HIST 161	Young America, 1607-1900
HIST 162	Contemporary America

California History

HIST 366	History of California (also meets the LMU American Cultures Studies course requirement)
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Principles of Democracy

POLS 130	American Politics or
POLS 135	Contemporary American Politics

Principles of Economics

ECON 100	Economic Literacy
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Principles of Geography

GEOG 100	Human Geography
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Required Extended Studies Courses in the Secondary Teacher Preparation Program in Social Science (15 semester hours)

EDUC 400	Sociocultural Analysis of Educ.
EDUC 485	Teaching Social Studies in Secondary Schools
PHIL 160	Philosophy of Human Nature
PHIL 320	Ethics
THST 180	Religions of the World

Required Courses in the Secondary Teacher Preparation Program in Social Science Needed to Complete Either a History or a Political Science Major (HIST Majors: 24 semester hours; POLS Majors: 45 semester hours)

Both History and Political Science majors choose either HIST 152: Modern Middle East, HIST 172: Modern Latin America, HIST 182: Modern Asia, or HIST 192: Contemporary Africa

POLS 210: Empirical Approaches to Politics (a requirement for POLS majors); HIST 310: History and Historians, or HIST 330: History as Detective (a requirement for HIST majors) (HIST and POLS majors)

Political Science majors must complete POLS 220: Foundations of Political Thought. (POLS Majors)

Both History and Political Science majors choose five upper division HIST courses. Not more than half of the total upper division semester hours may be taken from one of the following areas: a) Europe; b) United States; or c) Africa, Asia, Latin America, and modern Middle East. 15 s.h. (HIST and POLS Majors)

Political Science majors choose six upper division POLS courses, at least one course in three of these five groups: Political Thought, U.S. Politics, Public Administration and Policy Analysis, Comparative Politics, and Public Law. 18 s.h. (POLS Majors)

History majors choose one HIST 500-level senior seminar. Political Science majors choose one POLS 500-level seminar. 3 s.h. (HIST and POLS Majors)

Total:

HIST Majors: 24 semester hours
POLS Majors: 45 semester hours

Education Courses Required for the 2042 Preliminary Single-Subject Teaching Credential (not included in the Extended Studies Courses of the Secondary Teacher Preparation Program in Social Science) (24 semester hours)

EDUC 401	Educ. Psych. for the Childhood and Adolescent Years
EDUC 412	Secondary Directed Teaching
EDUC 414	Theories of Second Lang. Acq.
EDUC 425	Methods in English Lang. Dev. and Specially Designed Acad. Instruction in English
EDUC 428	Reading/Language Arts for Single Subject Teachers
EDUC 440	Intro. to the Culturally and Linguistically Diverse Student with Exceptional Needs

LMU Core Curriculum Courses (not included in the Core and Extended Studies Courses of the Secondary Teacher Preparation Program in Social Science) (24 semester hours)

- College Writing
- Communications/Critical Thinking
- Critical Arts
- Creative Arts
- Literature
- Mathematics
- Science and Technology
- Theology (upper division)

Total semester hours that a student needs to complete in order to meet the coursework requirements of the LMU Secondary Preparation Program in Social Science, a B.A. degree with a major in either History or Political Science, and the California 2042 Preliminary Single-Subject Teaching Credential:

HIST Majors: 120 semester hours
 POLS Majors: 141 semester hours

Undergraduate-Level Coursework Plan for the Secondary Teacher Preparation Program in Social Science (History)

The Secondary Teacher Preparation Program in Social Science is designed for students who anticipate teaching history and social science in grades 6-8 or 9-12 in school settings that are departmentalized. Because of the rigorous standards set by the State of California for teacher credentialing, the Program at LMU is very specific in terms of the coursework you will be taking. With careful planning, however, it is possible to complete a History major, the University's Core Curriculum requirements, the Secondary Teacher Preparation Program's subject-matter courses in social science, and the School of Education's required courses in four years (eight semesters). Students with a History major, choosing to complete this four-year plan, will fulfill all of the required coursework at the undergraduate level that will lead to a B.A. degree, with a major in History, and the California 2042 Preliminary Social Science Single-Subject Credential.

Four-Year Plan for the History Major Doing the Secondary Teacher Preparation Program (120 Semester Hours)

Freshman Year

<i>Fall Semester</i>		S.H.
ENGL 110	College Writing.....	3
HIST 161	Young America, 1607-1900.....	3
GEOG 100	Human Geography.....	3
<i>or</i>		15

POLS 135	American Politics.....	(3)
MATH 102	Quant. Skills for the Modern World 3	
PHIL 160	Phil. of Human Nature	3
<i>or</i>		
THST 180	Religions of the World.....	(3)
		15

<i>Spring Semester</i>		S.H.
HIST 162	Contemporary America.....	3
GEOG 100	Human Geography.....	3
<i>or</i>		
POLS 135	American Politics.....	(3)
PHIL 160	Phil. of Human Nature	3
<i>or</i>		
THST 180	Religions of the World.....	(3)
___ ___	Critical/Creative Arts Core ...	3
___ ___	Literature Core	3
		15

Sophomore Year

<i>Fall Semester</i>		S.H.
HIST 300	Global Encounters b/f 1500...3	
ECON 100	Economic Literacy.....	3
<i>or</i>		
POLS 155	Comparative Politics	(3)
___ ___	CMST/Critical Thinking Core 3	
___ ___	Critical/Creative Arts Core ...	3
___ ___	Science Core.....	3
		15

<i>Spring Semester</i>		S.H.
HIST 301	Global Encounters after 1500...3	
HIST ___	152/172/182/192	3
ECON 100	Economic Literacy.....	3

<i>or</i>		
POLS 155	Comparative Politics	(3)
GEOG 300	Human Physical Environment...3	
EDUC 400	Sociocultural Analysis Educ....3	
		15

Junior Year

<i>Fall Semester</i>		S.H.
HIST 310	History and Historians.....	3
<i>or</i>		
HIST 330	History as Detective	(3)
HIST 366	History of California.....	3
HIST ___	HIST Upper Division	3
EDUC 401	Applied Educational Psyc.....	3
<i>or</i>		
EDUC 414	Thries 2nd Lang.Acquistn ... (3)	
PHIL 320	Ethics.....	3
<i>or</i>		
THST ___	THST 3xx.....	(3)
		15

<i>Spring Semester</i>		S.H.
HIST ___	HIST Upper Division	3
HIST ___	HIST Upper Division	3
EDUC 401	Applied Educational Psyc.....	3
<i>or</i>		
EDUC 414	Thries 2nd Lang.Acquistn ... (3)	
PHIL 320	Ethics.....	3
<i>or</i>		
THST ___	THST 3xx.....	(3)
POLS 360	World Politics	3
		15

Senior Year

<i>Fall Semester</i>		S.H.
HIST ___	HIST Upper Division	3
HIST ___	HIST Upper Division	3
HIST 5xx	HIST Senior Seminar	3
EDUC 440	Educ of Cultrl/Ling. Diverse...3	
EDUC 485	Trends in Teaching Soc Stud...3	
		18

<i>Spring Semester</i>	S.H.
EDUC 412 Secondary Dirctd Teaching.....	9
EDUC 428 Reading/Language Arts	3
	—
	12

This four-year plan serves only as a general model. Please meet with your advisor at least once a semester to discuss your progress in the program and plans for future semesters.

Undergraduate-Level Coursework Plan for the Secondary Teacher Preparation Program in Social Science (Political Science)

The Secondary Teacher Preparation Program in Social Science is designed for students who anticipate teaching history and social science in grades 6-8 or 9-12 in school settings that are departmentalized. Because of the rigorous standards set by the State of California for teacher credentialing, the Program at LMU is very specific in terms of the coursework you will be taking. With careful planning, however, it is possible to complete a Political Science major, the University's Core Curriculum requirements, the Secondary Teacher Preparation Program's subject-matter courses in social science, and the School of Education's required courses in four-and-one-half years (nine semesters). Students with a Political Science major, choosing to complete this four-and-one-half-year plan, will fulfill all of the required coursework at the undergraduate level that will lead to a B.A. degree, with a major in Political Science, and the California 2042 Preliminary Social Science Single-Subject Credential.

Four-and-One-Half-Year Plan for the Political Science Major (141 Semester Hours)

Freshman Year

<i>Fall Semester</i>	S.H.
POLS 130 American Politics.....	3
	or
POLS 150 Comparative Politics	(3)
ENGL 110 College Writing.....	3
HIST 161 Young America, 1607-1900.....	3
MATH 102 Quant. Skills/Modern World..	3
PHIL 160 Phil. of Human Nature	3
	or
THST 180 Religions of the World	(3)
	—
	15

<i>Spring Semester</i>	S.H.
POLS 130 American Politics.....	3
	or
POLS 150 Comparative Politics	(3)
HIST 162 Contemporary America.....	3
PHIL 160 Phil. of Human Nature	3
	or
THST 180 Religions of the World	(3)
— — Critical/Creative Arts Core ...	3
— — Literature Core	3
	—
	15

Sophomore Year

<i>Fall Semester</i>	S.H.
POLS 210 Empirical Approaches.....	3
HIST 300 Global Encounters b/f 1500...3	
GEOG 100 Human Geography.....	3
— — CMST/Critical Thinking Core	3
— — Science Core.....	3
	—
	15

<i>Spring Semester</i>	S.H.
POLS 220 Found. of Political Theory.....	3
ECON 100 Economic Literacy.....	3
EDUC 400 Socioclrtrl Analysis of Educ.....	3
GEOG 300 Human Phys Environment.....	3
HIST 301 Global Encntrs after 1500.....	3
	—
	15

Junior Year

<i>Fall Semester</i>	S.H.
POLS 360 World Politics	3
POLS — POLS Upper Division.....	3
EDUC 401 Applied Educational Psyc.....	3
	or
EDUC 414 Theories 2nd Lang.Acq.....	(3)
HIST — 152/172/182/192	3
PHIL 320 Ethics.....	3
	or
THST — THST 3xx.....	(3)
— — Critical/Creative Arts Core ...	3
	—
	18

<i>Spring Semester</i>	S.H.
POLS — POLS Upper Division.....	3
POLS — POLS Upper Division.....	3
POLS — POLS Upper Division.....	3
EDUC 401 Applied Educational Psyc.....	3
	or
EDUC 414 Theories 2nd Lang.Acq.....	(3)
HIST 366 History of California.....	3
PHIL 320 Ethics.....	3
	or
THST — THST 3xx.....	(3)
	—
	18

<i>Spring Semester</i>	S.H.
POLS — POLS Upper Division.....	3
POLS — POLS Upper Division.....	3
POLS — POLS Upper Division.....	3
EDUC 401 Applied Educational Psyc.....	3
	or
EDUC 414 Theories 2nd Lang.Acq.....	(3)
HIST 366 History of California.....	3
PHIL 320 Ethics.....	3
	or
THST — THST 3xx.....	(3)
	—
	18

Senior Year

<i>Fall Semester</i>	S.H.
POLS — POLS Upper Division.....	3
POLS — POLS Upper Division.....	3
EDUC 425 EDL Methods/SDAIE	3
EDUC 440 Educ of Cultrl/Ling. Diverse...3	
HIST — HIST Upper Division.....	3
	—
	15

<i>Spring Semester</i>	S.H.
POLS 5xx POLS Senior Seminar.....	3
EDUC 485 Trends Tchng Soc Studies.....	3
HIST — HIST Upper Division.....	3
HIST — HIST Upper Division.....	3
HIST — HIST Upper Division.....	3
HIST — HIST Upper Division.....	3
	—
	18

Fifth Year

<i>Fall Semester</i>	S.H.
EDUC 412 Secondary Dir Teaching.....	9
EDUC 428 Reading/Language Arts	3
	—
	12

This four-and-one-half-year plan serves only as a general model. Please meet with your advisor at least once a semester to discuss your progress in the program and plans for future semesters.

Spanish

Secondary Teacher Preparation Program for Spanish

Please contact the Center for Undergraduate Teacher Preparation for information about all available Secondary Teacher Preparation Programs. All students interested in teaching Spanish in middle or high schools should meet with their departmental advisors as soon as possible and must also attend a mandatory School of Education Undergraduate Information Session. Please call (310) 338-7845 to obtain the next scheduled meeting time and to confirm attendance.

Students interested in completing the coursework for the Secondary Teacher Preparation Program for Spanish must fulfill the requirements for the major in Spanish and take two additional courses specified by the State of California Commission on Teacher Credentialing.

This program includes courses both in the Bellarmine College of Liberal Arts and the School of Education. All requirements are set forth in detail below.

The LMU Secondary Teacher Preparation Program for Spanish is approved by the California Commission on Teacher Credentialing.

Required Course List: Secondary Teacher Preparation Program for Spanish at LMU

Pre-Major/Lower Division Requirements (12 semester hours): Any or all of these courses can be exempted by placing above the level in the LMU Spanish Placement exam:

- SPAN 101 Elementary Spanish I
- SPAN 102 Elementary Spanish II
- SPAN 203 Intermediate Spanish I
- SPAN 204 Intermediate Spanish II
- or
- SPAN 205 Intermediate Spanish II for Latino Students

Upper Division (24 semester hours)

- SPAN 321 Stylistics and Composition
- SPAN 322 Intro to Hispanic Literatures
- SPAN 330 Spanish Linguistics I: Sounds and Words

Two of the following courses:

- SPAN 331 Survey of Peninsular Spanish Literature
- SPAN 332 Survey of Latin American Literature
- SPAN 333 Spanish Linguistics II: Structure and Variation

Three of the following courses:

- SPAN 430 Spanish Language Acquisition
- SPAN 431 Spanish of the United States
- SPAN 441 Latin American Novel
- SPAN 442 Latin American Poetry
- SPAN 443 Latin Amer Women Writers
- SPAN 444 Latin American Drama
- SPAN 445 Latin American Short Story
- SPAN 451 Nineteenth-Century Spanish Literature
- SPAN 452 Early Modern Spanish Narrative
- SPAN 453 Twentieth-Century Spanish Literature
- SPAN 455 Early Modern Spanish Drama and Poetry
- SPAN 457 Spanish Authors
- SPAN 460 Selected Topics in Spanish Studies
- SPAN 498 Special Studies

Mandatory 400-level Courses for Teacher Preparation for Spanish (6 semester hours)

- SPAN 420 Hispanic Cultural Studies
- SPAN 432 Spanish of the Americas

Capstone Spanish Portfolio (1 semester hour)

- SPAN 500 Senior Capstone Project

Professional Course Work (30 semester hours)

- EDUC 400 Sociocultural Analysis of Educ.
- EDUC 401 Educ. Psych. for the Childhood and Adolescent Years
- EDUC 412 Secondary Directed Teaching
- EDUC 414 Theories of Second Lang. Acq.
- EDUC 425 Methods in English Lang. Dev. and Specially Designed Acad. Instruction in English
- EDUC 428 Reading/Language Arts for Single Subject Teachers
- EDUC 440 Intro. to the Culturally and Linguistically Diverse Student with Exceptional Needs
- EDUC 486 Trends in Teaching English in Secondary Schools

LMU Core Curriculum Courses (48 semester hours)

- American Cultures
- College Writing
- Communications/Critical Thinking
- Critical Arts
- Creative Arts
- History
- Literature
- Mathematics
- Philosophy
- Science and Technology
- Social Sciences
- Theological Studies

Total Semester Hours: 12+24+6+1+30+48=121 semester hours

Undergraduate-Level Coursework Plan for the Secondary Teacher Preparation Program for Spanish

The Secondary Teacher Preparation Program for Spanish is designed for students who anticipate teaching Spanish in grades 6-8 or 9-12. Because of the rigorous standards set by the State of California for teacher credentialing, the Program at LMU is very specific in terms of the coursework you will be taking. Students with the equivalent of three semesters of college Spanish (placing at SPAN 204-205) will be able to complete a Spanish major, the University's Core Curriculum requirements, the Secondary Teacher Preparation Program for Spanish, and the School of Education's required courses in four years. Students starting at a lower Spanish proficiency level must be willing to take Summer courses abroad or at other institutions to complete this program in four years.

Freshman Year

<i>Fall Semester</i>		S.H.
SPAN 204	Intermediate Spanish II.....	3
	<i>or</i>	
SPAN 205	Interm. Span. II for Latino	(3)
AMCS ___	University Core.....	3
ENGL 110	College Writing.....	3
HIST ___	University Core.....	3
	<i>or</i>	
PHIL 160	Phil. of Human Nature	(3)
	<i>or</i>	
THST ___	University Core.....	(3)
MATH ___	University Core.....	3

<i>Spring Semester</i>		S.H.
SPAN 321	Stylistics and Composition..... 3	
HIST 161/162	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ____	University Core..... (3)	
____ ____	Critical/Creative Arts Core... 3	
____ ____	Literature Core 3	
____ ____	Social Science Core..... 3	
	_____	15

Sophomore Year

<i>Fall Semester</i>		S.H.
SPAN 322	Intro to Hispnc Literatures.... 3	
SPAN 330	Spanish Linguistics I 3	
EDUC 401	Applied Educations Psc..... 3	
HIST ____	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ____	University Core..... (3)	
____ ____	Critical/Creative Arts Core... 3	
	_____	15

<i>Spring Semester</i>		S.H.
SPAN 331	Survey Peninsular Span. Lit..... 3	
	<i>or</i>	
SPAN 332	Survey of Latin Amer. Lit..... (3)	
	<i>or</i>	
SPAN 333	Spanish Linguistics II (3)	
EDUC 400	Sociocult. Analysis of Educ 3	
EDUC 414	Theories of 2nd Lang.Acq..... 3	
HIST ____	University Core..... 3	
	<i>or</i>	
PHIL 160	Phil. of Human Nature (3)	
	<i>or</i>	
THST ____	University Core..... (3)	
____ ____	Science Core..... 3	
____ ____	Social Science Core..... 3	
	_____	18

Junior Year

<i>Fall Semester</i>		S.H.
SPAN 331	Survey Peninsular Span. Lit..... 3	
	<i>or</i>	
SPAN 332	Survey of Latin Amer. Lit..... (3)	
	<i>or</i>	
SPAN 333	Spanish Linguistics II (3)	
EDUC 425	Methods in ELD..... 3	
PHIL ____	PHIL 320-330..... 3	
	<i>or</i>	
THST ____	THST 3xx..... (3)	
____ ____	CMST/Crit Thinking Core..... 3	
____ ____	Elective..... 3	
	_____	15

<i>Spring Semester</i>		S.H.
SPAN 420	Hispanic Cultural Studies 3	
	<i>or</i>	
SPAN 432	Spanish of the Americas..... (3)	
SPAN ____	SPAN 400-level..... 3	
EDUC 428	Rdg/Lang.Arts Single Subj..... 3	
PHIL ____	PHIL 320-330..... 3	
	<i>or</i>	
THST ____	THST 3xx..... (3)	
____ ____	Elective..... 3	
	_____	15

Senior Year

<i>Fall Semester</i>		S.H.
SPAN 420	Hispanic Cultural Studies 3	
	<i>or</i>	
SPAN 432	Spanish of the Americas..... (3)	
SPAN ____	SPAN 400-level..... 3	
EDUC 484	Methods Tchng Sec Lang..... 3	
____ ____	Elective..... 3	
____ ____	Elective..... 3	
	_____	15

<i>Spring Semester</i>		S.H.
SPAN 420	Hispanic Cultural Studies 3	
	<i>or</i>	
SPAN 432	Spanish of the Americas..... (3)	
	<i>or</i>	
SPAN ____	SPAN 400-level..... (3)	
SPAN 500	Senior Capstone Project 1	
EDUD 440	Educ of Cultrl/Ling Diverse ... 3	
____ ____	Upper Division Elective 3	
____ ____	Upper Division Elective 3	
	_____	13

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Aerospace Studies

All University Colleges and Schools

Faculty

Douglas Erlenbusch, Steven Mink,
Patrick Reimnitz, Charles Washuk,
Darin Weidauer

General Military Course

The first two years of Aerospace Studies (AERO 100, 200) are designated the General Military Course (GMC) for students enrolled in Air Force Reserve Officer Training Corps (AFROTC). There are no prerequisites for these courses, and all University students may participate. These courses focus on developing individual communication skills, understanding the environment of the Air Force officer, and comprehending the historical development of the United States Air Force in the national security structure. AERO 100 and 200 may be taken concurrently to allow late entry into the program by sophomores or second-semester freshmen.

Professional Officer Course

The last two years of AFROTC (AERO 300, 400) are designated the Professional Officer Course (POC) for students enrolled in AFROTC. They are designed to prepare cadets for duty as officers in the United States Air Force and provide students with a working knowledge of advanced leadership and management theories and applications, as well as an understanding of the United States national security processes. The POC includes academics, interaction with military and national security professionals, and the practice of leadership and management in a large group environment. Students not currently enrolled in AFROTC who desire to enroll as a cadet in the POC should contact the Department early in their sophomore year. This does not preclude normal enrollment in the class by students who are not cadets.

Special Notes

Aerospace Studies courses may or may not count toward graduation, depending upon the student's major. Students should consult their Dean and Department Chairperson for allowable courses. Leadership laboratories are mandatory for members of the cadet corps but optional for students taking the academic courses as electives.



Air Force Reserve Officer Training Corps Program

The AFROTC program at Loyola Marymount University is conducted by active duty Air Force Officers assigned to the Department of Aerospace Studies. The program is designed to prepare qualified men and women for careers as commissioned officers in the United States Air Force. Textbooks, uniforms, and all other equipment used in this program are furnished by the Air Force at no expense to the student.

Air Force ROTC offers two-, three-, and four-year scholarships. Additionally, Loyola Marymount University supplements some Air Force ROTC scholarships with room and board.

A nominal four-year program consists of two years of the General Military Course, followed by two years of the Professional Officer Course. Admission into the Professional Officer Course is limited to those students who successfully pass required written, oral, and physical examinations. During the summer between the sophomore and junior year, cadets are required to attend four weeks of field training at Maxwell Air Force Base, Alabama, to familiarize them with Air Force life. The Air Force furnishes all uniforms, equipment, and transportation. Students also receive pay and allowances authorized by current directives at the time of field training attendance. After successfully completing field training, qualified cadets enter the Professional Officer Course and receive \$450-500 per month, tax-free, during the final two years of AFROTC.

An accelerated two-year program may be available. It consists of a longer field training and the two-year professional officer course. Interested students should contact the AFROTC Department early in their sophomore year for application procedures.

AFROTC offers students expanded access to management theories and practice, exposure to industry and military leaders, and opportunities to better comprehend international political and security environments. All of this is in a small campus environment but includes extensive interaction with students from other local universities and colleges who participate in the program. In addition to a commission upon graduation, cadets may apply for careers as pilots, navigators, space and missile operators, business administrators, engineers, health professionals, intelligence, officers, and many other leadership positions.

Course Descriptions

AERO 100

The Foundation of the United States Air Force I

1 Semester Hour

A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officers Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, officer career field opportunities, group leadership experiences, and an introduction to communication skills.

AERO 101
The Foundation of the United States Air Force II

1 Semester Hour

A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officers Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, officer career field opportunities, group leadership experiences, and an introduction to communication skills.

AERO 102
Laboratory I

0 Semester Hours

Students are exposed to leadership experiences by learning basic military drill and ceremonies, participating in physical fitness activities, and participating in challenging group activities.

(Taken concurrently with AERO 100, mandatory for cadets, optional for other students.)

AERO 103
Laboratory II

0 Semester Hours

Students are exposed to leadership experiences by learning basic military drill and ceremonies, participating in physical fitness activities, and participating in challenging group activities.

(Taken concurrently with AERO 101, mandatory for cadets, optional for other students.)

AERO 200
The Evolution of USAF Air and Space Power I

1 Semester Hour

A study of Air Force history and heritage, discussion of significant Air Force leaders and their contributions, and an introduction to service issues, ethics, and values. Includes an examination of the role of airpower in protecting our nation. Students give oral and written presentations and participate in group leadership exercises.

AERO 201
The Evolution of USAF Air and Space Power II

1 Semester Hour

A study of Air Force history and heritage, discussion of significant Air Force leaders and their contributions, and an introduction to service issues, ethics, and values. Includes an examination of the role of airpower in protecting our nation. Students give oral and written presentations and participate in group leadership exercises.

AERO 202
Laboratory III

0 Semester Hours

Students are exposed to leadership experience by directing others in basic military drill and ceremonies, participating in physical fitness activities, and participating in challenging group activities.

(Taken concurrently with AERO 200, mandatory for cadets, optional for other students.)

AERO 203
Laboratory IV

0 Semester Hours

Students are exposed to leadership experience by directing others in basic military drill and ceremonies, participating in physical fitness activities, and participating in challenging group activities.

(Taken concurrently with AERO 201, mandatory for cadets, optional for other students.)

AERO 300
Air Force Leadership Studies I

3 Semester Hours

A study of leadership and management fundamentals, professional knowledge, Air Force doctrine, leadership ethics, and communication skills. Case studies are used to examine Air Force leadership and management situations by demonstrating and exercising practical application of the concept being studied.

AERO 301
Air Force Leadership Studies II

3 Semester Hours

A study of leadership and management fundamentals, professional knowledge, Air Force doctrine, leadership ethics, and communication skills. Case studies are used to examine Air Force leadership and management situations by demonstrating and exercising practical application of the concept being studied.

AERO 302
Laboratory V

0 Semester Hours

Students experience leadership by supervising basic military drill and ceremonies and by planning and participating in physical fitness activities and challenging group activities.

(Taken concurrently with AERO 301, mandatory for cadets, optional for other students.)

AERO 303
Laboratory VI

0 Semester Hours

Students experience leadership by supervising basic military drill and ceremonies and by planning and participating in physical fitness activities and challenging group activities.

(Taken concurrently with AERO 301, mandatory for cadets, optional for other students.)

AERO 400
National Security Affairs Preparation for Active Duty I

3 Semester Hours

Students examine the national security process, regional studies, the laws of armed conflict, advanced leadership ethics, and Air Force and joint doctrine. Special topics of interest focus on the military profession, officership, civilian control of the military, and current issues. Effective communication skills continue to be emphasized.

AERO 401
National Security Affairs Preparation for Active Duty II

3 Semester Hours

Students examine the national security process, regional studies, the laws of armed conflict, advanced leadership ethics, and Air Force and joint doctrine. Special topics of interest focus on the military profession, officership, civilian control of the military, and current issues. Effective communication skills continue to be emphasized.

AERO 402
Laboratory VII

0 Semester Hours

Students assume full responsibility for planning and executing the leadership laboratory to include control of budgets and equipment, directing military drill and ceremonies, planning and participating in physical fitness activities, organizing trips and formal dinners, and designing and executing challenging group activities.

(Taken concurrently with AERO 400, mandatory for cadets, optional for other students.)

AERO 403**Laboratory VIII***0 Semester Hours*

Students assume full responsibility for planning and executing the leadership laboratory to include control of budgets and equipment, directing military drill and ceremonies, planning and participating in physical fitness activities, organizing trips and formal dinners, and designing and executing challenging group activities.

(Taken concurrently with AERO 401, mandatory for cadets, optional for other students.)

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Joseph Hellige	Vice President, Research and Graduate Studies
Margaret Kasimatis	Vice President, Academic Planning and Effectiveness
Anne M. Prisco	Vice President, Enrollment Management
Victoria L. Graf	Special Assistant to the Chief Academic Officer
Maria Cano	Director of Budget and Planning for Academic Affairs
Shannon Pascual	Academic Affairs Associate
<i>Deans</i>	
Michael E. Engh, S.J.	Dean, Bellarmine College of Liberal Arts
Jennifer S. Abe	Associate Dean, Bellarmine College of Liberal Arts
John R. Popiden	Associate Dean, Bellarmine College of Liberal Arts
Curtiss Takada Rooks	Associate Dean, Bellarmine College of Liberal Arts
Dennis W. Draper	Dean, College of Business Administration
Mahmoud Nourayi	Associate Dean, College of Business Administration

Rachelle Katz	Associate Dean, Graduate, College of Business Administration
William Lindsey	Associate Dean, Graduate, College of Business Administration, and Director of Center for Executive Learning
Barbara J. Busse	Dean, College of Communication and Fine Arts
Dean Scheibel	Associate Dean, College of Communication and Fine Arts
Richard G. Plumb	Dean, Frank R. Seaver College of Science and Engineering
James M. Landry	Associate Dean, Undergraduate Studies, Frank R. Seaver College of Science and Engineering
Jeff Sanny	Associate Dean for Research, Graduate Studies, and External Initiatives, Frank R. Seaver College of Science and Engineering
Shane P. Martin	Dean, School of Education
Elizabeth A. Stoddard	Associate Dean, School of Education
Mary McCullough	Associate Dean for Faculty Development, School of Education
Teri Schwartz	Dean, School of Film and Television
Kristine Brancolini	Dean, University Libraries
<i>Academic Administration</i>	
Marcia L. Albert	Director, Learning Resource Center
Theresa de Vroom	Director, Marymount Institute for Faith, Culture, and the Arts
Jackie Dewar	Director, Center for Teaching Excellence
Matthew X. Fissingar	Director, Undergraduate Admission
Fernando Guerra	Director, Center for the Study of Los Angeles
Catherine Graham	Director, Financial Aid
Kathleen Harris	Director, National and International Scholarship Office
Chaké Kouyoumjian	Director, Graduate Admissions
Gary Rhodes	Director, Center for Global Education
Cherie Mills Schenck	Senior Director, LMU Extension
Rosenia M. St. Onge	University Registrar
Birute A. Vileisis	Director, Faculty Support
TBA	Director, Decision Support
TBA	Director, Sponsored Projects
TBA	Director, Study Abroad

Student Affairs

Elena M. Bove	Senior Vice President, Student Affairs
Linda McMurdock	Dean of Students
William Husak	Director, Athletics
Richard T. Rocheleau	Associate Vice President, Student Life
Marshall Saucedo	Associate Vice President, Intercultural Affairs
Francesca Piumetti	Associate Dean, Student Affairs
Jade Smith	Assistant Dean, Student Affairs
Katie Arce	Director, Student Health Services
Elizabeth Atilano	Director, Career Development Services
Trey Duval	Director, Campus Recreation and Student Facilities
Kristin Linden	Director, Student Psychological Services
Tom Nelson	Director, Student Media
Joanne Connolly, S.S.L.	Special Assistant to the Senior Vice President, Student Affairs

Business and Finance

Thomas O. Fleming, Jr.	Senior Vice President and Chief Financial Officer
Lori A. Husein	Vice President and Controller
Raymond Dennis	Associate Vice President, Auxilliary Management and Business Affairs
Douglas Moore	University Risk Manager
Louisa Vakili	Director, Financial Services and Bursar

University Relations

Dennis Slon	Senior Vice President, University Relations
Kathleen Flanagan	Vice President, Communications and Government Affairs
Bedford McIntosh	Vice President of Development and Alumni Relations
Sherrill Britton	Associate Vice President, University Relations
Cathy Cosgrove	Executive Director of Development, Major Gifts and Constituent Programs
Nancy Deutsch	Executive Director of Development, Corporate/Foundation Relations and Constituent Programs
Lisa Piumetti Farland	Executive Director of Alumni Relations
Joan Pohas	Executive Director of Development, Principal Gifts and Gift Planning

Administration

Lynne B. Scarboro	Senior Vice President, Administration
Rebecca Chandler	Vice President, Human Resources
Patrick Frontiera	Vice President, Information Technology
Rick Garcia	Vice President, Facilities Management
Mike Wong	Associate Vice President, Administrative Services
Hampton N. Cantrell	Director, Public Safety
Carol Gilbert	Executive Recruiter
Ani Shabazian	Director, Children's Center

Campus Ministry

Anthony M. Bonta	Director, Campus Ministry
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Loyola Law School

Victor J. Gold	Interim Senior Vice President and Dean, Loyola Law School
John B. Hoyt	Dean, Enrollment Management
Ellen Aprill	Associate Dean, Academic Programs
William David Araiza	Associate Dean, Faculty
Debra Martin	Associate Dean, Business
Michiko M. Yamamoto	Associate Dean, Student Affairs
Kenneth Ott	Assistant Dean, Advancement
Jannell Lundy Roberts	Assistant Dean, Admissions
Graham Sherr	Assistant Dean, Career Services
Pam Buckles	Executive Director, Faculty Services and Institutional Research
Carmen Ramirez	Executive Director, Alumni Relations
James Kieley	Chief Technology Officer
Christian W. Butzen	Registrar
Maureen Hessler	Director, Financial Aid
Barbara Lu-Baltazar	Director, Human Resources
Dan Martin	Director, Law School Library
Marti Reynolds	Director, Fiscal Affairs
Matthew Riojas	Director, Student Affairs
Kenneth Rudnick, S.J.	Director, Campus Ministry

Deans Emeriti

Thomas P. Kelly	Dean Emeritus, College of Communication and Fine Arts
Albert P. Koppes, O.Carm.	Dean Emeritus, School of Education
John T. Wholihan	Dean Emeritus, College of Business Administration

University Faculty

JENNIFER S. ABE (1994)

*Associate Professor of Psychology and
Associate Dean of the Bellarmine College of Liberal Arts*
B.A., Wheaton College, 1985;
M.A., University of California, Los Angeles, 1987;
Ph.D., University of California, Los Angeles, 1992.

LEV ABOLNIKOV (1981)

Professor of Mathematics
M.S., Leningrad University, 1961;
Ph.D., Leningrad University, 1970.

DOLPHY ABRAHAM (1993)

Associate Professor of Computer Information Systems
B.Com., Bangalore University, 1986;
M.B.A., Syracuse University, 1988;
Ph.D., University of Pittsburgh, 1993.

REBECA ACEVEDO (1996)

Associate Professor of Modern Languages and Literatures
B.A., University of Guadalajara, 1984;
M.A., University of California, Los Angeles, 1991;
Ph.D., University of Michigan, 1996.

ETHAN ADAMS (2005)

Assistant Professor of Classics and Archaeology
B.A., College of the Holy Cross, 1995;
M.A., University of Washington, 1998;
Ph.D., University of Washington, 2003.

RACHEL G. ADAMS (2004)

Assistant Professor of Civil Engineering
B.S., University of Michigan, 1994;
M.S., Massachusetts Institute of Technology, 2000;
Ph.D., Massachusetts Institute of Technology, 2002.

HAWLEY C. ALMSTEDT (2005)

Assistant Professor of Natural Science
B.S., San José State University, 1999;
M.A., San José State University, 2001;
Ph.D., Oregon State University, 2005.

NAJWA AL-QATTAN (1998)

Associate Professor of History
B.A., American University in Beirut, Lebanon, 1977;
M.A., Georgetown University, 1979;
M.A., Harvard University, 1984;
Ph.D., Harvard University, 1996.

AMY K. ALWARD (2008)

Assistant Professor of Accounting
M.B.A., Seattle University, 1995;
B.A., Washington State University, 2001;
Ph.D., Washington State University, 2007.

KRISTEN RIZZO ANGUIANO (2006)

Assistant Professor of Education
B.A., University of Kentucky, 1989;
M.A., University of Iowa, 1997;
Ph.D., University of Iowa, 2006.



CARA ANZILOTTI (1996)

Associate Professor of History
B.A., University of California, Davis, 1978;
M.A., California State University, Long Beach, 1987;
Ph.D., University of California, Santa Barbara, 1994.

WILKIE AU (2003)

Professor of Theological Studies
B.A., Gonzaga University, 1968;
M.S.Ed., University of Southern California, 1971;
M.Div., Jesuit School of Theology, Berkeley, 1973;
S.T.M., Jesuit School of Theology, Berkeley, 1973;
Ph.D., University of California, Santa Barbara, 1976.

STEPHANIE E. AUGUST (1999)

*Associate Professor of Computer Science,
Director of the Graduate Programs in Electrical Engineering and Computer
Science, and Graduate Director of the Frank R. Seaver College of Science and
Engineering*
B.A., University of California, Los Angeles, 1972;
M.S., University of California, Los Angeles, 1985;
Ph.D., University of California, Los Angeles, 1991.

JOSÉ IGNACIO BADENES, S.J. (1997)

*Associate Professor of Modern Languages and Literatures and
Director of Catholic Studies*
B.S., Georgetown University, 1980;
M.A., University of North Carolina, Chapel Hill, 1986;
M.Div., Jesuit School of Theology, Berkeley, 1992;
Th.M., Jesuit School of Theology, Berkeley, 1993;
Ph.D., University of California, Santa Barbara, 1996.

JASON S. BAEHR (2003)

Assistant Professor of Philosophy
 B.A., Arizona State University, 1994;
 M.A., Biola University, 1996;
 Ph.D., University of Washington, 2002.

MARTA BALTODANO (2000)

Associate Professor of Education
 J.D., Universidad Centro Americana, 1980;
 B.S., Universidad Centro Americana, 1985;
 M.A., University of California, Los Angeles, 1993;
 Ph.D., Claremont Graduate University, 1998.

MARK BANDSUCH, S.J. (2003)

Assistant Professor of Business Law
 B.S.A., Miami University, 1984;
 J.D., Cleveland State University, 1987;
 M.Div., Jesuit School of Theology, Berkeley, 2000.

LINDA BANNISTER (1983)

Professor of English
 B.A., University of Michigan, 1974;
 M.A., University of Southern California, 1976;
 Ph.D., University of Southern California, 1982.

SUSAN TORREY BARBER (1991)

Associate Professor of Film/TV Studies and Chairperson of the Department
 B.A., University of Michigan, 1969;
 M.E., University of Montana, 1973;
 M.A., University of Southern California, 1983;
 Ph.D., University of Southern California, 1988.

RONALD K. BARRETT (1978)

Professor of Psychology
 B.S., Morgan State University, 1970;
 M.S., University of Pittsburgh, 1974;
 Ph.D., University of Pittsburgh, 1977.

THOMAS M. BATSIS, O.CARM. (1982)

Professor of Education and Chairperson of Educational Support Services
 B.A., Bellarmine College, 1963;
 M.Ed., University of Louisville, 1972;
 Ph.D., California Graduate Institute, 1983.

MARILYN BEKER (1986)

Professor of Screenwriting
 B.A., University of Toronto, 1967;
 M.A., Concordia University, 1974.

CATHERINE BELCHER (2008)

Assistant Professor of Education
 B.A., Stanford University, 1990;
 M.A., Stanford University, 1991;
 Ph.D., University of Pennsylvania, 2006.

DIANE BENEDICT (1997)

Associate Professor of Theatre Arts
 B.A., University of Southern California, 1977;
 M.F.A., University of California, Los Angeles, 1989.

J. ROSS BENDEL (1986)

Professor of Accounting
 B.A., Dickinson College, 1969;
 J.D., University of South Carolina, 1975;
 M.A., University of South Carolina, 1976;
 C.P.A., 1978.

CURTIS D. BENNETT (2002)

Professor of Mathematics and Chairperson of the Department
 B.S., Colorado State University, 1985;
 M.S., University of Chicago, 1986;
 Ph.D., University of Chicago, 1990.

DIONNE BENNETT (2004)

Assistant Professor of African American Studies
 B.A., Yale University, 1990;
 M.A., Yale University, 1998;
 Ph.D., University of California, Los Angeles, 2003.

MICHAEL C. BERG (1989)

Professor of Mathematics
 B.A., University of California, Los Angeles, 1978;
 Ph.D., University of California, San Diego, 1985.

LARRY C. BERNARD (1987)

Professor of Psychology
 B.A., University of Southern California, 1970;
 M.A., California State University, Los Angeles, 1975;
 Ph.D., University of Southern California, 1980.

WENDY J. BINDER (2004)

Assistant Professor of Biology
 B.S., University of California, Los Angeles, 1990;
 M.S., Purdue University, 1993;
 Ph.D., University of California, Los Angeles, 1998.

CARLA J. BITTEL (2003)

Assistant Professor of History
 B.A., University of California, Davis, 1995;
 M.A., Cornell University, 1999;
 Ph.D., Cornell University, 2003.

LANCE H. BLAKESLEY (1974)

Associate Professor of Political Science
 B.A., University of Illinois, 1965;
 M.A., Northwestern University, 1967;
 Ph.D., Northwestern University, 1970.

BENJAMIN F. BOBO (1992)

Professor of Finance
 B.S., California State University, Long Beach, 1969;
 M.B.A., University of California, Los Angeles, 1971;
 Ph.D., University of California, Los Angeles, 1974.

MARY C. BREDEN (1992)

Professor of Music, Director of Choral Activities, and Chairperson of the Department
 B.A., Mount St. Mary's College, 1972;
 B.M., Mount St. Mary's College, 1973;
 M.M., Arizona State University, 1981;
 D.M.A., Arizona State University, 1983.

MICHAEL BRODSKY (1988)

Professor of Art and Art History
 B.A., University of California, Santa Cruz, 1975;
 B.A., University of California, Santa Cruz, 1975;
 M.F.A., California Institute of the Arts, 1978.

RAE LINDA BROWN (2008)

Professor of Music and Vice President of Undergraduate Education
 B.S., University of Connecticut, 1976;
 M.A., Yale University, 1980;
 Ph.D., Yale University, 1987.

JANE MARIE BRUCKER (1993)

Professor of Art and Art History
 B.A., San Diego State University, 1982;
 M.F.A., Claremont Graduate University, 1985;
 M.A., Claremont School of Theology, 1992.

JOHN BULMAN (1982)

Professor of Physics
 B.S., Brown University, 1973;
 M.S., University of Pennsylvania, 1975;
 Ph.D., Tufts University, 1981.

ROB BURCHFIELD (1998)

Associate Professor of Animation and Chairperson of the Department
 B.A., University of California, Los Angeles, 1982;
 M.F.A., University of California, Los Angeles, 1998.

STACY LEE BURNS (2000)

Associate Professor of Sociology and Chairperson of the Department
 B.A., University of California, Los Angeles, 1976;
 M.A., University of California, Los Angeles, 1978;
 J.D., Yale University, 1982;
 Ph.D., University of California, Los Angeles, 1999.

DOUGLAS BURTON-CHRISTIE (1994)

Professor of Theological Studies
 B.A., University of California, Santa Cruz, 1977;
 M.A., Oxford University, 1980;
 Ph.D., Graduate Theological Union, 1988.

BARBARA J. BUSSE (1969-72; 1980)

*Associate Professor of Communication Studies and
 Dean of the College of Communication and Fine Arts*
 B.A., California State University, Fullerton, 1968;
 M.A., California State University, Northridge, 1969.

JAY B. BUSSE (1970)

Associate Professor of Communication Studies
 B.A., California State University, Fullerton, 1968;
 M.A., California State University, Northridge, 1969.

MÓNICA CABRERA (2005)

Assistant Professor of Modern Languages and Literatures
 B.A., Pontificia Universidad Católica del Perú, 1991;
 M.A., University of Southern California, 2001;
 Ph.D., University of Southern California, 2005.

WILLIAM F. CAIN, S.J. (1974)

Professor of Chemistry
 B.S., Loyola University, 1958;
 M.S., University of Detroit, 1965;
 S.T.M., Santa Clara University, 1971;
 Ph.D., University of California, San Diego, 1975.

ERIKA T. CAMACHO (2004)

Assistant Professor of Mathematics
 B.A., Wellesley College, 1997;
 B.A., Wellesley College, 1997;
 M.S., Cornell University, 2001;
 Ph.D., Cornell University, 2003.

WILLIAM SCOTT K. CAMERON (1995)

Associate Professor of Philosophy and Director of Ethics
 B.A., Queen's University, 1984;
 M.A., Queen's University, 1988;
 Ph.D., Fordham University, 1995.

VICTOR CARMONA (2008)

Assistant Professor of Biology
 B.S., Rensselaer Polytechnic Institute, 1995;
 Ph.D., University of Arkansas, 2005.

MICHAEL P. CARUSO, S.J. (2001)

Associate Professor of Education
 B.A., Conception Seminary College, 1978;
 S.T.B., Mundelein Seminary, 1981;
 Ed.D., University of San Francisco, 2000.

CHRISTOPHER KEY CHAPPLE (1985)

*Professor of Theological Studies and
 Navin and Pratima Doshi Professor of Indic and Comparative Theology*
 B.A., State University New York, Stony Brook, 1976;
 M.A., Fordham University, 1978;
 Ph.D., Fordham University, 1980.

CONSTANCE J.S. CHEN (2003)

Assistant Professor of History
 B.A., University of California, Irvine, 1992;
 M.A., University of California, Los Angeles, 1995;
 Ph.D., University of California, Los Angeles, 2000.

DONG CHEN (2004)

Assistant Professor of Management
 B.A., Renmin University of China, 1994;
 M.A., Renmin University of China, 1996;
 Ph.D., Renmin University of China, 1999;
 Ph.D., Rutgers University, 2004.

ALAN A. CHERRY (1983)

Professor of Accounting
 B.B.A., Baruch (CUNY), 1970;
 M.S., University of California, Los Angeles, 1972;
 Ph.D., University of California, Los Angeles, 1978.

STUART CHING (2001)

Associate Professor of English
 B.Ed., University of Hawaii, Manoa, 1987;
 M.F.A., Colorado State University, 1990;
 Ph.D., University of Nebraska, 2000.

PHILIP J. CHMIELEWSKI, S.J. (2002)

Sir Thomas More Chair in Engineering Ethics
 A.B., Loyola University of Chicago, 1971;
 M.A., Boston College, 1976;
 D.T., S.T.B., Die Hochschule Sankt Georgen,
 Frankfurt, 1981;
 Ph.D., Yale University, 1987.

SAERI CHO (2007)

Assistant Professor of Art and Art History
 B.F.A., Parsons The New School for Design, 1996;
 M.F.A., Art Center College of Design, 2000.

S.W. TINA CHOE (1996)

Professor of Chemistry
 B.S., University of California, Los Angeles, 1988;
 Ph.D., University of California, Los Angeles, 1994.

DAVID CHOI (2003)

Assistant Professor of Management
 B.S.E., University of California, Berkeley, 1989;
 M.E., University of California, Berkeley, 1990;
 Ph.D., University of California, Los Angeles, 1997.

JOHN A. COLEMAN, S.J. (1997)*Casassa Chair of Social Values and Professor of Theological Studies*

B.A., St. Louis University, 1960;

M.A., St. Louis University, 1961;

St.M., Santa Clara University, 1968;

Ph.D., University of California, Berkeley, 1973;

Doctor of Laws, Loyola University Chicago, 1992.

VINCENT P. COLETTA (1969)*Professor of Physics*

B.S., Christian Brothers College, 1964;

Ph.D., University of Notre Dame, 1970.

MARTIN T. CONNELL, S.J. (2005)*Assistant Professor of Education*

B.A., Loyola University Chicago, 1987;

M.A., University of Toronto, 1988;

M.Div., Jesuit School of Theology, Berkeley, 1993;

Ph.D., University of California, Santa Barbara, 2005.

JOHN R. CONNOLLY, JR. (1971)*Professor of Theological Studies*

B.A., St. Mary's, 1960;

S.T.B., St. Mary's, 1963;

B.S., Loyola University, New Orleans, 1964;

M.A., Marquette University, 1966;

Ph.D., Marquette University, 1971.

PATRICK CONNOLLY, S.J. (1975)*Associate Professor of Film/TV Studies*

B.A., St. Louis University, 1959;

M.A., St. Louis University, 1960;

S.T.L., Gregorian, 1967;

Ph.D., University of Southern California, 1973.

ALISSA S. CRANS (2004)*Assistant Professor of Mathematics*

B.S., University of Redlands, 1999;

M.S., University of California, Riverside, 2000;

Ph.D., University of California, Riverside, 2004.

REBECCA D. CRAWFORD (1987)*Professor of Chemistry*

B.A., University of California, Los Angeles, 1973;

Ph.D., University of Southern California, 1982.

KAM D. DAHLQUIST (2005)*Assistant Professor of Biology*

B.A., Pomona College, 1993;

Ph.D., University of California, Santa Cruz, 2000.

HAN DAI-YU (2006)*Assistant Professor of Art and Art History*

B.A., China National Academy of Art, 1991;

M.F.A., China National Academy of Art, 1999.

MICHAEL DANCIGER (1978)*Professor of Biology*

B.S., Drexel University, 1966;

Ph.D., University of Oregon, 1971.

FRANK P. DAROCA (1986)*Professor of Accounting*

B.S., Louisiana State University, 1964;

M.S., Louisiana State University, 1974;

Ph.D., University of Illinois, 1981;

C.P.A., 1966.

GEORGE DASARO (1977)*Professor of Accounting*

B.B.A., Loyola University, Los Angeles, 1963;

M.S., California State University, Los Angeles, 1966;

C.P.A., 1968.

KURT DAUGHERTY (2006)*Assistant Professor of Recording Arts*

B.A., San Diego State University, 1981;

M.F.A., University of California, Los Angeles, 2000.

KARENMARY DAVALOS (1997)*Associate Professor of Chicano/a Studies*

B.A., Stanford University, 1987;

M.A., Stanford University, 1987;

Ph.D., Yale University, 1993.

JEFFREY DAVIS (2001)*Associate Professor of Screenwriting*

B.A., Emerson College, 1970;

M.F.A., University of Iowa, 1972.

FRANCA DELL'OLIO (2006)*Assistant Professor of Education*

B.A., Loyola Marymount University, 1990;

M.A., Loyola Marymount University, 1996;

Ed.D., Pepperdine University, 2006.

ROBERTO DELL'ORO (2003)*Associate Professor of Theological Studies*

S.T.B., University of Milan, 1983;

S.T.L., Gregorian University, 1985;

Ph.D., Gregorian University, 1992.

PAUL A. DeSENA (1966)*Professor of Education*

M.S., Central Connecticut State University, 1958;

M.Ed., Hartford University, 1960;

Ed.D., Pennsylvania State University, 1963.

JAMES DEVINE (1985)*Professor of Economics*

B.A., Yale University, 1974;

Ph.D., University of California, Berkeley, 1981.

THERESIA DE VROOM (1990)*Professor of English and**Director of the Marymount Institute for Faith, Culture, and the Arts*

B.M., University of Southern California, 1980;

B.A., University of Southern California, 1980;

M.A., Emory University, 1982;

Ph.D., University of Southern California, 1988.

JACQUELINE M. DEWAR (1973)*Professor of Mathematics and Director of the Center for Teaching Excellence*

B.S., St. Louis University, 1968;

M.S., University of Southern California, 1971;

Ph.D., University of Southern California, 1973.

MATTHEW DILLON (1987)*Professor of Classics and Archaeology*

B.A., Wesleyan University, 1974;

M.A., Yale University, 1979;

M.Phil., Yale University, 1981;

Ph.D., Yale University, 1984.

JOHN DAVID N. DIONISIO (2004)

Assistant Professor of Computer Science
 B.S., Loyola Marymount University, 1991;
 M.S., University of California, Los Angeles, 1993;
 Ph.D., University of California, Los Angeles, 1996.

LAMBERT A. DOEZEMA (2004)

Assistant Professor of Chemistry
 B.S., Trinity University, 1998;
 M.S., University of California, Irvine, 2000;
 Ph.D., University of California, Irvine, 2004.

PHILIP M. DORIN (1971)

Professor of Electrical Engineering and Computer Science
 B.S., Massachusetts Institute of Technology, 1970;
 M.S., Northeastern University, 1971;
 Ph.D., University of California, Los Angeles, 1982.

JOHN H. DORSEY (2002)

Associate Professor of Natural Science and Chairperson of the Department
 B.A., California State University, Long Beach, 1972;
 M.A., California State University, Long Beach, 1975;
 Ph.D., University of Melbourne, 1982.

PATRICIA C. DOUGLAS (1995)

Associate Professor of Accounting
 B.S., University of Colorado, 1982;
 M.S., University of Virginia, 1990;
 Ph.D., Virginia Commonwealth University, 1995;
 C.M.A., 1990.

DENNIS W. DRAPER (2007)

Professor of Finance and Dean, College of Business Administration
 B.S., Northwestern University, 1970;
 M.S., Stanford University, 1972;
 Ph.D., Stanford University, 1979.

PHILIPPA M. DRENNAN (1995)

Professor of Biology
 B.Sc., University of Natal, Durban, 1979;
 B.Sc. (Hons), University of Natal, Durban, 1980;
 Ph.D., University of Natal, Durban, 1987.

ELIZABETH DRUMMOND (2006)

Assistant Professor of History
 B.S., Georgetown University, 1993;
 M.A., Georgetown University, 1997;
 Ph.D., Georgetown University, 2004.

STEPHEN V. DUNCAN (1999)

Associate Professor of Screenwriting and Chairperson of the Department
 B.S., North Carolina A&T State University, 1971;
 M.B.A., Baruch College, NY, 1977;
 M.A., Loyola Marymount University, 1979.

JOSEPH E. EARLEY (1975)

Associate Professor of Economics
 B.A., Gannon College, 1967;
 M.S., Rensselaer Polytechnic Institute, 1968;
 Ph.D., Fordham University, 1973.

PAIGE PETTYJOHN EDLEY (2003)

Associate Professor of Communication Studies
 B.A., Wake Forest University, 1984;
 M.A., Wake Forest University, 1989;
 Ph.D., Rutgers University, 1997.

JENNIFER L. EICH (1994)

Professor of Modern Languages and Literatures
 B.A., Knox College, 1981;
 M.A., University of California, Los Angeles, 1987;
 Ph.D., University of California, Los Angeles, 1992.

SUSAN ELKINAWY (2003)

Assistant Professor of Finance
 B.A., University of California, Los Angeles, 1992;
 M.B.A., Loyola Marymount University, 1998;
 M.S., University of Oregon, 2001;
 Ph.D., University of Oregon, 2003.

MICHAEL E. ENGH, S.J. (1988)

Professor of History and Dean of the Bellarmine College of Liberal Arts
 B.A., Loyola University, Los Angeles, 1972;
 M.A., Gonzaga University, 1978;
 M.Div., Jesuit School of Theology, Berkeley, 1982;
 Ph.D., University of Wisconsin, Madison, 1987.

ELLEN A. ENSHER (1997)

Associate Professor of Management
 B.A., Loyola Marymount University, 1987;
 M.P.A., University of California, Los Angeles, 1990;
 M.A., Claremont Graduate University, 1994;
 Ph.D., Claremont Graduate University, 1997.

CHARLES E. ERVEN (2002)

Associate Professor of Theatre Arts
 B.A., University of Wisconsin, 1971.
 M.F.A., University of Wisconsin, 1976.

RICHARD ESPINOZA (2002)

Assistant Professor of Chicano/a Studies
 B.A., University of California, Los Angeles, 1992;
 M.F.A., University of California, Los Angeles, 1995;
 Ph.D., University of California, Los Angeles, 2001.

RITA ESQUIVEL (1995)

Adjunct Professor of Education
 B.A., Our Lady of the Lake University, 1953;
 M.Ed., Our Lady of the Lake University, 1960.

OMAR S. ES-SAID (1985)

Professor of Mechanical Engineering
 B.S., American University, Cairo, 1976;
 M.S., American University, Cairo, 1978;
 Ph.D., University of Kentucky, 1985.

ZAKI EUSUFZAI (1989)

Associate Professor of Economics
 B.S.S., University of Dhaka, 1980;
 M.A., Illinois State University, 1982;
 Ph.D., University of California, Los Angeles, 1993.

KWEKU EWUSI-MENSAH (1986)

Professor of Computer Information Systems
 B.S., University of Ghana, 1970;
 M.S., University of Alberta, 1972;
 Ph.D., University of California, Los Angeles, 1978.

ALAN H. FALCON (1979)

Professor of Accounting
 B.A., Temple University, 1970;
 M.A., University of Arizona, 1973;
 C.M.A., 1980;
 C.P.A., 1982;
 C.I.A., 1984.

JAMES D. FAUGHT (1974)

Professor of Sociology
 B.A., San José State University, 1967;
 M.A., San José State University, 1969;
 Ph.D., University of Notre Dame, 1973.

ADAM FINGERHUT (2007)

Assistant Professor of Psychology
 B.A., Stanford University, 1996;
 M.A., University of California, Los Angeles, 2003.

JODI SUSAN FINKEL (2001)

Associate Professor of Political Science
 B.A., University of California, Los Angeles, 1989;
 M.A., University of California, San Diego, 1992;
 M.A., University of California, Los Angeles, 1996.

EMILY S. FISHER (2005)

Assistant Professor of Education
 B.A., Connecticut College, 1996;
 M.A., University of California, Santa Barbara, 2002;
 Ph.D., University of California, Santa Barbara, 2005.

BEN F. FITZPATRICK (2001)

Professor of Mathematics and Clarence J. Wallen, S.J., Chair
 B.S., Auburn University, 1981;
 M.S., Auburn University, 1983;
 Ph.D., Brown University, 1988.

VÉRONIQUE FLAMBARD-WEISBART (1992)

Professor of Modern Languages and Literatures
 D.E.U.G., Université de Paris X, 1982;
 Licence, Université de Paris X, 1983;
 M.A., University of California, Los Angeles, 1985;
 Ph.D., University of California, Los Angeles, 1990.

RUDOLF FLECK (1977)

Professor of Art and Art History
 B.A., Loyola University, Los Angeles, 1973;
 M.F.A., University of Oregon, 1977.

RENEE FLORSHEIM (1989)

Associate Professor of Marketing
 B.S., California State Polytechnic University, 1976;
 M.B.A., University of California, Los Angeles, 1979;
 Ph.D., Northwestern University, 1988;
 J.D., Loyola Law School, 1999.

MÁIRE FORD (2006)

Assistant Professor of Psychology
 B.A., Santa Clara University, 1996;
 M.A., University of California, Santa Barbara, 2003;
 Ph.D., University of California, Santa Barbara, 2006.

RICHARD FOX (2007)

Associate Professor of Political Science
 B.A., Claremont McKenna College, 1989;
 M.A., University of California, Santa Barbara, 1990;
 Ph.D., University of California, Santa Barbara, 1995.

JUDITH G. FOY (1991)

Professor of Psychology
 B.A., Eastern Washington University, 1980;
 M.S., Eastern Washington University, 1981;
 M.A., Kent State University, 1986;
 Ph.D., Kent State University, 1987.

MICHAEL R. FOY (1987)

Professor of Psychology
 B.S., University of California, Irvine, 1977;
 M.S., Kent State University, 1981;
 Ph.D., Kent State University, 1983.

JAMES L. FREDERICKS (1992)

Professor of Theological Studies
 B.A., St. Joseph's College, 1973;
 M.A., St. Patrick's Seminary, 1976;
 S.T.L., Jesuit School of Theology, 1983;
 Ph.D., University of Chicago, 1988.

KATHARINE B. FREE (1970)

Professor of Theatre Arts
 B.A., Marymount College, 1966;
 M.A., University of California, Los Angeles, 1968;
 Ph.D., University of California, Los Angeles, 1974.

WILLIAM J. FULCO, S.J. (1998)

*Professor of Classics and Archaeology and
 NEH Professor of Ancient Mediterranean Studies*
 B.A., Gonzaga University, 1959;
 M.A., Gonzaga University, 1960;
 S.T.M., Santa Clara University, 1967;
 Ph.D., Yale University, 1971.

JEFFREY GALE (1985)

Professor of Management
 S.B., Massachusetts Institute of Technology, 1970;
 S.M., Massachusetts Institute of Technology, 1971;
 J.D., University of California, Los Angeles, 1975;
 Ph.D., University of California, Los Angeles, 1976.

JOSE GARCIA-MORENO (2003)

Assistant Professor of Animation
 B.A., Universidad Iberoamericana, Mexico, 1984;
 M.A., Charles University, Czech Republic, 1989;
 M.F.A., University of California, Los Angeles, 2001.

GRANT S. GARINGER, S.J. (2006)

Assistant Professor of Theatre Arts
 B.A., St. Louis University, 1989;
 B.A., St. Louis University, 1989;
 M.Div., Jesuit School of Theology, Berkeley, 1996;
 M.F.A., California Institute of the Arts, 2002.

GLENN GEBHARD (1995)

*Professor of Production (Film and Television) and
 Graduate Director of the School of Film and Television*
 B.A., University of Dayton, 1973;
 M.F.A., University of Southern California, 1980.

MICHAEL GENOVESE (1983)

Professor of Political Science and Loyola Chair of Leadership Studies
 B.A., St. Mary's College, 1972;
 M.A., University of Southern California, 1975;
 Ph.D., University of Southern California, 1978.

EVAN GERSTMANN (1996)

Professor of Political Science and Chairperson of the Department
 B.A., Oberlin College, 1983;
 J.D., University of Michigan Law School, 1986;
 M.A. University of Wisconsin, 1992;
 Ph.D., University of Wisconsin, 1996.

RICHARD GILBERT (1986)*Professor of Psychology*

B.A., Princeton University, 1977;
 M.A., University of California, Los Angeles, 1979;
 Ph.D., University of California, Los Angeles, 1982.

CECILIA GONZALEZ-ANDRIEU (2007)*Assistant Professor of Theological Studies*

B.A., Loyola Marymount University, 1980;
 M.A., Loyola Marymount University, 2001;
 Ph.D., Graduate Theological Union, 2007.

DEENA J. GONZÁLEZ (2001)*Professor of Chicano Studies and Chairperson of the Department*

B.A., New Mexico State University, 1974;
 M.A., University of California, Berkeley, 1976;
 Ph.D., University of California, Berkeley, 1985.

MICHAEL D. GRADY (1975)*Professor of Mathematics and Graduate Director of Mathematics (M.A.T.)*

B.A., University of Missouri, 1968;
 M.S., Southern Illinois University, 1970;
 Ph.D., Utah, 1975.

VICTORIA L. GRAF (1979)*Professor of Education*

B.A., De Paul University, 1972;
 M.A., University of California, Riverside, 1975;
 Ph.D., University of California, Riverside, 1980.

ALLEN P. GRAY (1980)*Associate Professor of Computer Information Systems*

B.A., Loyola University, Los Angeles, 1970;
 M.A., California State University, Los Angeles, 1971;
 Ph.D., University of California, Riverside, 1979.

EDMUND R. GRAY (1986)*Professor of Management and Chairperson of the Department*

B.A., Hofstra University, 1956;
 M.B.A., University of California, Los Angeles, 1961;
 Ph.D., University of California, Los Angeles, 1966.

JOHN H. GREVER, C.F.M.M. (1973)*Professor of History and Chairperson of the Department*

B.A., Loyola University, Los Angeles, 1965;
 M.A., Loyola University, Los Angeles, 1967;
 Ph.D., University of California, Los Angeles, 1973.

CHERYL GRILLS (1987)*Professor of Psychology and Chairperson of the Department*

B.A., Yale University, 1980;
 M.A., University of California, Los Angeles, 1982;
 Ph.D., University of California, Los Angeles, 1985.

ELISSA B. GROSSMAN (2008)*Assistant Professor of Management*

M.Sc., London School of Economics, 1991;
 M.B.A., University of California, Los Angeles, 1996;
 Ph.D., University of California, Los Angeles, 2005.

ARTHUR GROSS-SCHAEFER (1980)*Professor of Business Law and Co-Chairperson of the Department*

B.S., University of Southern California, 1973;
 J.D., Boston College, 1976;
 M.H.L., Hebrew Union, 1982;
 C.P.A.

FERNANDO J. GUERRA (1987)*Associate Professor of Chicano Studies and Political Science and Director, Center for the Study of Los Angeles*

B.A., University of Southern California, 1980;
 M.A., University of Michigan, 1982;
 Ph.D., University of Michigan, 1990.

GRETCHEN GUSICH (2008)*Assistant Professor of Philosophy*

B.A., University of Notre Dame, 1997;
 M.A., The Catholic University of America, 2001;
 Ph.D., The Catholic University of America, 2005.

RICHARD P. HADLEY, JR. (1991)*Associate Professor of Film/TV Studies*

B.A., University of California, Berkeley, 1970;
 M.A., University of Wisconsin, Madison, 1972;
 M.F.A., University of Southern California, 1980;
 Ph.D., University of Southern California, 1989.

MICHELE HAMMERS (2004)*Assistant Professor of Communication Studies*

B.S., Boston University, 1992;
 J.D., University of Texas at Austin, 1995;
 M.A., Arizona State University, 2000;
 Ph.D., Arizona State University, 2004.

JAMES G. HANINK (1976)*Professor of Philosophy*

B.A., St. Mary's College, 1968;
 M.A., Michigan State University, 1971;
 Ph.D., Michigan State University, 1975.

DAVID J. HARDY (2004)*Assistant Professor of Psychology*

B.A., California State University, Long Beach, 1990;
 M.A., California State University, Long Beach, 1994;
 Ph.D., The Catholic University of America, 1998.

KATHERINE ANNE HARPER (1977)*Associate Professor of Art and Art History*

B.A., University of California, Los Angeles, 1967;
 M.A., University of California, Los Angeles, 1969;
 Ph.D., University of California, Los Angeles, 1977.

PAUL A. HARRIS (1995)*Professor of English*

B.A., McGill University, 1984;
 M.A., University of California, Irvine, 1986;
 Ph.D., University of California, Irvine, 1991.

ANNA HARRISON (2006)*Assistant Professor of Theological Studies*

B.A., Barnard College, 1986;
 M.A., Fordham University, 1994;
 M. Phil., Columbia University, 2000;
 Ph.D., Columbia University, 2006.

KAREN KOMOSA HAWKINS (2006)*Assistant Professor of Education*

B.S., University of Illinois at Urbana-Champaign, 1994;
 M.A., Loyola University Chicago, 1997;
 Ph.D., Loyola University Chicago, 2005.

JOSEPH HAWORTH (1988)*Adjunct Professor of Civil Engineering*

B.S., Loyola University, Los Angeles, 1967;
 M.S., Stanford University, 1968.

ANDREW J. HEALY (2005)

Assistant Professor of Economics
 B.S., Yale University, 1998;
 B.A., Yale University, 1998;
 Ph.D., Massachusetts Institute of Technology, 2005.

TERESA L. HEILAND (2004)

Assistant Professor of Dance
 B.F.A., Kutztown University, 1985;
 M.A., New York University, 1991;
 Ph.D., New York University, 2001.

SCOTT T. HEINZERLING (1991)

Professor of Dance
 B.A., University of Akron, 1975;
 M.F.A., Ohio State University, 1991.

JOSEPH HELLIGE (2007)

Professor of Psychology and Vice President, Research and Graduate Studies
 B.A., Saint Mary's University of Minnesota, 1970;
 M.A., University of Wisconsin—Madison, 1972;
 Ph.D., University of Wisconsin—Madison, 1974.

ELIZABETH BECKER HENLEY (2005)

Presidential Professor of Theatre Arts
 B.F.A., Southern Methodist University, 1974.

DOROTHEA K HERREINER (2005)

Assistant Professor of Economics
 B.A., University of Karlsruhe, 1990;
 M.Sc., London School of Economics and Political Science, 1991;
 Ph.D., European University, 2000.

GEORGE L. HESS (1975)

Professor of Management, and Director of Small Business Institute
 B.S., Xavier University, 1956;
 M.B.A., Xavier University, 1957;
 Ph.D., Arizona State, 1974.

KRISTIN HEYER (2003)

Associate Professor of Theological Studies
 B.A., Brown University, 1996;
 Ph.D., Boston College, 2003.

IGNACIO HIGAREDA (2005)

Assistant Professor of Education
 B.A., University of California, Santa Cruz, 1996;
 Ph.D., University of Southern California, 2005.

CHARLES J. HIGGINS (1982)

Associate Professor of Finance
 B.A., University of Southern California, 1968;
 M.B.A., University of Southern California, 1972;
 Ph.D., Claremont Graduate University, 1984.

PETER R. HOFFMAN (1977)

*Associate Professor of Sociology and
 Director of Geography and Urban Studies*
 B.A., University of California, Los Angeles, 1969;
 M.A., Arizona, 1974;
 Ph.D., University of California, Los Angeles, 1983.

ALAN K. HOGENAUER (2000)

Associate Professor of Marketing and Director, Center for Travel and Tourism
 A.B., City University of New York, 1962;
 M.A., Columbia University, 1968;
 M.Phil., Columbia University, 1975;
 Ph.D., Columbia University, 1975.

MICHAEL P. HORAN (1994)

*Professor of Theological Studies and
 Director of the Graduate Program in Theology and Pastoral Theology*
 B.A., Iona College, 1977;
 M.R.E., The Catholic University of America, 1982;
 Ph.D., The Catholic University of America, 1989.

ROY S. HOUSTON (1974)

Professor of Biology and Chairperson of the Department
 B.S., University of Arizona, 1968;
 M.S., University of the Pacific, 1970;
 Ph.D., University of Arizona, 1974.

LEI HUANG (2003)

Assistant Professor of Electrical Engineering
 B.E., Beijing University of Posts and Telecommunications, 1993;
 M.E., Nanyang Technological University, Singapore, 1998;
 M.S. in E.E., University of Southern California, 1999;
 Ph.D., University of Southern California, 2003.

PAUL W. HUMPHREYS (1997)

Associate Professor of Music and Director, LMU World Music Ensembles
 B.M., University of Cincinnati, 1976;
 M.A., University of California, Los Angeles, 1983;
 Ph.D., University of California, Los Angeles, 1988.

AMIR HUSSAIN (2005)

Associate Professor of Theological Studies
 B.S., University of Toronto, 1987;
 M.A., University of Toronto, 1990;
 Ph.D., University of Toronto, 2005.

MARY ELIZABETH INGHAM, C.S.J. (1987)

Professor of Philosophy
 B.A., Marymount College, 1973;
 B.A., Loyola Marymount University, 1981;
 Lic.-es-arts, University of Fribourg, Switzerland, 1985;
 Ph.D., University of Fribourg, Switzerland, 1989.

NANCY W. JABBARA (1990)

Professor of Women's Studies and Chairperson of the Department
 B.A., University of California, Santa Barbara, 1964;
 M.A., Indiana University, 1970;
 Ph.D., Catholic University of America, 1975.

JOSEPH JEWELL (2008)

*Associate Professor of African American Studies and
 Chairperson of the Department*
 B.A., University of California, Berkeley, 1991;
 M.A., University of California, Los Angeles, 1994;
 Ph.D., University of California, Los Angeles, 1998.

TERESE C. JIMENEZ (2004)

Assistant Professor of Education
 B.A., University of California, Berkeley, 1992;
 M.A., Loyola Marymount University, 1997;
 M.Ed., University of California, Santa Barbara, 2003;
 Ph.D., University of California, Santa Barbara, 2004.

JOK MADUT JOK (1997)

Associate Professor of History
 B.A., University of Alexandria, Egypt, 1988;
 M.A., American University in Cairo, 1991;
 Ph.D., University of California, Los Angeles, 1996.

CHRISTOPHER KACZOR (1998)

Associate Professor of Philosophy
 B.A., Boston College, 1992;
 M.A., University of Notre Dame, 1994;
 Ph.D., University of Notre Dame, 1996.

LAWRENCE P. KALBERS (2005)

*Professor of Accounting, R. Chad Dreier Chair in Accounting, and
 Director of Center for Accounting Ethics, Governance, and the Public Interest*
 B.A., Wittenberg University, 1974;
 M.S., Kent State University, 1975;
 Ph.D., The Pennsylvania State University, 1989;
 C.P.A.

VELITCHKA D. KALTCHIEVA (2006)

Assistant Professor of Marketing
 B.A., Trinity College, Washington, D.C., 1993;
 M.B.A., Higher Institute of Economics, Sofia, Bulgaria,
 1994;
 Ph.D., University of Florida, Gainesville, 2001.

TAI-WU KAO (1965)

Professor of Electrical Engineering
 B.S.E.E., National Taiwan University, 1958;
 M.S.E.E., National Chiao-tung University, Taiwan, 1961;
 Ph.D., University of Utah, 1965.

MARGARET KASIMATIS (2006)

*Assistant Professor of Psychology and
 Vice President for Institutional Effectiveness*
 B.A., Loyola Marymount University, 1985;
 M.S., Purdue University, 1989;
 Ph.D., Purdue University, 1992.

RACHELLE KATZ (1976)

Professor of Finance, Associate Dean and Director of the MBA Program
 B.S., Purdue University, 1969;
 M.B.A., University of Michigan, 1972;
 Ph.D., Stanford University, 1980.

LILY KHADJAVI (1999)

Associate Professor of Mathematics
 A.B., Harvard University, 1990.
 Ph.D., University of California, Berkeley, 1999.

W. FREDERICK KIESNER, JR. (1977)

Professor of Management and Hilton Chair in Entrepreneurship
 B.S.B., University of Minnesota, 1961;
 M.B.A., Northwestern University, 1962;
 Ph.D., Claremont Graduate University, 1985.

DAVID D. KILLORAN (1969)

Professor of English and Chairperson of the Department
 B.A., Michigan State University, 1965;
 Ph.D., Tulane University of Louisiana, 1974.

NADIA KIM (2007)

Assistant Professor of Sociology
 B.A., University of California, Santa Barbara, 1996;
 M.A., University of Michigan, 2000;
 Ph.D., University of Michigan, 2003.

GARLAND P. KIRKPATRICK (2003)

Associate Professor of Art and Art History
 B.A., Amherst College, 1983;
 M.F.A., Yale University, 1990.

THOMAS F. KLEIN (2006)

Assistant Professor of Animation
 B.A., Rutgers University, 1991;
 M.F.A., University of California, Los Angeles, 2002.

DMITRY KMELNITSKY (2004)

Assistant Professor of Art and Art History
 B.A., University of California, Los Angeles, 1997;
 M.F.A., University of California, Los Angeles, 2001.

JAMES D. KONOW (1989)

Professor of Economics and Chairperson of the Department
 B.A., Arizona State University, 1977;
 M.A., University of California, San Diego, 1983;
 Ph.D., University of California, Los Angeles, 1989.

GARY KULECK (1994)

Associate Professor of Biology and William McLaughlin Professor of Biology
 B.A., University of Maryland, 1975;
 Ph.D., University of Pennsylvania, 1991.

JOSEPH LaBRIE, S.J. (2003)

Associate Professor of Psychology
 B.S., Marquette University, 1983;
 Ph.L., Gonzaga University, 1988;
 M.S., University of North Carolina at Chapel Hill, 1989;
 M.Div., Jesuit School of Theology, Berkeley, 1995;
 Ph.D., University of Southern California, 2002.

JAMES M. LANDRY (1984)

*Professor of Chemistry and Natural Science and
 Associate Dean for Undergraduate Studies,
 Frank R. Seaver College of Science and Engineering*
 B.S., Xavier University, 1978;
 M.S., Xavier University, 1983;
 Ph.D., Miami University, 1984.

YVETTE LAPAYESE (2003)

Assistant Professor of Education
 B.A., California State University, Fullerton, 1995;
 M.A., University of Southern California, 1998;
 Ph.D., University of California, Los Angeles, 2002.

SUZANNE LARSON (1986)

Professor of Mathematics
 B.A., St. Olaf College, 1979;
 Ph.D., Claremont Graduate University, 1984.

MAGALY LAVADENZ (1994)

Professor of Education and Chairperson of Teacher Education
 B.S., Oakland University, 1979;
 M.A., California State University, Northridge, 1991;
 Ph.D., University of Southern California, 1993.

HOWARD S. LAVICK (1986)

Associate Professor of Production (Film and Television)
 M.A., University of Minnesota, 1969;
 M.F.A., University of Southern California, 1976.

ROBERT B. LAWTON, S.J. (1999)

*Professor of Classics and Archaeology and Theological Studies and
 President of the University*
 A.B., Fordham University, 1971;
 Ph.D., Harvard University, 1977.

MARK LEACH (2001)

Assistant Professor of Marketing
B.S., University of Arizona, 1991;
Ph.D., Georgia State University, 1998.

WAYNE Le CHEMINANT (2006)

Assistant Professor of Political Science
B.A., Brigham Young University, 1993;
M.A., California State University, Los Angeles, 1999;
M.A., University of Southern California, 2001;
Ph.D., University of Southern California, 2004.

CHUN I. LEE (2001)

*Associate Professor of Finance, Computer Information Systems
and Operations Management*
B.S., Chiao Tung University, Taiwan, 1980;
M.S., University of California, Los Angeles, 1985;
M.S., Carnegie-Mellon University, 1987;
M.S., Washington University in St. Louis, 1990;
D.B.A., Southern Illinois University at Carbondale, 1993.

JONGHWA LEE (2004)

Assistant Professor of Communication Studies
B.A., Kei-Myung University, 1994;
M.A., San José State University, 1998;
Ph.D., Ohio University, 2003.

MICHAEL LEE, S.J. (2006)

Assistant Professor of Theological Studies
B.A., University of Nebraska—Lincoln, 1983;
M.A., St. Louis University, 1989;
M.Div., Weston Jesuit School of Theology, 1995;
Th.M., Weston Jesuit School of Theology, 1996;
Ed.D., Columbia University, 2005.

WENSHU LEE (2007)

Professor of Communication Studies
B.A., National Taiwan University, 1983;
M.A., University of Southern California, 1985;
Ph.D., University of Southern California, 1989.

TERESA I. LENIHAN (2004)

Assistant Professor of Art and Art History
B.F.A., San José State University, 1982;
M.F.A., Claremont Graduate University, 1984.

LINDA LEON (1988)

Associate Professor of Finance
B.A., University of California, Los Angeles, 1982;
Ph.D., University of California, Los Angeles, 1988.

BRIAN P. LEUNG (1990)

Professor of Education
A.A., Pasadena City, 1974;
B.A., University of Southern California, 1976;
M.A., California State University, Long Beach, 1979;
Ph.D., University of Southern California, 1990.

HOLLI G. LEVITSKY (1991)

Associate Professor of English and Director of Jewish Studies
B.A., University of Michigan, 1979;
M.A., University of Michigan, 1982;
Ph.D., University of California, Irvine, 1991.

PETRA LIEDKE KONOW (1995)

*Associate Professor of Modern Languages and Literatures and
Director of European Studies*
B.A., Universität zu Köln, Germany, 1977;
M.A., Universität zu Köln, Germany, 1983;
Ph.D., University of California, Los Angeles, 1992.

DEBRA B. LINESCH (1991)

Professor of Marital and Family Therapy and Chairperson of the Department
B.A., University of Toronto, 1975;
B.Ed., Queens University, 1976;
M.A., Loyola Marymount University, 1981;
Ph.D., Union Institute, 1992.

EDMUNDO LITTON (1999)

*Associate Professor of Education and
Chairperson of Specialized Program in Urban Education*
B.A., De La Salle University, Philippines, 1985;
M.A., Georgetown University, 1989;
Ed.D., University of San Francisco, 1994.

ANNIE LIU (2001)

Assistant Professor of Marketing
B.B.A., Chinese Culture University, Taipei, 1983;
M.S., Purdue University, 1988;
Ph.D., Georgia State University, 1998.

DORIAN LLYWELYN, S.J. (2005)

Assistant Professor of Theological Studies
B.A., University of Cambridge, 1977;
M.A., University of Cambridge, 1981;
S.T.B., Universidad Pontificia de Salamanca, 1990;
S.T.L., Jesuit School of Theology, Berkeley, 1995;
Ph.D., University of Wales, Lampeter, 2005.

MARC G. LONY (1998)

Associate Professor of Modern Languages and Literatures
DEUG, Université de Paris III, 1978;
M.A., Université de Paris VIII, 1980;
M.A., Université de Paris VIII, 1988;
Ph.D., University of California, Santa Barbara, 1994.

MICHELLE R. LUM (2007)

Assistant Professor of Biology
B.A., University of California, San Diego, 1995;
B.S., University of California, San Diego, 1995;
Ph.D., University of California, Los Angeles, 2003.

RICARDO A. MACHÓN (1986)

Professor of Psychology
B.A., University of Southern California, 1979;
M.A., University of Southern California, 1982;
Ph.D., University of Southern California, 1986.

ERIC MAGNUSON (2003)

Assistant Professor of Sociology
B.A., Brown University, 1991;
M.A., University of California, Los Angeles, 1994;
Ph.D., University of California, Los Angeles, 2000.

JUAN MAH Y BUSCH (2002)

Assistant Professor of English
B.A., University of California, Los Angeles, 1993;
M.A., Cornell University, 1998;
Ph.D., Cornell University, 2003.

CHRISTOPHER A. MANNING (1986)*Professor of Finance*

B.S., San Diego State University, 1967;
 M.B.A., Northwestern University, 1971;
 Ph.D., University of California, Los Angeles, 1983.

MICHAEL E. MANOOGIAN (1993)*Professor of Civil Engineering*

B.S., Loyola Marymount University, 1975;
 M.S., California State University, Northridge, 1983;
 M.S., California State University, Northridge, 1983;
 E.C.E., University of Southern California, 1987;
 Ph.D., University of Southern California, 1992;
 Registered Professional Engineer.

RON MARASCO (1993)*Professor of Theatre Arts*

B.A., Fordham University, 1983;
 M.A., University of California, Los Angeles, 1988;
 Ph.D., University of California, Los Angeles, 1994.

BARBARA E. MARINO (1997)*Associate Professor of Electrical Engineering*

B.S.E.E., Marquette University, 1989;
 M.S.E.E., University of Notre Dame, 1993;
 Ph.D., University of Notre Dame, 1996.

MARA MARKS (2006)*Assistant Professor of Urban Studies*

B.A., Colorado College, 1990;
 M.A., University of California, Los Angeles, 1993;
 Ph.D., University of California, Los Angeles, 1999.

DAVID MARPLE (1978)*Assistant Professor of Sociology*

B.A., Western Kentucky University, 1968;
 M.A., State University New York, Albany, 1970;
 Ph.D., Cincinnati University, 1981.

SHANE P. MARTIN (1995)*Professor of Education,**Acting Chairperson of Language and Culture in Education, and Dean of the School of Education*

B.A., Loyola Marymount University, 1980;
 M.Div., Jesuit School of Theology, Berkeley, 1991;
 Th.M., Jesuit School of Theology, Berkeley, 1992;
 Ph.D., University of Southern California, 1995.

PATRICIA GARCIA MARTINEZ (2006)*Assistant Professor of Management*

B.S., California State Polytechnic University, Pomona, 1991;
 Ph.D., University of California, Irvine, 2002.

RUBÉN MARTÍNEZ (2006)*Professor of English and Fletcher Jones Chair in Literature and Writing***DAVID L. MATHISON (1983)***Professor of Management*

B.A., Whittier College, 1969;
 M.Div., Bethel Theological Seminary, 1975;
 Ph.D., Bowling Green State University, 1978.

JEREMY E.B. McCALLUM (2005)*Assistant Professor of Chemistry*

B.A., Princeton University, 1996;
 Ph.D., University of California, Los Angeles, 2005.

JAMES McCARTHY (2001)*Adjunct Professor of Physics*

B.S., Pennsylvania State University, 1982;
 Ph.D., California Institute of Technology, 1988.

MARY McCULLOUGH (1995)*Professor of Education, Chairperson of Educational Leadership, and Associate Dean for Faculty Development*

B.A., Mount St. Mary's College, 1968;
 M.A., University of San Francisco, 1985;
 Ph.D., University of Southern California, 1992.

MARY CATHARINE McELWAIN (1987)*Associate Professor of Biology*

A.B., Bryn Mawr College, 1973;
 Ph.D., University of Utah, 1985.

CATHLEEN McGRATH (1998)*Associate Professor of Management*

B.A., University of Notre Dame, 1989;
 Ph.D., Carnegie Mellon University, 1998.

HERBERT A. MEDINA (1992)*Professor of Mathematics*

B.S., University of California, Los Angeles, 1985;
 M.S., University of California, Berkeley, 1987;
 Ph.D., University of California, Berkeley, 1992.

BLAKE MELLOR (2002)*Associate Professor of Mathematics*

B.A., Harvard University, 1993;
 Ph.D., University of California, Berkeley, 1999.

JOHN M. MENAGHAN (1989)*Professor of English and Director of Irish Studies*

A.B., Boston College 1976;
 M.A., Syracuse University, 1979;
 Ph.D., University of California, Berkeley, 1988.

MEL I. MENDELSON (1994)*Professor of Mechanical Engineering*

B.S., University of California, Berkeley, 1964;
 M.S., Northwestern University, 1966;
 Ph.D., Northwestern University, 1973.

DIANE M. MEYER (2005)*Assistant Professor of Art and Art History*

B.F.A., New York University, 1999;
 M.F.A., University of California, San Diego, 2002.

MLADEN MILICEVIC (1999)*Professor of Recording Arts and Chairperson of the Department*

B.A., Academy of Music, Sarajevo, 1982;
 M.A., Academy of Music, Sarajevo, 1986;
 M.A., Wesleyan University, 1988;
 D.M.A., University of Miami, 1991.

MICHAEL E. MILLS (1985)*Associate Professor of Psychology*

B.A., University of California, Los Angeles, 1975;
 M.S., California State University, Long Beach, 1977;
 Ph.D., University of California, Santa Barbara, 1983.

MICHAEL MIRANDA (2001)*Assistant Professor of Music*

B.A., California State University, Northridge, 1984;
 M.A., California State University, Los Angeles, 1988;
 Ph.D., Claremont Graduate University, 2001.

ROBIN MISKOLCZE (2002)*Associate Professor of English*

B.A., Indiana University of Pennsylvania, 1991;
 M.A., University of Nebraska—Lincoln, 1992;
 Ph.D., University of Nebraska—Lincoln, 2000.

DAVID A. MOFFET (2005)*Assistant Professor of Chemistry*

B.S., Shippensburg University, 1997;
 Ph.D., Princeton University, 2002.

SYLVIA MORALES (2003)*Assistant Professor of Production (Film and Television)*

B.A., University of California, Los Angeles, 1972;
 M.F.A., University of California, Los Angeles, 1979.

MARK D. MORELLI (1981)*Professor of Philosophy and Director of the Graduate Program in Philosophy*

B.A., Santa Clara University, 1970;
 M.A., University of Toronto, 1973;
 Ph.D., University of Toronto, 1979.

EDWARD C. MOSTEIG (2002)*Associate Professor of Mathematics*

B.S., University of Michigan, Ann Arbor, 1993;
 M.S., University of Illinois, Champaign-Urbana, 1996;
 M.S., Cornell University, 1999;
 Ph.D., Cornell University, 2000.

DARIA MULLER (2007)*Assistant Professor of History*

B.A., Yale University, 1999;
 M.A., University of California, Berkeley, 2002.

TERESA MUÑOZ (1974)*Professor of Art and Art History*

B.A., Marymount College, 1971;
 M.A., California State University, Northridge, 1974;
 M.F.A., California State University, Long Beach, 1982.

ANNA MURACO (2006)*Assistant Professor of Sociology*

B.A., Santa Clara University, 1991;
 M.A., San José State University, 1997;
 Ph.D., University of California, Davis, 2004.

JONAS R. MUREIKA (2004)*Associate Professor of Physics*

B.Sc., University of Toronto, 1993;
 M.Sc., University of Waterloo, 1995;
 Ph.D., University of Toronto, 2002.

NORA MURPHY (2007)*Assistant Professor of Psychology*

B.S., Trinity College, 1996;
 M.A., Northeastern University, 2000;
 Ph.D., Northeastern University, 2003.

ELIZABETH MURRAY (1987)*Professor of Philosophy and Chairperson of the Department*

B.A., Santa Clara University, 1971;
 M.A., University of Toronto, 1973;
 Ph.D., University of Toronto, 1981.

ROBBIE NAKATSU (2000)*Associate Professor of Finance and Computer Information Systems*

B.A., Yale University, 1986;
 Ph.D., University of British Columbia, 2001.

VIRGIL MARTIN NEMOIANU (2005)*Assistant Professor of Philosophy*

B.A., The Catholic University of America, 1996;
 Ph.D., University of Toronto, 2002.

VANESSA NEWELL (2008)*Assistant Professor of Production (Film and Television)*

B.F.A., San José State University, 1993;
 M.F.A., University of Southern California, 1998.

ART NOMURA (1990)*Professor of Production (Film and Television)*

B.A., California State University, Los Angeles, 1970;
 M.F.A., University of California, Los Angeles, 1989.

KATHARINE M. NOON (2004)*Assistant Professor of Theatre Arts*

B.A., University of Puget Sound, 1985;
 M.F.A., California Institute of the Arts, 1990.

RAFIQUL I. NOORANI (1989)*Professor of Mechanical Engineering*

B.S., Bangladesh University of Engineering and Technology, 1969;
 M.E., Texas A&M University, 1977;
 Ph.D., Texas A&M University, 1982.

KIRSTIN J. NOREEN (2006)*Associate Professor of Art and Art History*

B.A., Reed College, 1992;
 M.A., Johns Hopkins University, 1995;
 Ph.D., Johns Hopkins University, 1999.

MAHMOUD MEHRDAD NOURAYI (1990)*Professor of Accounting and Chairperson of the Department*

B.S., Institute of Advanced Accounting, 1975;
 M.B.A., West Coast University, 1978;
 M.S.B.A., California State University, Los Angeles, 1983;
 Ph.D., University of Southern California, 1989;
 C.P.A., C.M.A.

DAVID OFFENBERG (2006)*Assistant Professor of Finance and Computer Information Systems*

B.S., Purdue University, 1996;
 Ph.D., Purdue University, 2005.

STELLA OH (2005)*Assistant Professor of Women's Studies*

B.A., University of California, Los Angeles, 1997;
 M.A., University of California, Irvine, 2000;
 Ph.D., University of California, Irvine, 2004.

ÁINE O'HEALY (1989)*Professor of Modern Languages and Literatures and Director of Humanities*

B.A., University College, Galway, 1969;
 M.A., University College Galway, 1971;
 Ph.D., University of Wisconsin, Madison, 1976.

IRENE OLIVER (1982)*Associate Professor of Education and Chairperson of Elementary and Secondary Education*

B.A., Marymount College, 1973;
 M.Ed., Loyola Marymount University, 1976;
 Ed.D., Pepperdine University, 1997.

BOHDAN W. OPPENHEIM (1983)

Professor of Mechanical Engineering and Director of the Graduate Program in Mechanical Engineering
 B.S.C., Warsaw Polytechnic, 1970;
 M.S.C., Stevens Institute of Technology, 1972;
 Naval Architect, Massachusetts Institute of Technology, 1974;
 Ph.D., Southampton University, 1980.

MICHAEL O'SULLIVAN (1985)

Professor of Psychology
 B.A., St. Louis University, 1972;
 M.S., St. Louis University, 1973;
 M.Div., Jesuit School of Theology, Berkeley, 1978;
 S.T.M., Jesuit School of Theology, Berkeley, 1979;
 Ph.D., St. Louis University, 1982.

JOHN A. PAGE (1962)

Professor of Electrical Engineering
 B.S. in E.E., Loyola University, Los Angeles, 1961;
 M.S. in E., University of California, Los Angeles, 1964;
 Ph.D., University of California, Los Angeles, 1970;
 Registered Professional Engineer.

YONGSUN PAIK (1991)

Professor of Management
 B.A., Yonsei University, 1978;
 M.B.A., Chung-Ang University;
 M.A., University of Texas, Austin, 1986;
 Ph.D., University of Washington, 1991.

JEREMY S. PAL (2006)

Assistant Professor of Civil Engineering
 B.S.E., Loyola Marymount University, 1994;
 M.S., Massachusetts Institute of Technology, 1997;
 Ph.D., Massachusetts Institute of Technology, 2001.

RODGER PARDEE (2000)

Associate Professor of Recording Arts
 B.A., University of Nebraska—Lincoln, 1977;
 M.A., University of Southern California, 1980.

EDWARD PARK (1999)

Associate Professor of Asian Pacific American Studies, Director of Asian Pacific American Studies, and Director of American Cultures Studies
 A.B., University of California, Berkeley, 1986;
 M.C.P., University of California, Berkeley, 1988;
 Ph.D., University of California, Berkeley, 1993.

JOHN PARRISH (2006)

Assistant Professor of Political Science
 A.B., William Jewell College, 1994;
 M.Phil., University of Cambridge, 1996;
 M.A., Harvard University, 2000;
 Ph.D., Harvard University, 2002.

ALICIA M. PARTNOY (1998)

Associate Professor of Modern Languages and Literatures and Chairperson of the Department
 B.A., Universidad Nacional del Sur, 1989;
 M.A., The Catholic University of America, 1991;
 Ph.D., The Catholic University of America, 1997.

JENNIFER PATE (2005)

Assistant Professor of Economics
 B.A., University of California, Davis, 2001;
 M.S., Purdue University, 2002;
 Ph.D., Purdue University, 2005.

ANTHONY D. PATINO (2006)

Assistant Professor of Marketing
 B.A., Drew University, 1985;
 M.A., Harvard University, 1989;
 M.B.A., Duke University, 1991;
 Ph.D., Temple University, 2006.

KYRA L. PEARSON (2002)

Assistant Professor of Communication Studies
 B.A., University of California, Davis, 1995;
 M.A., University of Iowa, 1999;
 Ph.D., University of Iowa, 2003.

ERIC D. PERL (2004)

Professor of Philosophy
 B.A., Yale University, 1984;
 M.A., University of Toronto, 1985;
 Ph.D., Yale University, 1991.

RICHARD J. PERLE (1975)

Professor of Finance and Chairperson of the Department
 B.S., Michigan Technological University, 1967;
 M.B.A., California State University, Long Beach, 1972;
 M.S., University of Southern California, 1974;
 Ph.D., University of Southern California, 1981.

ANTHONY M. PERRON (2004)

Assistant Professor of History
 B.A., University of Chicago, 1994;
 M.A., University of Chicago, 1996;
 Ph.D., University of Chicago, 2002.

MICHAEL B. PESCE (2003)

Adjunct Professor of Bioethics
 B.A., University of California, Davis, 1972;
 M.D., Mount Sinai School of Medicine, 1977;
 J.D., University of San Diego School of Law, 1985.

K.J. PETERS (2000)

Associate Professor of English
 B.A., Tabor College, 1985;
 M.A., Wichita State University, 1988;
 Ph.D., University of Nebraska—Lincoln, 1998.

ANTONIA PETRO (2000)

Associate Professor of Modern Languages and Literatures
 B.A., University of Salamanca, 1994;
 M.A., Michigan State University, 1996;
 Ph.D., Michigan State University, 2000.

JEFFREY A. PHILLIPS (2001)

Assistant Professor of Physics
 B.S., University of Virginia, 1993;
 M.S., University of California, Irvine, 1996;
 Ph.D., University of California, Irvine, 1999.

RICHARD G. PLUMB (2005)

Professor of Electrical Engineering and Dean of the Frank R. Seaver College of Science and Engineering
 B.S.E.E., Syracuse University, 1982;
 M.S.E.E., Syracuse University, 1985;
 Ph.D., Syracuse University, 1988.

CANDACE A. POINDEXTER (1987)

Professor of Education
 B.A., University of California, Los Angeles, 1967;
 M.Ed., Loyola Marymount University, 1977;
 Ed.D., University of California, Los Angeles, 1985.

JOHN R. POPIDEN (1977)

Associate Professor of Theological Studies and Associate Dean, Bellarmine College of Liberal Arts
 B.A., Rice University, 1972;
 M.A., University of Notre Dame, 1977;
 Ph.D., University of Notre Dame, 1980.

REV. LUÍS PROENÇA (2002)

Associate Professor of Production (Film and Television) and Chairperson of the Department
 B.A., Coimbra University, 1980;
 S.T.L., Universidade Católica Portuguesa, Braga, 1986;
 M.Div., Jesuit School of Theology, Berkeley, 1991;
 M.A., Jesuit School of Theology, Berkeley, 1992;
 M.F.A., Loyola Marymount University, 1995.

ZBIGNIEW H. PRZASNYSKI (1985)

Professor of Operations Management
 B.S., University of Sussex, 1972;
 M.S., University of Sussex, 1973;
 Ph.D., University of Sussex, 1977.

RALPH L. QUIÑONES (1986)

Associate Professor of Business Law
 B.A., Vassar College, 1974;
 J.D., New York University, 1980;
 M.B.A., New York University, 1981.

NIGEL A. RAAB (2005)

Assistant Professor of History
 B.Sc., Queen's University, Kingston, 1990;
 B.A., Queen's University, Kingston, 1995;
 M.A., University of Zurich, 1997;
 M.Phil., Columbia University, 1997;
 Ph.D., Columbia University, 2002.

CHARLOTTE C. RADLER (2003)

Assistant Professor of Theological Studies
 B.A., University of Lund, 1997;
 M.A., University of Lund, 1997;
 Ph.D., University of Chicago, 2003.

PATRICK DAMON RAGO (2001)

Associate Professor of Dance
 B.A., California State University, Fullerton, 1994;
 M.F.A., University of Utah, 1996.

DAVID A. RAMIREZ (2002)

Assistant Professor of Natural Science
 B.A., California State Polytechnic University, Pomona, 1991;
 A.T.C., 1991;
 M.A., California State University, Fresno, 1993;
 C.S.C.S., 1998.

MARTIN RAMIREZ (1999)

Associate Professor of Biology
 B.S., Loyola Marymount University, 1981;
 Ph.D., University of California, Santa Cruz, 1990.

FRANCISCO RAMOS (2003)

Associate Professor of Education
 B.A., Escuela Universitaria de Formación del Profesorado de Soria, 1982;
 M.A., Universidad de Zaragoza, 1985;
 M.A., California State University, Los Angeles, 1995;
 Ph.D., University of Southern California, 2000.

JENNIFER RAMOS (2008)

Assistant Professor of Political Science
 B.A., University of California, Davis, 1995;
 M.A., San Francisco State University, 2001.

THOMAS P. RAUSCH, S.J. (1967-69; 1976)

Professor of Theological Studies and T. Marie Chilton Chair of Catholic Theology
 B.A., Gonzaga University, 1966;
 M.A., Gonzaga University, 1967;
 S.T.M., Jesuit School of Theology, Berkeley, 1972;
 Ph.D., Duke University, 1976.

NINA MARIA REICH (2003)

Assistant Professor of Communication Studies
 B.A., California State University, Long Beach, 1998;
 M.A., California State University, Long Beach, 2000;
 Ph.D., University of North Carolina at Chapel Hill, 2003.

JOSEPH C. REICHENBERGER (1993)

Professor of Civil Engineering
 B.C.E., Marquette University, 1964;
 M.S., University of Southern California, 1967;
 Registered Professional Engineer.

JOHN T. REILLY (1984)

Associate Professor of English
 B.A., Harpur College, 1968;
 M.F.A., Cornell University, 1972;
 Ph.D., Cornell University, 1977.

THOMAS J. REILLY (1976)

Associate Professor of Chemistry
 B.A., Brooklyn College, 1963;
 Ph.D., University of Southern California, 1971.

CRAIG O. RICH (2009)

Assistant Professor of Communication Studies
 B.A., Radford University, 1999;
 M.S., University of Utah, 2003.

BARBARA ROCHE RICO (1989)

Professor of English
 B.A., Yale University, 1977;
 M.Phil., Yale University, 1981;
 Ph.D., Yale University, 1987.

PETER SMITH RING (1990)

Professor of Management
 B.A., St. Anselm College, 1963;
 L.L.B., Georgetown, 1966;
 M.P.A., Harvard University, 1970;
 Ph.D., University of California, Irvine, 1986.

JAMES A. ROE (1991)

Professor of Chemistry and Chairperson of the Department
 A.B., Williams College, 1977;
 Ph.D., University of California, Berkeley, 1984.

CURTISS TAKADA ROOKS (2008)

Assistant Professor of Asian Pacific American Studies and Associate Dean of the Bellarmine College of Liberal Arts
 A.B., Dartmouth College, 1976;
 M.A., Trinity College, 1982;
 Ph.D., University of California, Irvine, 1997.

ERNEST ROSE (2005)

Professor of Education and Senior Vice President and Chief Academic Officer
 B.A., University of California, Santa Barbara, 1970;
 M.S., University of Utah, 1978;
 Ph.D., University of Utah, 1984.

CHUCK ROSENTHAL (1986)

Professor of English
 B.A., Allegheny University, 1973;
 M.A., Bowling Green State University, 1975;
 M.A., University of California, Davis, 1981;
 Ph.D., University of Utah, 1986.

NICOLAS ROSENTHAL (2006)

Assistant Professor of History
 B.A., University of Oregon, 1997;
 M.A., University of Oregon, 2000;
 Ph.D., University of California, Los Angeles, 2005.

JONATHAN ROTHCHILD (2007)

Assistant Professor of Theological Studies
 B.A., Georgetown University, 1996;
 M.A., University of Chicago, 1999;
 Ph.D., University of Chicago, 2003.

ROBERT JAMES ROVETTI (2008)

Assistant Professor of Mathematics
 B.S., Pacific Union College, 1999;
 M.S., University of California, Los Angeles, 2003.

ABHIK ROY (2006)

Professor of Communication Studies
 B.S., St. Xavier's College, Calcutta, India, 1975;
 LL.B., University of Calcutta, 1979;
 M.S., University of Kansas, 1985;
 Ph.D., University of Kansas, 1996.

JUDITH ROYER, C.S.J. (1973)

Professor of Theatre Arts
 B.A., St. Joseph Teachers College, 1967;
 M.A., California State University, Fullerton, 1973;
 Ph.D., University of California, Santa Barbara, 1983.

PAUL A. RUDE (1963)

Professor of Electrical Engineering
 B.S. in E., University of California, Los Angeles, 1955;
 M.S. in E.E., University of Pittsburgh, 1957;
 Ph.D., University of Pittsburgh, 1962.

GREGORY RUZZIN (2005)

Assistant Professor of Production (Film and Television)
 B.G.S., University of Michigan, 1986;
 M.F.A., University of Southern California, 1989.

DERMOT ALBERT RYAN (2007)

Assistant Professor of English
 B.A., Trinity College, Dublin, 1992;
 M.A., Queens University, Belfast, 1997;
 M.A., Columbia University, 2000;
 M.Phil., Columbia University, 2003;
 Ph.D., Columbia University, 2007.

JOSE A. SAEZ (2002)

Associate Professor of Civil Engineering
 B.S.E., Loyola Marymount University, 1986;
 M.S.E., Loyola Marymount University, 1991;
 Ph.D., University of California, Los Angeles, 2004;
 Registered Professional Engineer.

REBECCA SAGER (2007)

Assistant Professor of Sociology
 B.A., University of California, San Diego, 2000;
 M.A., University of Arizona, 2002.

YING SAI (2004)

Assistant Professor of Computer Information Systems
 B.S., Beijing Institute of Light Industry, 1983;
 M.S., Carnegie Mellon University, 1986;
 Ph.D., University of Texas at Austin, 2002.

DAVID SANCHEZ (2006)

Assistant Professor of Theological Studies
 B.A., California State University, Los Angeles, 1988;
 M.A., Claremont School of Theology, 1997;
 M.A., Union Theological Seminary, 2004;
 Ph.D., Union Theological Seminary, 2005.

NADER SANIEI (2004)

Professor of Mechanical Engineering and Chairperson of the Department
 B.S., Purdue University, 1981;
 M.S., University of California, Davis, 1984;
 Ph.D., University of California, Davis, 1988.

JEFF SANNY (1980)

Professor of Physics and Associate Dean for Research, Graduate Studies, and External Initiatives, Frank R. Seaver College of Science and Engineering
 B.S., Harvey Mudd College, 1974;
 M.S., University of California, Los Angeles, 1976;
 Ph.D., University of California, Los Angeles, 1980.

STEPHEN J. SAUER, S.J. (2006)

Assistant Professor of Theological Studies
 B.A., Georgetown University, 1983;
 M.A., University of Minnesota, 1991;
 S.T.B., Pontificia Università Gregoriana, Rome, 1997;
 S.T.L./M.A., Institut Catholique de Paris, 1999;
 S.T.D., The Catholic University of America, 2007.

MARK SAYA (1993)

Professor of Music
 B.M., Indiana University, 1978;
 M.M., University of Cincinnati, 1980;
 D.M.A., University of Cincinnati, 1986.

VIRGINIA SAYA (1989)

Professor of Music
 B.Mus., Simpson College, 1975;
 M.Mus., University of Cincinnati, 1983;
 Ph.D., University of Cincinnati, 1989.

JUDITH M. SCALIN (1976)

Professor of Dance and Co-Chairperson of the Department
 B.A., University of California, Los Angeles, 1968;
 M.A., Mills College, 1974.

DEAN SCHEIBEL (1991)

Professor of Communication Studies and Associate Dean of the College of Communication and Fine Arts
 B.S., California State University, Northridge, 1975;
 B.A., California State University, Northridge, 1984;
 M.A., California State University, Northridge, 1986;
 Ph.D., Arizona State University, 1991.

SUSAN SCHEIBLER (2001)*Associate Professor of Film/TV Studies*

B.A., Biola University, 1976;
 M.A., Claremont Graduate University, 1986;
 M.A., University of Southern California, 1986;
 Ph.D., University of Southern California, 1994.

MARK EVAN SCHWARTZ (2001)*Associate Professor of Screenwriting*

B.F.A., East Carolina University, 1975;
 M.F.A., Boston University, 1980.

TERI SCHWARTZ (2004)*Dean, School of Film and Television*

B.A., University of California, Los Angeles, 1971;
 M.A., University of London, 1973.

KALA CHAND SEAL (1990)*Professor of Computer Information Systems*

B.Tech., India Institute of Technology, 1985;
 M.S., University of Texas, Dallas, 1989;
 Ph.D., University of Texas, Dallas, 1990.

BETH SERLIN (2005)*Assistant Professor of Screenwriting*

B.A., University of Michigan, Ann Arbor, 1989;
 M.F.A., University of Southern California, 1992.

ANA SERRANO (2006)*Associate Professor of Education*

B.S., University of Southern California, 1979;
 M.S., University of Southern California, 1990;
 Ph.D., University of Southern California, 1996.

PATRICK D. SHANAHAN (1996)*Professor of Mathematics*

B.A., California State University, Long Beach, 1990;
 M.S., University of California, Santa Barbara, 1992;
 Ph.D., University of California, Santa Barbara, 1996.

TIMOTHY D. SHANAHAN (1988)*Professor of Philosophy*

B.S./B.A., State University New York, Cortland, 1983;
 M.A., University of Notre Dame, 1986;
 Ph.D., University of Notre Dame, 1988.

STEPHEN SHEPHERD (2006)*Associate Professor of English and Director of the Graduate Program in English*

B.A., Queen's University, Kingston, Canada, 1983;
 M.A., Queen's University, Kingston, Canada, 1984;
 D.Phil., University of Oxford, 1988.

GARY P. SIBECK (1965)*Professor of Business Law*

B.A., University of Oklahoma, 1951;
 M.A., University of Oklahoma, 1960;
 J.D., University of Oklahoma, 1962;
 Ph.D., University of Southern California, 1971.

JEFFREY S. SIKER (1987)*Professor of Theological Studies and Chairperson of the Department*

B.A., Indiana University, 1976;
 M.A., Indiana University, 1978;
 M.Div., Yale University, 1981;
 Ph.D., Princeton Theological Seminary, 1989.

ROBERT SINGLETON (1982)*Associate Professor of Economics*

B.A., University of California, Los Angeles, 1960;
 M.A., University of California, Los Angeles, 1962;
 Ph.D., University of California, Los Angeles, 1983.

MATTHEW T. SINIAWSKI (2004)*Assistant Professor of Mechanical Engineering*

B.S., Illinois Institute of Technology, 2000;
 Ph.D., Northwestern University, 2004.

DAVID SMITH (1978)*Professor of Mathematics*

B.S., Oklahoma State University, 1971;
 M.S., Oklahoma State University, 1973;
 Ph.D., Oklahoma State University, 1978.

DANIEL L. SMITH-CHRISTOPHER (1989)*Professor of Theological Studies and Director of Peace Studies*

B.A., George Fox College, 1977;
 M.Div., Associated Mennonite Biblical Seminaries, 1981;
 Ph.D., Oxford University, 1986.

ANTHONY P. SMULDERS, C.F.M.M. (1970)*Professor of Biology*

B.S., Loyola University, Los Angeles, 1966;
 Ph.D., University of California, Los Angeles, 1970.

DANIEL SPEAK (2007)*Assistant Professor of Philosophy*

B.A., Biola University, 1990;
 M.A., Claremont Graduate University, 1996;
 Ph.D., University of California, Riverside, 2002.

JANIE S. STECKENRIDER (1991)*Associate Professor of Political Science*

B.A., University of Illinois, 1976;
 M.A., University of Notre Dame, 1978;
 Ph.D., University of Southern California, 1988.

JOHN A. STEWART (1989)*Professor of Production (Film and Television)*

B.A., University of California, Los Angeles, 1968;
 M.F.A., University of California, Los Angeles, 1970.

ELIZABETH A. STODDARD (2005)*Associate Professor of Education and**Associate Dean of the School of Education*

B.A., Western Michigan University, 1977;
 M.A., Western Michigan University, 1979;
 Ph.D., Oregon State University, 1996.

BRAD ELLIOTT STONE (2003)*Assistant Professor of Philosophy*

B.A., Georgetown College, 1998;
 M.A., The University of Memphis, 2001;
 Ph.D., The University of Memphis, 2003.

SARAH L. STRAND (2007)*Assistant Professor of Natural Science*

B.A., Bethel University, 2001;
 M.A., Concordia University, 2003;
 A.T.C.

CHARLES SWANSON (2003)*Assistant Professor of Production (Film and Television)*

B.A., Morehouse College, 1990;
 M.F.A., University of Southern California, 1998.

ERNEST S. SWEENEY, S.J. (1972)*Professor of History*

A.B., Loyola University Chicago, 1955;
 Ph.L., West Baden College, 1957;
 M.A., Loyola University Chicago, 1959;
 S.T.L., Woodstock College, 1964;
 Ph.D., University of Texas, Austin, 1970.

REV. MICHAEL R. TANG (1990)*Professor of Art and Art History*

B.A., Loyola Marymount University, 1981;
 M.F.A., The School of the Art Institute, Chicago, 1983;
 M.Div., Jesuit School of Theology, Berkeley, 1989;
 Th.M., Jesuit School of Theology, Berkeley, 1990.

VANDANA THADANI (2004)*Assistant Professor of Psychology*

B.A., University of Chicago, 1992;
 M.A., University of California, Los Angeles, 1995;
 Ph.D., University of California, Los Angeles, 2000.

RENATE THIMESTER (1971)*Associate Professor of Economics*

Diplome D'Etudes de Civilization Francaise, Degree Superior, Sorbonne, Paris, 1961;
 B.S., University of Alabama, 1963;
 M.S., University of Alabama, 1965;
 Ph.D., University of Alabama, 1967.

SETH B. THOMPSON (1970)*Professor of Political Science*

B.A., Santa Clara University, 1966;
 M.A., University of Oregon, 1968;
 Ph.D., University of Oregon, 1972.

JOSEPH S. TIEDEMANN (1979)*Professor of History*

B.A., St. Francis College, 1968;
 Ph.D., City University of New York, 1977.

TRACY SAYUKI TIEMEIER (2006)*Assistant Professor of Theological Studies*

B.A., University of Notre Dame, 1997;
 M.A., University of Notre Dame, 1999;
 Ph.D., Boston College, 2006.

RAYMOND J. TOAL (1986)*Professor of Electrical Engineering/Computer Science and Director of Computer Science*

B.S., Loyola Marymount University, 1985;
 M.S., Loyola Marymount University, 1986;
 Ph.D., University of California, Los Angeles, 1993.

BRIAN TREANOR (2003)*Associate Professor of Philosophy*

B.A., University of California, Los Angeles, 1991;
 M.A., California State University, Long Beach, 1997;
 Ph.D., Boston College, 2001.

LAWRENCE A. TRITLE (1978)*Professor of History*

B.A., University of California, Los Angeles, 1968;
 M.A., University of South Florida, 1972;
 Ph.D., University of Chicago, 1978.

WILLIAM J. TROTT (1975)*Professor of Civil Engineering and Chairperson of the Department*

B.S., University of California, Los Angeles, 1971;
 M.S., University of California, Los Angeles, 1972;
 Ph.D., University of California, Los Angeles, 1979;
 Registered Professional Engineer.

NAZMUL ULA (1991)*Professor of Electrical Engineering and Chairperson of the Department*

B.S., Bangladesh University of Engineering and Technology, 1979;
 M.S., University of Wyoming, 1985;
 Ph.D., University of California, Davis, 1991.

CARL R. URBINATI (2004)*Assistant Professor of Biology*

B.S., University of Illinois at Urbana-Champaign, 1992;
 Ph.D., Loyola University Chicago, 1998.

CHARLES VANCE (1986)*Professor of Management*

B.S., Brigham Young University, 1975;
 M.A., Brigham Young University, 1977;
 Ph.D., Syracuse University, 1981.

GABRIELE VARIESCHI (2000)*Associate Professor of Physics and Chairperson of the Department*

B.S., University of Milano, Italy, 1989;
 M.S., University of California, Los Angeles, 1996;
 Ph.D., University of California, Los Angeles, 2000.

CAROLYN M. VIVIANO (2002)*Associate Professor of Natural Science*

B.A., Amherst College, 1982;
 M.S., Columbia University, 1985;
 M.Phil., Columbia University, 1985;
 Ph.D., Columbia University, 1990.

JOHN P. WAGGONER, III (1976)*Professor of Biology*

B.A., Duke University, 1965;
 M.S., University of Nebraska, 1967;
 Ph.D., University of California, Los Angeles, 1972.

JAMES J. WALTER (1999)*Austin and Ann O'Malley Chair of Bioethics and Chairperson of The Bioethics Institute*

B.A., St. Meinrad College, 1969;
 B.A., Katholieke Universiteit Leuven, 1970;
 S.T.B., Katholieke Universiteit Leuven, 1971;
 M.A., Katholieke Universiteit Leuven, 1971;
 Ph.B., Katholieke Universiteit Leuven, 1972;
 Ph.D., Katholieke Universiteit Leuven, 1974.

PHILIP C. WANDER (2007)*President's Professor of Communication Studies*

B.S., Southern Illinois University, 1963;
 M.A., University of Pittsburgh, 1965;
 Ph.D., University of Pittsburgh, 1968.

ROBIN WANG (1999)*Associate Professor of Philosophy and Director of Asian and Pacific Studies*

B.A., Peking University, 1980;
 M.A., Peking University, 1983;
 M.A., University of Notre Dame, 1988;
 Ph.D., University of Wales, 1998.

SHARON WATT (1995)*Adjunct Professor of Education*

B.S., University of Southern California, 1971;
 M.S., University of Southern California, 1972;
 J.D., Loyola University School of Law, 1978.

CONNIE J. WEEKS (1987)*Professor of Mathematics*

B.S., Harvey Mudd College, 1970;
 M.S., University of Southern California, 1972;
 Ph.D., University of Southern California, 1977.

DAN WEINGARTEN (2004)*Assistant Professor of Theatre Arts*

B.S., Drexel University, 1988;
 M.F.A., California Institute of the Arts, 2004.

LAWRENCE A. WENNER (2000)*Von der Ahe Chair of Communication and Ethics*

B.A., California State University, Northridge, 1974;
 M.A., University of Iowa, 1976;
 Ph.D., University of Iowa, 1977.

KEVIN J. WETMORE, JR. (2005)*Assistant Professor of Theatre Arts*

B.A., Bates College, 1991;
 M.A., University of Leeds, 1992;
 Ph.D., University of Pittsburgh, 1999.

KENNEDY WHEATLEY (2000)*Assistant Professor of Production (Film and Television)*

B.A., Michigan State University, 1980;
 M.F.A., University of Southern California, 1998.

THOMAS I. WHITE (1994)*Hilton Professor in Business Ethics, and Adjunct Professor of Philosophy*

A.B., College of the Holy Cross, 1969;
 M.A., Columbia University, 1970;
 Ph.D., Columbia University, 1974.

JOHN T. WHOLIHAN (1984)*Professor of Management and**Dean Emeritus, College of Business Administration*

B.S., University of Notre Dame, 1959;
 M.B.A., Indiana University, 1960;
 Ph.D., American University, 1973.

DAMON WILLICK (2005)*Assistant Professor of Art History*

B.A., University of California, Los Angeles, 1994;
 M.A., University of California, Riverside, 1996;
 Ph.D., University of California, Los Angeles, 2004.

JEFFREY L. WILSON (1995)*Associate Professor of Philosophy and**Senior Director of Undergraduate Teacher Preparation*

B.A., St. John's College, 1985;
 M.A., Emory University, 1991;
 Ph.D., Emory University, 1995.

LUCY WILSON (1982)*Professor of English*

B.A., Kutztown University, Pennsylvania, 1974;
 M.A., Kutztown University, Pennsylvania, 1975;
 Ph.D., Temple University, 1982.

ROBERT D. WINSOR (1991)*Professor of Marketing*

B.A., University of La Verne, 1982;
 B.A., Claremont McKenna College, 1983;
 Ph.D., University of Southern California, 1989.

AMY WOODSON-BOULTON (2004)*Assistant Professor of History*

B.A., University of California, Berkeley, 1994;
 M.A., University of California, Los Angeles, 1999;
 Ph.D., University of California, Los Angeles, 2003.

WARREN S. WRIGHT (1967)*Professor of Mathematics*

B.A., Pomona College, 1963;
 M.A., University of Southern California, 1965.

GAIL WRONSKY (1987)*Professor of English*

B.A., University of Virginia, 1978;
 M.F.A., University of Virginia, 1981;
 Ph.D., University of Utah, 1986.

KELLY YOUNGER (2001)*Associate Professor of English*

B.A., Loyola Marymount University, 1994;
 M.A., Loyola University Chicago, 1996;
 Ph.D., University College, Dublin, 1999.

MOLLY YOUNGKIN (2007)*Assistant Professor of English*

B.G.S., University of Dayton, 1995;
 M.A., Wright State University, 1998;
 Ph.D., Ohio State University, 2002.

KATERINA ZACHARIA (1999)*Associate Professor of Classics and Archaeology*

B.A., Capodistrian University, 1988;
 M.A., University College, London, 1990;
 Ph.D., University College, London, 1996.

THOMAS M. ZACHARIAH (1988)*Associate Professor of Mathematics*

B.S., Kerala University, 1971;
 M.S., Kerala University, 1973;
 M.A., Claremont Graduate University, 1980;
 Ph.D., Claremont Graduate University, 1984.

SEID M. ZEKAVAT (1964)*Professor of Economics*

B.A., Tehran University, 1955;
 B.A., Pepperdine University, 1960;
 M.A., University of Southern California, 1961;
 Ph.D., University of Southern California, 1964.

ANATOLY ZHUPLEV (1992)*Professor of Management*

B.S., Ordzhonikidze Engineering-Economics Institute,
 Moscow, 1974;
 Ph.D., Moscow Management Institute, 1981.

DONALD ZIRPOLA (1978)*Professor of Production (Film and Television)*

B.A., Chapman College, 1970;
 M.F.A., University of Southern California, 1973.

University Librarians

ANTHONY J. AMODEO (1984)

Reference Librarian

B.A., De Paul University, 1967;
M.A.L.S., Rosary, 1981;
M.A., Loyola Marymount University, 1989.

CYNTHIA BECHT (1995)

Special Collections Librarian

B.A., University of California, Los Angeles, 1987;
M.L.S., University of California, Los Angeles, 1993.

TOBEYLYNN BIRCH (2008)

Head Acquisitions/Serials Librarian

B.A., University of California, Santa Cruz, 1972;
M.A., University of Denver, 1976.

KRISTINE BRANCOLINI (2006)

Dean of University Libraries

B.A., Scripps College, 1973;
M.L.S., Indiana University, 1974;
Ph.D., Indiana University, 1983.

PAMELA CLARKE (2005)

Cataloging Librarian

B.A., California State University, Fullerton, 1989;
M.S.L.I.S., University of Illinois, 2000.

JAMIE HAZLITT (2006)

Reference Librarian

B.A., University of Washington, 1998;
M.L.I.S., University of California, Los Angeles, 2005.

CHRISTINA HENNESSEY (2002)

Systems Librarian

B.S., Virginia Polytechnic Institute & State University, 1992;
M.L.I.S., University of California, Los Angeles, 2002.

GLENN JOHNSON-GRAU (1996)

Head of Cataloging Department

B.A., University of California, Los Angeles, 1987;
M.L.S., University of California, Los Angeles, 1994.

ALEXANDER JUSTICE (2002)

Reference Librarian

B.A., Loyola Marymount University, 1991;
M.L.I.S., University of California, Los Angeles, 2002.

CHRISTINE MEGOWAN (2008)

Special Collections Librarian

B.A., University of California, San Diego, 2004;
M.L.I.S., University of California, Los Angeles, 2006.

RHONDA ROSEN (1987)

Head of Media and Reserve Services

B.A., University of California, Los Angeles, 1977;
M.L.S., University of California, Los Angeles, 1987.

ELISA SLATER (1999)

Reference Librarian

B.A., University of California, Riverside, 1991;
M.L.I.S., University of California, Los Angeles, 1999.

CLAY STALLS (2000)

Manuscript Curator/Librarian

B.A., Texas Tech University, 1979;
Ph.D., University of California, Los Angeles, 1991;
M.L.I.S., University of California, Los Angeles, 1999.

WALTER WALKER (1996)

Head Cataloging Librarian

B.A., University of California, Santa Barbara, 1979;
M.L.S., University of California, Los Angeles, 1990.

SACHI YAGYU (1990)

Head of Reference/Circulation Services

B.A., Minnesota, 1980;
M.L.S., University of California, Los Angeles, 1990.

Faculty Emeriti

BOB G. ACKLEY

Theatre Arts

ALEX ALOIA

Education

WALTER ARLEN

Music

BOGIDAR AVRAMOV

Music

MELVIN R. BERTOLOZZI

English

JASPER BLYSTONE

Philosophy

JAMES G. BOWIE

Business Administration

ROBERT J. BRAUS

Theological Studies

DIANE CALLAHAN

Education

JOSEPH CALLINAN

Mechanical Engineering

ROBERT V. CARO, S.J.

English

LAMAR CASELLI

Communication Arts

KENNETH P. CHUANG

Civil Engineering

ANGELO A. De GENNARO

Modern Languages and Literatures & Philosophy

DAVID T. FISHER, S.J.

Theology

FRANKLIN E. FISHER

Mechanical Engineering

WILLIAM F. FITZGERALD

Political Science

JAMES E. FOXWORTHY

Civil Engineering

JOHN GARSTKA

Accounting

FRANCES GUSSENHOVEN, R.S.H.M.

English

JOHN C. HAGGART*Business Administration***RENÉE L. HARRANGUE***Psychology***ROGER TIM HAUG***Civil Engineering***EMMETT JACOBS***Theatre Arts***BORIS KAPLAN***Communication Arts***CARROLL KEARLEY***Philosophy***SCOTT W. KESTER***Education***HERBERT KINDLER***Business Administration***RICHARD L. KOCHER***English***HELEN LANDGARTEN***Marital and Family Therapy***LEON LEVITT***Business Administration***SARA LIEBERMAN***Psychology***ALFRED LIGHTFOOT***Education***SHARON LOCY***English***RODERICK MACLEOD***Chemistry***TERRANCE MAHAN, S.J.***History***PAULINE KHURI MAJOLI***Art***JAMES MATHIEU***Sociology***MARIE ANNE MAYESKI***Theological Studies***E. VIRGINIA MERRIAM***Biology***WILLIAM D.C. MOEBS***Physics***LORETTA MORRIS***Sociology***MICHAEL MULVIHILL***Civil Engineering***WADE A. PETERSON***Mathematics***CLAIRE PFENNIGER***Modern Languages and Literatures***LUCIEN RICO***Modern Languages and Literatures***SUSAN BARNES ROBINSON***Art and Art History***RICHARD ROLFS, S.J.***History***HERBERT J. RYAN, S.J.***Theological Studies***PAUL SALAMUNOVICH***Music***PAUL SCHUMANN***Education***WARREN C. SHERLOCK***Communication Arts***H. DANIEL STAGE, JR.***Business Administration***CAROL SULLIVAN***History***LELAND C. SWENSON***Psychology***HAYDEE TYRELL-REIGADAS***Modern Languages and Literatures***GENEVIEVE UNDERWOOD, R.S.H.M.***Art***RICHARD L. WILLIAMSON***Business Administration***DENNIS ZILL***Mathematics*

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